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Multiliteracies in English instruction in senior high school classrooms: basis for a proposed teaching model

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Abstract

Multiliteracy offers a wide range of opportunities to learn and develop skills necessary to produce globally competitive learners, which are applicable in their linguistic, cultural, communicative and technological aspects. This study aimed to determine the extent of the teachers' skill to switch multiliteracies in terms of— listening, speaking and viewing, reading, reviewing and responding, and writing and representing. The respondents of this study were seven English teachers teaching in senior high school and were observed in their most convenient time. One sample t-test was used to determine the extent of the teachers' skill to switch multiliteracies and paired t-test was used to determine the significant difference of the teacher's skills in switching as prescribed and as observed. The result showed that teachers are highly skilled in switching multiliteracies. It is concluded that teachers' skill to switch multiliteracies was not different from what is prescribed and observed. The result revealed that teachers' multiliteracies skills in terms of the macro skills in K12 English Curriculum (listening, speaking and viewing; reading, reviewing and responding; writing and representing) are not significantly different from what is prescribed and observed. A Teaching Model was proposed to provide opportunities to teachers to master and improve the necessary multiliteracies skills needed to address 21st Century Learning.



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KEYWORDS

Multiliteracies, listening, speaking, viewing, reading, responding, writing, representing



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Introduction

As stated by Renukadivi (2014), language competence can only be achieved if one can combine mastery of the four skills. According to the Key Standard Stage of the K12 Curriculum (2016, p.16), students should be able to combine communication and language abilities for meaning creation by the end of Grade 12 utilising verbal and written communication, a range of genres, and discursive settings for both personal and professional goals. The need to study the multiliteracy English Instruction in Senior High School Classrooms to serve as basis for a teaching model is deemed necessary. Hence, the learners need to be proficient in a multimodal way of communication and receive information through different mediums. Thus, the teachers must also adopt and provide opportunities on how the learners will develop multiliteracy.

The heart of the K12 Basic Education Framework in the Philippines is meaning making through language and is composed of five sub-strands such as listening, speaking, reading, writing and viewing which are needed to build the foundation for effective communication and valuable in honing the multiliteracy skills of the learners.(DepEd, 2012) These sub-strands are crucial for developing students' multiliteracy skills. In the study of Petit (2020), the teachers' skill to switch from one mode to another is essential for the students to acquire lifelong learning skills needed in the global world. Such multimodal design provides interconnection across and between other modes, and learning emerges from mode switching Therefore, this study aimed to evaluate the teachers skills to switch modes when teaching.

As mentioned in the study of Bernardo (2022), the English Curriculum in the Philippines has three major components: language learning process, effective language use and meaning making through language and holistic assessment. This study focuses on Component 3 of the K-12 Basic Education Curriculum (Conceptual Framework p. 7) which demonstrates the interdependence and interrelationships of the language's macro skills (listening, speaking, and viewing; reading, viewing, and responding; writing and representing) and the development of thinking skills (critical thinking, creative thinking, and metacognition) that enable students to make meaning through language.

In the study of Shoffner, et al. (2010), adolescent literacy is becoming a more challenging issue in secondary English education. In schools worldwide, instructors continue to discuss reading and writing as the typical areas of focus, but they also work with alternative texts, contemporary media, well-known photos, and educational technologies. In a case study conducted by Jufriadi, Haryanto, Jafar & Weda (2019), entitled Teachers' Implementation of Pedagogy of Multiliteracies in Indonesian Context, it focused on how teachers at primary school put pedagogy of multiliteracies into the classroom teaching practice. The respondent was able to execute new terms in teaching such as Students' Interest Based Classroom (SIB-Class), Fun Based Language Classroom (FBL-Class), Conceptual-Based Language Classroom (CBL-Class), and Multimodal Classroom (ML-Class). The researcher was able to use multimodality in different categories: Digital-Picture Based Pedagogy of Multiliteracy (DP-PM), Picture-Based Pedagogy of Multiliteracy (PB-PM), and Video-Based

Pedagogy of Multiliteracy (VB-PM). These models presented by the researcher encouraged the students and made learning fun inside the classroom.

In another study by Petit (2020), teachers often lack the knowledge, awareness, and experience necessary to understand how multimodal texts function through its interaction between modes and meaning-making constructions that prohibit their ability to incorporate and instruct multimodal literacy in their classrooms. As mentioned by Petit (2020), most teachers employ a multimodal approach rather than imparting the skills necessary to read and write texts due to a lack of instructors. They prioritise the linguistic mode due to their understanding of what makes a text multimodal as opposed to other semiotic sources.

In the study of Jewitt (2005), he discussed that students' engagement with a variety of forms, including picture, animation, hypertext, and layered multimodal texts, reshapes the students' interpretive work. In such a view, students must learn how to identify what is important in a complex multimodal text, how to read across the modal elements in a textbook or IWB (Interactive Whiteboard), how to transition from an animation's representation of a phenomenon to a static image or written paragraph, and how to navigate through a text's various paths. Contrary to standard taxonomies of print skills, the complicated tasks are believed to be essential to multimodal learning and development. Additionally, teachers in the classroom may employ multimodal texts as the foundation for critical engagement, redesign, or the explicit instruction of how modes build meaning in certain genres. Teachers can plan explicit lessons on a variety of modal resources, focusing, for instance, on the primary picture semiotic resources. If the pedagogic focus on diversity and plurality is to be achieved, this will yield norms and grammar-like rules that may subsequently need to be challenged.

As explained in the study by Tizon (2019), teachers of the English language can aid students in developing their communicative English skills if they are highly proficient communicators in the language themselves. The said study assessed and determined the communication skills and teaching performance of senior high school teachers. The study aimed to assess the teachers' level of communication skills in English language as to reading, listening, writing, and speaking; determine teaching performance and investigate the significant relationship between teacher's communication skills and teaching performance. Based on the result, the teachers' perceived their level of communication skills as superior but were reminded to provide opportunities for learners to respond through the English language. In addition, the results showed that there is no significant relationship between teachers' communication skills and teaching performance in developing learners' communicative competence in English.

According to the High School English Curriculum Standard (2017 Edition) as cited in the study of Liu (2021), the terms "key competency" in English refer to the capacities for language, thought, culture, and learning. According to Liu Sen (2018), the most fundamental among the four competencies is language proficiency, followed by cultural character, thinking ability, ability to think critically, ability to learn, and ability to value others.

The researcher intends to propose a teaching model to make learning more flexible and cater the needs of the learners on the new dimensions of learning. This study aims to evaluate the teachers' skill to

switch from one multiliteracy to another in the delivery of the lesson in the senior high school classrooms.

The study determined the teachers' multiliteracy skills in English instruction and used it as the basis for the instruction model for Senior High School classrooms. Specifically, this study sought to answer the following:

Q1: To what extent is the skill of the teacher to switch from one literacy in English instruction as prescribed and as observed in terms of: 1.1 listening, speaking and viewing 1.2 reading, reviewing and responding 1.3 writing and representing

Q2: How can a model for integrating multiliteracies into English instruction be developed based on the study's findings?

Materials and Methods

Design

This study utilised quantitative descriptive research to outline a population's characteristics. This design helped in evaluating the extent of teachers' skills to switch from one skill to another. This study was conducted at the University of Perpetual Help - Molino Campus Senior High School. Molino 3 Bacoor City, Cavite.

Participants

Smith and Brown (2020) stated that small samples can still provide valuable insights but is crucial to acknowledge the limitations that may arise in terms of generalisability and statistical power. The respondents of the study were the 7 Grade 12 English teachers for School Year 2022-2023 teaching in 7 different strands (ABM, HE, ICT, GAS, STEM, HUMSS and AD) and were selected through availability sampling. A researcher-made questionnaire was used and tested for validity and reliability by 10 English teachers.

Instrument

The questionnaire was an observation guide used to determine the extent of the teachers' skill to switch from one mode to another. The data gathered was treated with utmost confidentiality to protect the privacy and anonymity of the participants. An informed consent was obtained which clearly states the purpose of data collection, how it will be used, and the different measures to be taken to ensure the data privacy of the respondents. The questionnaire was sent to 10 English teachers in the senior high school. The alpha coefficient for the three items of LSV subscale consisted of 3 items is ($\alpha = .731$), The alpha coefficient for the three items of RRR subscale consisted of 3 items is ($\alpha = .727$), The alpha coefficient for the three items of WR subscale consisted of 3 items is ($\alpha = .865$) suggesting that the items have relatively high internal consistency. The researcher seeks the approval of the researcher-made questionnaire - Request for permission to conduct the study from the office of the Senior High School Principal at University of Perpetual Help System Dalta – Molino, Dissemination

of Information for Ethical Considerations to Respondents, Observation of classes, Tabulation, analysis, and interpretation of gathered data and data collected were analysed using SPSS.

Data gathering Procedure

The respondents were observed in their respective classes. The data collected were analysed using appropriate statistical methods through SPSS. To address SOP 1, One-sample test was used to determine the extent of the teacher to switch skills in English Instruction. To analyse the result, items with less than 3.5 below were considered as weaknesses that will serve as a basis for teaching to improve teacher's ability to switch skills and those that are 3.5 or more will serve as basis to maintain the teachers' ability to switch in English Instruction. Paired t-test. Paired t-test was used to test the significant difference on the extent of the teacher's skill to switch from one multiliteracy in English instruction as prescribed and as observed.

Results and Discussions

The chapter presents the various findings, analysis and interpretation of the study that provides answers to the identified problems. The data are presented as follows:

Table 1

Mean and Standard Deviation on the Extent the Teacher to Switch Multiliteracies in English instruction in terms of Listening, Speaking and Viewing as Prescribed and as Observed

Indicators	N	Mean as prescribed	Std. Deviation	Descriptive Level	Mean as observed	Std. Deviation	Descriptive Level
The teacher instructs the learners to listen to a presentation then encourages them to explain his/her ideas on the topic orally then presents video presentations.	7	3.2857	1.70434	Moderate extent	2.8571	1.77281	Moderate extent
The teacher presents current issues, then asks the learner to deliver a speech in order to build strong content knowledge and presents video presentations.	7	3.5714	1.27242	High extent	3.0000	1.73205	Moderate extent
The teacher verbally explains the lesson then allows the learner to explain his/her thoughts about it then presents a video presentation.	7	4.7143	.48795	Very high extent	4.8571	.37796	Very high extent

Table 1 presents the means for teachers' skills in listening, speaking, and viewing activities, both as prescribed and as observed. The prescribed means range from 3.29 to 4.71, indicating a very high

extent of skill implementation across these areas. Similarly, the observed means range from 2.86 to 4.86, also reflecting a very high extent of implementation.

Table 2

Paired Sample Test on Teacher’s Skill to Switch from One Multiliteracy in Terms of Listening, Speaking and Viewing as Prescribed and as Observed.

Paired Samples Statistics

		Mean	Adjectival Description	N	Std. Deviation	Std. Error Mean
Pair 1	WMLSVP	3.8571	High extent	7	.95950	.36266
	WMLSVO	3.5714	High extent	7	1.18187	.44671

Paired Samples Test

	Paired Differences				T	df	Sig. (2-tailed)	
	Mean Difference	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 Listening, speaking and viewing as prescribed Listening, speaking and viewing as observed	.28571	.65060	.24590	-.31599	.88742	1.162	6	.289

H01 The extent of the teacher to switch from one multiliteracy to another in terms of listening to speaking and viewing as prescribed is not different from what is observed.

Table 2 shows the paired t-test result examining the teachers' skill in switching between multiliteracies—specifically in listening, speaking, and viewing—as prescribed and as observed. The overall weighted mean for the teachers' skill as prescribed was 3.86 (SD = 0.96), indicating a high extent of skill implementation. Similarly, the overall weighted mean for the observed skill was 3.57 (SD = 1.18), also indicating a high extent of implementation. The mean difference between the prescribed and observed skills was 0.29. The paired t-test revealed that this difference was not statistically significant, $t(6) = 1.16$, $p = .29$, with the p-value being greater than the significance level of $\alpha = .01$. This indicates that there is no significant difference between the prescribed and observed means.

The null hypothesis is accepted. The teachers’ skill to switch multiliteracies in terms of listening, speaking and viewing was to a high extent as prescribed and as observed. The result shows that teachers’ skill was not different from what is prescribed and observed but not to a very high extent.

Today's literary practices have expanded from the reading of linguistic texts to include the creation and viewing of multimodal texts that convey meaning through multiple semiotic modalities, including language, gesture, and picture. (Jewitt & Kress, 2003; van Leeuwen, 2017 as cited by Lim, et.al 2020). On the other hand, the teachers' skill to present current issues, then ask the learner to deliver a speech and present video presentations was to a high extent as prescribed and to a moderate extent as observed. In the human dimension stated in the study of O'Rourke (2005), one component that was mentioned was to utilise background information (such as social, cultural, historical, and political) on life experiences. The teachers' skill to verbally explain the lesson then allow the learner to explain his/her thoughts then present a video presentation was to a very high extent as prescribed and to a very high extent as observed. This conforms to the study of Petit (2020) that teachers mostly prioritised the linguistic mode due to their understanding of what makes a text multimodal. Additionally, as explained in the study of Tizon (2019), the teachers' perceived their level of communication skills in terms of listening, speaking and viewing as superior but were reminded to provide opportunities for learners to respond through English language.

Table 3

Mean and Standard Deviation on the Extent the Teacher to Switch Multiliteracies in English Instruction in Terms of Reading, Reviewing and Responding as Prescribed and as Observed

Indicators	N	Mean as prescribed	Std. Deviation	Descriptive Level	Mean as observed	Std. Deviation	Descriptive Level
The teacher allows the learners to read a passage, enumerate significant points and provides opportunities for student's meaningful interaction.	7	4.7143	.48795	Very high extent	4.7143	.48795	Very high extent
The teacher provides informational texts, asks the learner higher order thinking questions and allows the student to recreate what they have read.	7	4.8571	.37796	Very high extent	4.8571	.37796	Very high extent
The teacher asks the learners to read literary samples, identify the literary elements and relate it to his/her daily life.	7	4.8571	.37796	Very high extent	4.1429	1.21499	High extent

Table 3 shows the means of teacher skills in listening, speaking, and viewing activities, both as prescribed and observed. The mean for prescribed activities range from 3.2857 to 4.7143, indicating

that these skills are implemented to a very high extent. Observed activities show a slightly broader range, from 2.8571 to 4.8571, also suggesting a very high extent of implementation.

Table 4

Paired Sample Test on Teacher’s Skill to Switch from One Multiliteracy in Terms of Reading, Reviewing and Responding as Prescribed and as Observed.

Paired Samples Statistics								
Mean		Adjectival Description		N	Std. Deviation	Std. Error Mean		
Paired Samples Test								
Paired Differences				T	df	Sig. (2-tailed)		
Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference					
			Lower	Upper				
Pair 1								
Reading, reviewing and responding as prescribed								
Reading, reviewing and responding as observed								
.42857	.56811	.21473	-.09684	.95399	1.996	6	.093	

Ho2: The extent of the teacher to switch from one multiliteracy to another in terms of reading, reviewing and responding as prescribed is not different from what is expected.

Table 4 presents the results of the paired t-test, analysing teachers' skills in switching between multiliteracies in terms of reading, reviewing, and responding, as prescribed and as observed. The overall weighted mean for the teachers' skill as prescribed was 4.71 (SD = 0.49), with an adjectival description of a very high extent. The observed skills also had an overall weighted mean of 4.71 (SD = 0.36), similarly described as a very high extent. The computed mean difference between the prescribed and observed skills was 0.43. The paired t-test indicated that this difference was not statistically significant, $t(6) = 1.996, p = .093$, which is higher than the significance threshold of $\alpha = .01$. This suggests that there is no significant difference between the prescribed and observed means in the implementation of these skills.

The null hypothesis is accepted. The teachers’ skill to switch multiliteracies in terms of reading, reviewing and responding was to a very high extent as prescribed and as observed. The result shows that the extent of teachers’ skill was very high but is not significant.

This conforms to the study of Yuan and Zhu (2020) that English teachers in classrooms continue to use reading resources to impart linguistic information, which is represented by teacher-centered instruction, a strong emphasis on vocabulary, grammar, and drilling and a lack of linguistic

intelligence (ibid). It was mentioned that this style of instruction is not opposed to the objective of developing transdisciplinary talents and developing students' critical thinking and multiliteracy skills.

Table 5

Mean and Standard Deviation on the extent the teacher to switch multiliteracies in English instruction in terms of writing and representing as prescribed and as observed

Indicators	N	Mean as prescribed	Std. Deviation	Descriptive Level	Mean as observed	Std. Deviation	Descriptive Level
The teacher instructs the learner to transfer his/her thoughts in global issues through writing and reflects on its significance through role playing.	7	4.0000	1.73205	High extent	3.7143	1.88982	High extent
The teacher allows the learner to write a concept and represent his/her ideas through organisational charts/diagrams.	7	4.1429	1.57359	High extent	3.8571	1.34519	High extent
The teacher engages students through writing and modeling of expected behavior.	7	4.8571	.37796	Very high extent	4.2857	.75593	High extent

Table 5 summarises the means for teachers' skills in writing and representing, both as prescribed and as observed. The means for prescribed activities range from 4.00 to 4.86, indicating a high extent of skill implementation. Similarly, the means for observed activities range from 3.71 to 4.29, also reflecting a high extent.

Table 6

Paired Sample Test on Teacher's Skill to Switch from One Multiliteracy in Terms of Writing and Representing.

Paired Samples Statistics						
		Mean	Adjectival Description	N	Std. Deviation	Std. Error Mean
Pair 1	WMWRP	4.3810	High extent	7	1.09593	.41422
	WMWRO	3.9524	High extent	7	1.28277	.48484

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1								
Writing and representing as prescribed	.42857	.56811	.21473	-.09684	.95399	1.996	6	.093
Writing and representing as observed								

Ho3: The extent of the teacher to switch from one multiliteracy to another in terms of writing and representing as prescribed is not different from what is expected.

Table 6 presents the paired t-test results for teachers' skills in switching multiliteracies in terms of writing and representing, as prescribed and as observed. The overall weighted mean for the teachers' skills as prescribed was 4.38 (SD = 1.10), which is described as a high extent. The overall weighted mean for the observed skills was 3.95 (SD = 1.28), also categorised as a high extent. The computed mean difference between the prescribed and observed skills was 0.43. The paired t-test analysis revealed a t-value of 1.996, with a significance level (p-value) of 0.093, which is higher than the significance threshold of $\alpha = 0.01$. This indicates that the difference between the prescribed and observed means is not statistically significant.

The null hypothesis is accepted. The teachers' skill to switch multiliteracies in terms of writing and representing was to a high extent as prescribed and as observed. The result shows that teachers' skill was not different from what is prescribed and observed but not to a very high extent.

This is in contrast to the study of Lim, et.al (2020) where representing skills was given less attention to the explicit teaching. However, Misuzawa and Kiss (2020) contends that socially contextual, multimodal, and teacher-centred writing instruction is essential in education and that practitioners must be trained so that they can enable students to become competent and critical writers.

Rationale

The results of the study helped the researcher in designing a proposed teaching model for teachers to exemplify the use of multiliteracies in English Instruction for 21st century learners. Based on the findings and conclusions drawn, the teachers are highly skilled in switching multiliteracies which are needed to meet the Key Standard Stage of the K12 Curriculum. In this case, this model will help teachers to combine and master multiliteracies.

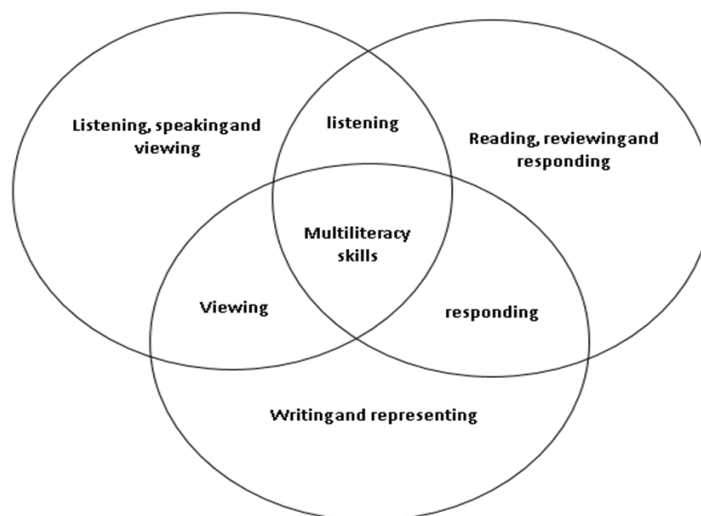


Figure 1: Teaching Model

In the study by Tricamo (2020), it was stated that students benefit from numerous teaching modalities as well as through establishing links between what they are learning in class and their surroundings and recognising their function as forerunners of the social future. Teachers' mastery on switching multiliteracies will help the teachers in meeting the standards of the K12 curriculum and the learners to develop their communication and language skills in order for them to create meanings for both personal and professional goals. The teacher's skill to switch mode can also be useful in addressing the diverse need of the learners.

Based on the result in terms of listening, speaking and viewing, the teachers' traditional way of delivering a lesson was from moderate to a high extent; in reading, reviewing, and responding was from high extent to a very high extent; writing and representing was to a high extent. In the model, each circle is a representation of the skills that a teacher must possess based on the findings. This study revealed that to be able to listen, speak, write, and represent, he/ she must need to view. To be able to speak, view, read, review, and respond, he/she must need to listen. Lastly, to be able to read, review, write, and represent, he/she must respond. The model shows that if you are endowed in all these skills, you develop multiliteracy skills.

Conclusion

This study focused on determining the teachers' skill to switch multiliteracies in English instruction in senior high school classrooms and be used as the basis for instruction models for Senior High School classrooms. The teachers' skill to switch multiliteracies in terms of listening, speaking and viewing was from moderate to a very high extent as prescribed and as observed. This implies that the teacher may use an appropriate form of new media to encourage the learners to be able to express

themselves and must employ a current issue which is relatable to the learners. The teachers' skill to switch multiliteracies in terms of reading, reviewing and responding was to a very high extent as prescribed and as observed. This infers that the teacher must continue using texts which are appropriate to the lesson so that the students will be able to respond and relate to the discussion. The teachers' skill to switch multiliteracies in terms of writing and representing was from a high extent to a very high extent as prescribed and to a high extent as observed. This implies that the teacher must continue giving writing and representing activities to the students so that the students will develop their meaning-making through writing and representing. A teaching model was presented to provide a guide for teachers to develop multiliteracies and address diverse students' needs applicable for 21st century learning in senior high school classrooms.

Based on the result in terms of listening, speaking and viewing, the teachers' traditional way of delivering a lesson was from moderate to a very high extent. It is suggested that the teacher may employ the use of digitised mode to help learners achieve better learning experience in listening, speaking and viewing. To improve students' learning efficiency in the English reading classroom, teachers should use multi-modality such as pictures, videos, audio, body movements, and so on. The teachers must have the mastery of the skills in order to switch skills in English Instruction and incorporate the use of new media and multimodal mode in order to meet the key standards of the K12 Curriculum. The teachers may also evaluate the needed skills in a specific area of discipline in senior high school classrooms. To the University, they may use this research as the basis for creating a learning guide on multiliteracies in English Instruction in senior high school classrooms. To the future researchers, it is suggested to conduct related studies on multiliteracies in senior high school classrooms. They may also determine the significant relationship of multiliteracies on the different subjects taught in senior high school classrooms.

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