

MULTILITERACIES PEDAGOGY: A CASE STUDY OF CRITICAL READING IN ELT CLASSROOM BY IMPLEMENTING SITUATED PRACTICE

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Abstract: This research study aims to investigate the implementation of situated practice in multiliteracy teaching within an English Language Teaching (ELT) classroom, specifically focusing on critical reading activities. This study employed a qualitative approach. The study focuses on lecturers delivering lectures to third-year students enrolled in the English Study Program at Teacher Training and Educational Faculty, Timor University, East Nusa Tenggara Province. To analyze the data gathered and insights linked to the situated practice of multiliterate teaching in the ELT classroom, data were transcribed, encoded, displayed, and interpreted. The collected data is subjected to a comprehensive analysis to assess the effectiveness of implementing the situated practice of the multiliteracies pedagogical framework through students' critical reading. It highlights the significance of engaging strategies like visual media and thought-provoking questions to motivate students. The role of the lecturer as a model, meaningful practice within a learning community, designated roles, and fostering active participation and collaborative learning are also emphasized. The findings revealed a significant enhancement in students' critical thinking abilities due to engaging in a series of learning activities within the Multiliteracy Pedagogy framework.

Keywords: *meaningful practice; motivated students, role model; technological use; telling experience.*

INTRODUCTION

In today's sophisticated digital technology, mastering critical reading skills is paramount for a student's reading proficiency. Furthermore, when instructed in this discipline, students can assess their readings based on facts and logical reasoning rather than being swayed by emotions (Hakim *et al.*, 2021). Recognizing the significance of critical reading, English Language Teaching (ELT) experts have dedicated substantial efforts to researching this area. Instructors' most formidable challenge of English as a foreign language (EFL) is effectively teaching students to engage in critical reading. As content is examined from various perspectives, the educational process must keep pace by formulating thought-provoking questions or themes for debate that foster critical reading.

Critical reading is an essential requirement, particularly in light of the rapid growth of information and communication technology, which has profound implications for the availability of diverse sources and reading materials. It constitutes a fundamental component of the reading process, serving as a method of analysis. By adopting this approach, students are empowered to become adept readers and thinkers, perceiving reading as an ongoing process rather

than a mere outcome. In such circumstances, individuals engage in simultaneous thought and analysis while reading, thereby discerning relevant information and acquiring a solid foundation of knowledge (Dehghani & Zamorano, 2023; Egurrola & García, 2023). Extensive studies have been conducted on critical reading analysis (Al-Husban, 2019; Dehghani & Zamorano, 2023), the conceptual framework for teaching critical (Li & Wan, 2022), and the cultivation of critical readers (Dehghani & Zamorano, 2023; Gill, 2021). Furthermore, literacy encompasses an individual's capacity to process and comprehend information while reading and writing effectively.

Literacy extends well beyond reading and writing, encompassing a broader range of skills and competencies. It entails effectively utilizing, interpreting, and generating text in diverse contexts, including non-verbal forms such as gestures, noises, and body language (Ocak & Karşlı, 2022; Siraj *et al.*, 2019). Literacy is regarded as a fundamental cultural and social influence arena, necessitating a comprehensive discourse competency that involves reading and critically evaluating a wide array of written and spoken texts (Sumardi & Muamaroh, 2020).

Moreover, multiliteracy emerges as a response to the evolving landscape of education, which extends beyond the mere teaching of language skills to encompass the complexities of social and cultural enculturation in the learning process. Multiliteracy represents a novel paradigm in literacy instruction (Bosch, 2017; Rivas & Cardozo, 2018; Siyaswati, 2020). It signifies a shift in literacy's scope, where the focus expands to include sociocultural accuracy, enabling students to recognize, understand, utilize, and navigate sociocultural values more effectively. In recent years, literacy has acquired additional dimensions, encompassing environmental, intellectual, media, technical, and even moral aspects (Damico *et al.*, 2021; Xie, 2021). The emergence of multiliteracy stems from the realization that humans not only read and write but also engage in these activities within specific genres that are intertwined with social, cultural, and political goals, especially in the era of globalization (Saputri *et al.*, 2019). This concept establishes the framework for integrating multiliteracy within the educational sector.

Numerous researchers have explored the application of multiliteracy pedagogy in various contexts. These investigations include examining the impact of incorporating multiliteracies pedagogy in ESL writing (Jerome *et al.*, 2023), exploring the design of literacy and social learning features (Da Silva, 2023), conducting youth literacy courses (Sholihah & Purbani, 2021), instructing students in technology-mediated environments (Prihantoro *et al.*, 2022), employing multiliteracies pedagogy in second language learning (Laboni, 2021), investigating the feasibility of integrating multiliteracies pedagogy in introductory foreign language courses and writing instruction (Dunster, 2023; Kiss & Mizusawa, 2018), adopting a multiliterate approach in the paradigm of teaching English in the 21st century (Siyaswati, 2020), examining the impact of digital multimodal texts on changing the Practice of multiliteracy pedagogy in EFL classrooms (Ilmi *et al.*, 2020), and incorporating multiliteracies into the process writing approach in the ELT classroom, with a focus on implementation and reflection (Nabhan, 2019).

However, there remains a need for further research to explore the application of the situated practice of the multiliteracies pedagogical framework in the context of students' critical reading skills within the ELT classroom.

Therefore, this research aims to figure out how English lecturers implement the situated practice of the multiliteracy pedagogical framework

through students' critical reading in ELT classrooms.

Critical reading is a significant aspect of reading that involves both cognitive and dynamic processes. The cognitive processes encompass the skills necessary for comprehending, analyzing, and evaluating texts, while the dynamic processes involve the reader's emotions, attitudes, and beliefs. Engaging in critical reading requires readers to be aware of their biases and assumptions and actively examine the author's perspective (Chotimah & Astiyandha, 2019; Nelson, 2019).

Another critical reading theory emphasizes using various reading strategies and techniques. Critical readers employ various tactics, such as predicting, questioning, summarizing, and evaluating, to interact with a text effectively (Greenhalgh, 2019; Guzzetti & Foley, 2018). These strategies enable readers to actively engage with the information presented and better understand the author's point of view.

Moreover, critical reading involves evaluating the context and purpose of a text. To fully comprehend and evaluate the content, readers must consider the author's intentions and the historical and cultural context in which the text was written. Analyzing the context and purpose of a text is crucial for critical reading as it allows readers to assess the validity and relevance of the information provided. Individuals can enhance their analytical and evaluative skills by engaging in critical reading, enabling them to form informed opinions and judgments (Hobbs, 2020; Suteja & Setiawan, 2022).

The concept of a multiliteracies pedagogical framework has gained significant popularity in recent years, especially in the context of digital literacy and the integration of technology in education. The aim of multiliteracies pedagogy is to equip students with the necessary skills and knowledge to navigate and engage with various forms of communication, including print, visual, digital, and social media (Di Cesare & Rowsell, 2020; Jiang *et al.*, 2022). Multiliteracies encompass the diverse range of communication channels and media and the growing importance of cultural and linguistic diversity in our globalized societies (Di Cesare & Rowsell, 2020; Yap & Gurney, 2023). Individuals must be able to navigate different modes of communication and understand cultural and linguistic nuances in various contexts.

Scholars have developed several concepts to elucidate the principles of multiliteracy teaching. The Digital Literacy Framework, for instance,

emphasizes technical skills, critical thinking, social and emotional intelligence, and creativity as essential components of digital literacy (Bacalja *et al.*, 2021). A multiliteracies pedagogical framework incorporates these elements into the teaching and learning process, aiding students in acquiring the skills and knowledge necessary to thrive in a digital society. Students can become more informed and engaged citizens by integrating critical media literacy into instruction. This multiliteracy educational approach is particularly beneficial for students learning English as a second language (Holloway, 2021; Mirhosseini *et al.*, 2022).

In today's culture, the multiliteracies pedagogical framework is important in teaching and learning. It acknowledges the diverse literacies required for individuals to navigate a globalized environment and incorporates them into the educational process. Critical media literacy and the Digital Literacy Framework underscore the importance of integrating critical thinking and creativity into teaching and learning practices. As technology continues to reshape our modes of communication and interaction, a multiliteracies pedagogical framework becomes increasingly essential in equipping students with the skills and knowledge they need to succeed.

Situated practice is a fundamental element within the broader multiliteracy pedagogical framework, comprising four essential components. It recognizes that literacy practices are intricately tied to specific social and cultural contexts. How we read, write, and communicate is influenced by the contexts in which these activities occur. Situated practice assumes great significance within the multiliteracy educational paradigm as it underscores the importance of understanding the social and cultural contexts within which literacy practices unfold. Students must navigate the complex multimodal environments where communication occurs, necessitating a grasp of their communities' linguistic and cultural practices (Jiang *et al.*, 2022; Menke & Paesani, 2019; Xie, 2021). Understanding literacy practices' social and cultural contexts are crucial in enabling students to communicate effectively in diverse settings.

Moreover, the significance of situated practice in fostering students' multiliteracy skills is emphasized in various scholarly papers and publications. Literacy activities are always embedded within specific contexts, and recognizing and appreciating these contexts is vital in enhancing students' ability to communicate successfully in different scenarios. Situated

practice equips students with the necessary skills to engage in cross-cultural communication while being mindful of the specific demands of different contexts (Irwandy *et al.*, 2019; Mirhosseini *et al.*, 2022). In the multiliteracy framework, the concept of "genre" is intricately linked to situated Practice. Genres represent real-world tasks that mirror or simulate the types of work individuals undertake beyond the confines of the school environment (Bacalja *et al.*, 2021; Chang *et al.*, 2023; Tschida, 2020) Understanding the genres valued in diverse social and cultural contexts are thus a critical component of comprehending situated Practice.

Overall, situated practice is central to the multiliteracy pedagogical paradigm. Recent scholarly articles and books underscore the importance of comprehending the social and cultural settings within which literacy practices occur to promote multiliteracies in the classroom effectively. By embracing and emphasizing situated Practice, educators can empower students with the skills and knowledge to navigate and thrive in various communicative contexts.

Some previous researchers have used situated practice in the following ways: (Yap & Gurney, 2023) investigated the practices of multiliteracies pedagogy (MLP) in New Zealand schools, aiming to uncover the utilization of digital technologies by teachers. The research methodology includes interviews and classroom observations to delve into the strategies employed by a single teacher in incorporating digital technologies and multimodal texts into literacy instruction. (YU *et al.*, 2022) examines "We've been wastin' a whole million watchin' her doin' her shoes" to unveil the utilization of situated practice within a pedagogy of multiliteracies by Australian learners. The research employs an ethnographic approach to investigate the interactions between pedagogy and access to multiliteracies among learners from culturally and linguistically diverse backgrounds. (Yap & Gurney, 2023) studied the integration of a pedagogy of multiliteracies into practice, specifically focusing on a case study in a Grade One literacy classroom. The study aims to uncover how educators utilize this pedagogy to create meaningful learning opportunities for young children based on their diverse interests and needs. (Anwar *et al.*, 2021) examines the situated multiliteracies approach to uncover how English Language Learners (ELLs) participation in classroom mathematics practices utilized in an urban Canadian classroom. The research employs an ethnographic research methodology to investigate the involvement of ELLs in

mathematics practices within the classroom setting.

The provided information presents four different research studies conducted in the field of multiliteracies pedagogy. Yap's study focuses on the utilization of digital technologies by teachers in New Zealand schools, employing interviews and classroom observations to explore the incorporation of digital technologies and multimodal texts into literacy instruction. Mills' research, conducted in Australia, adopts an ethnographic approach to examine the interactions between pedagogy and access to multiliteracies among culturally and linguistically diverse learners. Xing's study investigates the integration of multiliteracies pedagogy in a Grade One literacy classroom, aiming to understand how educators create meaningful learning opportunities for young children based on their diverse interests and needs. Takeuchi's research examines the involvement of English Language Learners (ELLs) in mathematics practices in an urban Canadian classroom, utilizing an ethnographic research methodology.

METHOD

This section outlines the comprehensive design of the study, encompassing the research design, study participants, data collection, and analysis procedures.

The primary objective of this research is to investigate the implementation of situated practice in multiliteracy teaching within an English Language Teaching (ELT) classroom, specifically focusing on critical reading activities. The study employs a qualitative approach to explore a specific occurrence or series of events thoroughly. The researcher assumes the role of a non-participant observer, adopting non-participant observation techniques where notes are taken without active participation in the events, as described by Creswell (2018).

The study centers on lecturers delivering lectures to third-year students enrolled in the English Study Program at an institution in East Nusa Tenggara, Indonesia. The participating lecturers hold a master's degree in English Education, while the students enrolled in the critical reading courses for the semester also possess a similar educational background. The study includes 39 students, comprising 13 male and 26 female participants. They are selected from viewing the last result of final semester test and interview the lecturer. Additionally, the researcher fulfills the role of a non-participant observer throughout the study.

Data collection involves the use of observational techniques. The researcher observes the classroom environment when the lecturer employs situated practice in multiliteracy teaching, specifically targeting critical reading skills. Three categories of data are collected: 1) Field observations provide direct insights into classroom dynamics and interactions. 2) Transcripts of observations document the data gathered during teaching and learning activities. 3) Documentation collected during English language learning sessions serves as an additional source of information.

The collected data will be subjected to a thorough analysis. The analysis will examine the field observations, transcripts, and documentation to identify patterns, themes, and key insights related to the situated practice of multiliteracy teaching in the ELT classroom. The qualitative data will be carefully coded and analyzed to extract meaningful findings, thereby addressing the research question and objectives of the study.

The collected data is subjected to a comprehensive analysis to assess the effectiveness of implementing the situated practice of multiliteracy pedagogy in the ELT class through students' critical reading skills. The analysis follows an inductive theme analysis approach, as described by Creswell and Poth (2018). The essential framing components are transcribed, encoded, data reduced, displayed, and interpreted to draw meaningful conclusions. To ensure the reliability of the findings, the transcribed data is cross-checked with the observation data, validating the accuracy and consistency of the analysis. To minimize subjectivity in interpretation, the researcher engages in a cross-checking process with the assistance of a colleague who serves as an interpreter.

Prior to data collection, the researcher obtains the necessary ethical approvals. Authorization is sought from the Rector, who subsequently addresses the Vice-Rector responsible for the academic area. Permission is then requested from the Dean of the Faculty of Teacher Training and Educational Science (FKIP) and the Head of the English Study Program. The researcher establishes communication and coordination with the instructor and students, presenting the research objectives and ensuring their understanding and cooperation. Data sources include observation sheets, field notes, research approval documents, attendance lists, articles, and other relevant records. Participants are informed about the confidentiality and privacy of their responses, with

assurances that the data will be solely used for research purposes.

RESULTS AND DISCUSSION

In the ELT class, the researcher carefully observed implementing the situated practice of multiliteracy pedagogy to enhance students' critical reading skills. The lecturers' teaching and learning

activities were thoroughly examined, specifically focusing on applying situated practice as a key component of multiliterate pedagogy. The findings revealed that although there were notable instances of utilizing the situated practice approach, not all subcategories of the multiliteracy pedagogy's situated practice component were fully met during the classroom learning process.

Table 1. *Class observation results*

No	Learning Practice	Checklist	Code
Situated	Motivate students to learn	√	SP.1
Practice	References past and current student experiences	√	SP.2
	Role models, lecturers, or colleagues	√	SP.3
	Meaningful Practice in the learner community	√	SP.4
	Including the student's mother tongue	x	SP.5

As illustrated in the table provided, the components of multiliteracy pedagogy were evident in the teaching and learning process, as indicated. Situated Practice, being the first component, consisted of five subcategories, of which four were successfully addressed. The classroom activities facilitated a more refined understanding of learning, primarily through interactive dialogues between the lecturers and students. The lecturers encouraged the students to describe actions depicted in various visual media. Additionally, they motivated and stimulated the students' participation by posing a series of thought-provoking questions.

Situated practice

Fivectivities, five subcategories within the multiliteracies component during the teaching and learning activities incorporated. Four of these subcategories were successfully fulfilled, while one subcategory, involving the use of students' native language, was not met as the lecturer did not employ it in classroom learning activities.

Motivating students to learn

At the commencement of the activity, the lecturer employs various strategies to motivate students. This includes greeting them, inquiring about the previous week's topic, capturing their attention through the use of visual media, and posing several questions to elicit their experiences. Finally, students engage in a guessing activity based on pictures. The interactions between students and the lecturer during these discussions demonstrate the manifestation of this subcategory.

- (1) Lecturer : "OK, good morning everybody."

- (3) Students : "Good morning"
 Lecturer : "How are you today?"
 Students : "We are fine."
 Lecturer : "Before coming to the material, I would like to find out whether you remembered the topic last week or not. What was the topic of last week?"
 Students : "Sport or library"
 "The first figure."
 (6) Lecturer : "OK then, let us look at the second picture."
 "What is it?"
 Students : "Children and parents are playing together."
 Lecturer : "OK, one student, please, student (F)."
 Student (F) : "It is about one family."
 Lecturer : "Yes, family, what are they doing?"
 Student : "They are playing with gadgets."
 The second figure
 (8) Lecturer : "And then, we come to the last picture. What about the last picture?"
 Student : "It is also the same as the first picture."
 Lecturer : "What do you mean: the same pictures."
 Students : "In different positions, kids sit in front of their laptops, and their parents stand behind them."
 Lecturer : "What do you think about their parents? What are they doing behind their kids?"

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- Students : "Controlling their questions. These discussions took place between children. They want to know what their children are doing?"
- (1) Lecturer : "OK, good morning everybody."
- Students : "Good morning."
- Lecturer : "How are you today?"
- Students : "We are fine."
- (3) Lecturer : "Before coming to the material, I would like to know whether you remember last week's topic. What was the topic of last week?"
- Students : "Sport or library"
- (6) Lecturer : "OK then, let's look at the second picture, what is it?"
- Students : "Children and parents are playing together."
- Lecturer : "OK, one student please, student (F)."
- Student (F) : "It's about one family."
- Lecturer : "Yes, family, what are they doing?"
- Student : "They are playing with gadgets."
- (8) Lecturer : "And then, we come to the last picture. What about the last picture?"
- Student : "It's also the same as the first picture."
- Lecturer : "What do you mean: the same pictures."
- Students : Kids sit in different positions before their laptops, and their parents stand behind them."
- Lecturer : "What do you think about their parents, what are they doing behind their kids?"
- Students : "Controlling their children. They want to know, what their children are doing?"
- Lecturer : "They want to know, what kids do with laptops?"
- (1) Lecturer : "OK, good morning everybody."
- Students : "Good morning."
- Lecturer : "How are you today?"
- Students : "We are fine."

As mentioned above, the provided dialogue represents a classroom interaction between a lecturer and the students. In the beginning, the lecturer greets the students and asks about their well-being. Then, the lecturer inquires whether the students remember the topic from the previous week. The students respond with two different answers: "sport or library" and "The first figure". Later, the lecturer proceeds to discuss a series of pictures. The second picture depicts children and parents playing together, and the students provide an accurate description. The lecturer engages a specific student (F) to share their interpretation of the picture, which involves a family. Moreover, the lecturer introduces the last picture, and a student points out its similarity to the first picture. The students elaborate that in the last picture, the children are sitting in front of their laptops while their parents stand behind them. When questioned about the parents' actions, the students suggest that the parents are controlling their children and want to monitor their activities.

Previous and current student experience reference

In the activity mentioned above, the lecturer encouraged students to share their personal experiences by posing a series of questions. These questions aimed to elicit information about the students' past encounters outside the school environment. The student's understanding of the topic being discussed was influenced by their experiences within their familial surroundings, exposure to media, and other relevant resources. Following the description of the actions depicted in the pictures, the lecturer prompted the students to recount their own experiences, guided by specific

- (3) Lecturer : "Before coming to the material, I would like to know whether you remember last week's topic. What was the topic of last week?"
Students : "Sport or library"

As mentioned above, the lecturer greeting the students and asking about their well-being. The lecturer then inquires if the students remember last week's topic, and they provide two responses: "sport or library" and "The first figure". Furthermore, the lecturer introduces the second picture and asks the students to describe it. The students correctly identify that the picture shows children and parents playing together. The lecturer then selects a specific student (F) to elaborate on the picture, and they mention that it is about one family. The lecturer further asks about the family's activity, and the student responds that they are playing with gadgets. Next, the lecturer transitions to discussing the last picture. A student comments that it is similar to the first picture, and the lecturer seeks clarification on what they mean by "the same pictures." The students explain that in the last picture, children are positioned differently in front of their laptops, with their parents standing behind them. Moreover, the lecturer asks the students about the parents' actions behind their kids. The students suggest that the parents are controlling their children and want to know what they are doing. The lecturer reaffirms their understanding, mentioning that the parents want to know what the kids are doing with the laptops.

Previous and current student experience reference

In the activity mentioned above, the lecturer actively sought to encourage students to share their personal experiences by posing questions. Notably, these questions centered around the students' past encounters and acquired knowledge, extending beyond the school environment's confines. Students were prompted to reflect on their developmental experiences within their familial settings and their exposure to media and other external resources. Following a detailed description of the actions depicted in the picture media, the lecturer invited the students to share their own experiences, guided by thought-provoking questions. These discussions between the students and the lecturer provided a platform for exchanging ideas and perspectives.

- (9) Lecturer : "OK, here are some questions to stimulate

- or brainstorm your ideas related to the topic. So, first, can student (V) read the question?"
Student (V) : "Do you think computers are important in human life, especially for children?"
Lecturer : "What do you think? Computers are an important thing in human life, especially for children. Yes or No?"
Student : "Yes."
Lecturer : "Why did you say, Yes? Student (R) why?"
Student (R) : "To find out any information from the internet."
Lecturer : "From the internet or gadgets, who else?"
Student (O) : "Children can seek knowledge from the internet."
Lecturer : "So, different words but the essence is the same. So, this one says that to get information, and student (O) says that to get knowledge."
Lecturer : I asked the student (S) to read the next question.
(10) Student (S) : "Do you think working with computers is appropriate for children?"
Lecturer : "What do you think, about working with computers? It's suitable for children? Why Yes?"
Student (A) : "Yes, because they can increase their knowledge."
Lecturer : "OK, that's a good job. Specifically? Student (M)!"
Student (M) : "Yes of course. They can increase children's knowledge and also have fun by playing games."
Lecturer : "OK, that's the right information. So, for fun, like playing games, for example. OK, that's

- a good job. It's suitable for children to play games with the computer. Student (K)! What do you think?"
- (29) Lecturer : "So, based on the text, what do you think about difficult words to pronounce when you read?"
- Student (K) : "No, I think, don't you?"
- Lecturer : "It doesn't follow."
- Students : "Because playing too much computer makes their eyes hurt."
- Lecturer : "Electronic gadgets can affect children's eyes if they play with them too much. OK, that's a great idea."
- : "So, let us move on to the next question. Student (Y), can you read the question?"
- Students : "Identified the pronunciation of the difficult words."
- Lecturer : "They have identified the difficult words pronounced by the students when they read the passage. Marked the pronunciation of the difficult words and grouped them in the table. There are health, usage, owned, social, sites, safety, campaigned, necessary, software, logger, enough, done, privacy, multifunctional, tendency, and acquainted."
- (32) Lecturer : "Pronounced the difficult word's identification followed by the students."

During this phase, the lecturer presents a series of questions to stimulate discussions related to the topic. Student (V) reads the first question, asking whether computers are important in human life, especially for children. The students agree that computers are important, emphasizing their role in acquiring information and knowledge from the internet. Furthermore, student (S) reads the second question, asking if working with computers is appropriate for children. The majority of students express their belief that working with computers is suitable for children as it helps increase their knowledge and provides enjoyment through activities like playing games. However, student (K) disagrees, mentioning concerns about eye strain caused by excessive computer usage. The lecturer acknowledges this point, emphasizing the potential impact on children's eyes. Finally, the dialogue ends with the lecturer requesting student (Y) to read the next question, setting the stage for further discussion and exploration of ideas.

Role model, lecturer, or colleague

Lecturers assume the role of exemplary figures during classroom teaching and learning activities. Consequently, it is incumbent upon them to strive towards comprehending and recognizing the challenges students encounter. To this end, lecturers take note of and classify words that pose difficulties in pronunciation while students engage in discourse. The lecturer acknowledges and articulates these arduous words, with students subsequently repeating them. Following the student's completion of the reading task, the lecturer guides them in identifying problematic words from the text they have read. The lecturer

In the session mentioned above, the lecturer discusses the pronunciation of difficult words encountered when reading a text. The students are able to identify and pronounce these difficult words. The lecturer acknowledges their effort and proceeds to mark the pronunciation of the identified difficult words, organizing them into a table. The mentioned difficult words include "health, usage, owned, social, sites, safety, campaigned, necessary, software, logger, enough, done, privacy, multifunctional, tendency, and acquainted." Moreover, the lecturer then pronounces the identification of the difficult words, with the students likely providing the correct pronunciations. This activity helps improve their understanding and pronunciation skills related to challenging words encountered in the text.

Meaningful practice in a learning community

In the given activity, the lecturer organizes the students into four groups, each comprising four

students. A group leader is appointed for each group to facilitate and guide the discussions.

- (47) Lecturer : “And then now, we have come to discuss the text based on some development questions so I will divide the students into four groups as group leaders. Group One is the student (K), and then group two is the student (V), group three is the student (H), and group four is the student (C). OK. So, last, you have to count from one up to four.”
- Students : “Started to count from one up to four (1-4)”
- Lecturer : “Please move based on the numbers counting in each of the groups.”
- Students : “I moved to join and formed the group in a circle form to have a discussion.”
- (54) Lecturer : “Before you present the result of your discussions, I would like to explain the rule of giving. So, there will be a moderator to organize your presentation, and then the moderator will tell the presenter who read to answer the question. The first question will be answered by... and the second question will be answered by ... or the third question will be answered by ... and then after the presenters have answered the questions and then the moderator will take the time and then will invite other groups to like to interrupt or to comment.”

At this activity stage, a lecturer is conducting a discussion based on a text and decides to divide the students into four groups: Group One represented by student (K), Group Two represented by student (V), Group Three represented by student (H), and

Group Four represented by student (C). The lecturer instructs the students to count from one up to four, and the students follow the instructions accordingly. After the counting, the lecturer instructs the students to move based on the numbers they counted in each group. The students move and form their respective groups in a circular form, preparing themselves for a discussion.

Before the students present the results of their discussions, the lecturer introduces a rule regarding the process of giving presentations. The lecturer explains that there will be a moderator assigned to organize the presentation. The moderator will instruct the presenters on who should read and answer each question. The lecturer provides an example, stating that the first question will be answered by a specific group member, the second question by another group member, and so on. After the presenters have answered the questions, the moderator will keep track of time and then invite other groups to interrupt or comment on the presentation. At the end, To summarize, the lecturer divides the students into groups, assigns a moderator to organize the presentation, explains the order of answering questions, and allows other groups to participate in the discussion through interruptions or comments.

The findings presented in this report pertain to the observed learning activities conducted by the researcher, focusing on different topics in each session. Out of the four topics examined, the researcher selected the fourth session, which explored the theme of controlling children's use of computers. This topic was chosen to exemplify the four components of multiliteracy pedagogy. However, it was discovered that not all subcategories within the situated practice of multiliteracy were fully addressed during the teaching and learning process in the classroom.

Situated practice serves as the initial component of multiliteracy and is implemented through various learning activities. Within this component, five subcategories are included. Four were adequately addressed among these subcategories, while one subcategory remained unfulfilled, namely the utilization of students' mother tongue. Lecturers need to incorporate the use of students' mother tongues in their teaching and learning activities.

Moreover, lecturers strive to motivate students by sharing their own experiences using visual media within the multiliteracy component. This approach aligns with the notion that students benefit from being encouraged in their learning endeavors. The lecturer employed motivation as a

fundamental concept in this study (Main, 2011). The lecturer also sought to motivate students by eliciting their experiences through relevant questions and visual stimuli. These images and questions were designed to connect students to their experiences outside the school environment. Students draw upon their experiences, media exposure, and other resources to shape their understanding of personal development. Following this, the lecturer prompted students to guess the topic of discussion, presenting various options and eventually revealing the designated topic through slide presentations on the wall.

Moreover, lecturers serve as exemplary figures in the classroom, setting an example for students in their learning activities. In line with this, the lecturer takes measures to identify and categorize words that pose pronunciation difficulties when students engage in reading tasks. Additionally, the lecturer provides corrections for students' pronunciation errors and guides them in pronouncing challenging words individually and in group settings. During group discussions, students can share questions relevant to their discussions. This promotes the exchange of experiential values among students and underscores the significance of collaborative sharing and expression of student experiences (Meng, 2016).

To foster meaningful Practice within the learning community, the lecturer divides students into four groups to discuss the assigned questions from the text. Each group consists of four students, ensuring active participation from all students in seeking and addressing the questions assigned to their respective groups. By incorporating activities that motivate students and draw upon their previous experiences, students can tap into their prior knowledge on the topic and enhance their learning process. Prior knowledge acquired from home, school, community, and culture can be valuable resources for students to contribute to their language learning endeavors (Pahl, K., & Rowsell, 2005). This allows lecturers to serve as role models in facilitating these activities.

CONCLUSION

This research study aimed to investigate the implementation of situated practice in multiliteracy pedagogy through students' critical reading skills. The findings revealed a significant enhancement in students' critical thinking abilities due to engaging in a series of learning activities within the multiliteracy pedagogy framework. The importance of motivating students through engaging strategies, such as visual media and

thought-provoking questions, the role of the lecturer as a model in identifying and addressing pronunciation difficulties, and the benefits of meaningful practice in a learning community through group discussions, designated roles, fostering active participation and collaborative learning. These activities effectively fostered analytical thinking among students.

Based on the compelling findings of this study, it is highly recommended that the research highlights the value of implementing situated practice in multiliteracy pedagogy to enhance critical reading skills and analytical thinking among students. The implications for English language teaching and learning include pedagogical innovation, teacher professional development, curriculum and material design, and fostering collaborative learning. Future research can explore comparative studies to assess the effectiveness of multiliteracy pedagogy, longitudinal studies to examine skill sustainability, and the development of assessment tools to measure critical reading skills. Additionally, investigating the application of situated practice in diverse contexts would provide insights into generalizability and adaptability.

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