Multiliteracy pedagogical framework in action: Critical reading in ELT classroom by implementing critical framing

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Abstract

This study aims to determine the implementation of critical framing of multiliteracy pedagogy through students' critical reading skills in the ELT class. This study took place in the English Study Program. This research study used a qualitative technique. Observations and interviews were used to collect data. The data collected were analyzed using data transcribed, encoded, data displayed, and data interpretation. This study involved 39 students who examined critical framing as the third component of the multiliteracy pedagogical framework which was subdivided into four subcategories. All subcategories in the critical framing of multiliteracies pedagogy were addressed throughout the teaching and learning process in the classroom. Four subcategories were fulfilled. This is a fascinating and unique study. The lecturer enables students to think and interpret their ideas by guiding them to derive their meanings from classroom activities. The result indicated that implementing critical framing of multiliteracy pedagogy through students' critical reading skills was very effective. It's recommended for English language teachers to implement the critical framing of multiliteracy pedagogy through students' critical reading activities in the ELT class.

Keywords: Critical Framing, Critical Thinking, Social Contexts, Social Purposes, Teacher' Reinforcement, ELT Classroom

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INTRODUCTION

In this era of increasingly advanced digital technological development, critical reading is a crucial component of a student's overall reading ability. Moreover, when it is taught, learners will judge what they read based on logical reasoning and facts rather than on their feelings (Lewis, 1983). English Language Teaching (ELT) academics have studied critical reading in-depth because of its importance. The most pressing challenge for English as a Foreign Language (EFL) practitioner is how to train students to be critical readers. When the text is reviewed from diverse perspectives, the educational activity loses sight of generating questions or topics of discussion that lead to critical reading.

Critical reading skills are the level of reading needed today. Information and communication technology growing faster has implications for the availability of varied sources and reading materials. Critical reading is an essential aspect of the reading process. It is a method of analysis. Because they will view reading as a process rather than a result, it can help students become better readers and thinkers. When they read in this situation, they simultaneously think and process the text to locate information and obtain a firm understanding (Janks, 2010; Yu, 2015). Many research has been undertaken to investigate critical reading in various areas, such as critical reading analysis (Yu, 2015; Zabihi & Pordel, 2011), the conceptual framework for teaching critical reading (Marschall & Davis, 2012), and being critical readers (Green & Skukauskaitė, 2008; Yu, 2015; Zabihi & Pordel, 2011). Moreover, A person's ability to process and understand information while carrying out the process of reading and writing is called literacy.

Literacy encompasses a lot more than just reading and writing. It is the ability to use, interpret, and create a text in a range of settings and for some reasons in both spoken and non-verbal communication, such as gestures, noises, and body language (Siraj et al., 2019; Smith, 2015). Literacy is seen as a vital arena of cultural and social power, necessitating a broader discourse competence that includes reading and critically assessing a wide range of written and spoken texts (Purnawarman et al., 2016). Moreover, now the concept of teaching, which is limited to teaching language skills and more complex in the practice of social and cultural enculturation in learning, is called multiliteracy.

Multiliteracy refers to a new paradigm of literacy instruction (Bosch 2017 (Bosch, 2017; Rivas & Cardozo, 2018; Siyaswati, 2020). Literacy has evolved beyond reading and writing to include the practice of socio-cultural accuracy, which instructs learners on how to detect, grasp, mobilize, and process these socio-cultural values more effectively. In recent years, literacy has taken on new dimensions, including environmental, academic, media, technological, and even moral (Damico, 2005; LIU Jing, 2016). The concept of multiliteracy is conceived because humans not only read and write but also read and write within specific genres that evolve into social, cultural, and political goals required in this era of globalization (Saputri et al., 2019). This concept lays the groundwork for the emergence of multiliteracy in the educational world.

Many previous researchers have used multiliteracy pedagogy in the following ways: teaching students in technology-mediated environments (Cooper et al., 2013), youth literacy courses (Skerrett, 2015), multiliteracies pedagogy in second language learning, (Laboni, 2021), literacy and social learning feature design (Cope, Bill, and Kalantzis, 2000), exploring the feasibility of a pedagogy of multiliteracies in introductory foreign language courses (Allen et al., 2010) and writing instruction (Kiss & Mizusawa, 2018), the multiliterate approach in the paradigm of teaching English in the 21st century (Siyaswati, 2020); the effect of incorporating multiliteracies pedagogy in ESL writing (Ganapathy, 2015) and bringing multiliteracies into process writing approach in ELT classroom: implementation and reflection (Nabhan, 2019) and investigating digital multimodal texts in EFL classrooms changing the practice of multiliteracy pedagogy (Ilmi et al., 2020). However, no study investigates the critical framing of multiliteracies pedagogical framework through students' critical reading in the ELT classroom.

Research question

How do English lecturers implement critical framing of the multiliteracy pedagogical framework through students' critical reading skills in ELT classrooms?

LITERATURE REVIEW

Referring to critical reading and multiliteracies, the writer would like to present some brief explanations related to the theory.

Critical Reading Theory

There are numerous strategies for teaching critical thinking in the English language classroom, this section will focus on the primary strategy for developing critical reading training activities. According to (Atkinson, 2002; Pasaribu, 2020), critical reading abilities become more demanding and necessary for ESL and EFL students who must read a text in a traditional classroom setting. Students must develop the ability to read in authentic situations, which is why (Pasaribu, 2020) emphasizes the importance of teaching students critical literacy skills. Students should be taught to be self-aware, logical thinkers knowledgeable about the meta-level of language and politics and who are dedicated to their studies (Behrman, 2006). Integrating critical literacy into the classroom can help foster this type of understanding and tolerance in a multicultural and multi-ideological society. Additionally, it is a method for sifting through a book for pertinent information and concepts. A close, active, introspective, and analytical reading can elicit the meaning of a text. According to (Marschall & Davis, 2012), learners with critical solid reading skills can go beyond the material provided by asking questions, gathering evidence, and verifying assumptions. According to (Smith, 2015), the second step of critical reading is to reflect on what the text accomplishes by making observations, providing examples, arguing, appealing for sympathy, drawing a contrast to clarify a point, and inferring what the text means in total based on previous analysis.

Multiliteracy Concept

Multiliteracy is a term that refers to a broader understanding of the literacy curriculum taught in traditional schools, which encourages students to participate productively in society (Puteh-Behak & Ismail, 2018). Additionally, multiliteracy is a conceptual approach that can be used to comprehend various types of texts and various forms of media produced by a variety of new technologies. It is based on pedagogical concepts that instruct teachers on how to communicate with students using various types of text and media (Menke & Paesani, 2019). Furthermore, (Penuel & O'connor, 2018) asserts that multiliteracy pedagogy comprises four components or knowledge processes: situated practice, explicit instruction, critical framing, and transformed practice.

Additionally, (Penuel & O'connor, 2018) established a multiliteracies pedagogy that has evolved over the last decade. This organization promotes various teaching and learning strategies to accommodate complex learning environments and a diverse population of learners. Situated practice is when learners engage in meaningful, authentic tasks related to their environment. Overt instruction is when teachers and other experts scaffold the learning experience. Critical framing is when learners examine historical, social, cultural, political, ideological, and value relationships and transformed practice is when learners reflect on and apply what they have learned. Members of The New London Group have taken the theoretical concept of multiliteracies instruction and applied it to practice by developing extremely specialized learning activities to aid in knowledge development (Kalantzis & Cope, 2005).

Critical Framing Encourages Learners to Create Their Meanings

Teaching critical framing allows students to think, understand, observe, interpret, negotiate, and apply their ideas (Vasquez, 2013) in problem-solving by guiding them to develop their meanings from classroom activities. With careful consideration, learners can increase their ability to perceive specific designs in various social and cultural contexts (Guerrettaz & Zahler, 2017; Penuel & O'connor, 2018; Willis Allen & Paesani, 2010). This practice assists students in understanding the logical interpretation and expression of various learning topics. According to (Webb & Doman, 2020), asking "Why?" can help students develop their analytical capacity.

Teachers can assist students to understand, appreciate, and respect a variety of knowledge perspectives by teaching them in a way that helps them recognize, comprehend, and respect them (that is, different, dynamic, and conflicting ideas). Different critical framing possibilities are vital for 21st-century students to engage their delight and experience from family, friends, popular culture, social media, and language in the text-making process. Teachers can encourage students to observe and study how relevant ideas are communicated in schools and communities.

Objective

This study aims to explore students' critical literacy and critical thinking through students' critical reading skills in the ELT classroom.

METHODOLOGY

This section explores the research design. It includes information about the research design, study participants, data collection, and analytical procedures.

Research design

The goal of this study is to determine the critical framing of multiliteracy pedagogy through critical reading skills in the ELT class. EFL lecturers who carry out learning activities use critical framing as an aspect of multiliteracy, more specifically in critical reading activities. As a result, case studies are qualitative in character and are used to explore a single incident or a set of connected occurrences as fascinating or unique phenomena. A case study, in line with (Creswell, J. W., & Poth, 2018), is an in-depth description and examination of a phenomenon, social unit, or system that is linked by place and time.

Study Participants

This research focuses on teaching lecturers to third-semester students in, English Study Program, in East Nusa Tenggara, Indonesia. Lecturer with a Master's degree in English Education currently employed at the institution. She became a caregiver for critical reading courses in semester 3 of the English education study program. she has also implemented critical framing of multiliteracies pedagogy in her teaching. The meeting was attended by 39 students, consisting of 13 boys and 26 girls who took part in the lesson. In implementing it for students, researchers observe teaching and learning activities as non-participant observers.

Data Collection

Data were collected from observations. Observations were made to determine the classroom situation when the lecturer applied critical framing in multiliteracy pedagogy through students' critical reading skills. There are three types of data. The first data were collected from field observations, and the second data were transcripts of the data observation during the teaching and learning activities. The third is data obtained from documentation in the process of learning English.

Analysis Procedure

The data is analyzed to identify success in implementing critical framing of multiliteracy pedagogy through students' critical reading skills in the ELT class. After that, the subcategories that emerged from the essential framing components were then transcribed, encoded, data reduced, displayed, and conclusion drawing/interpreting data using the inductive thematic analysis model proposed by (Creswell, J. W., & Poth, 2018). After transcription, data were cross-checked with the data from observation to validate the findings. And to avoid subjectivity in interpretation, the researcher did a cross-check assisted by a colleague in interpretation.

Research ethics

In obtaining the data, the researcher initially applied for permission from the Rector. After that, the Rector disposed to the Vice-Rector for the academic field by asking the Dean of Educational Science Faculty (FIP) and the Head of the English Study Program to grant authorization to the researcher to undertake research. In addition, the researcher negotiated and coordinated with the lecturer and students by conveying the research objectives as the primary data source. While secondary data sources are various documents, especially observation sheets, field notes, research approval, attendance lists, articles, and various other documents. Furthermore, respondents were told that their responses would be kept private and would only be used for research reasons. And this research was conducted before Covid-19, namely August-October 2019.

RESULT

The researcher observed lecturers who implemented the critical framing of multiliteracy pedagogy through students' critical reading skills in the ELT class. The researcher observed teaching and learning activities carried out by lecturers with a focus on critical framing as the third component of multiliterate pedagogy. Consequently, the teaching activities were discovered that critical framing as the third component of multiliteracy pedagogy was met during the classroom teaching and learning process.

Class Observation Results

No	Learning Practice	Checklist	Code
Critical Framing	Build student's critical literacy (critical thinking skills),	√	CF.1
	Relate learning to social contexts	√	CF.2
	Social context and purposes: students begin to position themselves in terms of historical, social-cultural, political-cultural, and ideological relations,	√	CF.3
	Frame learners' growing mastery, conscious control, and understanding, the teacher gave correction and reinforcement	√	CF.4

As demonstrated in the table above, the components of multiliteracy pedagogy can be seen in the teaching and learning process. Critical framing is the third component of multiliteracy pedagogy. In total, there were four subcategories. And of the four subcategories, all four subcategories were met. Learning can be defined in more detail by implementing teaching and learning activities in the classroom. This component can be accomplished through dialogues between lecturers and students. The lecturer encourages students to think, understand, interpret, negotiate, and apply their ideas in problem-solving by guiding them to draw their meanings from classroom activities.

Critical Framing

Within the third component of the form of multiliteracies, namely critical framing, there are four subcategories in the form of multiliteracies. It consists of building students' critical literacy (critical

thinking skills), relating learning to social contexts; social context, and purposes; the teacher gives correction and reinforcement. All of the subcategories of critical framing are fulfilled in the teaching and learning activities.

1) Building Students' Critical Literacy (Critical Thinking Skill)

In carrying out this subcategory, the lecturer provides teaching and learning activities by dividing students into discussion groups to explore the questions that have been prepared. Students are expected to explore critical literacy in texts.

And to start the discussion, group one is allowed to present the discussion results. And it is displayed in students' group discussions:

(62)	Student (K) Group One	:	Presented their result discussion with the question, What program should be appropriate for children to use the computer?" "Programs suitable for children to use on computers include games, cartoons, and movies for children. This program also can trigger children to learn, but the game program must have an educational meaning." And if the children used it for another, we can check it through the computer
(65)	Student (V) Group two	:	How can you control children using computers? It is not easy to control them using the computer because they can go to another place with access to the internet.
(66)	Student (N) Group Three	:	"Interrupting and answering questions posed by the student (V) from group one about how to control children using computers. He said, "Children can use computers if their parents give them passwords. Parents can also monitor computer usage because the history of all activities can be seen. In addition, in the absence of parents, companions can guide children's use of the computer."
(154)	Student (B) Group Four	:	Presented their result discussion with the question, "what programs on the computer will have a bad influence on the children?" "So, the first one is porn-related apps; and the second is online gaming."
(168)	Student (K) Group One	:	"How can you say that online games are bad for children?"
(169)	Student (B) Group Four	:	"Yes, because children should not be familiarized with applications related to pornography. It is designed for adults, and not for children. As for online games, there are several boxing games such as SmackDown. It describes violence. Therefore, it is inappropriate for children to watch this."
(170)	Student (K)	:	"Asked another question: "Aren't all online games bad for kids? Since there are several online games, it is great for kids."
(171)	Student (B) Group Four	:	Okay, but the parents should choose the appropriate and inappropriate programs for the child to watch.

In this session, students express critical thoughts from the texts read in their group discussions. In the results of the first group discussion, student (K) stated that programs suitable for children to use computers are games, cartoons, and movies. For this reason, these programs should be selected by parents or people who are more mature. These programs must be relevant and can trigger children to learn and have educational meaning. At the same time, student (H) stated that children need to be regulated in using their computers to do other activities.

Furthermore, student (N) stated that parents must set a password on the computer so that when children want to use the computer, they must get permission from their parents. Then student (B)

from group four presented the results of their discussion about what program would negatively impact children?. Those programs are the porn side and online games like smack-down boxing. However, students (E) and (K) from group one still disagreed with the results of group three, that not all telephone and internet games are harmful to children because some online games are beneficial for children.

2) Relate Learning into Social Contexts

Learning in a social context refers to all learning within and between groups of people. The social context of teaching and learning is gaining recognition as an essential component of teaching effectiveness. Students can connect their learning in class with their social relationships in society. Moreover, it is displayed in students' group discussions.

(85)	Student (H) Group Three	:	"How should parents limit their children's time when playing with gadgets and studying?."
(102)	Student (V) Group Two	:	"Okay, so let's say we are parents, we can create activities for kids from getting up in the morning, having breakfast, and until they go to school. This can be continued after they come home from school, they have to eat lunch and rest. So they only play games for an hour or thirty minutes because if they spend too much time playing games it will harm them." "What if parents are always working in the office and the children know how to open a computer?"
(136)	Student (N) Group Three	:	"Okay, as previously said by a friend we can divide time for children to play games and can also communicate with parents or other friends. And if there are no parents then their brothers and sisters can control the children. In addition, when parents come home for lunch, they can give computers to their children, and they can return to the office afterward."
(140)	Student (B) Group Four	:	"What do children do with computers?"
(143)	Student (N) Group Three	:	"Well, I have already said that most children use computers to play games or watch movies. So, they can watch movies access the internet, or play video games. But, of course, parents know whether a movie or video game is good or not because parents have programmed it. So, everything that children can find on the computer is already known to their parents. If parents are still worried about internet access, then children can only access the internet when parents are at home so that parents can control it."

At this stage, students generate several ideas concerning the social context in their discussion groups. It was said by the student (H) that parents should carry out control functions over their children's use of computers, especially in playing games or watching movies. Spending too much time playing games or watching movies will affect their health, and schoolwork will not be completed. In addition, student (V) from group one stated that children should develop a routine from getting up in the morning until coming home, so they do not spend too much time playing games. It is intended that children begin to be disciplined from a young age to use time effectively.

Furthermore, student (N) from group two suggested that parents put a password on the computer so that they must have parental permission when they want to use the computer. Moreover, children not only play games or movies but can also do other activities such as communicating with their parents or with other friends. This activity requires the involvement of parents or other adults in

controlling children when they use computers and access the internet. These activities were so that children are not easily carried away by negative influences in their current social development.

3) Social Context and Purpose

Three activities are discussed in carrying out teaching activities, namely what values are found from reading, which sentences show the value of education, and what information is obtained about controlling children in using computers.

In connection with this, students from group four present the results of their discussions. Furthermore, it is displayed in students' group discussions.

(76)	*Student (R) Group Two*	*:*	*"So, the values found from this reading are social values, educational values, and cultural values."*
(82)	*Student (W) Group One*	*:*	*"Ask, "Okay, I want to ask, you have said that you have found the value of education. So my question is, which sentence do you find from the reading that shows the value of education, and please explain it to us."*
(93)	*Student (V) Group Two*	*:*	*"Okay, the educational values are in the first paragraph, which is "computers and the internet are both useful and powerful." And we can learn how to use the computer and internet properly."*
(94)	*Student (W) Group One*	*:*	*"Okay, but what about social values do you take from that text?"*
(96)	*Student (P) Group Four*	*:*	*"Social value is found in the text which states that by providing opportunities for children to use computers and the internet they can improve online communication networks either through email, Facebook, WhatsApp, Instagram, or Twitter. They can build communication with their friends about the assignments given in school. This also includes the care of parents, family, and relatives in controlling them to use computers and the internet properly."*
(97)	*Student (W) Group One*	*:*	*And how about the cultural values*
(98)	*Student (N) Group Three*	*:*	*For cultural value, the computer and internet can help children learn about other cultures or learn about different cultures from their own by communicating with other people. Then they learn cultural values from other areas/countries by watching movies, cartoons, and games.*

In this session, students are guided to explore the values obtained from the reading texts they get. Moreover, based on, the results of group presentations, especially, those that were presented by students (R) from group four who stated that the values obtained from the text were educational and social values. It was also explained by the student (V) that there is educational value because parents or other adults can educate children in using computers correctly and adequately. Computers and the internet can access knowledge and information that can support their studies. The programs set by parents on the computer are relevant programs of an educational nature that can trigger their enthusiasm for learning. In addition, student (F) added a social value because, with the existence of computers and the internet, children begin to practice establishing good communication with others via email, WhatsApp, Facebook, Instagram, or Twitter. Furthermore, children can build communication with their fellow schoolmates in completing the tasks given by their school.

4) Teacher Gives Correction and Reinforcement

This subcategory is mainly used in group discussions' teaching and learning process. The lecturer provides corrections and reinforcement on the issue at the end of the conversation. Corrections are given to provide feedback on the debates during group discussions. Reinforcement is used to repeat material and offer more facts about the issue. The lecturer explains contradictory arguments in the student discussion session. Moreover, it is displayed in the lecturer's corrections and reinforcements.

(179)	:	*And then, what program should be appropriate, when they are playing games or when they have like their homework with the computer, or they are watching the cartoon, so, movies for the children. It is appropriate for the children,*
(181)	:	*What values are found from the passage?". So, this one is valued, like the debate between group one and group two. The first one is social value and educational value. Social value; is related to socializing with others when they are using pain, socializing with other people, And then, the educational value; so, the parent can teach and control their children using the computer. It is related to educational value.*
(184)	:	*So, that is a very harmful or destructive effect, or it is not suitable for the children. Spend most of the time on the computer or the gadget because it negatively affects them.*
(185)	:	*What is your suggestion? You say you have to limit children when playing with the computer, many children like we cannot work with them to use the computer or the gadget. However, we can invite them to see other objects, tourism objects, and go around in the surroundings. The parent can dispread the children attend in gadget or computer. Okay, right, so you have an improvement in your reading. The first and the second one, It is a good job.*

At this stage, the lecturer also explained the good and bad effects of using computers or cell phones for children. Moreover, programs that deserve to be watched by children. However, some weaknesses occur. For example, in socializing with other people online, some people with malicious motives on social media. So, it will be dangerous for children. Then, it is essential to protect children's health; for example, excessive use of this device has implications for eye and brain health. He mentioned that they could play online games or get help with their homework. They can also watch cartoons and films designed for children. It is suitable for children. Lecturers feel proud because, through this strategy, students experience improvement, where each student actively seeks and answers questions in their group.

DISCUSSION

Based on the results of the data analysis, students' critical thinking can improve in classrooms that use critical framing of multiliteracy pedagogy through students' critical reading skills. In this regard, there has been no previous work that investigates this critical framing to improve students' critical reading abilities. However, the use of critical framing has been shown to increase critical thinking skills (Kalantzis & Cope, 2005; Nuvitasari et al., 2020; Willis Allen & Paesani, 2010) as well as students' critical reading skills (Huh, 2016; Khonamri & Karimabadi, 2015; Kosimov, 2022). Critical reading and critical thinking are two skills strongly related to students' critical thinking (Arifin, 2020; Javorčíková et al., 2021).

The English language learning in this study encouraged students to conclude the findings from the data collection process and present these findings to their classmates through a series of learning activities carried out by the teacher to students in the classroom about critical framing. Furthermore, the learning activities train them to be critical thinkers through a critical thinking approach. This ideas is also consistent with (Setiawati & Corebima, 2017; Wijayanti et al., 2017). They both explain that critical

thinking is a type of learning that encourages students to build their knowledge through investigative activities.

The empowerment of critical framing awareness of the multiliteracy pedagogy is an endeavor to increase the quality of learning (Cope, Bill, and Kalantzis, 2015). The results of this study indicate that the majority of students with good academic ability do not have low critical framing awareness. According to (Willis Allen & Paesani, 2010), this feature can increase the importance of critical framing-based learning. Teachers are urged to use various learning strategies that might help students enhance their critical thinking skills. According to this study, even though they are classified as having high academic ability, some students with the high academic ability still have a relatively low awareness of critical reading abilities. As a result, employing the type of learning that has been shown to empower critical framing effectively is strongly advised.

Several prior studies have found that various learning models and tactics ideally enhance critical framing. Learning to use the media time bar (Purwaningsih & Wangid, 2021); learning by applying to learn using a research-based learning model (Usmeldi et al., 2017), and learning by analyzing a new learning management model (Changwong et al., 2018). In addition, teachers must establish an evaluation procedure that encourages increasing students' critical framing to using these varied learning strategies. Teachers must grasp what, why, and how critical framing-based learning is used to reach this goal.

Aside from the given validation results, various limitations of this work should be mentioned. Although the readings used, have not been able to fully represent the social context and purposes, some of them can be covered, such as the values and information obtained from the readings. Furthermore, presenting this material in the form of discussion can assist in overcoming this issue and allowing generalizations to develop. As a result, more research is needed to select reading texts representing the critical framing categories and subcategories of the multiliteracy pedagogy.

CONCLUSION

This study collected the implementation of critical framing of multiliteracy pedagogy through students' critical reading skills. The findings revealed that critical framing of multiliteracy pedagogy effectively increased the critical thinking of students. A sequence of learning activities carried out by students in the critical framing of the multiliteracy pedagogy model can properly enhance their analytical thinking.

Suggestion

Based on the outcomes obtained from this study, it is highly recommended that critical framing of multiliteracy pedagogy be implemented in various schools throughout Indonesia. Training and dissemination of the benefits of critical framing of multiliteracy pedagogy are required so that teachers do not feel alien to this learning approach. Furthermore, additional research is required to compare the level of analytical thinking empowerment between the critical framing of multiliteracy pedagogy and other learning approaches. This study will provide information on the benefits and drawbacks of critical framing of multiliteracy pedagogy compared to several other learning models. It is recommended that teachers must establish an evaluation procedure that encourages increasing students' critical framing to use these varied learning strategies.

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