Promoting Multi Literacy Pedagogy in Teaching Reading in Indonesian Higher Education

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Abstract--- Indonesia is one of the countries which students have a low reading interest. Therefore, teaching reading in universities needs an appropriate strategy to engage students' attention in learning reading to achieve high interest in reading. Multi literacy Pedagogy is a multimodal way in communication that includes technology and multimedia in teaching so that it offers a new classroom pedagogy that extends and helps manage classrooms. This study aimed at finding out how the Indonesian lecturers apply their understandings and experiences with multi literacy Pedagogy in their classroom teaching, particularly in teaching reading. The data were obtained by distributing an open-ended questionnaire to 20 Reading lecturers who were selected randomly from 100 population at Muhammadiyah universities in Makassar Indonesia. The result of the data analysis showed that the Reading lecturers applied their understandings and experiences with multi literacy pedagogy in the form of: 1) situated practice by encouraging and motivating students to discuss and share ideas about the lessons within a small group of students in the classroom; 2) overt instruction with which the lecturers suggest the students to use 'graphical concept map features' for creating an interactive concept-map of their classroom learning; 3) critical framing in which the lecturers encourage students to notice and analyze practices of communicating meaningful ideas in schools and groups; and 4) transformed practice where the teachers encourage students to connect their learning experiences with their daily classroom lessons.

Keywords--- Multi Literacy Pedagogy, Teaching Reading, Multi Literacies.

I. INTRODUCTION

Indonesia is facing a considerable challenge in providing an educated workforce that is able to deliver high-quality teaching to every student across the country [1]. In the field of teaching and teacher education, the development of teacher identity has been viewed as an important component of learning to teach [2]. This conceptualization of learning to teach underlines the importance of teacher identity development within teaching and learning contexts [3]. In Indonesia, the identity development of English teachers may be shaped by how they learn to teach at the university as well as their socio-cultural backgrounds in relation to their students.

Frequently universities provide conventional or traditional methods of instruction in their programs, which tend to be very theoretical and lecturer based as opposed to student-centered instruction which is what professors should be actively modelling in their classrooms [4]. Moreover, when teacher candidates are having experiential classroom experiences such as "microteaching" sessions, the teachers are often poorly monitored [5]. In regards to literacy instruction, in particular, teacher candidates are frequently taught to teach literacy without adequate practice [6]. Professors are often teaching strategies that are considered to not fit in current best practice literature. For example, when teaching how to read/write, a common practice around the world is the reading/writing workshop [20].

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However, this is not something that is being taught at the university in Indonesia.

To support more of a student center mandate for educators and subsequently to more adequately address the needs of pre-service teachers, the New London Group [7] suggests a multi literacy pedagogy that consists of four components. The first component called "situated practice" draws on the experience of meaning-making in specific contexts. That is, students draw on their background knowledge to make meaning of the specific context. The second component, "overt instruction", develops an explicit meta-language to support active interventions that scaffold student learning. In other words, the teacher creates active interaction with their students to understand what they are learning. The third component "critical framing" makes sense of situated practice and overt instruction by interpreting the social contexts and purposes related to meaning-making. The last component is the goal of enacting a transformed practice where students, as meaning makers, become designers themselves and not just consumers of information. Mills [8] utilized critical framing in multi literacies, and the result became a meaningful hands-on experience for students.

Based on the problem statement and potential solution above, for this study, I asked the following research question:

- How do reading lecturers apply their understandings and experiences with multi literacy pedagogy in their classroom teaching?

This study examined Indonesian lecturers' understandings and experiences in teaching reading subjects with multi literacies. I first provide the methodology of the data collection and analysis, then provide the findings, and follow this up with implications and recommendations for further research.

II. LITERATURE REVIEW

2.1 Teaching Multi Literacies

New London Group [7] employed the term "Multi literacies" to suggest multimodal methods used for communication, which incorporate interaction among different languages, language utility inside various societies, and capacity to understand technology and multimedia. For instance, the integrated use of images, audios, videos, announcements, or emails for social or education purposes. When educators implement multi literacies in their classrooms, they are creating a new teaching paradigm that helps them facilitate learning.

Educators have a challenge dealing with how they can assist students in creating sustainable literacy improvement through schooling in order that students are able to establish strong literacy skills [9]. Multi literacies encourage the integration of cutting-edge technology educational tools into the students' daily work. Ajayi [10] proposes that the skills in teaching multi literacies are important to be learned by every teacher candidate so that they will be able to deal with any problems caused by the gap existing between multi literacies and classroom pedagogy. Needless to say, with the advancement in technology, teaching multi literacies is irreplaceble in literacy teaching and learning in this millenial era.

2.2 Integrating Multi Literacies in Teaching

According to Newman [11], multi literacies involves four processes that should be incorporated into teaching, namely situated practice, overt instruction, critical framing, and transformed action. Situated practice drives students towards meaningful learning by integrating essential knowledge that they already have, and Overt instruction will guide them to the organized practices of learning processes using appropriate teaching aids and techniques. Critical framing provides a room for students to investigate diverse opinion, assumptions, or thoughts in order to gain better empirical learning. Finally, transformed action process will prepare the students to be good decision makers and problem solvers for any problems in their life as they have developed their problem solving skills during the classroom.

The ultimate aim of multi literacies teaching is to get the students involved and participated actively in any kinds of learning practices [7]. Therefore, teachers are required to harmonize and implement the four phases of multi literacies in the classroom to make sure that the teaching objectives are achieved in a meaningful and enjoyable learning process. For instance, in drama classrooms, students may actively take part in expressing their insights and knowledge as well as designing meaning by combining reading and writing texts critically through embodied drama pedagogy in order to enrich the scenario of the drama. In this context, students are supposed to participate actively in contributing ideas for the story, seeking the best plots, determining the casts, evaluating the play, etc., instead of just reading texts and doing whatever they are asked to, as commonly happened in conventional drama classroom settings.

2.3 Situated Practice Ensures Meaningful Learning Practices within a Community of Learners

Improving students' motivation has been a classic issue in teaching reading. Dividing students into a small group consisting of approximately 3-4 students will allow them to exchange ideas more effectively. In situated practice stage, the students relate the assigned task or topic with their language, customs, and experiences in their real life. Situated practice suggests using students' past stories or experience to present meaningful classroom activities for the whole class [7]. For instance, an online writing space helps both students and teachers promote online and offline collaboration. Wikipedia website is a perfect example of how a combination of platform and webpage can effectively provide information, save time, and improve teaching management.

Various online and offline applications such as Word Processors, Facebook, Twitter, Instagram, Wikis, Blogs, and Remixing (e.g., making machinima videos, making movie trailers, fanfiction short movies, making music videos, creating fan art, political remix etc.) can be used as teaching media in classrooms [12]. These platforms can intensify the students' learning practices with classmates, friends, or families that in the end will lead them to practice and comprehend the objectives of classroom activities in a specific group of learners. By doing activities familiar with their daily life, students will receive more meaningful lessons.

2.4 Overt Instruction Introduces Different Modes of Meaning to Learners

Teachers can provide instruction about classroom tasks towards the explicit explanation of different modes of meaning by engaging them in overt instruction. Jacob [13] reveals that overt instruction benefit the students in a way that they are directed to concentrate on important features and gain experiences to understand systematic, analytic,

and cognizant explanations of distinctive modes of meaning. In fact, interventions between teachers and students potentially create different meanings in the learning process [10].

Both teachers and students can explore possible pedagogies for classroom activities [14]. For instance, teachers can suggest that students use 'graphical concept map features' for creating an interactive concept-map of their classroom learning. Afterward, teachers can guide students to clarify what, why, and how these techniques improve their learning processes in a technology-integrated environment.

2.5 Critical Framing Encourages Learners to Create Own Meanings

Teaching critical framing guides students to derive messages from classroom procedures, which encourages them to think, understand, observe, interpret, negotiate, and apply their ideas [15] in certain situations. Learners can develop their interpretation skills about specific design under the different social and cultural settings with thoughtful understanding [7,8,11,13]. This practice certainly helps students improve their high order thinking skills and learn logical interpretation and meaningful expressions of different learning concepts.

Teachers can equip students with the ability to realize, understand, and respect different points of view (i.e., different, dynamic, and conflicting ideas). Diverse possibilities of critical framing are crucial for 21st-century students to include their pleasure and experience from family, friends, popular culture, social media, and language in the process of making text. In addition, teachers can assist students to notice and analyze practices of expressing meaningful ideas in their schools and communities. For example, a teacher explained a lesson where she had the students analyse a segment of a TV program in which nutritionists examined takeaway choices in food court of a convenient store. Students were asked to distinguish the target audiences and challenge the bias associated with the supporting organization. The impact of critical framing is measured by the level to which students can utilize information through questioning and critique of texts and their partnered social formations.

2.6 Transformed Practice Engages Learners to Apply Learned Lessons in Real Problem Solving

Teachers can support students to participate in reciprocal communications that exchange ideas from one social circumstance to another. Transformed practice depicts how meaningful learning processes can influence social futures [8]. Transformed practice enables students to link their learning experiences in the past with their regular classroom works. Technology-aided educational tools can be used to transform information into knowledge and fulfill diverse language learners' styles and needs [16]. For instance, relate a text with graphics, arts, music, and other visual elements in classroom activities can encourage students to comprehend the learning process [10].

2.7 Context

In the past, literacy competence was narrowly defined as "the ability to read and write (Oxford dictionary, 2000). However, over the years literacy researchers have greatly expanded the definition of literacy to include the ability to critically think, calculate, problem solve, and a way to achieve goals, and develop science and a persons' potential. Language teaching and learning process becomes a medium to improve students'literacy competence since language is a mean of communication which conveys the literacy information. Literacy competence is necessary for students dealing with mastering various subjects. It means that language is very important for the students to master all

information on the subjects they are learning.

To achieve objectives of every subject (including mastery of knowledge, skill, and attitude), students should have literacy competence. Literacy competence is including cognitive competence, and more complex competences regarding social, language, and psychological aspects.

Various models are used by professors in their teaching and learning process to develop multi-literacies, including: TAI (Team Assisted Individualization), STAD (Student Teams Achievement Division), Two Stay Two Stray, and STL (Student Team Learning). Particularly for learning writing, the teaching models developed are Jigsaw, Write Around, and Think Pair Share.

III. METHODOLOGY

3.1 Data Collection

This research was conducted by following the principle of Survey Research design as a method to describe specific characteristics of a large group of persons, objects, or institutions [17]. It was conducted to examine how reading lecturers apply their understandings and experiences with multi literacy pedagogy in their classroom teaching.

For data collection, I first provided a sampling plan. The sampling plan is the methodology that I used to select the sample from the population. I used simple random sampling to select the reading lecturers from the population with the principle that every element in the population has the same chance of being sampled. To distribute the survey, I emailed lecturers to their personal email addresses. Surveys were randomly distributed to twenty (out of 100) reading lecturers of the English Education Department. Reading lecturers were asked questions about the four components of multi literacy pedagogy.

Second, to obtain population estimates from the sample data and for estimating the reliability of that population estimates, I Identified the desired response rate and the preferred level of accuracy for the survey.

3.2 Data Analysis

In analysing the data, we used qualitative analysis to analyse reading lecturers' understanding and experiences regarding the multi literacies pedagogy in classroom learning. More specifically, we asked about the four components of multi literacy pedagogy: situated practice, overt instruction, critical framing, and transformed practice. We also employed coding procedures to determine themes from the surveys. To transition from raw data to emerging themes, we incorporated Rubin and Rubin's [18] steps of data analysis. The process involved (1) recognition, (2) examination, (3) coding, (4) sorting, and (5) synthesis. All data were reviewed multiple times to further aid in analysis, develop themes, and promote accuracy.

IV. FINDINGS AND DISCUSSION

The result of the data showed that the understanding and experiences of Reading lecturers of four components of multi literacy pedagogy is very innovative and creative teaching and learning process in the classroom teaching. Each of them is explained as follows:

4.1 Situated Practice

Table 1: The Frequency and Percentage of the Lecturer's Activities in Situated Practice

No.	Activities	Frequency	Percentage
1.	placing students into small groups to share ideas	10	50%
2.	applying comprehensive strategies	7	35%
3.	engaging media and technology	3	15%

The table shows the result of analyzing English reading lecturers' understanding and experiences in multi literacies pedagogy in their classroom teaching in regards to situated practice. It indicates that 50 percent of English reading lecturers answered that they teach by placing students into small groups to share ideas in the classroom. This means that English reading lecturers applied the meaningful practice to classroom learning by placing the students in small culturally and linguistically diversified groups. Less than a half or around 35 percent of English reading lecturers answered that they teach by applying comprehensive strategies to create meaningful activities in the classroom learning, which means that English reading lecturers asked the students to present and talk the text based on their everyday life. The lowest percentage, that is, 15 percent of English reading lecturers answered that they teach by engaging media and technology to present their materials, which means that English reading lecturers applied only a few methods to engage the technology and media in the classroom teaching.

The situated practice is constituted by immersion in meaningful practices within a community of learners who are culturally and linguistically diversified. It involves situating meaning-making in real-world contexts and taking account of the affective and sociocultural needs of learners [19].

4.2 Overt Instruction

Table 2: The Frequency and Percentage of the Lecturer's Activities in Overt Instructions

No.	Activities	Frequency	Percentage
1.	encouraging and assisting the students to make a graphic map and meaningful picture to make a meaningful concept	9	45%
2.	guiding students to understand materials systematically and analytically	7	35%
3.	clarifying and discussing the method of classroom activities implemented	3	15%
4.	providing sample images or learning media	1	5%

The above table explains the data for understandings and experiences of English reading lecturers in Overt Instructionthat are 45 percent of English reading lecturers answered that they teach by encouraging and assisting the students to make a graphic map and meaningful picture to make a meaningful concept. This means that the English reading lecturer scan support and assist the students to create the important element of designing the meaningful act. Around 35 percent of English reading lecturers answered that they teach by guiding students to understand materials systematically and analytically. This means that they can understand the language's meaning and design. There is 15 percent of English reading lecturers answered that they teach by clarifying and discussing the method of classroom activities implemented. This means that they support and assist the students' in learning from their experiences. Only 5 percent of English reading lecturers answered that they teach by providing sample images or learning media to help students understand the material. This means that they guide the students to learn by using their experiences.

Overt instruction includes the teachers and other experts' supporting students through scaffolding and focusing

the students on the important features of their experiences and activities within the community of learners [19]. Overt Instruction introduces an often overlooked element-the connection of the element of the importance of contextualization of learning experiences to a conscious understanding of elements of language meaning and design.

4.3 Critical Framing

Table 3: The Frequency and Percentage of the Lecturer's Activities in Critical Framing

No.	Activities	Frequency	Percentage
1.	encouraging the students to communicate the meaningful ideas in the classroom activities	11	55%
2.	bringing their meanings from classroom activities	6	30%
3.	encouraging the students to include their life experience	3	15%

Table 3 presents the data for understandings and experiences of English reading lecturers in Critical framing begins with 55 percent of English reading lecturers answering that they teach by encouraging the students to communicate meaningful ideas in the classroom activities. This means that they encourage their students to communicate the meaningful ideas in classroom activities. About 30 percent of English reading lecturers answered that they teach by bringing their meanings from classroom activities, which encourages them to think, understand, observe, interpret, negotiate, and apply their ideas. The data for this question then ends with 15 percent of English reading lecturers answering that they teach by encouraging the students to include their life experience in the learning process.

Critical Framing in multi literacies requires an investigation of the socio-cultural contexts and purposes of learning and designs of meaning. Critical framing is the pedagogical strength of the teacher's enactment of the multi literacies pedagogy, and this had important interactions with the learners' ability to access designs of meaning by relating meanings to their social and cultural contexts and purposes.

4.4 Transformed Practice

Table 4: The Frequency and Percentage of the Lecturer's Activities in Transformed Practice

No.	Activities	Frequency	Percentage
1.	connecting their learning experiences with their daily classroom tasks	9	45%
2.	asking them to combine text with graphics and visual elements	8	40%
3.	encouraging the students to become design maker	3	15%

The given table indicates that in terms of transformed practice, around 45 percent of English reading lecturers answered that they teach by connecting their learning experiences with their daily classroom tasks. Less than a half or around 40 percent of English reading lecturers answered that they teach by asking them to combine text with graphic and visual elements with 15 of English reading lecturers answered that they teach by encouraging the students to become design maker.

Transformed practice can encourage students to connect their learning experiences with their daily classroom tasks. For instance, combining text with graphics, arts, music, and other visual elements in classroom activities can improve students' comprehension in the learning process.

Transformed Practice is transferring in meaning-making practice, which involves applied learning, real-world

meanings, communication in practice, and applying an understanding gained from Situated Practice, Overt Instruction, and Critical Framing to a new context.

V.   CONCLUSION/RECOMMENDATION

Multi literacy pedagogy is a new pedagogical-based practices used to improve the Reading lecturers' understandings and experiences in literacy teaching and learning. Multi literacy pedagogy can also help English reading lecturers to create innovative reading teaching.

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