

Unpacking Multiliteracies Pedagogy: Senior High School English Language Teachers' Competence in Indonesian Context

No. Abstract: ABS-ICOLLITE-XXXX

R. Rizkiki Azkia Hidayat, Fazri Nur Yusuf, Budi Hermawan

Universitas Pendidikan Indonesia.

INTRODUCTION

- The demand of the 21st era make teachers' competence in new literacy concepts increasingly crucial in teaching practice.
- The emerge of Multiliteracies Pedagogy (MLP) is important to fullfil this demand.
- The need of teachers' competence including knowledge and practice on the implementation of MLP must be focused in this era.
- Previous studies both national and international contexts are still lack of the teachers' competence of MLP especially in its implementation in EFL context.

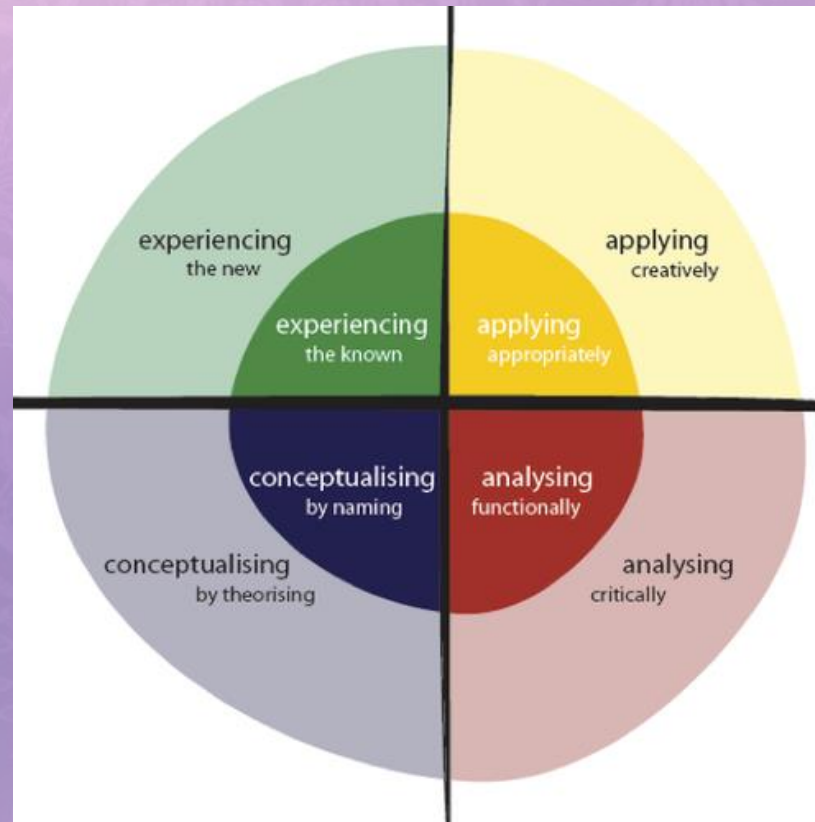
Research Question

To what extent is the competence in terms of knowledge and practices of senior high school English teachers regarding multiliteracies pedagogy in the Indonesian context?

LITERATURE REVIEW

Multiliteracies Pedagogy Framework

Cope and Kalantzis (2015)



METHOD

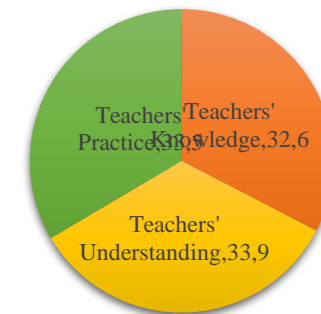
Design	Qualitaive Design
Setting and Paricipants	60 senior high school English language teachers in West Java in Indonesia
Data Collection	A structured survey in the form of Likert scales distributed online through Google Forms Semi-structured interviews
Data Analysis	Survey (descriptive statistical analysis) Interview (categorizing the trends)

FINDING AND DISCUSSION

Teachers' competence in multiliteracies pedagogy

Descriptive Statistics			
	N	Mean	Std. Deviation
TOTAL	60	28.53	5.404
Teachers' Knowledge of Multiliteracies Pedagogy			
TOTAL	60	42.43	5.023
Teachers' Understanding of Multiliteracies Pedagogy			
TOTAL	60	54.57	7.205
Teachers' Practice of Multiliteracies Pedagogy			

Teachers' Competence of Multiliteracies Pedagogy



FINDING AND DISCUSSION

Teachers' Knowledge of Multiliteracies Pedagogy

The awareness of how the development of digital technologies affects students' ways of acquiring and understanding information (student literacy).	4.47	Very high understanding
The knowledge of the four main components of multiliteracies pedagogy.	3.57	Relatively lower than other items

Teachers' Understanding of Multiliteracies Pedagogy

The understanding of how students' personal experiences and surroundings can serve as effective learning resources (Situating Practice).	4.52	Very high understanding
The understanding of what multiliteracies pedagogy is and how it is implemented in education.	3.53	Fair understanding

FINDING AND DISCUSSION

Teachers' Knowledge of Multiliteracies Pedagogy

The creation of multimodal projects combining text, visuals, and audio/video as student assignments to transform one format into another (e.g., students create a video based on the narrative text “The Three Little Pigs”). 4.55 Very high practice

The allowance for students to demonstrate understanding through different media such as videos, infographics, and digital projects (Transformed Practice). 3.98 Fairly good practice

CONCLUSION

This study aims to explore teachers' knowledge, understanding, and practices in implementing MLP in the context of teaching in EFL classrooms. Based on the findings of this study, it can be concluded that teachers show a relatively high level of knowledge, understanding, and practice of MLP, which reflects their readiness to face the demands of 21st-century literacy. Teachers also understand that literacy learning must consider social, cultural, and technological factors influencing how students access and construct knowledge. In practice, teachers have applied the principles of MLP, such as Situated Practice, Overt Instruction, Critical Framing, and Transformed Practice through digital media, multimodal texts, and task designs that enable students to think critically and creatively.

These results are important because they confirm that MLP is not only theoretically relevant but also very applicable and urgent to implement in today's educational context. This conclusion suggests that strengthening teacher training, supporting educational policies, and providing diverse learning resources are strategic steps to strengthen the implementation of MLP more broadly. Therefore, this study not only adds theoretical insight into teacher competence but also opens up opportunities for developing a curriculum and learning approach that is more adaptive to socio-technological developments and the literacy needs of current and future students.

REFERENCES

- Abdullah, H. M. F., Gaffar, A., & Arifin, S. (2023). Implementation of multiliteration pedagogy in education: A socio-cultural perspective. *FIKROTUNA: Jurnal Pendidikan dan Manajemen Islam*, 12(2), 232–251.
- Ajayi, L. (2010). Preservice teachers' knowledge, attitudes, and perception of their preparation to teach multiliteracies/multimodality. *The Teacher Educator*, 46(1), 6–31.
- Burke, A., & Hardware, S. (2015). Honouring ESL students' lived experiences in school learning with multiliteracies pedagogy. *Language, Culture and Curriculum*, 28(2), 143–157.
- Cazden, C., Cope, B., Fairclough, N., Gee, J., Kalantzis, M., Kress, G., ... & Nakata, M. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60–92.
- Cope, B., & Kalantzis, M. (2009). New media, new learning. In *Multiliteracies in motion* (pp. 99–116). Routledge.
- Cope, B., & Kalantzis, M. (2015). The things you do to know: An introduction to the pedagogy of multiliteracies. In *A pedagogy of multiliteracies: Learning by design* (pp. 1–36). Palgrave Macmillan UK.
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative and mixed methods approaches*. Sage Publications Ltd.
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. ASCD.
- Dewi, D. S., Hartono, R., Saleh, M., & Wahyuni, S. (2023, September). Investigating multiliteracy pedagogy practices of EFL-speaking teachers in Indonesia. In *International Conference on Science, Education, and Technology* (Vol. 9, pp. 169–175).
- Ghimire, N. B., & Pandeya, Y. P. (2020). Early grade teachers' awareness and skills on multiliteracies pedagogies. *Scholars' Journal*, 3, 1–15.
- Hatch, E., & Farhady, H. (1982). *Research design and statistics for applied linguistics*. Newbury House.
- Hobbs, R. (2011). *Digital and media literacy: Connecting culture and classroom*. Corwin Press.
- Holloway, S. M., & Gouthro, P. A. (2020). Using a multiliteracies approach to foster critical and creative pedagogies for adult learners. *Journal of Adult and Continuing Education*, 26(2), 203–220.
- Hong, A. L., & Hua, T. K. (2020). A review of theories and practices of multiliteracies in classroom: Issues and trends. *International Journal of Learning, Teaching and Educational Research*, 19(11), 41–52.
- Jewitt, C. (2008). Multimodality and literacy in school classrooms. *Review of Research in Education*, 32(1), 241–267.
- Kurniawati, K., Kartowagiran, B., Wuryandani, W., Retnawati, H., & Herwin, H. (2022). Multiliterasi dalam pembelajaran abad ke-21: Studi literatur. *Cypriot Journal of Educational Sciences*, 17(8), 2720–2732.

THANK YOU!