PROMOTING MULTILITERACY FRAMEWORK - BASED LESSON PLAN FOR ENGLISH LANGUAGE TEACHING IN SENIOR HIGH SCHOOL

Muhammad Nawawi, Ana Christanti

Nahdlatul Ulama University Sidoarjo
Nahdlatul Ulama University Sidoarjo
alexnawawi.pbi@unusida.ac.id, anachristanti.pbi@unusida.ac.id

Abstract: The objective of the research was to promote a new model of designing activities in the lesson plan of English teachers. The model was derived from the phases of the Multiliteracy pedagogical Framework. It was qualitative research with documentation techniques for collecting data. The source of data was the document of lesson plans made by teachers of English. The data was statements on teaching-learning activities in the lesson plans. The author identified the lesson plan of teachers from Al Islam senior high school in Krian, Sidoarjo. The activities statements were categorized using the four phases and cognitive process of the Multiliteracy Framework; Situated Practice (Experiencing), Overt Instruction (Conceptualizing), Critical Framing (Analysis), and Transformed Practice (Applying) promoted by Cope and Kalantzis with New London Group in 1996. The result showed that the teachers just included two phases; Situated Practice (Experiencing) and Overt Instruction (Conceptualizing), no Overt Instruction (Conceptualizing), Critical Framing (Analysis), and Transformed Practice (Applying) yet in their teaching-learning activities. The teachers should change the old phases in their lesson plan with the four phases of the framework to guide them in applying multiliteracy in English language teaching. The next researcher could focus on teachers' knowledge or belief about the multiliteracy framework to assure the implementation.

Keywords: Multiliteracy Framework

Abstrak: Penelitian ini bertujuan untuk menawarkan alternative baru dalam membuat Rencana Pelaksanaan Pembelajaran (RPP) bagi guru bahasa Inggris. RPP yang didalamnya berisi fase-fase kegiatan dari konsep multiliterasi yang dipopulerkan oleh Cope dan Kalantziz melalui New London Group di tahun 1996. Penelitian ini adalah peneltian kualitatif dengan teknik pengumpulan data melalui dokumentasi. Sumber data peneltian ini adalah dokumen RPP guru-guru bahasa Inggris SMA Al Islam Krian Sidoarjo. Peneliti hanya focus melihat aktifitas pembelajaran yang dirancang guru dalam RPP, khususnya pada kolom langkah-langkah pembelajaran. Setiap aktifitas yang dirancang guru akan dikategorikan sesuai empat fase dalam multiliterasi konsep yaitu Situated Practice (Mengalami), Overt Instrustion (Penanaman Konsep), Critical Framing (Menganalisis), dan Transformed Practice (Mengaplikasikan). Hasil penelitian menunjukkan bahwa aktifitas yang dirancang guru masih memenuhi dua fase, yaitu Mengalami dan Penanaman Konsep. Belum ada kegiatan pembelajaran yang mengarah dan sesuai dengan konsep Menganalisis dan Mengaplikasikan dalam Multiliterasi. Untuk mempermudah guru mengaplikasikan konsep multiliterasi, peneliti menyarankan untuk mencantumkan keempat fase multiliterasi dalam RPP. Jadi komponen yang ada dalam fase Langkah-Langkah Pembelajaran langsung dibagi sesuai konsep multiliteraci. Untuk peneliti selanjutnya disarankan mengidentifikasi kemampuan guru tentang konsep multiliterasi untuk memastikan mereka mampu menerapkan konsep tersebut dalam pembelajaran bahasa Inggris.

Kata Kunci: Konsep Multiliterasi

INTRODUCTION

The literacy skills that students need to become productive citizens of tomorrow's society are significantly different from those that have historically been taught in Indonesia. Literacy, nowadays, is just about reading and writing. The paradigm for multiliteracy builds on cultural, dynamic, and historically situated strategies to use and understand the complex spoken and written text to achieve specific social purposes, not just to a conventional concept of literacy – the ability to read and write (Kern, 2000). New Literacy Studies generally describe how people use and what people do in daily life.

In recent years, the demographics of students are changed by getting people from various cultures together and talking non-dominating languages in global integration and socio-cultural diversity. To engage students in the current period, and to improve their skills to speak the language that they have mastered in certain everyday communication goals, English language teachers have to understand the global context. This change led to a re-thought of the traditional curricular and pedagogical literacy and the rapidly changing roles of teachers and students (Kalantzis & Cope, 2008; Kim, 2013).

The multiliteracy pedagogy is the best educational framework for English language teaching to train students for participation both in the home and in the target community in different discourse groups such as with online groups or other foreign language students. English is a world language that has diverged into many variations. A classical literacy curriculum (grammar, literary canon, national language forms standard), however, has been taught to a singular standard while people need divergent experience in negotiating discourse for their daily life. This is an important aspect of modern learning and teaching that should be discussed in a multiliteracy pedagogy.

Multiliteracies pedagogies refer to teaching strategies or methodologies to increase intercultural communication (multiculturalism and multilingualism) in the 21st century and how new technologies change the way people communicate (The New London Group, 1996). The principle of "multi" dimensions in literacies are multilingual and multimodal. Education needs to respond to the increasingly significant phenomenon of multilingualism, especially in minority language worlds of work, in globalization (Cazden, 2006b). The phenomenon of multimodal in the social world is also increasing that language, visual, audio, gestural, and spatial modes of interpretation are incorporated into everyday cultural media and practices. Consequently, a pedagogy of multiliteracies needs to attach conventional emphases on alphabetic literacy (the literary text sounds the letter) by learning multimodal texts which include other modes of language read and write.

The multiliteracies approach includes Situated Practice (connection to prior knowledge and experiences), Overt Instruction (explicit teaching), Critical Framing (critical thinking/analysis), and Transformed Practice (practical application of knowledge) (The New London Group, 1996). In applying these ideas, Kalantzis & Cope, (2005) in the last decade to curriculum realities have somewhat reframed and transformed them into pedagogical behavior or knowledge processes of Learning, Conceptualization, Interpretation, and Implementation, that are instantly more recognizable.

There is a lot of researches about the implementation of the multiliteracy pedagogy framework in English language teaching. Jordan (2011) has tried to apply video game in multiliteracies framework. He concludes that the multiliteracies course outlined is appropriate for English studies since it works not only toward teaching students how to analyze fictional or argumentative texts, but it also helps create an environment for multiliteracies. Besides, Allen, H.Willis & Paesani (2010) adopt a multilateral structure as a response to demands for curricula reform. They argue that it is not entirely new, but most scholarship or world of works now have been based not on pedagogical models to incorporate textual topics into introductory language training but on the need for more specific emphasis on studying linguistic development in content courses at advanced levels. They conclude that in light of today's evolving environment of US higher education, a pedagogy of multiliteracy organizations is a way to sustain a foreign language system that is important to students and the university's wider intellectual mission.

Some researchers in Indonesia, then, start trying to investigate the implementation of the framework in language teaching. Khairi, et.al (2017) have revealed multiliteracies in the English class of Junior High School. It showed that the process of teaching and learning mostly just performs three kinds of four frameworks in the pedagogy of multiliteracies; situated practice, overt instruction, and critical framing without transformed practice The conclusion can be drawn that students could not acquire multilingual skills since English teaching did not take into account all categories of multiliteracy pedagogy framework in an EFL setting. The teachers, in this case, did not reach the four steps of the framework since they did not have multiliteracy framework based lesson plans. They required to plan the instructional process based on the framework.

In the case of formal courses structurally, the lesson plan is a vital and essential part of the successful work of teachers in the classroom (Cruickshank, Jenkins, and Metcalf, 2006). Teachers must know what the students need to learn and how they can provide guidance effectively. They must be keen to understand previous needs and flexible in any circumstances. Therefore, teachers should always be able to execute an efficient lesson plan and ensure that students completely understand what is being addressed in the classroom. The teachers need to design a strategic lesson plan, yet accessible and simple in preparing a variety of language learners' needs. Wiggins and McTighe (2005) suggested curriculum development and lesson planning into an accessible methodology. This led to the recognition of desired outcomes, the determination of suitable learning environments at school (Rao and Meo, 2016).

The idea of designing simple and clear lesson plans is in line with the enactment of the decree of the Ministry of Education and Culture number 14, 2019. The minister simplifies the ten components of the lesson plan into three; learning objectives, learning activities, and assessment process. The teachers are welcome to design and develop their lesson plans to fulfill the learning objectives.

The teachers of English, therefore, can input the multiliteracies pedagogical framework into the instructional process as a guide to implementing the framework

orderly. The author intends to promote the lesson plan form that explicitly states the multiliteracy framework in teaching-learning activities. It can be an alternative lesson plan for language teachers who need to enhance students' literacy skills.

METHOD

It is qualitative research with documentation data collection technique. The author identified the concept of a multiliteracy pedagogy framework and the lesson plans of Senior High School teachers. The data in this research are the sentences in teaching-learning activities on lesson plans. The author obtained lesson plans from three teachers of English in Al Islam Senior High School, Sidoarjo. They are not in the form of "one-page" lesson plans yet. The author categorized one by one of the teachers' activities in the lesson plan based on the four forms of the multiliteracy framework; Situated Practice, Overt Instruction, Critical Framing, and Transformed Practice.

To decide the categorization, the author identified the activities based on the cognitive processes and pedagogical behavior or knowledge processes of Learning; Experiencing, Conceptualizing, Analyzing, and Applying, promoted by The New London Group in 1996. The character of the knowledge process is detailed as follow;

1. Experiencing. There is human knowledge. It's context. Means are based on real-world experience, activity, and subjective interest trends (Gee, 2004). One of the frameworks exists between school learning and learners' activities outside the classroom. Another is the relationship between known and unknown texts and experiences. Such relationships between the schools and life are "social structures (Cazden, 2006 and Luke, et.al, 2003). Two levels of experience are;
   a) The experience of what you know means to focus on your own lives, desires, expectations,
      shared forms, and ways to understand the world. In this sense, students carry to the learning situation their own, inevitably varied skills, perspectives, interests, and life texts.
   b) To experience the latest means to observe or read the unknown, to immerse themselves in the latest circumstance and texts, to read new documents, or to collect data. Students are exposed to new ideas, interactions or documents, but only based on understandable and security, which are sufficiently close to their living environment to be at least half important but potentially transformative, as long as the weaving between the known and the new takes students into the new field of action. (Kalantzis, M., & Cope, 2005).
2. Conceptualizing: Particular, organized, and knowledge-based on a description and theory of those developed by realistic expert communities. The learners do not just take the knowledge from teachers and textbooks, they have to involve in conceptualizing the knowledge by explicitly processing and generalizing the abstract from the real.
   a) Conceptualization by naming means or creates variations in similarities, categorization, and naming. In this case, students are assigned abstract items and they have to establish concepts.

b) Conceptualizing involves generalizing and putting together the main concepts in interpretative frameworks. Conceptualization means that students will be involved in ideas and theories. Weaving between experiential and conceptual is also important (Kalantzis & Cope, 2005). This kind of material is primarily cognitive between the world of science or formal ideas or the real and abstract way of thinking of Vygotsky's every day or spontaneous worlds of knowledge (Cazden, 2006).

3. Analyzing: A certain form of critical capacity is also needed for powerful learning. In an educational sense, critical can mean two things: to systematically examine or assess power relations. (Cazden, 2006a). Analyzing involves two kinds of knowledge processes.

a. Functionally analysis. It involves the reasoning and conceptual relations, inferential and deductive conclusion, practical links between cause and effect, and interpretation. Students analyze causes and consequences, build reasoning chains, and clarify text patterns.

b. Critically Analysis. Analyzing one's opinions, desires, and motivations objectively are one of evaluation. In these learning processes, students challenge the desires behind meaning or behavior and their thought processes (Kalantzis & Cope, 2005). This vital weaving style works twice between fresh and familiar experience and preliminary and fresh ideas. (Cazden, 2006a).

4. Applying: It means to apply knowledge and understanding correctly requires adjusting and checking its relevance to the complicated diversity of reality. Thus, students in a "real world" scenario or a scenario simulating the "real world" do something predictable and expected. Applying creatively requires a truly imaginative and creative action in the world that takes the desires, perspectives, and expectations of learners on stage. It is a cycle that brings new modes of practice and interpretation into the world. Now students are doing something that freshly communicates or impacts the world, or passes their previous experience in the new context (Kalantzis & Cope, 2005). This substance can take several forms and bring back to the world of experiences new insight, intellectual or essential knowledge.

RESULT

Teachers of Al Islam Senior High School develop lessons preceding by analyzing basic competence and core materials. They, then, formulate indicators and learning objectives, decide teaching methods and assessment, and create teaching-learning activities. There are 9 (nine) aspects that must be written in the lesson plan (Kemendikbud, 2016); subject identity, school identity, core competencies, basic competences, topics or materials, teaching-learning activities, assessment, timing allocation, and learning resources. The teaching-learning activities are categorized into three phases; pre-activities (*kegiatan pendahuluan*), main activities (*kegiatan inti*), and post-activities (*kegiatan penutup*).

The teachers divide the pre-activities into four kinds of phases; orientation, apperception, motivation, and giving references. There are three activities in orientations; praying, checking attendance list, and preparing students' readiness. Then, there are three activities in apperception; relating the materials/the topic with students' background

knowledge, asking about the previous materials, and asking about the topic will be discussed at that time. The motivation phase consists of activities to deliver the learning objectives and significance of the materials. The next phase, giving references, describes the teacher's activities to tell about the materials, the core and basic competence, the syntax of learning, and divide the students into groups.

The main activity consists of 7 (seven) phases; Literacy Activity (*Kegiatan Literasi*) 1, Critical Thinking (*Berfikir Kritis*), Literacy Activity (*Kegiatan Literasi*) 2, Collaboration (*Kerjasama*), Collaboration and Critical Thinking (*Kerjasama dan Berfikir Kritis*), Communication (*Berkomunikasi*), and Creativity (*Kreativitas*). There are seven activities in literacy activity 1; seeing, observing (observing worksheet and giving examples), reading, writing, listening, listening attentively. In the critical thinking phase, the students have the experience to identify questions as much as possible about the materials. Then, in the second literacy phase, the students collect a lot of information through observing, reading from other references or resources, asking questions to the teacher, and doing an interview with the teacher. Next, in the collaboration phase, the teacher divides students into groups to do a discussion, collect information, do a presentation, exchange their information with others. Then, the students discuss the data from observation, analyze the data, do the exercises, and discuss the answers with the teacher. There are four activities in the communication phase; conclude the discussion, present the result, giving opinion or suggestion, and asking about the presentation. The last phase, creativity, writing a report, answering the questions about the materials, asking about the unknown, and completing the test.

The post- activities phase is categorized into two; students' and teachers' activities. The students are asked to resume the important point of the learning, prepare homework, and any tasks for the next meeting. The teacher checks student's works, signs them, and chooses the best work among them.

DISCUSSION

The author identified the activities based on the four multiliteracy framework with its cognitive process; Experiencing, Conceptualizing, Analysis, and Applying. The identification result of the teachers' lesson plan is described in the chart follow;

Chart 1: The categorization of the lesson plan's activities
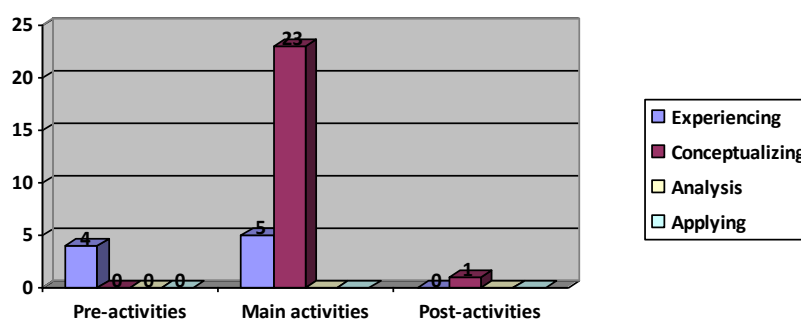
There are just 4 (four) sentences in pre-activities that reflect the Situated Practice or Experiencing phase. The others do not belong to any phases in the multiliteracy framework. It is not an efficient lesson plan since the sentences have less role in teaching-learning activities. Besides, the teachers always write the same sentences in every meeting. The difference is just on point (b) in the motivation phase since they have to mention the materials or topics discussed. It is better to omit repeated activities to simplify and have meaningful lesson plans.

The activities in the main parts are not well organized. The eight phases; literacy activity 1, critical thinking, literacy activity 2, collaboration, collaboration, and critical thinking, critical thinking, communication, and creativity, seem ineffective ones and repeated. The literacy phase happens twice and so does critical thinking. Besides, the statements of activities in every phase do not show clearly what the learning objective is. They are normative statements, with no specific descriptions of activities relating to the materials. The teachers, unfortunately, write the same statements in every phase in a different lesson plan for another meeting. They just change the materials. The teachers do not create various activities based on daily topics. It seems that the teachers do the same orderly activities in every meeting with different materials or topics.

In the first phase activities, Literacy Activities (*Kegiatan Literasi*), all activities perform the Situated Practice phase since they offer students real and meaningful learning experiences. The activities show the experience cognitive process level since they facilitate participation in real-life situations and interaction such as the teacher shows a video or pictures about the topic and asks students to observe and relate to their daily life.

. In the second phase activities, Critical Thinking (*Berpikir Kritis*), they remain in the Situated Practice level, however, they are in the different cognitive processes; Experience the latest. Here, the students try to immerse themselves in the latest circumstance and texts, to read new documents, or to collect data after observing the video, pictures, or books. Another phases, the third to the eight ones, belong to The Overt Instruction framework since the activities show scaffolded learning by the teacher to foster critical understanding through directions and providing sources of information to the learners. The activities belong to conceptualizing cognitive process since they involve students to generalize and put the main concepts in interpretative frameworks.

The author just finds two phases of the multiliteracy framework, Situated Practice, and Overt Instructions, however, there are no Transformed Practice and Critical Framing yet in the activities. The teachers have arranged the Critical Thinking phase, however, the activities do not describe the Critical Framing concept. Critical means to systematically examine or assests power relations. No activities are reflecting the cognitive process of analyzing, functional, or critically analysis. While The Transformed Practice is applying knowledge and understanding correctly requires adjusting and checking its relevance to the complicated diversity of reality. Applying is the cognitive process that creates an environment that can meet the desires, experiences, and aspirations of students on the scene take genuinely innovative and creative action. It is a cycle that brings into the world new forms of practice. Students often do something that expresses or influences the world anew, or relay their past knowledge in a new way. It is more than just a presentation of discussion results.

The closing activities describe normative activities that have been conducted by teachers at the end of the teaching-learning process. Only one activity refers to Overt Instruction as the continuum of previous activities. The others do not need the cognitive process involved.

Four elements are proposed in the 'pedagogy of Multiliteracies' schema: Situated Practice, Overt Instruction, Critical Framing, and Transformed Practice. These should not be a rigid sequence of learning. They should not replace or suggest that what teachers have been doing is somehow wrong or confused in current trends of literacy training. Instead, they aim to offer ideas and viewpoints to complement the activities of teachers. The four aspects of multi-literacies pedagogy often have an epistemological dimension. Awareness is created by immersion in 'hands-on' (situated practice) in the worlds of public life and formal learning; by integrating specific principles and abstract hypotheses that clarify fundamental processes (open instruction); by situating the information in its sense applicable and reflecting upon its purposes (critical framing), and by transferring knowledge gained in one context, which in some respects will eventually be similar and different (transformed practice). The four aspects of education reflect epistemological orientations, four modes of understanding, four 'takes' on the sense of significance, which will allow students to read the world in a multifaceted way.

The author, therefore, suggests a new model of the lesson plan that can guide the teachers in implementing a multiliteracy pedagogy framework in English language teaching. The lesson plan should be stated clearly the four phases of the framework in the teaching-learning activities. The teachers can go directly write what activities reflect every phase without mentioning the regular or repeated activities. It will simplify the form of the lesson plan to adapt to the "new trend" of a one-page lesson plan. The new lesson plan form adapts from Permendikbud 14, 2019 that consists of three aspects; learning objectives, learning activities, and assessment process. There are four phases in learning activities; Situated Practice, Overt Instruction, Critical Framing, and Transformed Practice. The teachers, of course, must understand the different concepts of every phase. The author believes that the multiliteracy concept is more suitable for language learning than others. Any training or workshop to enhance teachers' knowledge about the framework is needed to improve their teaching skills.

CONCLUSIONS AND SUGGESTIONS

Multiliteracy pedagogy is the best framework for English language teaching. The teachers of English requires to implement the four phases of the framework in every meeting in the class to train students' literacy skills that are very important in the world work nowadays. The teachers, however, need to prepare the teaching-learning activities with an applicable and clear lesson plan. They need to change their way of writing lesson plans.

The lesson plans made by teachers of English in SMA Al Islam Sidoarjo have 9 (nine) aspects as the regulation in *Permendikbud* 22, 2016. The teachers put 8 (eight) phases on the teaching-learning activities. The activities in the phases were relatively the same in every meeting. The phases were not well organized and having repetition statements. The teachers need to rearrange the activities into meaningful and applicative

ones using the multiliteracy framework since the activities do not consist of the four phases of the framework. They only included Situated Practice (Experiencing) and Overt Instruction (Conceptualizing) and there were no activities belong to Critical Framing (Analyzing) and Transformed Practice (Applying) yet. The teachers need to simplify their lesson plan based on the newest model as stated in Permendikbud 14, 2019, a one-page lesson plan, which includes the four phases of the multiliteracy framework in it.

REFERENCES

Allen, H. W., & Negueruela-Azarola, E. (2010). T*he professional development of future professors of foreign languages: Looking back, looking forward*. Modern Language Journal, 94(3), 377–395. https://doi.org/10.1111/j.1540-4781.2010.01056.x

Cazden, Courtney; Cope, Bill; Fairclough, Norman; Gee, J. et al. (1996). *A pedagogy of multiliteracies: Designing social futures* (Vol. 66). https://doi.org/10.17763/haer.66.1.17370n67v22j160u

Cazden, C.. (2006). *Review of the books Language policies and language education: The impact in East Asian countries in the next decade and English language teaching in East Asia today: Changing policies and practices*. Asia Pacific Journal of Education, 26, 120–122.

Cruickshank, Jenkin, D.B., & M. K. (2006). *The Act of Teaching*. New York: McGraw-Hill Humanities/Social Sciences/Languages.

Gee, J.. (2004). *Game-like situated learning: An example of situated learning and implications for an opportunity to learn.* Unpublished manuscript, University of Wisconsin

Jordan, E. T. (2011). *A Place for Video Games: A Theoretical and Pedagogical Framework for Multiliteracies Learning in English Studies* (Michigan Technological University). Retrieved from https://ezp.lib.unimelb.edu.au/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED533886&scope=site%5Cnhttp://gateway.proquest.com/open url?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&res_dat=xri:pqdiss&rft_dat

Kalantzis, M., & Cope, B. (2005). *Learning by design*. Melbourne, Australia: Victorian Schools Innovation Commission.

Kalantzis, M., & Cope, B. (2008). *New learning: Elements of a science of education*. Victoria, Australia: Cambridge University Press.

Kemendikbud. (2016). *Peraturan Menteri Pendidikan dan Kebudayaan No 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar dan Menengah*. Indonesia.

Kemendikbud. (2019). *Surat Edaran Nomor 14 Tahun 2019 Tentang Penyederhanaan Rencana Pelaksanaan Pembelajaran*.

Kern, R. (2000). Literacy and Language Teaching. In *Oxford University Press* (Vol. 57). https://doi.org/10.1093/elt/57.1.79

Khairi, A., Retnaningdyah, P., & Aswandi, M. (2018). *Revealing Multiliteracies in English as a Foreign Language Classroom.* Advances in Social Science, Education, and Humanities Research (ASSEHR), 108(SoSHEC 2017), 140–145. https://doi.org/10.2991/soshec-17.2018.28

Luke, A., Comber, B., & Grant, H. (2003). Critical Literacies and Cultural Studies. (Vol. 2). The

literacy lexicon. French Forest: NSW.

Rao, K., & Meo, G. (2016). *Using Universal Design for Learning to Design Standards-Based Lessons*. SAGE Open, 6(4). https://doi.org/10.1177/2158244016680688

Wiggins, G., & McTighe, J. (2005). *Understanding by design.* Alexandria, VA: Association for Supervision and Curriculum Development.