**From Page to Screen: A Review of Multimodal Pedagogy in Context of ESL Classroom**

**Dr. Sejal Harbhadrasinh Sarvaiya**

**Assistant Professor in English**

**Department of Science & Humanities**

**Vishwakarma Government Engineering College**

**Gujarat Technological University, Ahmedabad, Gujarat, India**

 Email: sejalsarvaiya75@gmail.com Contact: 9879077711

ABSTRACT

There has been an unprecedented surge of interest in the field of research in multimodality in language learning in recent times. Academicians and researchers are looking for the meaningful ways in which the inter weave of multimodal techniques using digital medium that can yield to rewarding learning outcomes. The screen has become the most prevailing and powerful medium of communication in majority parts of the world. So, pedagogical research interest on meaning making realized through various modes including digital technology tools is justified**.** One after the other researcher has acknowledged the benefits of multimodal practices for L2 students. Lee and Akuto have shown several benefits of multimodal techniques including enhancing audience and genre awareness, learner autonomy, language learning investment, identity development, multimodal communicative competence, and L2 competence” (Li & Akoto, 2021, p.1). This article offers useful insights into Multimodal Pedagogy in Context of ESL Classroom and its effects on L2 learners as well as its implications for L2 teachers. Second language learning process is intricate and contemporary research in multimodality can provide direction to teachers and policy makers to have more inclusive ESL classrooms.

**Key words**— Multimodal Pedagogies, Mode, Student centered approach, Identity, English as second language(ESL), learner investment, autonomy, Inclusive and mixed ability classroom

I. INTRODUCTION

There has been an unprecedented surge of interest in the field of research in multimodality in language learning in recent times. The two prominent reasons are: it is multidisciplinary in nature and it can/may lead tomore engaging and inclusive classroom**.** Academicians and researchers are looking for the meaningful ways in which the inter weave of multimodal techniques using digital medium yield to rewarding learning outcomes. The screen has become the most prevailing and powerful medium of communication in majority parts of the world. So, pedagogical research interest on meaning making realized through various modes including digital technology tools is justified**.** (D. Johnson & G. Kress, 2003, p.7) This article reviews pedagogical applications of multimodality in the context of English language teaching in higher education.

 The concept of multimodality emerged as an independent field of research in 1990. The groundwork was provided by the scholarly studies by Kress and van Leeuwen (1996), Lemke (1998), van Leeuwen (1999), and Martinec (2000). The credit of providing the term “multimodality” goes to The New London Group (1996) while they discussed the changing ways of communication due to new technologies. The group advocated for a wider view of literacy than the customary printed text and introduced a new approach to engage students and use all available resources, especially multimedia technologies (New London Group, 1996). It was Kress who predicted in 2003 that ‘the screen’ will rule over all our interactions and communication very soon. Jewitt (2006) did fundamental work in defining modalities as different modes of expression- aural, visual, gestural, spatial, and linguistic. This amalgamation of modes provided a positive ground for creativity and meaning making practices. It also contributed to create a positive learning environment. With the advent of technology based interactions, multimodality provided the resources and opportunities that are quite rich as learning experiences. The importance of developing multiliteracies has been increasingly recognized by education systems across the globe along with growth of digital technology. Digital multimodal language practices are quite visible in efforts of young people contributing to online video sharing platforms as consumers and prosumers. (“Prosumer” means producer and consumer of video production) (Ritzer & Jurgenson, 2010; Duncum, 2011).

# II. MULTIMODAL PEDAGOGY FOR ESL CLASSROOM

 Multimodal pedagogy is defined as a pedagogy that uses different modes as an essential feature of communication in curriculum, teaching-learning and assessment practices (Stein, 2008). A multimodal pedagogy emphasizes on using learning materials that amalgamate different semiotic modes. The students use various different modes (linguistic, visual, aural, spatial, and gestural) that requires students to use different sensory modalities (i.e. listening, speaking, viewing, gesturing, touching, etc.) to understand the content. Teachers pick the learning material through various mediums (video, blog post, news article, videogames, short film, etc.). In concluding phase, students have opportunity to show their skill by combining different semiotic modes and present them creatively in some medium.

Various studies done in context of ESL classroom have supported the argument that multimodal approach used for language and content teaching can contribute in significant manner to ELL students’ academic success.

Creation of digital story is one important task in this reference. While creating a digital story, students have a chance to select and present the features that relate to them and to make personal connections into the story (Nelson 2006). The immigrant learners get opportunities to explore their personal experiences and cultures and also learn subject matter and improve their oral and written language skills in English while handling their tasks (Vinogradova et al. 2011). In this way, creation of digital stories couls help promote student identity development and the articulation of student voices in case of EFL/ ESL students.

Li and Akuto (2021) analyzed 26 empirical studies on digital multimodal composing (DMC) published in well-established journals between 2010 and 2020. They considered the aspects like context, participants, tasks, technology, research data, research strands and themes. Their review showed that most studies were conducted in tertiary ESL/EFL contexts. The studies included activities like digital storytelling, digital video production, and multimodal presentation. Li and Akuto (2021) found that digital multimodal practices proved quite beneficial for L2 students in the context of enhancing audience and genre awareness, learner autonomy, language learning investment, identity development, multimodal communicative competence, and L2 competence.

Usage of multimodal pedagogical practices has proved to be a very helpful option for active learner engagement. It has turned out to be a resource of modernity and creativity for both teachers and students as it actually draws upon available visual, audio, and kinesthetic modes, which could engage students favorably in the course content. It exercised a positive effect on oral production of learners, improved quality of communication between the learner and the teacher.

The earlier practices of teaching with one modality (mostly linguistic) were inadequate to cater the requirements of all learners with various learning styles and individual differences in English class. Using multimodal pedagogy in ESL classroom can create a more inclusive class in terms of teaching and learning both.

# Effects of multimodal Pedagogy for ESL Learners

 Vasudevan, Schultz, and Bateman (2010) in their study related to multimodal story telling stated that students’ engagement improved by this method. In addition, they also developed multiliteracies.

In a survey conducted by the Pew Research Center (Purcell, Buchanan, & Friedrich, 2013), Advanced Placement and National Writing Project, the teachers reported the advantages of using technology in their writing instruction like increased willingness and motivation level of the student to collaborate on writing projects when using technology. Moreover, the usage of digital writing tools for writing projects boosted students’ creativity and personal expression which was not seen in the case of traditional writing tools.

# TOWARDS MORE ENGAGING AND INCLUSIVE CLASSROOM

 A research project in the context of Uganda showed that the multimodal pedagogies like drawing, photography and drama for teaching the English curriculum proved to be highly effective in supporting English language learning in the classroom (B. Norton 11). The reason behind it was that the use of innovative methods helped the students to reject their opinion of English as restricted and non-natural medium of instruction when they started using it for communication, expression, and acquired ownership of meaning.

It is seen that students’ family background, social and economic standing has significant impact on their capacity for digital access, skills, and opportunities (Hatlevik & Christophersen, 2013). So academic institutions can close this ‘digital divide’ by providing the students the access to technological tools and the knowledge and skills required for teaching learning process like digital multimedia composing..

Multimodal pedagogy has proved to be very advantageous for language teaching as it can help students learn to employ different modes other than only verbal language to understand and produce texts in target language more effectively. It will also enhance their awareness of target culture. (Busà, 2010, 2015).

# IMPLICATIONS FOR ESL TEACHERS

 ESL teachers are required to build up a pedagogical structure to teach and facilitate digital multimodal practices carried out by in the classroom. Learner trainings should be provided for the students to train them for using online website or application to create a video, poster or a digital story as well as how they can integrate written and visual texts.

The teaching and learning activities focus on the teacher’s role through the various phases. The teacher demonstrates any one activity and teaches relevant semiotic information and the metalanguage of meaning-making process while using different modes. The teacher also guides them to acquire adequate skills for efficient use of technology. Apparently, there are many challenges on the part of teachers catering for students’ diversified composing needs.

The teachers and academicians also have reported challenges associated with the usage of digital tools for multimodal teaching practices. According to Sweeny, a prominent challenge is, “truncated forms of expression used for texting, Internet searching, and social networking (i.e., Twitter) spill over into students’ formal writing assignments, underscoring the need to emphasize pragmatic competence” (Sweeney, 2010).

# NEP 2020 Recommendations

 The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. “Develop all aspects and capabilities of learners; and make education more well-​rounded, useful, and fulfilling to the ... India's national identity and wealth. Flexible Learning gives learners the freedom and choice to learn according ... and develop a well-defined personal, social, and cultural identity. Using Multimodal practices in L2 classes certainly exercises positive influence on teacher’s classroom interaction and student motivation strategies. It helps the teacher to make better choices to empower learning in an ESL classroom.

**VII. CONCLUSION**

Here are some prominent insights in to the Characteristics of Research on Multimodal Pedagogy: Multimodal Pedagogy was found motivating and engaging at large in ESL context. It has improved English Language and Multimodal Literacy Skills of the students. It contributed to boost Learners’ Autonomy and Creativity. And it has proved to be quite challenging for teachers.

NEP 2020 has made very specific recommendations for the new curriculum suggesting to incorporate “basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics” for development of capabilities of learners with a purpose to provide “more well-rounded, useful, and fulfilling education” to the learner (NEP, 2020). It also emphasizes flexible Learning gives learners the freedom and choice to learn and develop a well-defined personal, social, and cultural identity. Using DMC in L2 classes certainly exercises positive influence on teacher’s classroom interaction and student motivation strategies. It helps the teacher to make better choices to empower learning in an ESL classroom.

**REFERENCES**

1. Busà, M.G. Sounding natural: Improving oral presentation skills,Language Value.(2010)
2. Busà, M.G. Teaching learners to communicate effectively in the L2: Integrating body language in the students' syllabus, Lingue e Linguaggi,(2015)
3. Dzekoe, Richmond. (2017). Computer-based multimodal composing activities, self-revision, and l2 acquisition through writing. *Language Learning & Technology,* 21(2), 3-95.
4. Duncum,, P. (2011). Youth on YouTube: Prosumers in a peer-to-peer participatory culture. The International Journal of Art Education, 9(2), 24-39.
5. D. Johnson & G. Kress. (2003) Globalization, literacy and society: Redesigning pedagogy and assessment. *Assessment in Education,* 1(10), 5-14.
6. Hanaoka, samu & Izumi Shinichi, ( 2012) Noticing and uptake: Addressing pre-articulated covert problems in L2 writing,Journal of Second Language Writing,Volume 21, Issue 4,
7. Harklau, Linda,The role of writing in classroom second language acquisition,Journal of Second Language Writing,Volume 11, Issue 4, 2002,
8. Hatlevik, O. E., & Gudmundsdottir, G. (2013). An Emerging digital divide in urban school children's information literacy: Challenging equity in the norwegian school system. *First Monday,* 18(4).
9. Kendrick, M. Jones, S., Mutonyi, H., Norton, B. (2006). Multimodality and English education in Ugandan schools. *English Studies in Africa*, 49(1), 95-114.
10. Kim, D. & Li, M. (2020). Digital storytelling: Multimodality, project reflection, and identity. *Journal of Computers in Education*. https://doi.org/10.1007/s40692-020-00170-9 Kress, G, & Van Leeuwen, T. (1996). Reading Images: The Grammar of Visual Design. New York: Routledge.
11. Kress, G. (2010), Multimodality: A Social Semiotic Approach to Contemporary Communication. New York. NY: Routledge.
12. Kustini e al, Moving from the Logic of the Page to the Logic of the Screen: A Review Research on Multimodal Pedagogy in EFL Classroom Contexts, Proceedings of the 3rd International Conference on Language, Literature, Culture, and Education (ICOLLITE 2019)
13. Leeuwen, Theo. (1999) Speech, Music, Sound, London **:**Red Globe Press.
14. Lemke JL (1998) Multiplying meaning: Visual and verbal semiotics in scientific text. In: Martin JR, Veel R (eds) *Reading Science*. London: Routledge, 87–113.
15. New London Group In Cope, B. Kalantzis, M. (Eds.) (2000). *Multiliteracies: Literacy learning and the design of social futures*. Melbourne: Macmillan.
16. Mills, K. A. (2010). What Learners "Know" through Digital Media Production: Learning by Design. *E-Learning and Digital Media*, 7(3), 223-236.
17. Mills, K. A., Stone, B. G., Unsworth, L., & Friend, L. (2020). Multimodal Language of Attitude in Digital Composition. Written Communication, 37(2), 135–166.
18. Mimi Li & Miriam Akoto.(2021) Review of recent research on L2 digital multimodal composing," *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, *IGI Global*, 11(3), 1-16.
19. Martinec, R (2000). Construction of identity in Michael Jackson’s ‘Jam’. *Social Semiotics* 10(3): 313–329.
20. National Education Policy 2020. ttps://www.mhrd.gov.in/sites/upload\_files/mhrd/files/nep/ NEP\_Final\_English.pdf referred on 22/03/2022.
21. Purcell Kristen, Buchanan Judy, & Friedrich Linda.(2013) How Teachers Are Using Technology at Home and in Their Classrooms. Pew Research Center.
22. Ritzer, G., & Jurgenson, N. (2010). Production, Consumption, Prosumption: The Nature of Capitalism in the Age of the Digital ‘Prosumer’. *Journal of Consumer Culture,* 10(1), 13-36.
23. Scollon, R., & Scollon, S. W. (2013). Multimodality and language: A retrospective and prospective view. In C. Jewitt (Ed.), The routledge handbook of multimodal analysis (pp. 170–180). London and New York: Routledge.
24. Sweeney, M.M. (2010) Remarriage and Stepfamilies: Strategic Sites for Family Scholarship in the 21st Century. Journal of Marriage and Family, 72, 667-684.
25. Vasudevan Lalitha, Schultz Katerine & Bateman Jenifer. (2010). Rethinking composing in a digital age: Authoring literate identities through multimodal storytelling. *Written Communication.*  27(4), 442-468
26. Wei Jhen Liang & Fei Victor Lim (2021) A pedagogical framework for digital multimodal composing in the English Language classroom, *Innovation in Language Learning and Teaching,* 15:4, 306-320,

Belinda Crawford Camiciottoli, Mari Carmen Campoy-Cubillo, (2018) The nexus of multimodality, multimodal literacy, and English language teaching in research and practice in higher education settings,System,Volume 77.2018,