



# MULTIMODAL PEDAGOGY AS THE INNOVATIVE STRATEGIES TO ENHANCE GENERATION Z'S CRITICAL LITERACY SKILLS

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Raden Aulia Utami Hidayat, Sri Setyarini, Gin Gin Gustine, Budi Hermawan

Universitas Pendidikan Indonesia

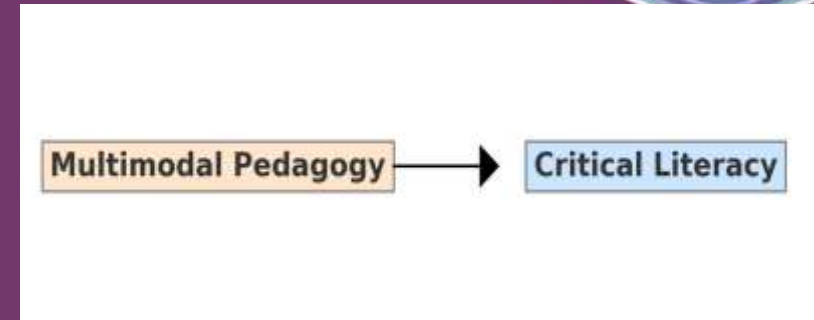
# INTRODUCTION



The portrait of Gen Z in today's globalization



Teachers must provide students with an effective pedagogy to develop their critical skills in perceiving the various modes.



Integrating multimodal pedagogy as an innovative strategy to enhance Gen-Z Critical Literacy skills.

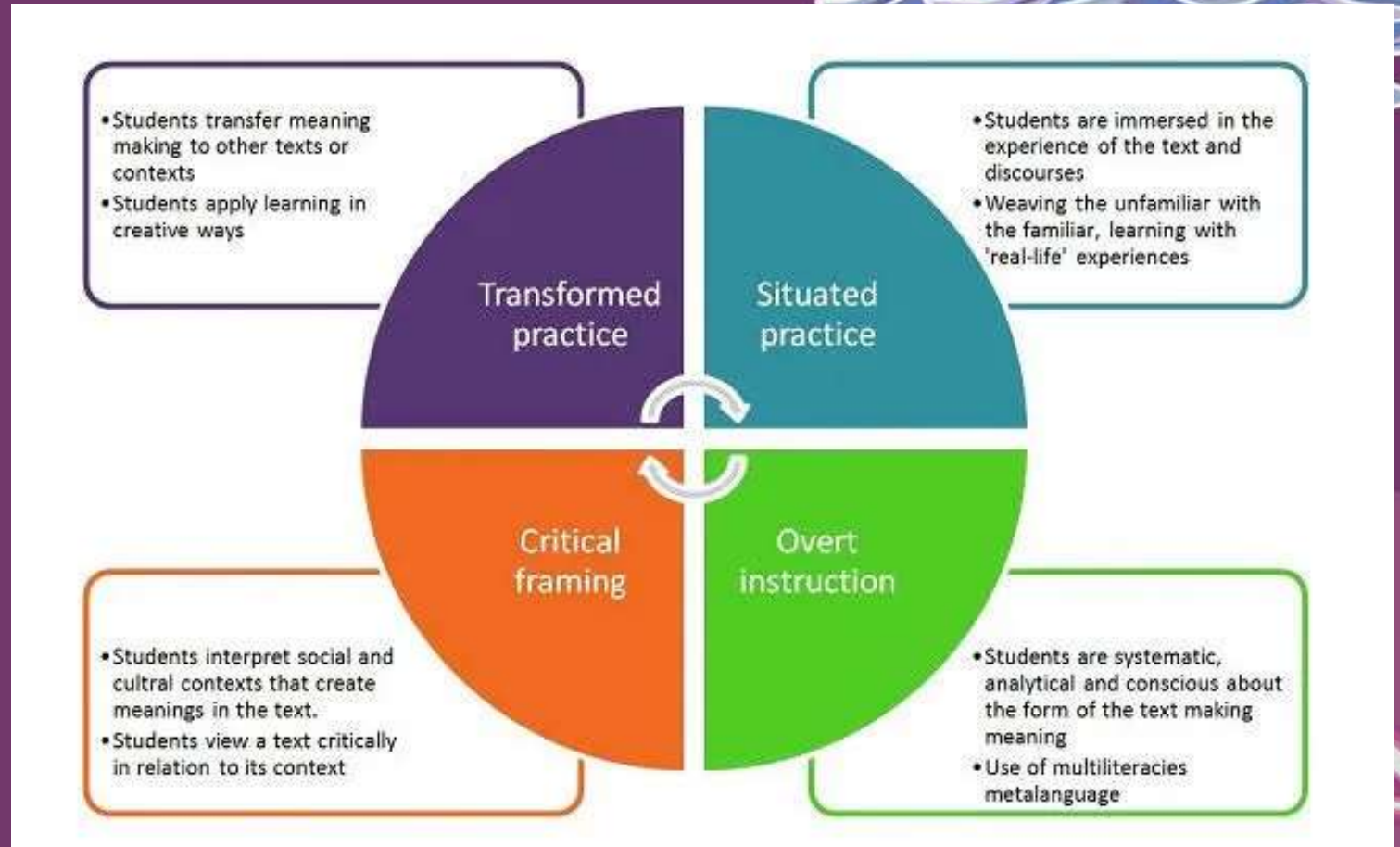
RQ:

How does an English teacher integrate multimodal pedagogy in English language teaching to promote Generation Z's critical literacy skills?

# LITERATURE REVIEW

The Four Dimensions Framework of CL from Lewison et al. (2002)

1. Disrupting the commonplace
2. Considering multiple points of view
3. Focusing on sociopolitical
4. Taking action or social justice



The Four Stages of Multimodal Pedagogy from Cope and Kalantzis (2015)

# METHOD



Method and Design	:	Qualitative Study with Participatory Action Research
Participants	:	An English Teacher Thirty-six Senior High School Students (First Grade)
Setting	:	A Public Senior High School in Jawa Barat
Data Collection	:	Classroom Observations (Six Meetings with Narrative Text as the material) Semi-structured Interviews
Data Analysis	:	Lewison et al.'s (2002) Four Dimensions of Critical Literacy Framework Cope and Kalantzis's (2015) Four Stages of multimodal Pedagogy.





# FINDING AND DISCUSSION

## Situated Practice

Experiencing the known by connecting students' prior knowledge and experiences as the initiation activity.

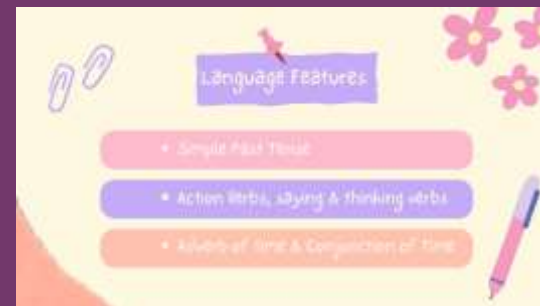
Experiencing the new by introducing students to the new materials through various modes (PPT, pictures, textbook).



## Overt Instruction

Conceptualizing by naming by directly introducing them to narrative text's generic structure and language features.

Conceptualizing by theorizing by developing students' understanding of how different text types are structured and giving examples.



# FINDING AND DISCUSSION

**Analyzing functionally** by evaluating how texts are constructed and their impact using several multimodal texts and giving students guided questions to be answered.

## Critical Framing

**Analyzing critically** by encouraging students' critical literacy skills by examining power, ideology, and bias in texts guided by critical literacy-based questions.

*In this stage, the critical literacy-oriented questions were integrated, and all students worked collaboratively with their group members. After that, they presented their answer in front of the class.*



# FINDING AND DISCUSSION

**Applying appropriately** by transferring classroom learning to practical, authentic contexts by developing and presenting a plan.

**Applying creatively** by creating the text transformation about the narrative texts entitled 'The Lazy Boy' and 'Iron Man's Real Origin Story.'

## Transformed Practice

*After the text transformation process, the students presented their group project. The teacher asked several questions to provoke their critical literacy skills and the use of the mode they selected in those group projects.*

*Taking action and Promoting Social Justice still happened since this section includes students' activities of presenting their understanding and attitude towards the texts.*



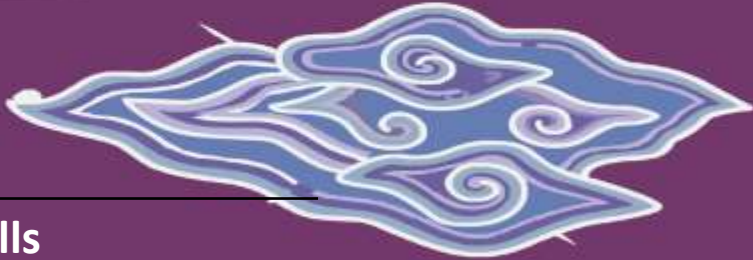
**RONIMAN**

In a house, there lived a child with his grandmother. The child's name is Roni. Roni only live with his grandma, because his parents left him.








# CONCLUSION



CL through MP	Language Skills
Fosters critical literacy skills Promotes creativity through diverse modalities	Enhances students' English (Vocabulary) Develops students' communication skills Promotes students' viewing skill

In conclusion, addressing these aspects comprehensively equips students with the tools and abilities needed for lifelong learning and active participation in a globalized world. In learning narrative text in six meetings, each stage of multimodal pedagogy was passed quite well.





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**THANK YOU!**

