

# Exploring Multiliteracy Practices in 21<sup>st</sup> Century Education of Filipino ESL Teachers in Public High School

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## **Abstract**

This study presents findings from a qualitative case study of five Junior High School English teachers in public schools. Their experiences, practices, and expertise in applying the multiliteracy approach to their teaching in 21st-century education were explored. This research was conducted among the target Grade 10 English teachers in the Division of Bulacan. The study used an exploratory case study that provided an extensive and in-depth description of the teachers' multiliteracy practices. The researcher utilized an inductive analysis and triangulation to interpret the data collected. Findings from this research indicate that the multiliteracy practices of all teacher participants encompass the use of a multiliteracy approach, technology, and multimodalities in the teaching and learning process of English classes. However, it is only sometimes wholly applied. Differentiated instruction and collaborative activities are the most common strategies used by teachers to cover 21st-century learning. Some teachers are fully aware of multiliteracies and have shown initiative to incorporate them in their lessons, yet some are not. These findings offer insights into the need for another investigation for a broader scope of teacher participants across levels from public schools regarding the use of multiliteracy practices to provide more relevance in the teaching and learning process. Provision of meaningful and relevant professional development, such as training and seminars among the ESL teachers in terms of multiliteracy practices and technological skills are suggested.

**Keywords:** *multiliteracy practices, ESL teachers, 21st century education, 21st century learning*

## **Introduction**

Over the years, education has become open with technology and digital media. Learners have become more engaged with digital platforms, ICT, and social media. This has become the trend since the emergence of 21st-century learning. Following this, the curriculum in the country has shifted to different techniques and strategies that would suffice the glaring need in education. There were developments in the curriculum; however, more than they may be needed to give a clear path to learners' success. Barrot (2019) stated that the current K-12 curriculum needs to improve its specificity, internal coherence, and integration of some essential principles of 21st-century learning and language teaching and learning. Demands are high in this field since 21st-century education gives an elaborate chance and opportunities to learn through technological advancement. The same applies to literacy; it must also expand to include technology like media and digital literacy. For Giampapa (2010), "Literacy as conceptualized within current educational curricula and pedagogical practices needs to be reconceptualized to encompass the multilingual multiliterate practices that linguistic minority students bring into the classroom." This purports to re-evaluate literacy in the curriculum and teachers' practices.

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Additionally, Ewart (2018) pointed that there is a necessity to transform traditional literacy environments through multiliteracies and multimodalities pedagogies and the inclusion of technology to create an affluent center of 21st century literate learning. Also, multiliteracies can fill the breach between teacher-directed, individual, and assessment-driven learning, and authentic, shared, and purpose-driven learning (Thibaut & Curwood, 2018). The roadmap to multiliteracies had been laid out in the country and Ocampo (2007) stated that the teachers are one of the integral movers of this reform. It is therefore expected that teachers are equipped with theories and strategies on L2 (second language) learning in a bilingual/multilingual context for pedagogically oriented teachers who most likely produce effective students. These convey teachers should look at where they are now in the 21st century education.

At some point, they were left out regarding technology, which is one of the key factors in multiliteracies. These scenarios can be observed in the school setting, specifically in public high schools. Teachers are pushed to be adept with these demands. However, there needs to be more research on what the researchers are recommending and what educators are implementing (Ewart, 2018). This suggests that though there are already directives on how multiliteracies are used in education, only some are entirely implementing it. Relatively, the K to 12 English Curriculum, also known as the Language Arts and Multiliteracies Curriculum (LAMC), is implemented in the current system. This aims to produce communicatively competent and multiliterate learners who are ready to compete in the global economy (Department of Education, 2016). To achieve this, it is a requirement for every K-12 teacher to be multiliterate. Hence, being a multiliterate teacher means having the knowledge and skills to use various technologies aside from the pedagogical approach to teaching. However, Furigay (2016) stated that some teachers are unfamiliar with how "projected aids" such as multimodal are integrated into their lessons. This multimodal includes visual materials and gadgets such as videos, televisions, films, Internet sites, and other multimedia presentations. Several studies have already pointed out that these aid the quality of learning and improve students' way of thinking in real-life situations. Surprisingly, it seems that teachers are not interested in fully shifting away from the traditional way of teaching.

In this 21st century, every teacher must stay with innovations. Thus, these innovations are brought into learning. This was the same thing as multiliteracy, which has become the trend and is continuously making a mark in the present time. As the K-12 English Curriculum targets competent and multiliterate learners, 21st-century learning has opened the way to new constructs of teaching, especially in multiliteracy pedagogy. This construct requires the teachers to deliver opportunities to access, evaluate, search, sort, gather, and read data from various multimedia and multimodal sources to make learners multiliterate.

Teachers are the ones who deliver and facilitate learning, but there can be instances in which multiliteracy pedagogy may remain outlandish to them or the other way around. This is why it is better to observe and explore what the English teachers practice in the field. Furthermore, there are few studies that concern teachers about their pedagogical practices of multiliteracies (Rajendram, 2015; Paesani & Allen, 2020). Therefore, it is essentially necessary to look at the recent performances of the teachers in terms of their practices of multiliteracy approach in the Philippine ESL (English as a Second Language) classrooms since there are questions that lie on the observance of multiliteracy practices among teachers which can provide answers and solutions to the existing problems toward its implementation.

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### **Statement of the Problem**

The study aimed to investigate the multiliteracy practices of Filipino ESL teachers in the Junior High School level based on their perspectives, experiences, and performances by answering the following questions:

1. What are the multiliteracy practices of the English teachers in public high schools?
2. How do English teachers apply their multiliteracy practices in their teaching?
3. To what extent do English teachers reveal concepts of multiliteracy practices in the 21st century learning?
4. How do English teachers cope with the demand of 21st century learning using their multiliteracy practices?

The findings of the study desired to contribute relevant insights to the curriculum developers, teachers, students, and future researchers whereas improvement of the pedagogical aspects in the teaching and learning process connected to the pedagogy of multiliteracies will be achieved.

### **Paradigm of the Study**

Kalantzis and Cope's (2005) four knowledge processes (experiencing, conceptualizing, analyzing, and applying) suggest that they suit the teaching and learning processes. These methods of multiliteracies pedagogy bring diverse and multimodal key aspects to consider in advancing technology in 21st-century learning. Hence, this study is anchored on this theory of the Multiliteracies Approach, which was reconstructed by Kalantzis and Cope (2004) to explore the teacher's practice of multiliteracies in teaching English. This also points to how the teachers possibly apply these in the learning process. Moreover, this may provide plausible cases that may offer new insights into the emerging development of multiliteracies in 21st-century learning.

**Figure 1**  
*Conceptual Model of the Study*

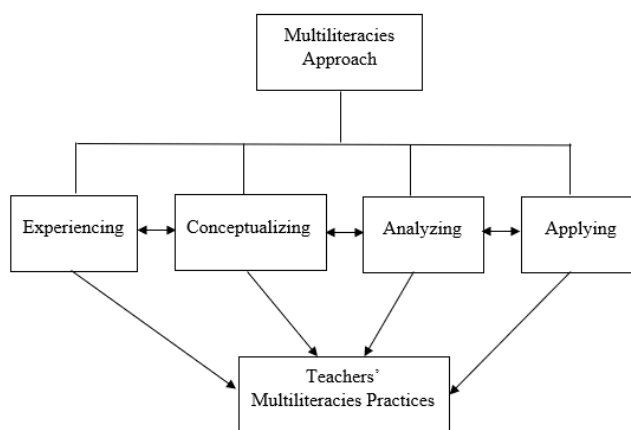


Figure 1 presents the conceptual model of the study that helped investigate the ESL teachers' multiliteracies practices. It presented the multiliteracies approach, which is experiencing, conceptualizing, analyzing, and applying, which explored the multiliteracies practices of the teachers. The study investigated the multiliteracies of teachers that they practice in an ESL classroom through an exploratory case study.

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Interpretivism was used in this research to help the researcher uncover the data's meanings. This aids the researcher in discovering the meanings behind the data as a technique that may have been impossible to do (Margarella, 2016). Since the present research is an exploratory case study, this paradigm was appropriately used. Through this, the researcher was able to understand the social phenomena through "the eyes of the participants rather than the researcher" (Cohen et al., 2007, p. 21). Hence, the researcher used an inductive approach to analyze data. This lets the researcher discover patterns in the data, which are collapsed under broad themes to understand a phenomenon. Accordingly, interpretivism use an inductive approach instead of a deductive approach because "they tend to see theory as deriving from data collection and not as the driving force of research" (Grix, 2004, p. 108).

## **Methods**

This research used a qualitative approach, which is an exploratory case study. This method was used to have an extensive and in-depth description of a social phenomenon. In this case, this method fits in this research because the multiliteracy practices of teachers are observable occurrences in the teaching and learning process.

Purposeful sampling was utilized as a selection method. Using this allowed the researcher to focus thoroughly on the study. The sample was obtained based on the criteria set by the researcher to determine it purposefully. The study sample included five junior high school grade 10 English teachers from the Division of Bulacan. Their perspectives, experiences, and expertise with the use of multiliteracies were explored during the interviews. Aside from that, observational data and reflective field notes were gathered, too, through the course of data collection.

Interview data were transcribed in full detail, thematically coded, and analyzed. Themes were analyzed within each participant's individual sessions, across each session for all participants, and the entire length of the study. After these, the transcripts were member-checked by the participants. Inductive analysis was then used to interpret the interview data. To mitigate bias from this study, a triangulation of data methods was also done. Thus, the findings from the interviews, observations, and field notes were triangulated. Ethical concerns were considered throughout the research process.

## **Results and Discussion**

The researcher observed cautious data analysis in identifying categories from the interviews to determine the themes obtained in the study. Teacher participants who were selected have: a minimum of 5 years teaching experience; at least units in a master's degree in teaching or education; attended at least one training that covers K-12 curriculum in the English; and offered online classes aside from modular learning in their respective school.

Table 1 presents the profile of participants based on the criteria set by the researcher. As seen on the table, the study has five participants who have units in master's degree and finished their master's degree related to English and education. Some of them are about to finish their doctorate degree. They are also public JHS teachers in the Division of Bulacan. The real names of the participants were not divulged to protect their identity and for ethical compliance.

The themes that emerged from the analysis of data obtained from the interviews, field notes and observation are discussed in this section. Each research question has a corresponding emerging theme which has been

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categorized during the thematic analysis and open coding. Moreover, each participants’ data is presented as well. This is to relate to the themes emerged to promote clarity and ease of reading.

**Table 1**  
*Profile of the Participants based on Sampling Qualifications*

	<b>Education</b>	<b>Years of Teaching Experience</b>	<b>Background Trainings</b>
<b>A</b>	AB Communication Arts, with units in BEd/ MAEd English	5	Writeshop training for module writing within the Division
<b>B</b>	BSEd English/ MAEd English Language Education/ Completed academic units in PhD English Language and Literature	9	Regional training on the critical content in English
<b>C</b>	BSEd English/ MAEd Management and Supervision	11	Trainings about K-12 English Grade 10
<b>D</b>	AB English minor in Instructional Arts/ MAEd English Language Education	12	International seminar training on research and innovation for school leaders and managers
<b>E</b>	BSEd English/ MIEd Administration and Supervision Completed academic units in PhD Educational Management	10	Trainings about K-12 English Grade 10

***Research Question #1***

***1. What are the multiliteracy practices of the English teachers in public high schools?***

The data from the interviews and field notes yielded four major themes. RQ1 is answered by discussing each theme separately.

***Theme One: Innovation***

All the participants were able to create lessons which are engaging to the learners. This includes digital storytelling, multimedia, ICT, game-based applications, PowerPoint presentations, video lessons and others. This shows that they can use technology in their teaching practices. This is evident with the statement of Participant D which she stated:

*“I use ICT such as PowerPoint presentation, audio and video clips, social media platforms, and game-based applications to cover multiliteracies in preparing my English lessons.”*

Furthermore, they can also create materials which are timely, interesting, meaningful, and relevant. According to Participant B,

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*“From that, learners are able to figure out differences in patterns of meaning from one context to another such as culture, gender, life experience, subject matter, or social or subject domain.”*

On the other hand, Participant C does not seem to be fully innovative because most of the examples that she gives are more inclined to traditional methods. These includes storytelling, narration, and speeches. Furthermore, she mentioned:

*“I usually used visual, audio and gestural since most learners learned best on these modes.”*

Although there is innovation in the use of audio and visual materials, the term gestural mode is more of traditional because it refers to movements such as facial expressions, hand gestures, body language and interaction to people. This is already existing and practiced by the teachers since the beginning. With that, method is still acceptable and entirely used by the teachers alongside with other modalities which she mentioned about the use of visual and audio.

This is just one minimal gap in terms of the ability of the teachers in making their lessons innovatively and it can still be improved through trainings and seminar. It is still noted that these teachers can be said to be equipped with technological advancement when it comes to creating their lessons timely and relevant to their teaching. Moreover, this implies the notion of Liu (2019) that teachers hold positive attitudes toward media integrations, and they used digital media in classrooms in different ways. All these cases can be related to the teaching constructs which give the role of the teacher that provide students opportunities in accessing, evaluating, searching sorting, gathering, and reading the data from various multimedia and multimodal sources which make the learners multiliterate (Barrot, 2019).

### ***Theme Two: Teaching Strategies and Techniques***

Different techniques and strategies emerged among the teacher participants. Four of the teacher participants practiced multimodalities which they incorporate in their teaching. These includes the use of multiple modes in their lessons such as music, use of multimedia, video clips, journals, films and others. Aside from these, Participant B uses Think Aloud and collaborative activities. These collaborative activities are common response among the teacher participants. Participant A also mentioned about the use of collaborative activities. Furthermore, Participant E also shared:

*“As multiliteracy takes advantage of technology, I can honestly say that as a teacher, the use of technology becomes my major weapon in teaching nowadays. I see to it that I incorporate the use of different tools and innovative stuffs in teaching the lesson.”*

Based on her statement, it can be said that the use of technology is already ingrained in the teaching strategies to deliver the lessons well and to adapt into the changing course of the educational curriculum. Furthermore, differentiated activities were also used by these teachers. As Participant D said:

*“Differentiated activities are helpful for students as well as group works which are based on their skills and talents.”*

These differentiated activities address flexible activities which are fit to the abilities and skills of the learners. With this, each student can be able to enhance their learning without pushing them to do a single

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task which is difficult for them. Reflective learning has emerged also as one of the strategies done by participant B and E. They gave situations, accordingly:

*“Listening to a particular song with follow- up questions afterwards to look for the context of the song.”*

*“I oftentimes ask them to listen to songs which theme is related to our topic.”*

Analyzing which is one of the multiliteracies approach is also practiced since the teachers connect and relate their lessons in real life context. The examples given by the teachers are new trends and social issue. It can be observed from these techniques and strategies that there are various ways in which the teachers deliver their lessons, and one strategy is not enough to make the lesson to be effectively delivered.

### ***Theme Three: Instructional Materials and Tools***

Most of the instructional materials that are used by the teacher participants are ICT, multimedia, social media, PowerPoint presentations, songs, pictures/images, digital stories, and game-based applications. All of these are examples of multimodalities which are essential in multiliteracies. In fact, these instructional materials are used in reading, writing, listening, viewing, and speaking. Participant A shared her instructional materials and tasks given to the learners on each sub strands:

*“Listening- listening to music videos, speeches, etc.; analyzing songs*

*Speaking- speech, reporting, skits, symposium, poem recital, recitations*

*Reading- reading stories, speeches, news articles, researches*

*Writing- research, poems, stories, songs, speech, songs, essays*

*Viewing- watching films, documentaries, short videos, video lessons, use of ppt during discussion”*

These instructional materials are keenly use by four of the teacher participants except participant C who plainly gives simple instructional material like picture story and narration. But, all of them make sure that the learners understood the task and the lessons according to their explanations. Aside from the instructional materials, the tools which the teachers use are laptop, speaker, TV, ICT, and game-based applications. These are very useful to them because they can produce innovative materials out of these tools. Through these, teachers are equipped with substantial materials which are needed in delivering their lessons.

### ***Theme Four: Learning Support***

This theme has been categorized as learning support because the answers given by the teacher participants expressed how they help and guide their learners to understand their lessons. One account is from Participant E. She explained:

*“Based on my experience, students learn best when they can easily connect or relate to the topic/subject that is being taught. Thus, I make sure that I always use something that is familiar to them, i.e., social issues, new trends, etc. in presenting the lesson. This way, I am confident that they will cooperate with and respond to the discussion.”*

This points to a fact that she is using analyzing, a multiliteracy approach that involve an interpretation of the underlying rationale for a particular piece of knowledge, action, object or represented meaning. This also includes critical summaries or comparisons, thus, encourage learners to reflect on the relationship

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between design of meaning and communicative, social, and cultural contexts. From the participant scenario, she was able to let her students understand her lesson by relating the lesson to some social issues or new trends which are familiar to them. With that, learning takes place. Another support which the teachers give to the students are contextualizing the lessons so that learners will be able to grasp the lesson since it will be related to their setting or situations relevant to them. Having follow up questions was also done by Participant B to stimulate the minds of the learners which led them to think and analyze critically. The support given by the teachers provide assistance to successes of the students towards their learning the English subject.

### ***Research Question #2***

#### ***2. How do English teachers apply their multiliteracy practices in their teaching?***

There were five major themes which emerged from the analysis of data from the interviews and field notes. To answer the RQ2, each theme is discussed.

#### ***Theme One: Strategic Intervention***

There are varied ways in which the teacher participants apply multiliteracies on their teaching. Participant A shared that she makes use of differentiated instruction to her learners in planning her lessons or activities that considers 21<sup>st</sup> century learning. This is similar with Participant B who asserted:

*“The activities should suit the interest and learning styles and needs of the students.”*

This statement is very similar with differentiated instruction because it is a way of giving tasks to specific learning task which is suitable according to the learning styles and needs of the students. On the other hand, Participant C shared:

*“The lessons should be easy to understand, students learn in a collaborative way while teacher is just the facilitator.”*

This shows that Participant C let her students to collaborate with their group during activities and performances. By this, she believed that collaboration among her learners can help them to understand what they do and the lesson as well. Afterall, she always wanted that her lessons to be understood easily. Another method done by Participant B is activating the background knowledge of her learners. She stated that she incorporates multiliteracies by “activating schema”. According to Kalantzis and Cope (2005), experiencing is a way of letting the learners reflect based on their familiar experiences, interests, and perspectives as the known. It can be characterized that the practice of Participant B suggests a multiliteracy approach which is experiencing.

In another note, Participant D shared:

*“I just follow the curriculum guide and modify it when needed.”*

This means that she has properly managed her lessons by looking at the curriculum guide of DepEd and if there is a case that needs modification, she would gladly do it to cater the needs of the learners. This modification can results contextualization and localization of the lessons which can be analyzed from the statements of Participant D.

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Thus, this describes Kress' (2010) that teachers are seen as reformers, transformers, of sets of representational resources not just as users of the stable systems, in a situation where diversity of representational modes are brought into textual structures in designing process.

### ***Theme Two: Multimodalities and Technology Use***

The use of multimodalities and technology are apparent with four teacher Participants while Participant C remains to be conventional as she shared that she uses games so that student can interact, move, listen, and think. This case can be a proof of what Furigay (2016) stated. He claimed that some teachers are unfamiliar with how “projected aids” such as multimodal is integrated into their lessons.

However, Participant D shared:

*“I always incorporate multiliteracies in my English lessons from motivation to presentation of the lessons to performance tasks of the students. Game based instruction, multimedia presentation can be done in English lessons.”*

It is radically clear that she incorporates multimodalities and technology in her English lessons. This appraises the example tasks she gives in different sub-strands such as listening, speaking, reading, writing, and viewing. Participant E also mentioned:

*“I take advantage of the different media available, which students could use to apply what they learn”.*

While participant A enumerates:

*“Use of multimedia – for motivation, part of discussion, use for assessment”.*

Notably, these participants can use multimodalities in every part of their lesson, and they always acknowledge if the materials they use are appropriate and familiar to their learners. This supports Navehebrahim (2011) point that an integration of multiple forms of knowledge, including video images and combinations of forms in digital contexts which support producing effective learning outcomes throughout creative activities created by the teacher are also considered ways of a multiliteracies approach that is under the multiliteracies framework. Furthermore, integrating more current technologies will make the teachers more creative in designing their lessons. As a result, learning can be more effective as the way it is delivered that matches the Gen Z students (Hussin, 2018).

### ***Theme Three: Teacher's Uptake***

Teachers have different perceptions about their learners. Each of them has their own which leads into addressing it through their delivery. Participant C revealed that teachers are just facilitator that is why collaborative activities are done in her classes. Participant D keenly follows the curriculum guide so that she would not get away from the standards of the K-12 Curriculum. She also added that when incorporating multiliteracies she makes sure that it is included in her motivation. This is the same with Participant A who also use multiliteracies in her motivation. From their answers, it can be drawn that motivating the learners is essential together with multiliteracies.

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#### ***Theme Four: Considerations in Planning of Lessons***

Most of the teacher participants consider the interests, learning styles, needs, and motivations of their learners because they wanted to assess if the lessons that they will teach to the learners are appropriate and necessary. By these, they are cautious with what they are doing, and they think about their teaching to achieve their lesson objectives.

#### ***Theme Five: Learning Tasks***

Different learning tasks emerged from the statements of the teacher participants. Participant E articulated:

*“In teaching how to express opinions, I require them to do personal vlogging/blogging to share their reviews and thoughts about a particular issue, products, service, etc.”*

This conveys that teacher are not the only one who could use multimedia or multimodalities since learners can do it as well. This practice represents another multiliteracy approach which is applying since she involved the learners to apply experiential, conceptual, or critical knowledge by acting in the world based on knowing something of the world and learning something new from the experience of acting which evident with vlogging/blogging to share reviews and thoughts about a particular issue and others.

Game-based activities and interactive games are also mentioned on this part of the interview but there are many others given by the participant from the first part which gives varied activities to different sub-strands.

#### ***Research Question #3***

#### ***3. To what extent do English teachers reveal concepts of multiliteracy practices in the 21st century learning?***

There were four major themes which emerged from the analysis of data from the interviews and field notes. To answer the RQ3, each theme is discussed.

#### ***Theme One: Defined Concepts***

Each teacher participant has their own understanding on the concept of multiliteracy practices in this 21st century learning, and it varies since they have different experiences and expertise in their own teaching. Participant A believed that it is an:

*“Integral part of teaching instruction in order to cope up with globalization, technology, and meet the interest of learners.”*

She believed that multiliteracy practices are essential in teaching most especially in this time where globalization and technology have continuously made a mark in the 21st century. On the other hand, Participant B recognized the existence of multiliteracy practices in the curriculum. She said:

*“The use of Multiliteracies is already present in our present curriculum. It incorporates meaning making in different cultural, social, or domain-specific contexts.”*

The same with Participant B, Participant D shared:

*“As a teacher, multiliteracy is already part of my system. I incorporate it in my lessons.”*

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Participant C, however, gave no answer about the concept. She said that she does not know it entirely that is why she opt not give her response. This kind of answer supports the findings of Yi (2014) who elaborated that lack of awareness still exists among the teachers regarding the potential benefits of multiliteracies based language teaching pedagogies to English learners since she was caught unaware on the question given to her.

Contradictorily, Participant E pointed:

*“I never knew that I have been using it all along. So far, I am convinced that it is not enough that students are literate alone (know to read and write). They must also develop multiliteracy so they could easily adapt to the changing world.”*

Although she mentioned that she is not aware that she is using it all along, she still believed about the potential and importance of multiliteracies. With this, it contradicts Yi’s (2014) assertion. In another note, Participant D shared that “use of ICT and gadgets is important” in the 21st century in conjunction with multiliteracies. Her statement suggests that when applying multiliteracies it always includes technology and different multimodalities. According to the New London Group (1996), the multiplicity of the learning practices can be encompassed through the teaching of multiliteracies which may inform, engage, and encourage. This multiplicity of the learning practices captures the ability of using technology and language adequately and meaningfully in the teaching process. Having said this, Participant D’s viewpoint is parallel with the theories which emerged from the past.

### ***Theme Two: Impressions***

There are positive and negative impressions that emerged from the responses of the participants. To begin with, Participant A expressed:

*“I feel I am equipped with the basic knowledge on the use of technology in terms of incorporating multiliteracies in my teaching approach, but I still need to update myself on the use of new technology, available apps, educational sites and platforms, etc.”*

Although she knows that she had skills of being a multiliterate, she still believes that she needs further learnings and development towards the concept and technology. She added:

*“I feel confused on how to use them and teach/guide the students in using them. For example: I should be knowledgeable in the use of video editing apps to properly guide my students in accomplishing tasks like video presentation.”*

Other teacher participants also shared similar sentiments about the problem that they encounter.

Participant B

*“The use of Multiliteracies inside the classroom is difficult for the students and also for the teachers.”*

Participant E

*“One struggle is the ability of teachers to successfully and properly incorporate multiliteracy practices in the classroom. Not all students have access to technology.”*

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This shows that there is not a single teacher who does not meet some problems in terms of applying multiliteracies in their lesson. These circumstances acknowledge Rosa and Lintao's (2018) assumptions that teachers have perceived problems in terms of developing learner's multilingual, multiliteracies especially the media literacy, multicultural, and grammar skills because of inadequate content and attention. However, there can still be solutions that can be applied and given in the situations of the teachers if it will be properly assessed. Despite these negative scenarios, there are some positive impressions which the teachers give on their experiences. Participant D explained:

*"Success is when the students understood and enjoyed the lesson."*

The success that she mentioned here is when she incorporated multiliteracies in her lesson her students were able to understand and enjoy the lesson she discussed. This is similar with Participant E who elaborated:

*"I consider it a success if they are able to create and apply what I have taught rather than just being passive receivers of information."*

Aside from these, some of the teachers shared that they find it easy to deliver lessons because they can incorporate ICT and use gadgets which their learners find it interesting. This is what participant D said:

*"My students enjoy learning with ICT, and I find it easier to present my lessons as well."*

Teacher's initiative is also seen important on their answers since all the participants are always deliberate about how they wanted their students to learn with the incorporation of multiliteracies. They always consider the needs, learning styles and abilities of their students.

### ***Theme Three: Teachers' Perceptive Characteristics towards Learners***

As mentioned on the previous sections the teachers are very much concerned on the students' learning, they have different perceptions toward their learners which they consider in creating their lesson in English. Participant A shares some scenario in her teaching:

*"Sometimes, students are more updated in technology, technical terms, apps, etc. that can be used in multiliteracy learning than me."*

Her statement revealed that there are some cases that students are far more knowledgeable than the teacher when it comes to some advancement in the use of technology. This is not new since students in this 21<sup>st</sup> century are considered digital natives (Lee-Chua, 2016). This also supports Participant Ds' experience. She expressed:

*"My students enjoy learning with ICT. The use of ICT and gadgets is very important. Learners nowadays are visuals. They also learn by doing. Traditional method of teaching can still be done but not always. Learners nowadays hate monotony."*

Her statement gave a lot of characteristics of learners that she encounters. From her perspective, she believed that learners easily understand a lesson if there are videos, pictures or other multimedia that can

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be seen, and if there are hands on activities given. Using one strategy alone does not guarantee success in learning. In relation to this, Participant E also stated:

*“The students are the ones who influence me to pursue multiliteracy practices in teaching because many students are far more comfortable with technology and that multimedia information is appealing to them”*

Participant C has another insight about her students. She stated:

*“Students can learn using multiliteracies with proper guidance. Students are unique from the other, teachers need to study/assess each one of them on how they learn.”*

Likewise, Participant E shared:

*“Students are diverse in many aspects (they have different levels of abilities, and teachers need to begin with what students can do)”*

According to Participant C, the application of multiliteracies in their lesson to the students must be properly guided. In relation to this, Winch (2010) suggested among teachers that students must be guided to think about and analyze the visual images, photographs, and illustration because it would lead them into make meanings on the text they read. This instance is a good reflection of what teachers should do when dealing with the same case. Moreover, both Participant C and E believed that students are unique and diverse that is why a teacher cannot give a single task or activity to them. All these revealed characteristics of the learners plays a significant role on how the teachers plan their lessons for them to deliver lessons which are suitable to the learners.

#### ***Research Question #4***

#### ***4. How do English teachers cope with the demand of 21st century learning using their multiliteracy practices?***

There were three major themes which emerged from the analysis of data from the interviews and field notes. To answer the RQ4, each theme is discussed. Each teacher participant has diverse ways in dealing with 21st century learning with the use of their multiliteracy practices. With this, the themes that emerged can be sometimes based solely with single participant.

#### ***Theme One: Imperative Action***

This imperative action means that looking on the importance of 21st century learning in the multiliteracy practices is necessary. Thus, Participant D stated:

*“Teachers should also be 21st century teachers. Incorporating multiliteracy in teaching English is a must. Students have fun in learning using ICT and gadgets, performing tasks which are not limited to paper and pencil. Traditional teaching is effective but not all times.”*

It can be noted on her explanation that traditional teaching is not neglected and cannot be always effective. In this 21st century learning, incorporating multiliteracies, using ICT and using other means like gadgets in giving performance tasks to the learners are what she practiced. Based on her statements, it can be observed that she was able to manage her learners and her lessons well.

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### ***Theme Two: Adaptability***

Two of the teacher participants revealed connected disposition regarding their ways of coping with the 21st century learning. Participant B shared that she experienced a situation that students have lack of interest in studying and they have difficulty to comprehend. But, she added that she could be able to handle this:

*“By adopting 21st century learning and teaching styles solutions to address the problems encountered.”*

Participant C also shared her encounter with her students during their classes. She reported:

*“Differentiated learning is the best way to see your students’ talents and skills. In the classroom setting I divided them based on their interest/skills and the result amazed me most of the time because they can think beyond the box.”*

It can be asserted that teachers have their ways to adjust to the specific kind of learners they have. Their practices revealed an idea that teachers are adaptable and can change their strategies and styles if it is necessary depending on the needs and types of learners and it is guided by the 21st century learning.

### ***Theme Three: Learning Capacity***

This learning capacity refers to the capability of the learners in dealing with the 21st century learning and multiliteracies which are integrated by the teachers in their lessons. Participant A listed:

*“Grouping/collaborative activities, analyzing films, documentaries, news reports, video production and presentation, use of differentiated activities with multimedia”*

Participant E has her own take as well. She stated:

*“I use multimodal texts in presenting lesson. In teaching communication for example, students are given a chance to be exposed to online journals, articles, films, documentaries, and the like. Then, they are encouraged to express themselves by creating their own digital texts/works.”*

Having shared these, the teachers are not only incorporating multiliteracies in their lessons but also letting their students to be exposed in a multiliterate experience. By doing these, they were able to meet the standards of the LAMC where multiliteracies is recognized and infusion of technology is observed (Department of Education, 2016). Furthermore, it is emphasized that these cultivates students' self-learning ability and help to construct new knowledge system (Song, 2017).

### ***Summary and Description of the Observed Multiliteracy Practices of the Teacher Participants***

The participants were observed through their video lessons and online classes to see how they manage their class and how they apply multiliteracies approach in their English classes. The Table 2 presents the different multiliteracies approach and the scale on how frequent they have done these approaches during their classes. Then, the discussion for each participant follows.

#### ***Participant A***

Participant A had an online class as a mode of learning delivery for her students. The topic that she discussed is about the claims of fact, policy, and values. Based on activities and strategies that she did in her class, she checked the background knowledge of her students, used quotations of famous people which

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are localized and contextualized, questioned students for clarification, and gave varied of examples. She was able to engage her learners in her lesson. Online learning is new to the teachers because of the pandemic. Despite this, Participant A was able to manage the situation. Based on the observation, learners are participative because she let them speak and talk during the discussion and activities. Also, she was able to transfer learning into another context because from discussing about claims from different quotation she was able to relate the current lesson which is familiar to the learners. Hence, what she did on her class exemplifies multiliteracies approach. Conceptualizing, analyzing, and applying are highly observed while experiencing is moderately observed.

*Participant B*

Participant B shared her video lesson which she used in her class. Within that video lesson, various multimedia was applied such as film clips, digital stories, and other images.

Angay-Crowder, Choi, and Yi (2013) states that multiliteracy practices can be a powerful venue for second-language learners and teachers with digital story telling lessons. This shows that Participant B is doing her part to be able to instill multiliteracies in her class. Furthermore, the strategy that she used in the beginning was activating the schema of the students. This stimulates the learners’ mind to think about a certain issue. Through this task, the learners think about their thinking which is a metacognitive strategy. Thus, this supports the learners critical thinking. Some technical problems emerged on the video lesson because one of the videos lack sounds but on the latter part it became interesting since the sound and music were heard. It can be noted that this video lesson is helpful to the students. For the performance tasks, diagrams and graphic organizers were given. This kind of task falls in the category of applying and conceptualizing which are multiliteracy approach. Based on the table they were both highly observed.

**Table 2**  
*Observation Results of Multiliteracies Approach of Teacher Participants*

<b>Participant</b>	<b>Experiencing</b>	<b>Conceptualizing</b>	<b>Analyzing</b>	<b>Applying</b>
A	Moderately Observed	Highly Observed	Highly Observed	Highly Observed
B	Moderately Observed	Highly Observed	Moderately Observed	Highly Observed
C	Highly Observe	Moderately Observed	Moderately Observed	Observed
D	Moderately Observed	Moderately Observed	Moderately Observed	Highly Observed
E	Highly Observed	Highly Observed	Highly Observed	Moderately Observed

*Participant C*

Participant C had her online class for lesson in listening. She used PowerPoint presentation and memes. These memes let the learners to be engaged on her class. With this, she was able to relate it to real life experiences of her learners and made them hook on the progress of the lesson. In addition to that, she used it to check the background knowledge of the learners. Hence, experiencing is highly observed here. Her

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way of giving discussion is encouraging. Furthermore, localization was evident on her class since the examples that she gave on her discussion are restricted to a particular place that is very accustomed to the students. With all of these, conceptualizing and analyzing are moderately observed on her online class. However, applying is only observed because the assessment given was not clear.

#### *Participant D*

Participant D's presentation was well organized since she was able to provide important points on her slides. She also used music videos on her lesson. In the beginning, the purpose of the lesson was given so that the learners will anticipate the activities that they will do. Classroom management was also observed in her stance. Experiencing (moderately observed) was noticed when stimulating activity was given to activate the background knowledge of the learners. Moreover, there was integration of other subjects on her lesson which include Science and Social Studies. On the study of Mackay (2014), he discovered on his research that participants demonstrated broad conceptualizations of literacy that aligned with the principles and components of multiliteracies theory which include the use of cross-curricular integration. This allowed the teachers to provide literacy instruction across the various subject areas. In fact, this approach is an example of analyzing that was moderately observed on her teaching. Additionally, conceptualizing (moderately observed) was found as well when she asked the learners to process the questions that she gave to them. Lastly, applying revealed to be highly observed on her teaching because of a contextualize assessment (delivering an informative speech about Mother Earth) that she provided to the learners.

#### *Participant E*

Experiencing, analyzing, and contextualizing were highly observed while applying was moderately observed on Participant E's video lesson. The presentation was clear and concise. Before she began her lesson, she gave a motivational activity. Afterwards, she presented the objectives of her lesson. She was able to elaborate her lesson with her students and from time to time she is taking a pause so that students have the chance to think and answer. It can be seen on her video lesson how engaging and motivating she is.

Furthermore, she was able to explain the concepts well despite the fact the video lesson was a bit shorter than the regular time allotted in face-to-face classes. The assessment given are contextualized/localized (identifying propaganda technique used and its intention) because she included reference materials, news, pictures, and others which are based locally. This made the learners be familiar with the tasks and can easily relate within the context.

#### *Synthesis*

Most of the teacher participants were able to encompass multiliteracies approach on their English classes based on the observation. It was explained that a multiliterate person is someone flexible and strategic on their literacy; able to understand and use literacy and literate practices with a range of texts and technologies in socially responsible ways within a socially, culturally, and linguistically diverse world; and someone who can participate fully in life as an active and informed citizen (Anstey, 2002). By these, the characteristics were observed among the English teachers of the K-12 Curriculum in this study.

As presented on table 3, three of the teacher participants practiced experiencing moderately in their class while two of them showcased that it was highly used. In terms of the use of conceptualizing, three of the teacher participants have highly regarded its use while two have shown that they just use it in moderation. Additionally, this is congruent on the practices which the teachers have shared on their interviews and

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classes because they have involved their learners in generalizing thoughts. From the activities, they have given story map, documentaries, speeches, and others. Likewise, their use of scaffolding, and multimedia and technology made it more evident.

For analyzing, three of the teacher participants have used it in moderation and the other two have highly used it in their teachings. In applying, it revealed to be highly observed among the three participants because they were able to give contextualize assessments and have let their learners transfer learning through performance outputs like vlogging/blogging, debates on social issues, newswriting, and others. On the other hand, one participant only reveals moderate use of this approach while the other one shows that it is simply observable.

### **Conclusion**

Multiliteracy practices of Junior High School teachers encompass the use of multiliteracies approach, technology and multimodalities in the teaching and learning process of English classes. Also, there is a balance on the use of multiliteracies approach as teachers blend it in their English lessons. This reveals that teachers can have multiliteracies on their teaching. They are mindful about the interest, learning styles and needs of the students in deciding and applying appropriate instructions to their learners. Differentiated instructions and collaborative activities are highly practiced in the English classes. Thus, these enabled learners to have cooperation and targeted skills which help them to understand the lesson and perform well in the class. Multiliteracies approach, multimodalities and technology are used when giving motivation, having a discussion and assessments. However, there are few teachers who are not completely knowledgeable about multiliteracies especially the approaches. This shows that they lack trainings and seminars, or they are bound on by simply using technology on their teachings without having the entire knowledge regarding multiliteracies and its approaches. Although teachers can use technology and multimodalities, they find that learners are more advanced in utilizing it than them. Teachers have the initiative to put actions to incorporate multiliteracies in the 21<sup>st</sup> century learning. They can be adaptable when it comes to the strategies and techniques and to the needs and learning styles of the learners as guided by the principles in 21<sup>st</sup> century education. The findings in the study offer insights into the need for another investigation for a wider scope of teacher participants across levels from public schools regarding the use of multiliteracy practices to provide more relevance of it in the teaching and learning process. A meaningful and relevant professional development among the ESL teachers in terms of multiliteracy practices and technological skills which include ICTs and multimodalities to keep paced in the changing course of 21<sup>st</sup> century education must be provided.

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