

WHY MULTILITERACIES PEDAGOGY MATTERS IN DESIGNING CULTURAL-BASED MATERIALS IN ENGLISH CLASSROOM

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Abstract: The current issues on new literacy have been leveraged enormously for decades. Literacy is no longer delineated as the ability to read and write a single text. It has shifted into the multi-literacies within multimodal text based. The multiliteracies pedagogy approach provides the steps for teaching and learning multiliteracies in the English education context. The article aims to describe the nature of leveraging the English language teacher's competence in designing English lessons. The research method is Design and Develop research based on multiliteracies pedagogy approach Analysis. The participants are preservice teachers grade 4 at English Education Department at Faculty of Education and Science in Cirebon Raya. The steps of collecting the data are preparing the themes of multiliteracies; grouping the participants based on their experiences; conceptualizing the local content area of multiliteracies; framing the critical issues in the content area; applying the concept to the social practice with the technology integration, and the last, publishing or presenting the product of the research. Findings indicate that the participants have produced digital cultural-based lesson plans. They also seem to have more practice in developing critical thinking skills by doing collaboration in small groups to create lesson plans critically and creatively. To settle the remarkable points of the study, multiliteracies pedagogy has gradually triggered someone to leverage their competence.

Keywords: *multiliteracies, critical thinking, technology integration, critical framing, cultural-based English lesson*

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INTRODUCTION

The washback effect of the disruption era where digital technology integrated foremost in classroom has affected undesirable learning performance (Brett, 2009; Can et al., 2022; Chai et al., 2017; Cope et al., 2013; De & Suherdi, 2019; Heron-Hruby et al., 2008; Keefe & Copeland, 2013; Maisa, Musthafa, et al., 2020; Maisa, Suherdi, et al., 2020; Maisa, Suherdi D, 2021; Sarosa, 2021) It has triggered the powerless and meaningless condition of teaching and learning process. The teachers and the education institution leading to the vulnerable situated condition which they can have more power to take the responsibility to set the goal of learning for the students. For the meantime, the meaningless learning experience that occurs in distance learning are overwhelmed. The negative effect of the distance learning is the rising number of the resigned students, learning loss, lost generation, powerless

educators (Monk, 2018; Sarosa, 2021, 2022a, 2022b) . The loss learning occurs when the students cannot get the access for the distance learning because they have limited time and budget to the distance learning. This condition is indicated to arise the further crisis, lost generation. The lost generation provokes the discrimination treatment between the middle & high economy level family and the low-level economy family. They mainly come from the low and middle economy family who cannot enjoy the distance learning because economic problems.

The other emergent psychological problem is arising both for the parents and the students as well. The parents feel less trust on the educator and the school institution (Cole, Field, 2010; Häkkinen et al., 2017; Husin et al., 2016). Temporarily the students feel bored effortlessly during the learning from home. The parents argue that the teachers are doing less on the learning process which mainly participate as the evaluator. In the meantime, the parents take more roles as knowledge resources, supervisor, facilitator, and even motivator for their own children.

Meanwhile the students feel unmotivated in learning alone from home—they loss fun and joyful learning during the distance learning (Cole, Field, 2010; Dağgöl, 2020; Pakravan & MacCarty, 2020). The study will explore how preservice teachers implement the multiliteracy pedagogy approach to empower their teaching practice in the disruption era. What is the new concept of literacies that could empower preservice teachers' capacity in their teaching practice at the English as Foreign Language context?

How does literacy differ from multiliteracies ?

The new concept of literacy has shifted from the traditional literacy into the new concept of literacy and multiliteracies. What are they? And how they empower education and training program. And how they are applied into teaching and learning practices, especially language teaching. Traditionally, teaching literacy means teaching and learning to read and write a page bound of written texts of the national and international language official's standard, but the world is changing and therefore how we define literacy is changing now to be fully functioning during the online course. It requires using new literacies in order to navigate this digital social and multicultural era. As educators, we are now preparing our students for a complex world that is radically unknowable world. Yesterday's education is not sufficient to today's learners, so it our responsibility to evolve and embrace the literacies of the future (Broom, 2015; Freire, 2013; Gu, 2018; Maisa, Suherdi D, 2021; Sakhiyya Z & HIER Agustien, 2018b; Suzani, 2018).

In the last ten years, literacy in education research has provided ample support for the assertion that Multiliteracy represents a dynamic form of literacy that aims to create meaning for all regardless of cultural social or domain-specific contexts (Cope et al., 2013; Cope & Kalantzis, 2013). This means that communication could be representation of meeting today increasingly requires that learners be able to figure out differences in patterns in one context to another. These differences could include culture, gender, life experiences, or social demand. Meaning is made in ways that are increasingly multimodal. Cope & Kalantzis (2019) stated that multimodality is where written linguistic modes of meeting combined with oral visual, audio, gestural, spatial, and tactile patterns of meaning. The process of shifting between these modes and representing the same theme from one method to another is called synaesthesia. This allows for powerful learning in several ways. Some learners maybe more comfortable

in one mode than another for example one person may express meaning through drawing a diagram while another may express meaning through words in a song. One mode may be the starting point for meaning an addition of other modes allows for a more complex deeper understanding for example if words don't make sense a diagram mode, and then this diagram mode allow the words to make sense/meaning. Multiple modes together will have a greater meaning than only one alone(Tomlinson, 2013a; Towndrow, Nelson, & Yusuf, 2013; Towndrow, Nelson, Fareed, et al., 2013).

Further research in this area may include technology and language learning strategy. Technology plays a big part in multimodal writing; however, the new literacy is not about incorporating technology just for sake of it. Mishra and Koehler (2019) consider the pedagogical reasons for controlling all these technologies and content knowledge in all classrooms (Jacobson-lundeberg, 2016; Koehler, M.J., Mishra, Punya., and Cain, 2013; Nordin & Ariffin, 2016). So, in summary, the new Multiliteracies in the New Era reflects social worlds, cultural and linguistic diversity, technology, and multimodality of learning in order to create meaning and develop critical thinkers of our students. The social worlds are including gender, education, age, socioeconomic and, religion. The cultural and linguistic diversity are multicultural, political, language, globalization, and localization. Technology used are tablet, smart phones, ICT, communication, and computer/laptop. Multimodalities are oral, visual, audio, gestural, and spatial(Tomlinson, 2013b, 2013a; Towndrow, Nelson, & Yusuf, 2013; Towndrow, Nelson, Fareed, et al., 2013).

Finally, we are now official demanding high-pressure job of teachers how do we implement a pedagogy of multiliteracies? It is not just about adding technology or multimedia to our lesson. It requires us to rethink why we teach. What we teach? And how we teach it?(Cope & Kalantzis, 2013; Jacobs, 2006; Jacobson-lundeberg, 2016; Jacoby et al., 2019; Javed & Jacob, 2016).

Teaching Literacy as Preservice teachers' Empowerment Program

A French Philosopher stated that sharing the power does not mean the other would get less than others. Empowerment has philosophical meaning due to the conception of learning, gaining knowledge process, personal development as a outcome of interaction in the communities. (Ashcroft, 1987; Cattaneo & Chapman, 2010; M. Cheng & Cheng, 2016; Duhon-Haynes, 1996; What et al., 2016). The process of empowerment which mainly comes from the condition of powerless becoming powerful (Kirk et al., 2016; Literacy Association, 2018; Mills, 2007; Schrodt et al., 2008), they are suitable for the case of preservice teachers who are just beginning the teaching practice during their teaching and training program. Empowering philosophy has several important outcomes such as conception of learning, conception of knowledge and personal development and classroom as the communities (Ashcroft, 1987; Broom, 2015; Cattaneo & Chapman, 2010; What et al., 2016). The teacher education training as the community where the preservice teachers are prepared takes a great challenge to create a sophisticated program to empower both the preservice teachers, and the teacher educators as well. The empowerment program can be motivation-based, students' choice, desire, goodwill, effort, and self-trust to learn as part of self-efficacy (Bandura, 2019; Broom, 2015; E. W. L. Cheng, 2019; M. Cheng & Cheng, 2016; Nichols, 2006). On the other side, it also provides the iterative process to evolve gaining the knowledge process and competence related to the self-regulated learning process on and on to empower the preservice teachers, in-service teachers,

and teacher educators at the education training program (Broom, 2015; Brunton & Jeffrey, 2014; Chai et al., 2017; De & Suherdi, 2019; Suherdi, 2019). Then, empowering preservice teachers mean empowering their conception of learning and the knowledge process of learning during the training program. The teaching programs which are provided at the teaching and training program in the form of Teaching Practice Program I (TPP1) and Teaching Practice Program (TPP 2) have led the preservice teachers to focus on developing the personal development at TPP1 and mainly practice and developing knowledge and competence at TPP2. During the TPP1, the preservice teachers are doing School and classroom observation which challenge them to develop their personal development such as their flexibility and adaptability, initiative and self-direction, productivity, and accountability and, responsibility and leadership. TPP 2 as the second teaching practice program where the preservice teachers are required to develop their competence and process of knowledge. They require to re-think why they teach, what they are going to teach and, how they are going to teach (Jacobs, 2006; Jacobson-lundeberg, 2016). Preservice teachers are still fresh in their minds, their entry into the classroom can challenge what they understand from their preparatory experiences and what they practice in a professional setting in the Education and Training Programme, especially English Education Programme (Abrizah et al., 2009; Korthagen, F., Loughran, J., & Russell, 2006; Literacy Education Program Schedule, 2022; Sakhiyya Z & HIER Agustien, 2018a). There are a couple of main reasons for the transfer of learning objectives from four language skills such as listening, speaking, reading, and writing ability to multimodality reading and writing ability (Tomlinson, 2013b; Towndrow, Nelson, & Yusuf, 2013; Towndrow, Nelson, Fareed, et al., 2013). First, diversification and globalization have affected the diversification of meaning, which makes the existing way of meaning expression using language as a medium-difficult to be overwhelmed. Second, the advancement of progressive technology and contemporary network technology has required people to learn to use new media to convey and understand meanings. On the surface, this revolution mainly requires students to learn how to communicate with innovative multimedia technology, including choosing on applicable media and combining media to express and interpret meanings. Preservice teachers need to develop their language reading and writing skills as well as their media literacy and technology literacy. As the demand for multimedia literacy capability has expanded, its related competencies have also been emphasized (Bachmair & Bazalgette, 2007; Gretter & Yadav, 2016; Keane et al., 2016; Literacy | UNESCO UIS, n.d.; Literacy Education Program Schedule, 2022; Professional & Handbook, 2022).

As the candidate of teachers who must meet the demand of the rapidly changing era need to empower the capacity with several literacies such as ICT literacy, Media literacy, Digital/technology literacy, Environment literacy, economic & Business literacy, Health literacy, Environment literacy, Entrepreneurship literacy, civic literacy, etc (Conference & Massey, 2018; Gu, 2018; Literacy | UNESCO UIS, n.d.; Maisa, Musthafa, et al., 2020; Partnership for 21st Century Skills, 2011; Professional & Handbook, 2022; Skills, 2015). ICT proficiency is the ability to use digital technology, communication tools, and/or networks to define an information need, access, manage, integrate, and evaluate information, create new information or knowledge and be able to communicate this information to others (International ICT Literacy Panel, 2002; P21, 2009). Media Literacy is a 21st century approach to

education. It provides a framework to access, analyse, evaluate, create, and participate with messages in a variety of forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy (Bachmair & Bazalgette, 2007; Gretter & Yadav, 2016; Jenson & Droumeva, 2017; Partnership for 21st Century Skills, 2011; Skills, 2015). Technology literacy is the ability to use, manage, understand, and assess technology (Burnett, 2010). The health literacy as “the degree to which individuals have the capacity to obtain, process, and understand basic health information needed to make appropriate health decisions” (Literacy in Health and Physical Education, n.d.; Wallerstein & Bernstein, 1988). Environment Literacy is the desired outcome of environmental education which strives to provide learners with Sound scientific information. Skills for critical thinking, creative and strategic problem solving, decision-making (Critical Analysis of Literacy Program, n.d.; Heard et al., 2020; Skills, 2015).

What is Multiliteracies Pedagogy?

How do the Multiliteracies view of changing communications environment and its conception of the process of meaning translate into the pragmatic of pedagogy? The term multiliteracies replicate how literacy has been influenced by “social, cultural, and technological transformation” (Kellner, 2004). Consequently, a “pedagogy of multiliteracies” (Cope et al., 2013; Cope & Kalantzis, 2013; Keefe & Copeland, 2013). They involves a broader representation and multimodal communication (Walsh & Ie, n.d.). Multiliteracy pedagogical approach means “text” is often non-linear, as linear text is often cohesive with multimodal text including audio, images, sound, graphics, and film through technology. This approach empowers teachers to be creative in the literacy classroom by integrating movies, the internet, music, art, photos, and a range of other digital resources. Multiliteracies increasing teachers’ creativity (Dwyer et al., 2014; Henriksen et al., 2016; Kupiainen et al., 2007)

The iterative process and mixed steps are arranged into four dynamic steps such as situated practice or experiencing which represent progressive pedagogy and experiential education (Dewey, 1938, 2001; John Dewey, n.d.), over instruction or conceptualizing represents traditional or instructivism, critical framing or analysing which represents critical pedagogy (Freire, 1984); and applying or transformative practice which represent The first is Experiencing the known encompasses reflecting on own experiences, interests, perspectives, recognizable forms of expression, and ways of representing the world in one's understanding. The second step is Conceptualizing: Specialized, disciplinary, and deep bits of knowledge based on the excellently tuned dissimilarities of concept and theory typical of those developed by expert communities of practice. It is a knowledge process in which the learners become active conceptualizers, by naming involves or draws distinctions of similarity and difference, categorizing and naming. In this step, learners give abstract names to things and develop concepts (Dewey, 1938, 2001; John Dewey, n.d.; Kivunja, 2014; Langford, 2005). The third one is analysing: Powerful learning also requires a certain kind of critical capacity.

The literature shows no consensus on multiliteracy pedagogy, which means that “Critical” can mean two things in a pedagogical context—to be functionally analytical or to be evaluative with respect to relationships of power (Ashcroft, 1987; Chang et al., 2012; Murray, 2019a, 2019b; Suzani, 2018). Analysing involves both kinds of

knowledge processes; analysing functionally and analysing critically includes processes of reasoning, drawing inferential and deductive conclusions, establishing functional relations such as between cause and effect and analysing logical and textual connections. This critical kind of weaving works bi-directionally between known and new experiences, and between prior and new conceptualizations. The fourth is applying appropriately and creatively: Applying appropriately involves the application of knowledge and understandings to the complex diversity of real-world situations and testing their validity. By these means, learners do something in a predictable and expected way in a “real world” situation or a situation that simulates the “real world.” Applying creatively involves making an interference in the world which is truly innovative and creative, and which conveys to bear the learner’s interests, experiences, and aspirations.

There is a rapidly growing literature on the implementation of multiliteracies pedagogy, which indicates that English teachers must have the proper skills, strategies, and insight to navigate the rapidly changing the views of the literacy successfully and subsequently to support their student’s achievement in the same areas. Expanding literacy into multiliteracies which promote multimodality fastening techniques alongside traditional literacy activities are urgent and emergent to do at the beginning of the Teacher education and training programme during the Pandemic. The complexity of English teaching and learning entails constantly evolving knowledge surrounding literacy, beginning English teachers and English teacher education. A more extensive view of literacy calls for English teachers to constantly redefine what it means to be literate and multiliterate in order to respond to their students’ needs and the requirements of a rapidly changing world.

METHODOLOGY

The research method is Design and Develop research based on multiliteracies pedagogy approach Analysis (Cresswell, John W.; Poth, 2016b, 2016a; Heron-Hruby et al., 2008; Olthouse, 2013; Yin, 2018).

Subjects

The participants are preservice teachers grade 4 at English Education Department at Faculty of Education and Science in Cirebon Raya. The digital survey was spread through google form to all the third-grade students at English Education Department at University in Indonesia. It is to figure out the first research question: how the preservice teachers empower their knowledge quality based on the implementation of multiliteracy pedagogy. The collected documents were the students’ final assignment at the course during one academic year. The course are Instructional design (ID) course and English Material Design (EMD) course. In addition, the observation is conducted during the online course and document observation before and during the session. The setting of the research is taken at the third-year students of Teacher Education at. The number respondents who submit the questionnaire were four respondents, meanwhile the document evidence were chosen from the four best final project documents taken from the students’ worksheets. .

Data Collection and Data Analysis

The data of the research were analysed through qualitative data analysis. The data collection was immediately conducted after the data from questionnaires, observation checklist, and interview transcription were available. All the data were analysed based on the multiliteracies pedagogy theory which adjusted based on researched questions stated above and are categorized into question: How does multiliteracies pedagogy approach assist the preservice teachers to design English materials for the teaching practice.

FINDINGS AND DISCUSSION

After getting to the explanation of what multiliteracies pedagogy approach is and why it matters for literacy practice. This part is going to present how multiliteracies pedagogy approach is implemented in the literacy practice. The preservice teachers are situated in preparing the lesson plan and designing class project in designing the English materials related to the local culture. The preservice teachers are divided in four group. PS1 mean Group 1, PS2 mean group 2, PS3 means group 3, and PS4 means group 4. Each group has different topic, such as traditional Event, Cirebonese Culinary, Cirebonese Folklore, and traditional dance. The steps of multiliteracies pedagogy approach are implemented and describing in the following paragraphs.

The results of the study come from the couple data collection, digital survey, and the document of lesson plan of the preservice teachers. The questionnaire is given through google form to the third grade of preservice teachers. The presentation of results and discussion are arranged at the same parts based on the research question. How the preservice teacher empowers their knowledge quality as the English teachers by implanting the multiliteracy pedagogy approach?

How the preservice teachers empower the knowledge quality as the English Teachers based on Multiliteracy Pedagogy Approach during the Pandemic and The New Normal Era?

The data below is taken from the “English Material Development” course, whose participants are most the third grade of English Education Department Cirebon Raya. It was taken for one semester and 12 meetings and 24 lesson hours. Most participants have learned the basic instructions principles, and the current issues on teaching English Language Teaching(ELT). At the First phase, the participants were doing observation online English Classroom and many students book of English course from other sources such as Interchange Students Book, Starter Up, and other local English book. In other hand, the participants also observe many other online teaching video taken from YouTube or other social media. Second, the participants analyse the sources and correlate them into the topic. Third, the participants discuss and design the lesson plan including the English materials. Fourth, participants discuss the lesson plan to the expert and revise it to finalize the project. Finally, participants perform the lesson plan both in oral and written. The lesson plan that the participants design using framework of multiliteracies pedagogy approach, which has four steps including experiencing, conceptualizing, analysing, and applying(Gu, 2018; Hamied, 2012; Mills, 2006; Olthouse, 2013). To confront the differences and the uniqueness among others’ work, it is displayed steps-based and participants-based. PT1 means the group of participants who represent the topic of traditional events in Cirebon Raya. PT2 represent the participants who get the topic about traditional culinary diversity of Cirebon Raya. PT3 is group of participants who discuss about traditional dance in

Indonesia. The following below will present the results and discussion in four sections including the implementation of step experiencing, conceptualizing, analysing, and applying.

The step- experiencing or situated situation

The four participants have designed the teaching plan implement the step of having situated situation and experiencing creative model in the English Classroom. PS1 experience on having traditional event at Cirebon called Nadran (fisherman festival). Meanwhile, PS2 situated situation with serving Cirebonese Culinary such as Empal Gentong, Nasi Jamblang, Sego Lengko, and Tahu Gejrot. In addition, PS3 established the experience on having story telling with Cirebonese Folklore. And PS4 relates the students to enjoy the performance of traditional dance from Indonesia.

Table 1. The activities of experiencing or situated situation of Multiliteracy Pedagogy Approach

<i>Participants</i>	<i>Activities at the step Experiencing or situated Situation</i>
<i>PT1</i>	<i>Students relate cultural traditional events at Cirebon “Nadran” as fisherman festival, Sedekah Bumi as farmer festival, Trusmi festival as the welcoming raining season festival</i>
<i>PT2</i>	<i>Students relate to the traditional culinary of Cirebon such as Nasi Jamblang, Tahu Gejrot, Nasi Lengko, Empal Gentong, etc</i>
<i>PT3</i>	<i>Students relate cultural traditional folklore from Cirebon such as Jaka Tarub, Damar Wulan, Kian Santang, Ki Kuwu Cirebon, Sunan Gunung Jati, etc</i>
<i>PT4</i>	<i>Students relate to the culture of traditional dance from Indonesia such as Tari Topeng, Tari Jaipong, Tari Piring, Tari Saman, Tari Kecak, etc</i>

The first step leads the preservice teachers to experience the cultural diversity of Cirebon Raya. Most of the participants have creativity in sharing the experience of attending the traditional events in Cirebon Raya. PS1, PS2, PS3, and PS4 could express in detail the feeling, the situation, and condition clearly. Thus, it could assist them in designing instruction of English lesson plan. Most participants integrate technology and media literacy to engage more with the culture during the training. This statement is relevant to the expert of technology literacy and media literacy which argue that the technology and media literate persons indicate that it could empower the participants’ capacity as the English teachers’ candidate (Cope et al., 2013; Cope & Kalantzis, 2013; Hamied, 2012; Heron-Hruby et al., 2008; Keefe & Copeland, 2013; Mills, 2006).

The Step- conceptualizing or Overt Instruction

In this step, PT1 plans to design activities where students lead to make a concept about traditional events in Cirebon using Canva as graphic organizer for android. In other side, PT1 lead the students to make concept for writing descriptive text on traditional culinary from Cirebon. And PT3 instruct the students to make concept of writing folklore from Cirebon, and PT4 lead the students to make concept of writing descriptive text about traditional dance.

Table 2. Preservice teachers' activities in Step: Conceptualizing or Overt Instruction

<i>Participants</i>	<i>Activities at the step of conceptualizing or over instruction</i>
<i>PT1</i>	<i>Use graphic organizer, explicit instruction in writing a recount with focus on personal experience on having fisherman festival, Sedekah Bumi as farmer festival, Trusmi Festival as the welcoming raining season festival</i>
<i>PT2</i>	<i>Use graphic organizer, explicit instruction in writing descriptive texts focus on personal experience on having traditional culinary from Cirebon such as Nasi Jamblang, Tahu Gejrot, Nasi Lengko, Empal Gentong, etc</i>
<i>PT3</i>	<i>Use graphic organizer, explicit instruction in writing a narrative with a focus on the traditional folklore from Cirebon such as Jaka Tarub and Damar Wulan, Kian Santang, Ki Kuwu Cirebon, Sunan Gunung Jati, etc</i>
<i>PT4</i>	<i>Use graphic organizer, explicit instruction in writing a descriptive text with a focus on a description of traditional dance from Indonesia such as Tari Topeng, Tari Jaipong, Tari Piring, Tari Saman, Tari Kecak, etc</i>

In this phase, the participants try to design the phase of conceptualizing or overt instruction. they plan to lead the students in doing conceptualizing and overt instruction by categorizing the items/issues/composition of each topic. All participants have different creation in this phase. PT1 plan to design activities using technology such as graphic organizer, canva, and other application to help students do conceptualization of traditional events in Cirebon Raya including Sedekah Bumi, Trusmi Festival, and Nadran. Meanwhile, participants of PT2 plan to design activities which lead the students to explore the concept of traditional culinary using technology apps, such as Nasi Jamblang, Tahu Gejrot, Nasi Lengko, and Empal Gentong in Cirebon Raya. Different from others, PT3 plan to create the activities in doing conceptualization of traditional folklore in such as Jaka Tarub, Damar Wulan, Kian Santang, Ki Kuwu Cirebon, and Sunan Gunung Jati. At this step, the preservice teacher processes the knowledge using the seven multimodal with multicultural and multi-dimensional. This result relevant to the principles of multimodality and multiliteracies pedagogy (Cope et al., 2013; Cope & Kalantzis, 2013; Dwa rozdzialy Coperías Aguilar, 2007; Keefe & Copeland, 2013; Tomlinson, 2013a; Towndrow, Nelson, & Yusuf, 2013; Towndrow, Nelson, Fareed, et al., 2013).

The Step-Analysing or critical framing

In this phase, PT1 plan to create the activities where the students to the critical framing for group discussion about any discrimination they may face due to their religion, district and other Pros& Conts about the festival occurs in the society. PT2 challenge the students to the critical framing for group discussion about any discrimination they may face due to their religion, district and other Pros& Conts about the nutrition and ingredient of the traditional culinary from Cirebon. PT3 provoke the students to the critical framing for group discussion about any discrimination they may face due to their religion, district and other Pros& Conts about the Cirebonese Folklore occurs at the society. PT4 confront the students to the critical framing for group discussion about

any discrimination they may face due to their religion, district and other Pros& Cons about the traditional dance occurs at the society

Table 3. The activities of step of Analysing or critical framing of Multiliteracy Pedagogy Approach

<i>Participants</i>	<i>Activities at the step of analysing or critical framing</i>
<i>PT1</i>	<i>Discuss any discrimination they may have faced due to their ethnicity, religion, and district deal with fisherman festival, Sedekah Bumi as farmer festival, Trusmi festival as the welcoming raining season festival</i>
<i>PT2</i>	<i>Discuss any discrimination they may have faced due to the ingredient, the calories and the health literacy deal with traditional culinary from Cirebon such as Nasi Jamblang, Tahu Gejrot, Nasi Lengko, Empal Gentong, etc</i>
<i>PT3</i>	<i>Discuss any moral value to to the Cirebonese Folklore they may get from their ethnicity, religion, and district</i>
<i>PT4</i>	<i>Discuss any differences they may find due to the costume, the place, and the movement of traditional dance from Indonesia such as Tari Topeng, Tari Jaipong, Tari Piring, Tari Saman, Tari Kecak, etc</i>

The data from the table shows that all participants provide the discussion session to explore the students do analyze or critical framing related to the topic to dig out by delivering questions. Most participants give a space the students to debate the topics in group. preservice teachers are activating the critical framing based on the conflicting interest that might occur based on the topic. PS1 creates critical framing based on the religious aspect, the gender, and the social aspect that is usually found during the traditional event. PS2 builds the critical framing on the health effect of the ingredient the of the traditional culinary. PS3 provides the session on developing critical thinking on the moral value of the traditional folklore in Indonesia. Meanwhile, PS4 raises the critical framing on the message of the movement of the traditional dance. It indicates that the step of analyzing or critical framing could improve and develop critical thinking skills. It is relevant to the concepts of 21st century education framework and multiliteracies pedagogy approach (ANQEP, 2015; Cope et al., 2013; Cope & Kalantzis, 2013; Dwa rozdzialy Coperías Aguilar, 2007; Keefe & Copeland, 2013; Skills, 2015) .

The Step- Applying or transformative practice

In the final phase, PT1 guides the students to create iMovie about traditional events in Cirebon based their own creativity. PT2 direct the students to create iMovie about traditional Culinary from Cirebon based their own creativity. PT3 assist the students to create iMovie about traditional folklore from Cirebon based their own creativity. PT4 supports the students to create iMovie about traditional dances based their own creativity

Table 4. The activities of step of Applying or transformative practice

Participants	Activities at the step of applying or transformative Practice
PT1	<i>Students expected to design, produce, and direct and iMovie of their own identity regarding to fisherman festival, sedekah bumi as farmer festival, Trusmi festival as the welcoming raining season festival</i>
PT2	<i>Students expected to design, produce, and direct and iMovie of their own identity due to having traditional culinary from Cirebon such as Nasi Jamblang, Tahu Gejrot, Nasi Lengko, Empal Gentong, etc</i>
PT3	<i>Students expected to design, produce, and direct and iMovie of modern folklore which are modified into the current situation of Cirebon</i>
PT4	<i>Students expected to design, produce, and direct and iMovie of their own description of traditional dance from Indonesia such as Tari Topeng, Tari Jaipong, Tari Piring, Tari Saman, Tari Kecak, etc</i>

From the table 4, it can be assumed that most the participants have planned to the all the participants' creation. It indicates that the participants as the preservice teachers are aware of how the technology tools could encourage students to transform the learning and teaching skills. This is supported by several experts on literacy that technology integration in multiliteracy pedagogy approach (Ahmad et al., 2016; Burnett, 2010; Cope et al., 2013; De & Suherdi, 2019; Keefe & Copeland, 2013; Maisa, Suherdi D, 2021; Suherdi, 2019)

CONCLUSION AND SUGGESTION

To conclude, how the Preservice teachers should design the English materials could be one of indicators of becoming multiliterate persons? A technologically literate teacher who can use, access, manage all about technology, is not enough. The multiliterate preservice teachers equip themselves and their students to create purpose not only becoming consumer and passive learners but also being inspired to become members of a participatory culture in which they are producers and designers of the social future. It means that almost preservice teachers show that implementing all steps of multiliteracies pedagogy approach and proper meaning making process of knowledge based. Therefore, by becoming multiliterate persons, they could empower their capacity as the English teachers who can deliver the knowledge process with multiliteracies to the students.

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