

The Implementation of A Multiliteracy Pedagogy Framework for Teaching Critical Teaching

Ana Christanti¹⁾, Susanto²⁾, Ahmad Munir³⁾

^{1,2,3)}Post Graduate Program, Language and Art Faculty, State University of Surabaya

*Corresponding Author

Email: ana.17070956018@mhs.unesa.ac.id , susantoniki22@gmail.com , ahmadmunir@unesa.ac.id

Abstract

The Multiliteracy Pedagogy Framework has been promoted to improve education in many countries; however, it is not popular yet in Indonesia. The framework relates to enhancing students' thinking skills. The other research indicated that the MPF did not positively affect students' critical thinking since the teacher did not have good knowledge about it; the teacher did not completely implement the four framework syntax in the teaching-learning process. The research, therefore, intends to reveal the implementation of the MPF for teaching critical thinking in the reading class of English Language Education (PBI) students. The research subjects are a lecture on the Reading subject and 20 students in the third semester at PBI Nahdlatul Ulama University of Sidoarjo (UNUSIDA). It is descriptive qualitative research using observation and questionnaire techniques to collect data. Descriptive statistics were used to generate summaries. The first implementation process is changing the lesson plan based on the multiliteracy pedagogy framework dimension. The activities are arranged in order from the cognitive functions in Multiliteracy; experiencing, conceptualizing, analyzing, and applying. The lecturer followed the syntax easily and completely. The result of students' assignments proves they can think critically about a text by giving comments supported with reasons, recommendations, data, conclusions, and evaluations. Besides, the students enjoyed the instruction and responded well to the questionnaire, with 96,5% on average.

Keywords: *Multiliteracy, The Multiliteracy Pedagogy Framework, Critical Thinking*

INTRODUCTION

Critical thinking is one of the skills needed in this Century. The students must have critical thinking to solve life's problems in the future. (Rahman, 2019) has shown that for 21st-century survival, people must have creative thinking, analytical thinking, metacognitive thought, talking, collaborating, informational literacy, ICT literacy, citizenship and career, and personal and social responsibility. Besides, (Trilling and Fadel, 2009) developed a framework called the rainbow concept of experience and expertise in the 21st Century, describing some skills in the 21st Century that need to be learned. These are the competencies to learn and innovate skills in which critical thinking, creative ideas, problem-solving, communication skills and teamwork, and creative and innovative abilities are available (P21, 2007). Everyone needs problem-solving, communication, and critical thinking skills to survive in the 21st Century.

Critical thinking, as described by (Chen, 2021), is the process of active and skilfully conceptualizing, applying, analyzing, synthesizing and or evaluating, observing, experiencing, reflecting, thinking, and communicating information collected or generated as a guideline for principle and action. It is important to note that it is a mental habit that takes students to reflect on their way of thinking and their opinions and to explore various perspectives to improve their understanding, especially when placing critical thinking in a classroom. They analyze not only the "what" but also the "how" that it is built with a view to "discovering" concepts, posing contradictions, and rebuilding leaders; students develop critical thinking skills ((Mogea, 2022)).

Such techniques and skills, however, cannot, as is apparent, easily be established according to a conventional instructional approach. Therefore alternative and modern teaching methods and guiding students are needed, besides the importance of developing critical thinking

skills. Research has shown that lecturing and memorizing in schools cannot help shape critical thinkers (Duplass, 2020) Rather, multimodal teaching environments may help to improve critical thinking skills. In particular, students obtain several information representations and can consider linguistic and visual actions and their purposes. They are interested in circumstances that allow them to understand or play with context using various modes ((Archer, 2011)

For this reason, multiliteracy pedagogy overcomes restrictions of conventional approaches by emphasizing the negotiation of the numerous differences between languages and cultures in modern society and having a short-term and long-term effect on the lives of students. Multiliteracies refer to the capability to acquire the skills required by various types of technology-based text in multidimensional contexts to decipher and formulate meanings ((Ajayi, 2010)). With the ability to read and write, educators should apply multilateral pedagogy, having overcome the conventional meaning of literacy. They should regard literacy as a way of making learners involved in the design of sense in the learning process "with an open sensation for differences, changes, and innovations"

Kern argued that a literacy approach could help break the separation between lower and higher-level language training programs that have plagued FL programs, based on the argument that students should develop a critical and cultural understanding of the language, literacy, and communication (Kern, 2000). The study stressed this same imperative, calling for a broader and more coherent curriculum where language, culture, and literature are taught in their entirety.

Multiliteracy pedagogy is one way of applying this concept of literacy and consists of four processes of information that the students know. ((Kalantzis et al., 2016)). In its framework of knowledge processes (KP), formulated and reframed from the four curricular components or pedagogical acts of situated Practice, overt instruction, critical framing, and transformed Practice, the students build an instructional planner and a complex perspective on how authentic texts are interpreted and transformed. Each of the four knowledge processes is divided into two sub-processes; they each reflect specific opportunities for literacy learners and are part and parcel of a subprocess centered on the same main knowledge process, and no subprocess is considered to be more relevant than the other ((Rowland et al., 2014)). These processes and subprocesses are neither hierarchical nor sequential; they instead form part of a 'complete pedagogy that meets the literacy needs of all students in any order ((Paesani et al., 2016)). Indeed, according to (Kalantzis et al., 2016), the application of multilateral education requires a careful selection of an appropriate combination of expertise and purposeful weaving.

Conceptualization means that students reveal language formats, norms, organizational characteristics, and relationships that define their texts through specifically teaching or practicing the skills and information required for competent communication. Conceptualization by name means description, meaning, or categorization of textual design elements; work includes combining video captions with still imagery or classifying terms into conceptual groupings. When conceptualizing theory tasks such as deductive reasoning or mental mapping, students generalize textual design elements by recognizing relationships, concepts, and the creation of theories. These two sub-processes are connected to the cognitive comprehension goal of Bloom.

The third process of interpretation includes linking the textual value to the context and goals of social-cultural, historical, or ideological contexts and challenging the essence of what the texts teach. Learners clarify and criticize how texts express meaning through functional analyses, such as word choice evaluations or image analysis. This sub-process is aligned with the cognitive goal of Bloom to analyze, analyze, or assess one's own beliefs, desires, and motivations in critical terms. Tasks that enable students to examine critically include debates and addressing an author's viewpoint.

Finally, students use new knowledge and skills and construct vocabulary in the course of assignments in traditional or imaginative ways. It enables students to adequately assess their

skills to solve issues or generate conventional text; for example, writing a song verse or presenting a presentation using the conventions of the genre. To create hybrid or original text styles innovatively, students use their expertise, for example, to invent an idea or perform an activity research project. Concerning the taxonomy of Bloom, the acceptable application is close to the development of a creative one.

Find substantial evidence to support the idea that embracing and implementing new teaching approaches like the multiliteracies framework is challenging and time-consuming. The research broadens the language teacher education knowledge base and provides insights into how best to support language teachers and program directors in implementing the multiliteracies framework. At the same time, (Maia, 2022) examines the effects of incorporating multiliteracies pedagogy in a teacher education context, specifically regarding knowledge acquisition and identity development. The research findings indicate a positive impact of this experience, contributing to the teachers' professional knowledge and challenging their preconceived notions about English Language Teaching. (Nawawi et al., 2022) then examine the students' 4C skills (critical thinking, creativity, communication, and collaboration) concerning the implementation of the Pedagogy Multiliteracies model by the teachers in the classroom. According to the study, the student's critical thinking, creativity, and communication skills were low due to the teachers' failure to implement the teaching-learning process based on the principles of the multiliteracies model. The researches show that teachers need to improve their skills to implement the pedagogy framework to enhance the students' thinking skills for the sake of the 21st Century's need.

The researchers, therefore, need to introduce the multiliteracy pedagogy framework to the lecturers of the English Language Education Department (PBI) at Nahdlatul Ulama University of Sidoarjo (UNUSIDA). The researchers promoted the multiliteracy framework as one of the choice models in teaching reading and writing. The researchers have done the forum group discussion and simple training on developing a multiliteracy-based lesson plan to prepare the teaching-learning process. The lecturer of the reading subject has implemented the lesson plan, and the result is satisfying. The students give a good response to the teaching-learning process in the class. The researchers, therefore, intend to know about the reading class. How the lecturer applies the Multiliteracy-based lesson plan in the class, and how the students perform their critical thinking.

RESEARCH METHODS

It is descriptive qualitative research to reveal the implementation of reading instruction based on the Multiliteracy pedagogy model and observe the students' critical thinking. The research subjects are the Reading class lecturer and the English Language Education Department of UNUSIDA students. There are twenty students, three boys and 17 girls, from the third-semester ones. The data collection techniques are observation and a questionnaire.

The lecturer developed a lesson plan based on the Multiliteracy model for two meetings, 2 x 50 minutes each. The researchers observed the teaching-learning process using fieldnote, then distributed a questionnaire to get the students' responses about the instruction. The questionnaire includes ten questions about the teaching-learning process in the multiliteracy pedagogy model. The review exposes the results, media, and activities of the lecturer. Besides, the researchers analyze the result of students' assignments to observe the students' critical thinking. The researchers have a rubric instrument to reveal the result.

RESULT AND DISCUSSION

The lecturer has developed a lesson plan for reading class for the third-semester students based on the Multiliteracy pedagogy framework. She had the lesson plan for two meetings with 100 minutes each. She chose one basic competence: the students can interpret simple texts by optimizing scanning and skimming. Then, she broke the basic competence into 5 (five) learning indicators. The indicators are (1) identify the word meaning and reference in a text, (2) identify the synonym and antonym of words in a text, (3) associate the words based on the word classes, (4) differentiate of scanning and skimming reading, and (5) complete the information with the supporting theory from the internet. Besides, she formulates five instructional objectives based on the indicators.

The lecturer divides the teaching-learning activities in the lesson plan into three parts; opening, main activity, and closing. The opening activities in the first meeting begin with a greeting. The lecturer asks the students about the topic, the healthy life, by asking about their favorite food and mentioning the ingredients of the food. The lecturer tries to reveal the students' knowledge about the topic. It belongs to the Situated Practice phase in the Multiliteracy Framework. Experiencing knowledge involves reflecting on the students' experiences or interests.

A video about healthy life and nutritious food precedes the main activities. While watching the video, the lecturer asks the students to identify the meaning of the new vocabulary from it. She then discusses the result with the students. It is the Situated Practice with the knowledge process of experiencing the new, which entails observing or reading the unfamiliar. The next activities belong to the Overt Instruction phase. The lecturer gives the students a text about Nutritious Food and asks them to read it in two minutes to answer three questions. They read the text by scanning and skimming. The lecturer discusses scanning and skimming in the knowledge process of conceptualizing by naming. Then, the students must search for information about scanning and skimming theory online. They build their theory of them based on the information in the knowledge process of conceptualizing with theory. That is the end of the first meeting.

The second meeting begins with the Situated Practice on the experience of the known and the new process in the opening class. The next step is practicing the critical framing phase with two knowledge processes; analyzing functionally and critically. The lecturer practices analyzing functionally by discussing the students' analysis results. The students analyzed a new text in a group. The lecturer then asks the students to criticize other groups' results and presentations. It is an evaluation process that belongs to the knowledge process of analyzing critically. The next activities present the knowledge process of applying in the Transformed Practice phase. The lecturer designs the application appropriately and creatively processes it into one activity: creating a mindmap. The students could choose any text on healthy life and write a mindmap creatively.

The researchers have observed the teaching-learning process in the classroom. The lecturer has implemented the lesson plan well. She has done every step, four phases, and eight knowledge processes of the Multiliteracy in the planning in an orderly. She, therefore, has trained the students' critical thinking by implementing the Multiliteracy framework.

1. Situated Practice

The first phase of the Multiliteracy Pedagogy Framework is the Situated Practice. It consists of immersing oneself in meaningful activities in a culturally and linguistically diverse group of learners. It consists of situating meaning in real-world contexts and considering students' affective and socio-cultural needs. The Situated Practice involves two knowledge processes: experiencing the known and the new. However, enhancing the students' critical thinking begins at the first meeting to experience the new knowledge process. The students have

to identify the new information from the video. Identifying is categorized as lower order thinking skill; however, the thinking process starts now. New knowledge, experience, and text are accessible to learners, but only in understanding and protection, close enough to their own. Life-worlds must be at least half meaningful at first but potentially evolving as the weaving from the known to the new brings the learner into new fields of action and meaning

2. Overt Instruction

The next process is in the Overt Instruction phase. Overt instruction involves teachers and other student supports by adapting and focusing students on the essential characteristics of their interactions and work within the group of learners. Overt instruction provides an aspect frequently overlooked—the connection between the elements of contextualizing learning experiences and comprehension.

The lecturer guides the students to differentiate between scanning and skimming reading. The knowledge process of conceptualizing by naming and with theory drives the students to think critically. The students will be able to differentiate two things if they can understand the concept of each one. Conceptualizing means specialized, disciplinary, and profound expertise centered on the finely tuned definition and theory characteristic of expert communities developed. It is not necessarily a teacher's or textbook-telling topic focused on legacy academic disciplines. It is a process of understanding in which students become active conceptualizers, specifically rendering the implicit and generalizing (Kalantzis and Cope, 2009).

c. Critical Framing

The next activities belong to The Critical Framing phase, with the knowledge processes analyzing functionally and critically. In multi-literary settings, critical framing involves an inquiry into learning and meaning design's social and cultural meanings and goals. The pedagogical power of the teacher's multiform implementation is critical framing. The literature pedagogy had significant experiences with the ability of learners to access meaning designs by linking meanings to their social and cultural backgrounds and intentions (Syam, 2020).

Here, the students analyze the text about Healthy Living and present their discussion in front of the class, which belongs to analyzing the operational process. The functional analysis involves reasoning techniques, drawing inferential and inferential conclusions, creating functional relationships between cause and effect, and analyzing logical and textual ties. The students analyze causes and consequences, establish reasoning chains, and describe text patterns. Then, analyzing process begins when the students criticize others' work and opinions. Critical analysis requires an examination of one's perspectives, desires, and motivations and those of others. In these knowledge processes, students challenge the interests behind a meaning or an action and their thought processes (Kalantzis and Cope, 2009).

d. Transformed Practice

The phase of Transformed Practice, the knowledge process of applying, has been implemented by asking the students to read the text, write a mind map, and comment on it. It is an individual assignment. The lecturer has trained them to think step by step critically using the Multiliteracy Pedagogy Framework. Then, she intends to measure the students' critical thinking in reading a text. They could choose any text on the topic of Healthy Life.

The result of the student's assignment shows that they have already thought critically about a text. The lecturer classifies their comment about the mind map into five categories; (1) agree with a reason (AR), (2) agree with a recommendation (ARC), (3) agree with supporting data (ASD), (4) agree with a conclusion (AC), and (5) agree with conclusion and opinion (ACO). The classification refers to the action verb of Bloom's taxonomy and they are in the fifth level of cognition; evaluating. The result showed that 8 (eight) students stated that they agree with the text and give their reasons, 2 (two) students agree and can give a recommendation about the text, 4 (four) students agree and support the text with some examples, 4 (four) students agree and

conclude the text by connecting it to the real-life, and 2 (two) students agree, conclude, and give their opinion about the text. The data for classification is presented in the chart below;

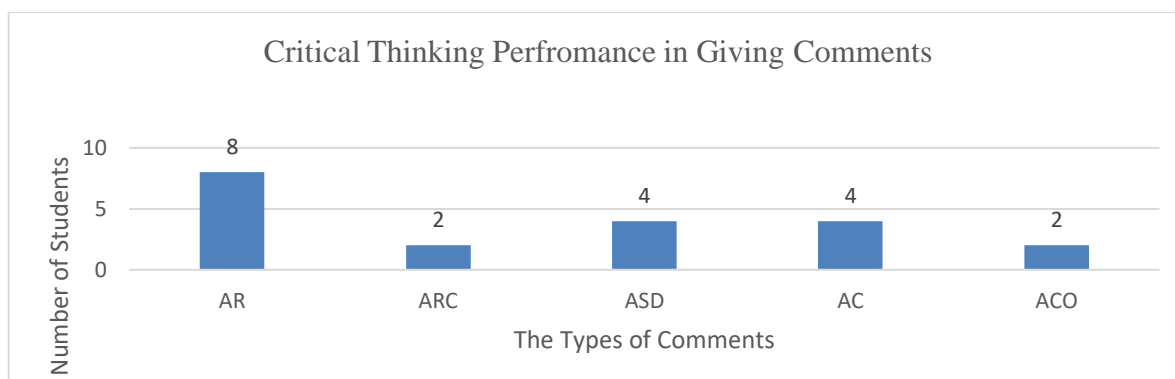


Chart 1: Critical Thinking Performance in Giving Comments

There are eight students delivering comments by explaining their reasons why they agree with the topic of the text. Two students agree with the topic not only with a reason but also with a recommendation in their writing. Four students can give supporting data to support their opinion, then four of them add a conclusion in their comments, and the other two support their opinion with a conclusion and evaluation. All students implement critical thinking in completing their assignments.

The students can support their work with logical reasons and recommendations about Healthy Life in the reading text. They relate the topic to their real lives to give contextual examples. It is different from the previous reading activities with another teaching method. The students do not know what to say whenever the lecturer asks them to comment on a topic. They, however, are more active in speaking to explain the reading content after experiencing every step of the Multiliteracy Pedagogy Framework. They can perform their writing easily since they have some opinions to write. They know how to express their thinking to give comments on the topic discussed.

The researchers then distribute a questionnaire with students' opinions about the instructional subject to complete the data about implementing the Multiliteracy model. The questionnaire contains ten questions. The questions are about; (1) students' opinion about the instructional process in reading class, (2) how they communication with the lecturer in the class, (3) whether the lecturer supports them to think critically or not, (4) whether the lecturer permits them to explore information from various sources or not, (5) how about the syntax of learning, (6) how the lecturer's media is, (7) whether the lecturer enhances the students' critical thinking or not, (8) whether the lecturer gives a chance for the students to express their creativity or not, (9) whether the students could get new knowledge or not, and (10) how the lecturer manages the time. The result of the questionnaire is presented in the chart below:

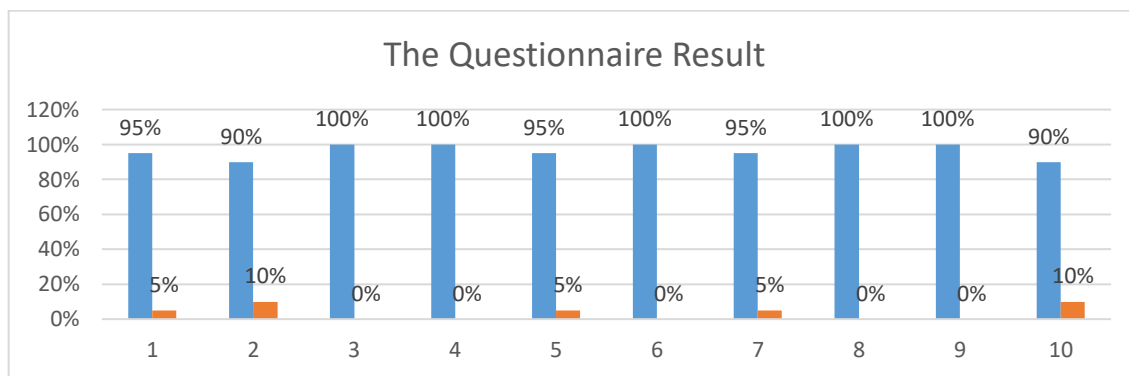


Chart 2: The Students Opinion about the MPF Implementation

The questionnaire results show that the students are happy and enjoy the class. 95% of them stated that the class is interesting and enjoyable, they can follow the learning syntax easily, and students admitted that the lecturer had trained them to think critically. All students (100%) agree that the lecturer supports them in searching for information from various learning sources, the media used in the teaching-learning process is interesting, the lecturer guides them to think critically, they can express their creativity freely, and they have got new knowledge and experiences from the class. 90% of students admit that the lecturer communicated clearly in the class and she could manage her time well. The average student's opinion about the MPF model is 96,5% good.

The result indicates that the Multiliteracy Pedagogy Framework is a new model of teaching that needs to be popularized in Indonesia to enhance the students' thinking skills. These pedagogical guidelines or information processes are not single or follow-up pedagogy. It is instead a chart of the variety of pedagogical trends that can lead teachers to broaden their knowledge of education. It can enrich the teachers' model of teaching. The teachers need to learn the model to implement it well.

CONCLUSION

The lecturer has developed the lesson plan based on the Multiliteracy Pedagogy Framework and implemented all steps well. The lesson plan guided the students to think critically, starting from Situated Practice, Overt Instruction, Critical Framing, and Transformed Practice. The students have followed the knowledge process of experiencing the known and new, conceptualizing by naming and with theory, analyzing functionally and critically, and applying creatively. The students' assignment results showed that they could analyze and evaluate a text, which indicates that they could perform critical thinking skills. They can give comments supported with reasons, recommendations, data, conclusions, and evaluations. Besides, the result of the questionnaire described their opinion about the instructional with a good response; 96,5% on average. The researchers can conclude that the teaching model is appropriate for enhancing the students' critical thinking.

The researchers then intend to promote the model to the teachers in Indonesia's elementary, junior, and senior high schools. The Education Department should consider the Multiliteracy Pedagogy Framework as one of the teaching models to enhance students' thinking skills since the model is less popular than the discovery learning or inquiry model. Besides, the next researchers may do any experimental research about the model's effectiveness in enhancing the students' thinking skills in Elementary or High Schools.

REFERENCES

- Ajayi, L. (2010). A Multiliteracies Pedagogy: Exploring Semiotic Possibilities of a Disney Video in a Third Grade Diverse Classroom. *The Urban Review*, 43(3), 396–413. <https://doi.org/10.1007/s11256-010-0151-0>
- Archer, A. (2011). Clip-art or design: Exploring the challenges of multimodal texts for writing centers in higher education. *Southern African Linguistics and Applied Language Studies*, 29(4), 387–399. <https://doi.org/10.2989/16073614.2011.651938>
- Chen, Y. (2021). Language and Critical Thinking Integrated Teaching Reform on English Public Speaking Course in the Context of “New Liberal Arts.” *OALib*, 08(07), 1–8. <https://doi.org/10.4236/oalib.1107535>
- Cope, B., & Kalantzis, M. (2009). “Multiliteracies”: New Literacies, New Learning. *Pedagogies: An International Journal*, 4(3), 164–195. <https://doi.org/10.1080/15544800903076044>
- Duplass, J. A. ; Z. (2020). Critical Thinking and the Role of Logical Argument in Social Studies Education. *International Journal of Social Education*, 15(1), 113–127.
- Kalantzis, M., Cope, B., Chan, E., & Dalley-Trim, L. (2016). *Literacies* (2nd ed.). Cambridge University Press.
- Kern, R. (2000). Literacy and Language Teaching. In *Teaching English as a Second or Foreign Language (TESL-EJ)* (1st ed., Issue 3). Oxford University Press.
- Maia, A. A. de M. (2022). English Language Teacher Education and the Multiliteracies Pedagogy: Constructing Complex Professional Knowledge and Identities. *RELC Journal*, 53(3), 657–671. <https://doi.org/10.1177/0033688220954909>
- Mogea, T. (2022). Students’ Critical Thinking Ability in English Teaching and Learning Jurnal Pendidikan dan Sastra Inggris STUDENTS’ CRITICAL THINKING ABILITY IN ENGLISH TEACHING AND LEARNING. *Jurnal Jupensi*, 2(3), 157–171.
- Nawawi, M., Laili, M., & Christanti, A. (2022). *ANALYSIS OF STUDENTS’ 4C SKILLS BASED ON THE PEDAGOGY MULTILITERACIES MODEL*. <http://infor.seaninstitute.org/index.php/pendidikan>
- P21. (2007). *Partnership for 21st Century Skills Ohio Department of Education PARTNERSHIP FOR 21ST CENTURY SKILLS-CORE CONTENT INTEGRATION*. www.P21.org.
- Paesani, K., & Allen, H. W. (2020). Teacher development and multiliteracies pedagogy: Challenges and opportunities for postsecondary language programs. *Second Language Research & Practice*, 1(1), 124–138. <https://doi.org/10.125/69844>
- Paesani, K., Allen, H. W., & Dupuy, B. (Professor). (2016). A Multiliteracies Framework for Collegiate Foreign Language Teaching. In Judith Liskin-Gasparro Manel Lacorte (Ed.), *A multiliteracies framework for collegiate foreign language teaching* (1st ed.). Pearson.
- Rahman, M. (2019). 21st Century Skill “Problem Solving”: Defining the Concept. *Asian Journal of Interdisciplinary Research*, 64–74. <https://doi.org/10.34256/ajir1917>
- Rowland, L., Canning, N., Faulhaber, D., Lingle, W., & Redgrave, A. (2014). A multiliteracies approach to materials analysis. *Language, Culture and Curriculum*, 27(2), 136–150. <https://doi.org/10.1080/07908318.2014.927883>
- Syam, U. K. (2020). Promoting Multi Literacy Pedagogy in Teaching Reading in Indonesian Higher Education. *International Journal of Psychosocial Rehabilitation*, 24(5), 657–664. <https://doi.org/10.37200/ijpr/v24i5/pr201732>