Implementation Of Multiliteration Pedagogy in Education: A Socio-Cultural Perspective

Hafiz Muhammad Farooq Abdullah
Assistant Professor, Department of Interfaith Studies, Allama Iqbal Open University, Islamabad
mfarooq@crimson.ua.edu
Abdul Gaffar
IAI Al-Khairat Pamekasan
c.guever@yahoo.com
Samsul Arifin
Institut Agama Islam Al-Khairat Pamekasan
coelzlamboe@gmail.com

Abstract

This article explains the concept and benefits of multiliteracy in education and the challenges and strategies associated with implementing multiliteracy in education. Multiliteracy is an approach that accommodates different forms of literacy, such as language, text, media and culture. Using a systematic literature review, this research aims to investigate the implementation of multiliteracies pedagogy in educational contexts from a sociocultural perspective. The literature search will be conducted in several databases, including Scopus, ERIC, and Google Scholar. The study results show that multiliteracies can benefit students by increasing awareness and appreciation of cultural diversity, expanding global horizons, and fostering intercultural communication and collaboration. However, multiliteracies also pose challenges, such as considering socio-cultural influences on learning, integrating varied texts and media, and addressing intercultural gaps and conflicts. This article provides insights into the concept and benefits of multiliteracies in education and the challenges and strategies associated with implementing multiliteracies in education. It also suggests further research on the impact and implications of multiliteracies in education.
Keyword: Multiliteracies; Diversity; Inclusive education

Introduction

The multifaceted nature of multiculturalism in an increasingly globalised world has necessitated the adoption of multiliteracy pedagogy in education in recent years. Implementing multiliteracies pedagogy has emerged as a significant priority to address the requirements of a progressively heterogeneous student population and equip them with the skills necessary to effectively engage in a constantly changing global environment, particularly one that is becoming more interconnected and globalised. Multiliteracies pedagogy is crucial to cater to the diverse requirements of learners and provide them with the necessary skills to thrive in an increasingly connected global society.

The diversity of learners' cultural and linguistic origins gives rise to concern regarding the phenomenon of multiliteracy[1]. In light of the intricate nature of communication in the 21st century, education must adapt to the principles of multiliteracies pedagogy[2]. These concepts encompass the cultivation of digital[3], critical[4], visual[5], and linguistic literacies to provide students with the necessary skills to navigate the evolving nature of society.

The principles and challenges of multiliteracies pedagogy have been investigated in numerous studies concerning sociocultural multiliteracies in education. Nevertheless, a scarcity of research has explored the pragmatic approaches of incorporating multiliteracies instruction into the curriculum. Hence, this study investigates tangible remedies and offers practical advice for educators and policymakers. This article seeks to elucidate the issue by comprehensively examining social and cultural variety and

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[1] Jamaluddin Firdaus, "Peran Budaya Literasi Dalam Pembentukan Karakter Dan Meningkatkan Prestasi Belajar Siswa Di Indramayu (Studi Multi Kasus Di Madrasah Ibtidaiyah Bi'tsatul Islamiyah Desa Tempel Dan Madrasah Ibtidaiyah Al-Wardah Desa Pengauban Kecamatan Lelea Kabupaten Indr" (IAIN Syekh Nurjati Cirebon, 2021).

[2] Yusuf Tri Herlambang, *Pedagogik: Telaah Kritis Ilmu Pendidikan Dalam Multiperspektif* (Bumi Aksara, 2021).

[3] Fauzul Etfita et al., "Pelatihan Multiliterasi Pembelajaran Bahasa Melalui Pameran Media Berbasis Teknologi Di SMKS YAPIM Siak Hulu," *AJAD: Jurnal Pengabdian kepada Masyarakat* 3, no. 3 (2023): 341–348.

[4] Pupun Nuryani, Yunus Abidin, and Yusuf Tri Herlambang, "Model Pedagogik Multiliterasi Dalam Mengembangkan Keterampilan Berpikir Abad Ke-21," *EduHumaniora| Jurnal Pendidikan Dasar Kampus Cibiru* 11, no. 2 (2019): 117–126.

[5] Sigit Vebrianto Susilo and Ari Yanto, "Multiliteration Pedagogic Model Based on Higher Order Thinking Skill (HOTS) as Efforts to Face the 21st Century Education in Education from Ki Hadjar Dewantara," in *Social, Humanities, and Educational Studies (SHEs): Conference Series*, vol. 1, 2019, 390–400.

presenting the rationale behind the imperative need for multiliteracies from a societal standpoint.

This study primarily investigates two key concerns. Firstly, this guide will explain establishing an all-encompassing and culturally sensitive learning environment by implementing a pedagogical approach incorporating multiple literacies. Furthermore, how to effectively employ technology to advance students' multiliteracy skills. The significance of this research stems from the immediate requirement to offer practical insights and recommendations to educators and policymakers who aim to incorporate multiliteracies teaching into educational practice[6]. Recognising the value of students' diverse cultural origins and the information and experiences they bring, using multiliteracies techniques is essential in education to adequately address this diversity[7].

Integrating social and cultural factors into applying multiliteracy pedagogy can enhance students' applicability, inclusivity, and long-term sustainability of the educational experience[8]. When implementing a multiliteracy approach, it is crucial to utilise technology to access many forms of texts and media. Using technology, students can access a broader range of more varied resources that will aid in developing literacy skills. Moreover, technology facilitates student cooperation in a more general educational setting, encompassing both the physical classroom and external learning spaces.[9]

Furthermore, with the progression of technology, educators are compelled to enhance their digital literacy to effectively instruct kids in the prudent utilisation of technology and the critical evaluation of online content[10]. Engaging in partnerships with libraries or other educational institutions can be a highly successful method for incorporating digital literacy into a broader framework of multiple literacies.[11]

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[6] Patrick Lo and Ricky Tsang, "Reading Connects: The Interrelationships between School Libraries, ICT, Multimodality and Their Impacts on Reading Motivation and the Multiliteracy Development," *Information, Medium and Society* 6, no. 1 (2009): 17.

[7] Ana Christanti and Ahmad Munir, "The Implementation of A Multiliteracy Pedagogy Framework for Teaching Critical Teaching," *International Journal Of Humanities Education and Social Sciences* 3, no. 1 (2023).

[8] Katina Zammit, "The New Learning Environments Framework: Scaffolding the Development of Multiliterate Students," *Pedagogies: An International Journal* 5, no. 4 (2010): 325–337.

[9] Malgorzata Kurek and Mirjam Hauck, "Closing the 'Digital Divide' a Framework for Multiliteracy Training," *Digital literacies in foreign and second language education* 12 (2014): 119–140.

[10] Diki Somantri, "Abad 21 Pentingnya Kompetensi Pedagogik Guru," *Equilibrium: Jurnal Penelitian Pendidikan dan Ekonomi* 18, no. 02 (2021): 188–195.

[11] Frances Giampapa, "Multiliteracies, Pedagogy and Identities: Teacher and Student Voices from a Toronto Elementary School," *Canadian Journal of Education/Revue canadienne de l'éducation* 33, no. 2 (2010): 407–431.

Methods of Research

This research, using a systematic literature review, aims to investigate the implementation of multiliteracies pedagogy in an educational context with a sociocultural perspective.[12] This research analyses the various aspects, strategies, and impacts of implementing multiliteracies pedagogy in education. The objectives of this research are: first, document-related studies that have been conducted on the implementation of multiliteracies pedagogy. Second, to analyse the approaches, strategies, and socio-cultural context in implementing multiliteracies pedagogy. Third, study the impact of implementing multiliteracies pedagogy on students' learning and skills.

A literature search will be conducted in several databases, including Scopus, ERIC, and Google Scholar. The keywords that will be used include "multiliteracy pedagogy," "multiliteracy education," "socio-cultural perspective," and a variety of other related keywords. The search will be limited to journal articles, books, and research reports published between 2010 and 2024. The studies found will be screened based on predetermined inclusion and exclusion criteria. The inclusion criteria include studies that specifically address the implementation of multiliteracies pedagogy in an educational context with a sociocultural approach. Studies that are irrelevant or do not meet the inclusion criteria will be excluded from the review.

Data extraction and analysis extracted from the selected studies will include information on the context of implementing multiliteracies pedagogy, the approaches and strategies used, and their impact on student learning. The data will be thematically analysed to identify critical patterns, similarities, and differences between the studies. The methodological quality of the selected studies will be evaluated using appropriate assessment tools, such as Cochrane criteria or other qualitative assessment tools. Studies with more robust methodologies will be given greater weight in the analysis.[13]

Synthesis and interpretation of the analysis results will be synthesised to develop a comprehensive understanding of the implementation of multiliteracies pedagogy from a sociocultural perspective. The practical and theoretical implications of these findings and recommendations for future research will be discussed. The research report will be

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[12] Alison Nightingale, "A Guide to Systematic Literature Reviews," *Surgery (Oxford)* 27, no. 9 (2009): 381–384.
[13] Blair T Johnson and Emily A Hennessy, "Systematic Reviews and Meta-Analyses in the Health Sciences: Best Practice Methods for Research Syntheses," *Social Science & Medicine* 233 (2019): 237–251.

organised according to PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, presenting the findings transparently and comprehensively per the established guidelines.[14]

This systematic literature review is expected to contribute to understanding the implementation of multiliteracies pedagogy in education, particularly from a sociocultural perspective. The study results are expected to provide valuable insights for educational practitioners and researchers in this field. This research method will follow a systematic and structured approach to investigate the literature relevant to the research topic. This literature review will use PRISMA guidelines to ensure transparent and accurate reporting of the research findings.[15]

Framework of Multiliteracy Conceptualization from a Sociocultural Perspective

Within the framework of a diverse society, implementing a multiliteracies approach can provide highly beneficial outcomes. This strategy can enhance diversity awareness and mitigate disparities in cultural representation in educational settings by incorporating various texts and media that mirror students' cultures and backgrounds. Ensuring that multiliteracy approaches investigate multicultural societies' values, beliefs, and norms and include disparate texts and media from various cultures is critical. This will facilitate students' comprehension and admiration of disparities, fostering intercultural discourse and mutually advantageous collaboration[16].

Engaging in multiliteracies learning can allow students to cultivate an understanding of diverse societies, expanding their global perspective. Hence, the utilisation of the multiliteracies strategy can serve as a means to augment cross-cultural comprehension and mitigate prejudice and intercultural discord.

Diverse stakeholders, such as parents, local communities, and cultural leaders, must be engaged in implementing a multiliteracy strategy for multicultural communities. This

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[14] S H Asar et al., "PRISMA; Preferred Reporting Items for Systematic Reviews and Meta-Analyses," *Journal of Rafsanjan University of Medical Sciences* 15, no. 1 (2016): 68–80.
[15] David Moher, Douglas G Altman, and Jennifer Tetzlaff, "PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses)," *Guidelines for Reporting Health Research: A User's Manual* 1999 (1996): 250.
[16] Penny Silvers, Mary Shorey, and Linda Crafton, "Critical Literacy in a Primary Multiliteracies Classroom: The Hurricane Group," *Journal of Early Childhood Literacy* 10, no. 4 (2010): 379–409.

collaboration will guarantee that the strategy considers the requirements and principles of the multicultural community[17].

The multiliteracy approach can influence the development of a more receptive, inclusive generation capable of adjusting to global changes using this collaborative endeavour. Integrating multiliteracy into the school curriculum enables multicultural communities to cultivate individuals with a wide range of literacy abilities and a profound comprehension of many cultural values.

Regarding multiliteracy pedagogy, sociocultural factors are crucial in determining which learning strategies are most effective for individual students. Teachers must comprehend how sociocultural influences might impact learning and incorporate these values into the curriculum while thinking about them[18].

An exemplary instance of socio-cultural influences is using language to acquire knowledge. The linguistic proficiency or native language of students can be a factor that influences their learning and engagement in the learning process[19]. Hence, it is crucial to be mindful of language utilisation within the framework of multiliteracy to ensure that students feel acknowledged and stimulated while acquiring knowledge.

Furthermore, it is critical to incorporate scholars' cultural norms when developing inclusive multiliteracies curricula. Exposure to narratives or media that accurately depict their social and cultural experiences might enhance students' sense of self and connection to the educational process.

However, it is worth noting that socio-cultural influences may differ among different student groups. Hence, embracing a pedagogical strategy sensitive to the various social and cultural differences inside the classroom is crucial. Teachers must cultivate an inclusive atmosphere that embraces difference and fosters cooperation among students from diverse backgrounds.

Implementing a multiliteracy strategy in a multicultural society is crucial to fortifying an all-encompassing and just education system. By prioritising equitable

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[17] James A Banks, "Teaching for Social Justice, Diversity, and Citizenship in a Global World," in *The Educational Forum*, vol. 68 (Taylor & Francis, 2004), 296–305.

[18] U Sholihah and W Purbani, "Multiliteracy Pedagogy Challenges: EFL Teachers' Multicultural Attitudes in the Literacy Classroom Practices," in *Educational Innovation in Society 5.0 Era: Challenges and Opportunities* (Routledge, 2021), 113–118.

[19] Mary Kalantzis and Bill Cope, "Language Education and Multiliteracies," *Encyclopedia of language and education* 1 (2008): 195–211.

cultural representation in education, students from diverse academic backgrounds will experience acknowledgement and appreciation.

To effectively implement a multiliteracy approach, the learning environment must reflect the diverse spoken languages. Teachers should consider using students' native language to enhance their comfort and promote active engagement in the learning process. Implementing dual literacy or second language instruction can allow kids to cultivate more comprehensive language abilities. Consequently, students can enhance their communication ability and develop a greater sense of assurance in diverse language settings.

When devising educational resources, instructors must ensure that the texts and media utilised accurately depict various facets of the cultures and experiences of their students. This will facilitate the development of a strong sense of pride in students' cultural identities and promote inclusive dialogues regarding cultural values and norms. Students can engage with educational content directly connected to their social experiences by including a multiliteracy approach alongside a socio-cultural perspective. This will result in increased engagement and comprehension of a diverse society. Therefore, using a socio-culturally responsive multiliteracy strategy can enhance the inclusivity and comprehensiveness of education for students from various backgrounds[20].

Establishing an inclusive learning environment is a critical responsibility of educators to promote socio-cultural multiliteracies. A practical approach to consider is the construction of a curriculum that places significant emphasis on including a wide range of cultural representations. Teachers must choose educational resources encompassing a wide range of cultural viewpoints and cater to the various needs of students.

The multiliteracy approach also recognises the significance of community and parent collaboration. Teachers can engage parents and community members in promoting kids' learning by incorporating culturally significant elements and encouraging the use of students' native language in the educational setting. Within multiliteracy, teachers must offer comprehensive, inclusive, and inclusive feedback. Teachers must assist students from various backgrounds to express their cultural identity and language without

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[20] Allison Skerrett, "A Framework for Literacy Education in Multicultural, Multilingual, and Multiliterate Classrooms," *Multicultural Education Review* 7, no. 1–2 (2015): 26–40.

encountering obstacles. Facilitating an environment where students can freely express their perspectives can foster various inclusive and varied debates[21].

The multiliteracy method necessitates a thorough comprehension of the sociocultural concerns affecting children. As facilitators of learning, teachers can establish environments where delicate discussions about these matters can occur, allowing pupils to comprehend better the social and cultural circumstances that encompass them.

Through the active involvement of teachers in fostering socio-cultural multiliteracies, education institutions can continually advance inclusivity and acknowledge a wide range of cultural values. Teachers can be crucial in promoting inclusive and fair education for all children by implementing inclusive education practices that address sociocultural multiliteracies[22].

Methods for Incorporating the Pedagogy of Multiliteracies into Scholarship

In the subsequent part, we will examine pragmatic tactics and optimal approaches for seamlessly incorporating multiliteracies instruction into educational environments. These solutions are designed to tackle the difficulties and optimise the advantages of implementing a multiliteracies strategy. By showcasing effective execution and leveraging evidence-based perspectives, educators and policymakers can obtain concrete direction for adopting and enacting multiliteracies pedagogy to foster fair and culturally sensitive education[23].

First, inclusively employ pertinent texts and media. Integrating texts and media relevant to students' everyday experiences is crucial to successfully incorporate social and cultural elements. Incorporating local narratives, traditional melodies, or material that mirrors pupils' social and cultural contexts helps achieve this objective[24]. By implementing this approach, students can experience heightened engagement and motivation in their learning, as the curriculum is closely connected to their everyday

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[21] Angela Yicely Castro-Garcés, "Awakening Sociocultural Realities in Pre-Service Teachers through a Pedagogy of Multiliteracies.," *GIST Education and Learning Research Journal* 22 (2021): 173–197.

[22] Jim Cummins, "Transformative Multiliteracies Pedagogy: School-Based Strategies for Closing the Achievement Gap," *Multiple Voices for Ethnically Diverse Exceptional Learners* 11, no. 2 (2009): 38–56.

[23] Susan M Holloway, "The Multiliteracies Project: Preservice and Inservice Teachers Learning by Design in Diverse Content Areas," *Pedagogies: An International Journal* 16, no. 3 (2021): 307–325.

[24] Patricia Aufderheide, "Media Literacy: From a Report of the National Leadership Conference on Media Literacy," in *Media Literacy Around the World* (Routledge, 2018), 79–86.

encounters. Furthermore, it is crucial to incorporate social and cultural values into the educational process by utilising diverse texts and media. Implementing a multiliteracy strategy enables incorporating these values, enhancing students' literacy abilities and deepening their comprehension of the prevailing societal values[25].

Secondly, educators can foster innovation by developing and evaluating various pedagogical approaches catering to students' unique requirements from culturally diverse backgrounds[26]. Facilitating collaboration among instructors, enabling the exchange of best practices, and promoting the establishment of professional learning communities can be effective strategies to stimulate innovation in multiliteracy approaches. Teachers are crucial in demonstrating multiliteracy to kids. They must show gratitude for various languages and cultures by engaging in active conversation and engagement inside the classroom. Teachers can proactively promote literary works or artworks from diverse cultures to students, enabling them to expand their understanding of cultural diversity.

Teachers strengthen their dedication to promoting inclusivity and acknowledging diverse cultural values in the classroom while positively influencing students' multicultural skill development through solid multiliteracy principles. The socio-cultural multiliteracy method encompasses not only the enhancement of students' abilities but also the establishment of teachers as exemplars of multiliteracy, thereby reinforcing the appreciation of various cultural values.

Thirdly, Stakeholder Collaboration. Engaging in partnerships with parents and communities is a crucial component of the multiliteracy method. Teachers can engage parents and community members in facilitating students' learning by incorporating pertinent cultural elements and promoting using students' native language within the educational setting[27].

They were fourth, Making Use of Technology to Facilitate Collaboration and Access. Harnessing technology to access various forms of texts and media is of utmost significance. Using technology, students can access a broader range of resources, which

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[25] Johnmarshall Reeve et al., "Enhancing Students' Engagement by Increasing Teachers' Autonomy Support," *Motivation and emotion* 28 (2004): 147–169.
[26] Janet Looney, "Assessment and Innovation in Education" (2009).
[27] Catherine Fullerton et al., "A Principal's Perspective on Multiliteracies in an Australian Show Community: Implications for Learning as Rural Engagement.," *Education in Rural Australia* 14, no. 2 (2004): 69–81.

in turn aids in advancing their literacy skills[28]. Moreover, technology facilitates collaboration among students within and beyond the confines of the classroom, thus fostering a more expansive learning milieu. With the progression of technology, educators must enhance their digital literacy to effectively instruct kids in utilising technology prudently and assessing online content with a discerning mindset. Engaging in partnerships with libraries or other educational institutions can be a highly effective method for incorporating digital literacy into the multiliteracy strategy.

In summary, the socio-cultural multiliteracies approach has significant potential to promote inclusive and fair education and enhance the acknowledgement of varied cultural values. Through the combined endeavours of educators, carers, communities, and other participants in the field of education, this method can persist as a robust basis for promoting comprehensive and fair education for every student.

Multiliteracy Education: A Sociocultural Perspective Creating an Adaptive Learning Environment

Educators must consider various crucial factors to establish a learning environment sensitive to socio-cultural effects. Prioritise the establishment of strong rapport with pupils and gain a comprehensive understanding of their social and cultural contexts. Consequently, educators will have an enhanced capacity to customise instructional approaches to cater to the specific requirements of both individual students and student groups. Efforts should be made to create an environment that promotes equitable participation and appreciation for students of diverse linguistic backgrounds in language acquisition. This can encompass employing translation techniques, facilitating the growth of linguistic abilities, and teaching various forms of literacy or languages[29].

The learning materials employed should mirror the cultural diversity and identity of the students. Teachers must ensure that the learning materials, such as texts and media, accurately represent students' varied viewpoints and experiences. This is necessary to promote inclusive debates and expand students' comprehension. Teachers can include cultural elements in any subject, allowing pupils to comprehend various cultural beliefs better. Students can better understand the wide-ranging social and cultural variations

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[28] Siti Kustini, Herlinawati Herlinawati, and Yoenie Indrasary, "Students' Perception toward the Integration of Technology to Improve Multiliteracies Competence in EFL Classrooms," *Research and Innovation in Language Learning* 3, no. 2 (2020): 144–157.

[29] Shamini Dias, "Process Drama for 21st Century Learning: Building Multiliteracies and Creative-Adaptive Capacity," *The International Journal of Literacies* (2012): 27.

surrounding them by thoroughly examining cultural norms. Teachers can instil socialised, meaningful, and pertinent knowledge by employing a multiliteracy strategy viewed through a sociocultural lens. Consequently, students can engage in immersive educational encounters and develop a more comprehensive comprehension of their surroundings.

Teachers can contribute significantly to fostering a learning environment that promotes the comprehensive development of students from diverse socio-cultural backgrounds by actively considering various cultural viewpoints, advocating for using students' native language, and facilitating inclusive discussions. The sociocultural multiliteracy method reduces acknowledging varied cultural values and establishes a learning atmosphere that fosters the comprehensive development of students from diverse sociocultural backgrounds.

Integration of Multiliteracies into the Academic Curriculum

After recognising the significance of the sociocultural multiliteracies approach, implementing these concepts into the curriculum is the subsequent course of action. This can be achieved by creating subject matter promoting socio-cultural multiliteracies, which involves incorporating content representing cultural variety and utilising different languages. Teachers must also contemplate methods to incorporate multiliteracy principles into everyday educational tasks, including reading, writing, and delivering presentations[30].

The curriculum design ought to facilitate the development of multiliteracy skills and enable students to acquire intricate understandings of sociocultural issues. This entails utilising materials encompassing various cultural and linguistic backgrounds and creating opportunities for students to voice their perspectives. Curriculum creation necessitates collaborating with stakeholders, including parents, communities, and other pertinent entities, to guarantee incorporation of various cultural values within the curriculum and students' educational encounters.

By following these procedures, a socio-cultural multiliteracies approach can be incorporated into the curriculum, allowing students to cultivate multicultural competencies and comprehend the intricacies of the diverse cultural contexts surrounding them.

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[30] Jennifer Pei-Ling Tan and Erica McWilliam, "From Literacy to Multiliteracies: Diverse Learners and Pedagogical Practice," *Pedagogies: An International Journal* 4, no. 3 (2009): 213–225.

Multiliteracies Pedagogy to Foster an Inclusive Classroom Environment by Appreciating Diversity

Educators may incorporate various strategies to promote sociocultural perspectives when implementing multiliteracies pedagogy. An effective strategy is to encourage students' participation in cooperative learning exercises that facilitate the investigation of diverse forms of literacy, including reading, writing, and digital media. This can foster an inclusive learning atmosphere that appreciates expression and communication.

Curriculum developers can validate and commemorate their pupils' linguistic and cultural diversity by integrating culturally significant materials and texts. By doing this, students can observe their experiences and perspectives in the curriculum, fostering a sense of responsibility and control over their education[31].

Students can better analyse and deconstruct the power dynamics of various texts and media when critical literacy skills are fostered. This enables students to develop the skills and knowledge necessary to navigate and contribute to the ever-evolving digital environment.

Implementing multiliteracies pedagogy from a sociocultural standpoint enhances the educational experience by acknowledging and appreciating the variety of linguistic and cultural origins in the classroom. Educators may enable their students to become more engaged and confident learners by establishing environments prioritising various forms of literacy and cultural diversity.

In addition, incorporating technology into a multiliteracy framework can equip pupils with the necessary skills to navigate the digital realm proficiently and ethically. Another crucial part of implementing multiliteracy education is boosting language growth and competency. Educators can assist students in preserving and enhancing their native language while acquiring proficiency in the language used for instruction. This multilingual method enhances kids' cognitive ability and affirms their linguistic background.

Multiliteracies pedagogy promotes an inclusive and collaborative classroom environment by encouraging students to value and gain knowledge from one another's viewpoints. It fosters empathy, comprehension, and reverence for diversity, crucial

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[31] Rachel Drewry, "Case Studies in Multiliteracies and Inclusive Pedagogy: Facilitating Meaningful Literacy Learning" (Murdoch University, 2017).

aptitudes for kids to flourish in an interconnected world. It encourages compassion, understanding, and reverence for diversity, essential for pupils to thrive in a connected world[32].

By adopting a sociocultural framework, integrating multiliteracies pedagogy improves students' academic performance, fosters socio-emotional growth, and equips them with the necessary skills to engage actively in an ever more interconnected global community.

Assessment and Advancement of Multiliteracy Pedagogy

Evaluation and development of multiliteracy pedagogy constitutes the subsequent phase in realising sociocultural multiliteracy, following a discussion of the obstacles and implementation of strategies. Periodic assessment of multiliteracies instructional methods will enable educators to observe the effects of their application on students. Educators might discern areas for enhancement through the evaluation process and formulate more efficacious teaching approaches[33].

Developing multiple literacy skills, Pedagogy encompasses enhancing learning materials and instructional techniques and integrating technology. Teachers can improve their capacity to assist students with linguistic and cultural diversity by engaging in training and professional development that addresses various multiliteracies. The advancement of multiliteracies pedagogy necessitates the cooperative efforts of educators and the sharing of exemplary strategies for effectively implementing multiliteracies in the face of multiple problems[34]. During this exchange, educators can gain insights from one another's experiences and develop collective approaches to address challenges that emerge in multicultural educational settings.

Teachers can further enhance their abilities to establish inclusive learning environments and proficiently promote sociocultural multiliteracies by emphasising ongoing assessment and the advancement of multiliteracies pedagogy. This initiative will

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[32] Päivi Rasi, Marjaana Kangas, and Heli Ruokamo, "Promoting Multiliteracy in the Finnish Educational System," *Introduction to the Finnish educational system* (2019): 97–111.

[33] Helen Cartner and Julia Hallas, "Aligning Assessment, Technology, and Multi-Literacies," *E-Learning and Digital Media* 17, no. 2 (2020): 131–147.

[34] Enikő Orsolya Bereczki and Andrea Kárpáti, "Technology-Enhanced Creativity: A Multiple Case Study of Digital Technology-Integration Expert Teachers' Beliefs and Practices," *Thinking Skills and Creativity* 39 (2021): 100791.

significantly improve the educational experience for children from various backgrounds and reinforce the basis for fair and inclusive education.

Promoting innovation in multiliteracies approaches is crucial to supporting inclusive and equitable education alongside assessing and enhancing multiliteracies pedagogies. Examples of innovations in education can encompass the utilisation of educational technology to facilitate multilingual learning, the creation of learning methodologies adaptable to diverse populations, and the exploration of novel ways that incorporate cultural elements into the learning experience. Innovation enables the ongoing development and adjustment of multiliteracy approaches to align with changes in the socio-cultural milieu. Additionally, it creates opportunities for novel investigations in inclusive education. It empowers educators to modify their methodologies based on the requirements of their students and the dynamics of the communities in which they instruct.

Comprehending Disagreements and Responding to Criticism: The Way Towards a Balanced Education

Although implementing multiliteracies in education is frequently regarded as advantageous, some contend it may compromise cultural and linguistic identity. Detractors of multiliteracies in education argue that it has the potential to engender perplexity and impede the cultivation of a robust linguistic groundwork in a single language. The core contention is that prioritising several literacies might divert critical time and resources from achieving mastery in a single language, which can yield more significant benefits in the long term. Moreover, incorporating multiliteracies in education is believed to sustain disparities since students from privileged backgrounds may already possess proficiency in several literacies, whilst students from underprivileged communities may encounter difficulties keeping pace.

Multiliteracy, which prioritises the concurrent development of numerous literacy skills, has also encountered criticism from certain quarters. Some experts contend that multiliteracies might overwhelm pupils with various literacy requirements, diminishing the emphasis on fundamental literacies such as reading and writing. Some argue that incorporating multiple texts and media in multiliteracies can blur the distinction between

reliable and unreliable information. Teaching pupils to analyse information and cultivate critical digital literacy can be challenging[35].

There is an opposing viewpoint that an excessive emphasis on social and cultural contexts may divert attention away from critical academic pursuits. Implementing multiliteracies that excessively prioritise social and cultural contexts may be regarded as a futile endeavour that could impede students' comprehension of more formal educational content[36]. Practical obstacles can exist when incorporating multiliteracies, such as insufficient resources for texts and media pertinent to pupils' social and cultural backgrounds. This can hinder the deployment of a multiliteracies method, leading to subpar execution.

Furthermore, critics have contended that the deliberate promotion of multiliteracy could unintentionally amplify pre-existing disparities. Students from affluent homes may have greater access to a wide range of literacies, but those from underprivileged groups may face difficulties keeping pace[37]. In the globalised world, dominant languages and literacies are prevalent, and prioritising multiliteracy may not adequately equip students for this current state of affairs. Proficiency in a single language or literacy, especially one that holds substantial sway in worldwide organisations, can offer pupils a more direct and concrete edge when they join the job market.

According to proponents of multiliteracy in education, student preparation for a globalised world is critical. They believe expertise in several languages and literacies enhances cognitive capabilities and nurtures intercultural comprehension and communication.[38] Advocates also emphasise that multiliteracies can improve pupils' capabilities from various backgrounds and facilitate the connection between distinct social and cultural factions. By integrating multiliteral methodologies in education, schools can establish inclusive and equitable learning environments that honour linguistic and cultural variety.

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[35] Maarten A Hajer and Hendrik Wagenaar, *Deliberative Policy Analysis: Understanding Governance in the Network Society* (Cambridge University Press, 2003).

[36] Vallery Michael, "Media Education in Finnish Teacher Education: A Case Study of Pre-Service Teacher Education Students," 2020.

[37] Richard Murnane, Isabel Sawhill, and Catherine Snow, "Literacy Challenges for the Twenty-First Century: Introducing the Issue," *The future of children* (2012): 3–15.

[38] Rukmiyati Rukmiyati, Moh Dannur, and Fajriyah Fajriyah, "Peran Guru Pendidikan Agama Islam Dalam Mengembangkan Self-Control Siswa Kelas VIII SMPI At-Tablighiyah Desa Ponjanan Timur Kecamatan Batumarmar, Pamekasan," *Sinar Dunia: Jurnal Riset Sosial Humaniora dan Ilmu Pendidikan* 2, no. 4 (2023): 66–90.

Although advocates of multiliteracies in education contend that it equips learners for a globalised society, it is crucial to acknowledge the potential disadvantages that may accompany this approach. Detractors argue that prioritising several literacies could diminish comprehension in a singular language or culture. Dividing resources and focus among various literacy areas may impede students' overall educational growth by preventing them from achieving high proficiency in any single topic.

Some valid arguments support multiliteracies in education; however, their potential drawbacks must be examined critically to determine the most effective way to balance the need for proficiency in specific languages and literacies and the advantages of multiliteracies. Although critics of multiliteracies in education have expressed concerns, it is crucial to acknowledge the world's growing interconnectedness. Proficiency in various languages and literacies can offer students numerous cognitive and social advantages. Studies indicate that multiliteracies education can enhance critical thinking abilities, foster creativity, and improve overall academic performance.

In addition, integrating multiliteracies into the educational system does not imply disregarding the significance and expertise of a specific language or culture. An equilibrium can be attained by including multiliteracies into the curriculum while thoroughly comprehending particular languages. Schools can create complete language programs that allow students to achieve high-level competency in their primary language while also allowing them to learn and experience other languages and literacies.

Addressing disparities and inequities regarding the availability of multiliteracies education is crucial. Educational institutions should proactively strive to offer fair and impartial chances to all students, irrespective of their cultural or language heritage. This objective can be accomplished by implementing focused assistance initiatives, including inclusive pedagogical methods, and developing curricula honouring and appreciating various linguistic and cultural backgrounds.

Recognising the need for multiliteracies in educating pupils about the complexity of the modern world is crucial, notwithstanding any potential adverse effects. Educational institutions can cultivate open-minded students prepared to succeed in various global environments by adopting a well-rounded approach that promotes proficiency in specific languages and literacies and multiliteracy skills.

This article has several limitations, including the lack of empirical data, case studies, and a literature-based review. Therefore, further research is needed to test the validity and reliability of the arguments presented in this article, as well as to answer open questions, such as how to implement multiliteracy effectively and efficiently, how to measure the impact and implications of multiliteracy for students and society, and how to overcome barriers and challenges associated with multiliteracy. Further research could also examine the perspectives and experiences of various stakeholders, such as teachers, students, parents, and the government.

Conclusion

This article highlights the importance of adopting a multiliteracies approach in education, particularly in a heterogeneous and multicultural society. This approach aims to increase inclusivity, diversity awareness and fair representation of different cultures in the education curriculum. Some key aspects of this approach are integrating different types of texts and media, consideration of sociocultural factors, collaboration between stakeholders, utilisation of technology, and respect for linguistic and cultural diversity. Although this approach has been criticised for potential weaknesses and challenges, its proponents argue that multiliteracies education can prepare students to deal with the complexities of a globalised world and improve their critical thinking skills. However, further empirical research is needed to validate these claims and address challenges in its implementation.

Further research is essential to refine the understanding and implementation of multiliteracies education. Future research includes empirical studies and case studies to evaluate the multiliteracy approach's validity, reliability and impact. Some key areas that need further research are effective and efficient ways to implement multiliteracy education. The evaluation should include multiliteracies' real impact and implications on students and society, including academic achievement, critical thinking skills and intercultural competence. Secondly, there are barriers and challenges in implementing multiliteracy education, such as resource limitations, cultural resistance, and access gaps. Explore the perspectives and experiences of various stakeholders, including teachers, students, parents and government officials, related to multiliteracy education. The aim is to identify best practices and successful strategies in integrating multiliteracy into the curriculum and promoting inclusive and equitable education.

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