

Investigating Multiliteracy Pedagogy Practices of EFL-Speaking Teachers in Indonesia

Desi Surlitasari Dewi*, Rudi Hartono, Mursid Saleh, Sri Wahyuni

Universitas Negeri Semarang, Indonesia

*Corresponding Author: desisurlitasari@students.unnes.ac.id

Abstract. This study aims to investigate the multiliteracy pedagogy practices used by EFL-speaking teachers in Indonesia. The study consists of two research questions: 1) How do EFL-speaking teachers in Indonesia implement Multiliteracy Pedagogy in their teaching practices? 2) What are the perceived benefits of using multiliteracy pedagogy practices in EFL-speaking classrooms in Indonesia? The data were collected through open questionnaire and in-depth interview. Open questionnaires were distributed to 19 EFL-speaking teachers in Indonesia. The results indicate that these teachers are implementing some elements of multiliteracy pedagogy, and they use various modes, such as visual, audio, audiovisual, or gestural, to support their teaching. Then, interview was conducted to small sample of the respondents. The data were analyzed through content and thematic analysis. The findings show that multiliteracy pedagogy practices make learners become more active thinkers, more independent learners, and are more engaged in their learning. The benefits of using multiliteracy pedagogy practices in EFL-speaking classrooms in Indonesia include improving learners' language proficiency, promoting critical thinking and problem-solving skills, and enhancing learners' motivation and engagement. Overall, this study contributes to a better understanding of the current multiliteracy pedagogy practices used by EFL-speaking teachers in Indonesia and sheds light on how these practices are integrated into teaching. The findings suggest that multiliteracy pedagogy practices have several benefits for EFL-speaking learners in Indonesia.

Keywords: multiliteracy pedagogy; EFL-speaking teachers; higher education

INTRODUCTION

The rise of digital technology and social media has changed the way students communicate, access information, and interact with the world (Hong & Hua, 2020). Many students are more comfortable with digital media than with traditional forms of communication such as print or oral communication (Syafri & Wulandari, 2012). Multiliteracy pedagogy can assist teachers in recognizing and responding to these changes by training them how to integrate technology into their classroom instruction in order to assist learners critically examine and assess online materials (Yelland, 2008; Mirra et al., 2017). Also, the increasing cultural and linguistic diversity of students in many classrooms creates a need for multiliteracy pedagogy (Cope & Kalantzis, 2015, p.2). Teachers need to be able to engage students with diverse backgrounds and provide them with opportunities to use their linguistic and cultural knowledge as a resource for learning.

Multiliteracies pedagogy is considered crucial and relevant for today's education because it acknowledges the dramatic changes occurring in everyday life in the realms of work, citizenship, and identity (Danzak, 2011). The pedagogy of multiliteracies expands the focus beyond reading and writing in a standardized language, which represents a considerable shift from conventional

approaches to language learning and teaching. Instead, in addition to standard language skills, multiliteracies seek to develop a wide range of capabilities, such as multimodal, critical, cultural, and media skills. Multiliteracies pedagogy provides a framework for teaching students to navigate and communicate effectively in a rapidly changing, diverse, and globalized world (Cope & Kalantzis, 2015). It is a framework for teaching and learning that emphasizes the importance of developing multiple literacies, including traditional print literacy as well as digital, visual, and other forms of literacy. It was developed by the New London Group in 1996 and has since been widely adopted in educational settings around the world (Yelland, 2008). The four orientations of Multiliteracies pedagogy are Situated Practice, Overt Instruction, Critical Framing, and Transformed Practice (Cazden et al., 1996). These orientations were later translated into the "Knowledge Processes" of Experiencing, Conceptualizing, Analyzing and Applying in the Learning by Design project (Cope & Kalantzis, 2015)

The integration of Multiliteracies Pedagogy in this study involves the use of various modes of communication, such as visual, audio, and digital media, to enhance students' higher order thinking skills in public speaking. The instructional process was designed to provide opportunities for students to engage with different types of texts

and media (Nawawi et al., 2021). The practice of multiliteracy pedagogy also involves digital production such as producing short video (Mirra et al., 2018; Lim, 2021). Mirra et al. (2018) also propose that educators can use technology to help students solve real-world problems, such as by designing apps or websites that address social issues. Danzak (2011) discovered that giving students the chance to write, produce, and present what they have learned in graphic stories improves their involvement in writing by looking at high school immigrant English learners' artifacts, paperwork, and students' diaries. Elsner (2011) conducted a qualitative study to explore how multilingual virtual storybooks (MuVit) affect children's reading and writing. The findings indicated that it aids in the acquisition of modern languages because it promotes independent learning as well as process- and product-oriented learning.

The benefits of implementing multiliteracies pedagogy include equipping students with the skills and knowledge to navigate and communicate effectively in a rapidly changing, diverse, and globalized world. It also helps students to develop critical thinking, creativity, and problem-solving skills. (Cope & Kalantzis, 2015; Mirra et al., 2018). Additionally, it promotes social justice by valuing diverse cultural perspectives and languages. (Cope & Kalantzis, 2015). Mirra et al. (2018) also added that the students can also learn how to use technology to solve real-world problems and create media texts that reflect their own perspectives and experiences. It is in line with Nabhan (2019) who stated that implementing a multiliteracy approach in teaching English language can promote students' independent learning, motivation, and efficacy. Thus, multiliteracy pedagogy can help prepare students for the demands of the 21st century by equipping them with the skills they need to navigate an increasingly complex and interconnected world.

Nawawi et al. (2021) describe the implementation of multiliteracies pedagogy-based instructional on teaching Public Speaking to enhance The Students' Higher Order Thinking Skills (HOTS). The research instruments were field notes and a questionnaire sheet with ten questions about the instructional process. The data were collected through observation and questionnaire techniques. The results showed that the Multiliteracy Pedagogy model was effective in enhancing students' higher order thinking skills in public speaking, as it provided

opportunities for students to engage in critical thinking, problem-solving, and creativity. Mirra et al. (2018) aims to explore the shift from digital consumption to digital invention and propose a new critical theory and practice of multiliteracies. The authors collected data from various sources, including interviews with educators and students, classroom observations, and analysis of student work. They analyzed the data using a critical lens informed by critical literacy theory. The study found that students who engage in digital invention are more likely to develop critical thinking skills, creativity, and agency. The authors argue that educators should move beyond teaching digital consumption skills and instead focus on fostering digital invention skills to prepare students for the demands of the 21st century.

Nabhan (2019) investigated the integration of multiliteracies with process writing approach in ELT classroom and explore learners' reflection towards the use of the framework in their writing practices. The data were collected from online surveys, participants' reflection, observation, and focus group discussion. The researcher used qualitative analysis with embedded quantitative data. The result of the study shows that integrating multiliteracies with process writing approach can improve learners' understanding in learning writing, writing skill improvement, efficacy, digital literacy improvement, value of digital writing, benefits for future life, awareness of plagiarism, and the challenges.

Meanwhile, Paesani and Allen (2020) explore the challenges and opportunities of implementing multiliteracies pedagogy in postsecondary language programs. The objectives of the study are to examine how postsecondary language teachers learn about and implement multiliteracies pedagogy, and to identify professional development needs for language teachers and program directors. The data collection involved multiple qualitative studies conducted within one language program, using teacher narratives, interviews, and artifacts from graduate pedagogy coursework as data sources. The data analysis focused on identifying commonalities regarding research methodologies used, instructional contexts, and teachers investigated. The results suggest that professional development is crucial for implementing multiliteracies approaches in language teaching, and that tools and practices such as collaborative inquiry groups can support this work.

Although the benefits of implementing

Multiliteracy Pedagogy have been widely discussed in various studies, there is still a lack of research on the actual implementation of this approach in EFL (English as a Foreign Language) contexts, particularly in Indonesia. It is important to investigate the Multiliteracy Pedagogy practices of EFL-speaking teachers in Indonesia to understand how this approach can be adapted and implemented in a unique cultural and linguistic context.

Research Questions:

1. How do EFL-speaking teachers in Indonesia implement Multiliteracy Pedagogy in their teaching practices?
2. What are the potential benefits of implementing Multiliteracy Pedagogy in EFL teaching in Indonesia?

METHODS

The study is a qualitative study. The participants of the study were 20 EFL-Speaking teachers in Indonesia. The data collection consisted of two phases. An open questionnaire was conducted to gather the data of multiliteracy pedagogy practices, then a smaller number of participants were interviewed. The chosen participants are those who implemented the four elements of multiliteracy pedagogy namely experiencing, conceptualizing, analyzing, and applying (Yelland, 2008). The data analysis was conducted through content analysis and data-driven thematic analysis to identify common themes and patterns in the data (Braun & Clarke, 2012).

RESULTS AND DISCUSSION

The Current Multiliteracy Pedagogy Practices of EFL-Speaking Teachers in Indonesia

The Use of Multimodal Text

The finding found that all respondents uses multimodal text in their EFL-speaking class. They use a range of modes or forms of communication, such as visuals, videos, audio, and written text (Mirra, et al, 2018). They believe that multimodal texts can improve language learning (Alvarez, 2016). By giving the students a variety of methods to interact with the language and comprehend its meaning, the students can better understand language or topics by using visuals, videos, and audio, while audio can also aid them with listening and pronunciation. It is in line with Mirra et al. (2008) that multiliteracy

pedagogy supports students' language development and preparing them for success in the 21st century. By using multimodal text, teachers can create a more interactive and engaging learning environment that caters to different learning styles and preferences (Hong & Hua, 2020). This can help students stay motivated and interested in the language, ultimately improving their language proficiency (Hong and Hua, 2020).

The Tasks Types

Among the surveyed teachers, 20% assigned their students to gather information from multimodal text, 10% assigned their students to produce multimodal text, and 70% assigned their students to both gather information and produce multimodal text. Assigning students to gather information from multimodal text means that teachers asked their students to collect information from various modes of communication, such as images, videos, audio, and written text, to support their learning. It involves tasks such as watching a video and taking notes, or analyzing an info graphic to understand a concept. Hong and Hua (2020) suggested that, "Multimodal texts can be used to assign students to gather information from different sources, such as videos, images, and audio recordings, and then synthesize that information into a coherent whole." On the other hand, assigning students to produce multimodal text means that teachers asked their students to create their own content using multiple modes of communication. This could involve tasks such as creating a video presentation or designing an info graphic to showcase their learning. By engaging in these types of tasks, students can develop critical digital production skills and learn how to effectively communicate their ideas and perspectives using a range of modes or forms of communication (Mirra, et al, 2018; Nabhan, 2019). The fact that 70% of the teachers assigned their students to both gather information and produce multimodal text suggests that they recognize the value of using multiple modes of communication in language learning. By engaging with multimodal text in both these ways, students can develop their skills in interpreting and creating different forms of communication, which can enhance their language learning experience. Mirra et al. (2018) argue that these types of tasks can help students become more engaged and active learners who are better prepared for success in school and beyond.

The Modes of Meaning-making

Furthermore, the finding found out that teachers use a variety of modes or forms of communication in their teaching practice (Lim, 2021). Teachers need to be able to use these different modes effectively to communicate with students and help them develop the skills and knowledge they need to succeed in a rapidly changing world (Cope & Kalantzis, 2015). Visual media and written modes, which are employed by 50% of teachers, are the most popular modes. In order to impart information to their students, teachers combine textual text with visual materials like pictures, films, and other tools. Visual and audio formats, used by 20% of the teachers, are the second most popular mode. This means that instructors instruct their pupils using both audio and visual materials. 15% of educators utilize audio and written modes, which implies they combine written instruction with the use of recordings, podcasts, or other audio materials. The remaining 5% of teachers combine visual and spatial, gestural, or tactile learning techniques. For example, visual and spatial modes may include using diagrams or charts, while gestural modes may involve using gestures or body language to convey meaning. To sum up, teachers use a variety of modes in their teaching practice, with visual media being the most commonly used mode. By using multiple modes, teachers can create a more interactive and engaging learning environment that caters to different learning styles and preferences, ultimately improving students' understanding and retention of the material (Yelland, et al, 2008).

Four Elements of Multiliteracy Pedagogy: Experiencing, Conceptualizing, Analyzing, and Applying

In terms of the multiliteracy pedagogy elements, teachers incorporate several elements of multiliteracy pedagogy in their teaching practice. Specifically, 90% of the teachers involve the student's interest and lifeworld experiences, which means that they connect the material they teach to the students' personal experiences and interests to make the material more relevant and engaging (Elsner, 2011). Teaching activities that contrast and compare the meaning in various cultural contexts are used by 70% of the teachers. They introduce their students to various cultural viewpoints and urge them to consider and examine the shared and distinctive characteristics of many cultures (Danzak, 2011). For 85% of the teachers, teacher-scaffolding rather than teacher-centered pedagogy best

describes how they educate. Instead of merely lecturing or delivering orders, teachers who scaffold their students empower them to actively participate in their own learning by offering assistance and direction. 85% of respondents report doing the activity of applying the knowledge acquired in one situation to another context. As a result, they help their students get a deeper comprehension of the subject and its practical consequences by encouraging them to apply what they have learned in one setting to other ones. Generally, the result suggests that teachers incorporate several key elements of multiliteracy pedagogy in their teaching practice. By doing so, they can create a more student-centered and engaging learning environment that fosters critical thinking, intercultural awareness, and transferable knowledge (Lim, 2021)

The Perceived Benefits of Implementing Multiliteracy Pedagogy in EFL-speaking Classroom

Engaging the Students through Meaningful Activities

The thematic analysis suggests that there are two main themes that emerged from the interviews conducted. The first theme is "Engaging students through meaningful activities," which implies that students are more likely to be motivated and invested in their learning when they are presented with tasks that have relevance to their lives and interests. This theme highlights the importance of incorporating activities that encourage students to think creatively and connect their learning to their personal experiences.

Sample sentence:

"The problem in teaching speaking is lack of interaction and most students show a minimal effort in classroom, except several students. I want to give my students a meaningful experience in learning speaking and figure out how to connect the task into their experience, into their interest to engage them. I told them...to explore their mind and their experience to find one suitable topic."

From the data provided, it appears that the teacher is facing challenges in teaching speaking due to a lack of interaction among the students, and most students are not putting in much effort in the classroom. However, there are a few students who are actively participating. The teacher has recognized the need to engage the

students in meaningful activities that are connected to their interests and experiences to improve their engagement. This is a good strategy to help students become more invested in the learning process, as they will be more motivated to participate in activities that are relevant to their lives. By encouraging students to explore their minds and experiences to find suitable topics for speaking tasks, the teacher is also providing an opportunity for students to personalize their learning experience. This can be particularly effective in increasing motivation and engagement, as students are more likely to be interested and invested in topics that are relevant to their lives.

By incorporating multiliteracy practices in the classroom, teachers can provide a more engaging and interactive learning experience for students. For example, students may be asked to create digital stories or videos that incorporate spoken language, visuals, and other media to convey a message. This type of task not only encourages creativity but also helps students develop critical thinking skills and improves their ability to communicate effectively.

Sample sentence:

“At first, I am trying to use another mode instead of asking them to create a powerpoint presentation or recording themselves having a dialog or monologue in a video that contains the language expression that they have learned. Then, I think the students are less engaged, maybe because they cannot connect to the tasks. And the task is not quite meaningful for them. Then I’m trying to figure out how to connect the task into their experience, into their interest to engage them.”

Teachers are trying to find ways to engage their students in language learning by making tasks more meaningful and connecting them to the students' experiences and interests. This is a key aspect of developing language skills, as students are more likely to retain and use language when they are engaged and motivated to learn.

Fostering Independence and Critical Thinking in Learning

The second theme is “Fostering independence and critical thinking in students” which suggests that educators should focus on developing students' ability to think critically and

work independently. This theme emphasizes the need for students to be able to analyze information, evaluate ideas, and come up with their own conclusions. Paesani and Allen (2020) argued that in multiliteracy practice, the students felt they had developed the ability to interpret and reflect critically on texts and teaching materials as a result of this approach.

Sample sentences:

“This process makes them able to think in the critical ways instead of I give them judgment and then I told them what to do.”

The data suggests that a teaching approach that emphasizes critical thinking and student agency, which are key components of multiliteracies pedagogy. In this approach, students are encouraged to think critically and reflect on their learning, rather than simply receiving instructions from the teacher. This aligns with the principles of multiliteracies pedagogy, which emphasizes the importance of developing students' critical literacy skills and empowering them to become active participants in their own learning (Cope & Kalantzis, 2015).

Besides trying to make their students think more critically, the teacher tries to make it meaningful and interesting for them. In order to make the speaking task more relevant and engaging for their pupils, they want to figure out how to integrate it with their interests and experiences. They do this in an effort to boost student enthusiasm and participation in the learning process.

Sample sentence:

“I want to give my students a meaningful experience in learning speaking and figure out how to connect the task into their experience, into their interest to engage them.”

It is in line with the multiliteracies pedagogy's principles, which emphasize the value of connecting students' learning to their interests and life (Cope & Kalantzis, 2015). It also helps students to develop agency and become more active participants in their own learning (Mirra et al., 2017).

By fostering these skills, students are more likely to become self-directed learners who are capable of navigating complex problems and making informed decisions.

Sample sentence:

“All of them have to explore something.....”

“They create a very good digital story with a good content of the story...”

“They are to find the moral value of the story and then they connect it with the real-world situation.”

The excerpts are highlighting the importance of developing certain skills that can help students become independent learners. When students possess these skills, they are better equipped to tackle difficult problems and make informed decisions on their own. The sample sentence implies that students are being encouraged to explore and discover new things on their own. In this specific case, they were asked to create a digital story with a strong message and then find a moral value within it. By doing so, they are learning to connect the content of their work with real-world situations, which can further enhance their ability to learn independently.

To sum up, the finding showed that using multiliteracy practices can be particularly effective for engaging students who may struggle with traditional classroom learning (Cope & Kalantzis, 2015). By incorporating multiple modes of communication, students with different learning styles can be accommodated, making it easier for them to connect with the material and participate in class (Lim, 2021). Thus, the use of multiliteracy practices in speaking classes can help students engage with the material in new and innovative ways, leading to more effective language learning and a more enjoyable classroom experience (Nawawi et al., 2019). Besides, promoting exploration and discovery can also be an effective way to encourage independent learning (Hong & Hua, 2020). By connecting their work with real-world situations, students can gain a deeper understanding of the content they are learning, which can further enhance their ability to learn independently (Cope & Kalantzis, 2015). Therefore, developing these skills is crucial for empowering students to take ownership of their learning and become successful independent learners.

CONCLUSION

The research findings indicate that EFL-speaking teachers in Indonesia use multimodal text in their teaching practice, which involves the

use of various modes of communication to enhance language learning. The teachers assign students to both gather information and produce multimodal text, recognizing the value of using multiple modes of communication in language learning. Teachers also use a variety of modes in their teaching practice, with visual media being the most commonly used mode. Furthermore, teachers incorporate several key elements of multiliteracy pedagogy in their teaching practice, such as involving students' interests and lifeworld experiences, teaching activities that compare and contrast the meaning in various cultural contexts, and teacher scaffolding. Meanwhile, implementing multiliteracy pedagogy in EFL-speaking classroom is perceived to have two main benefits: engaging students through meaningful activities and fostering independence and critical thinking in students. This study is expected to provide insights into the Multiliteracy Pedagogy practices of EFL-speaking teachers in Indonesia, including their understanding and implementation of this approach. The findings will also shed light on the challenges faced by teachers in implementing Multiliteracy Pedagogy in a unique cultural and linguistic context. Additionally, this study can inform the development of teacher training programs and instructional materials that incorporate Multiliteracy Pedagogy in EFL teaching in Indonesia.

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