

MULTI-LITERATE APPROACH IN EDUCATION

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Abstract. In this article, multiliteracy is considered from the perspective of communication technology and its role in the field of education. To clarify this issue, a survey is conducted among English language teachers. Based on the results and subsequent discussion, a general model of multiliteracy in education, its use, its most popular techniques, as well as the pros and cons of using a multiliterate approach in the classroom is revealed.

Key words: multiliteracy, a survey, communication technologies, education.

Introduction. Communication demands are changing due to the technological and social/cultural demands of the 21st century. Literacy, originally defined as the ability to read printed matter, was largely the domain of the wealthy until the 20th century. Because printed language differs in structure and function from spoken language, students must acquire additional language skills to become proficient in written language [1]. Today's requirements call for complex and diverse literacy courses. The ease with which text, images, and sounds can be recorded, stored, and transmitted, and the pervasiveness of technology, continue to test our ability to derive meaning from various forms of communication. In a connected world with an increased flow of people, all forms of globalization and increased ability to cross borders require more complex reading and processing of information [2]. This requires a broad knowledge base and a strong ability to think critically and analyze, considering the variables that can influence the structure, content and meaning of news and information. Multiliteracies looks to the future of literacy in light of the rapid development of the English language [3].

Methods

Design

This study adopted the quantitative research approach using a cross-sectional survey for data collection. For this purpose, the survey was conducted online and the instrument used was an anonymous questionnaire that was developed to identify what teachers know about Multi-literacy and the use of a Multi-literate approach in the educational process.

Participants

The participants were composed of 28 EFL teachers from 6 Kazakhstan regions (Abai 2, Akmola 12, Almaty 3, Jetisu 8, Karaganda 1, Turkistan 2 participants). The survey participants have experience from 1-3 years to more than 10 years in the field of education and teach in educational institutions of the country.

Instrument

The survey consists of 13 questions and was posted on the Google Forms online platform in English. The introductory part of the survey contains basic questions about the respondent, such as the area of residence, place of work and work experience in the field of education. Next on the list are questions that will help us determine exactly what respondents know about Literacy and Multi-literacy. As a definition of this question, answers were provided in the form of Multiple choice, where the participants can choose several answer options at will. Questions requiring one clear answer, which included measures, as *Always*, *Often*, *Sometimes*, *Never* to identify how often participants resort to the help of Multi-Literacy and its types followed. As the conclusion of the survey, questions were presented as the advantages of Multi-literacy and its disadvantages in the learning process. It is also worth noting that in addition to the ready-made answers provided, respondents had the opportunity to add their own answers, where they could supplement their thoughts and/or provide additional ideas or materials for the question.

Data collection

The study used a questionnaire developed especially to answer the research questions. Data were collected from 28 participants using random sampling. The participants consisted of EFL teachers from various secondary schools and universities. As the questionnaire was deployed online using Google Forms, the link was sent randomly selected participants. Recipients were requested to fill in the questionnaire and were informed that participation in the study was voluntarily and that they were under no obligation to participate.

Data analysis

Using Summary from the Google Forms, descriptive statistics were used to analyze data. The descriptive statistics were used for overall mean scores of the different investigated variables.

Results. Based on statistics, 28 respondents from different regions of Kazakhstan took part in the survey, and the leading position is occupied by Akmola region with 12 respondents, which in total has 42.9%, while Abai and Turkistan regions aimed 2 participants and showed 7.1%, Almaty region 3 participants and 10.7%, Jetisu 28.6%, and Karaganda 3.6% with 1 participant (FIG. 1)

Most of these respondents work in state schools (35.7%), but training centers are almost equally popular (32.1%). They work the least in private schools (7.1%) (FIG. 2)

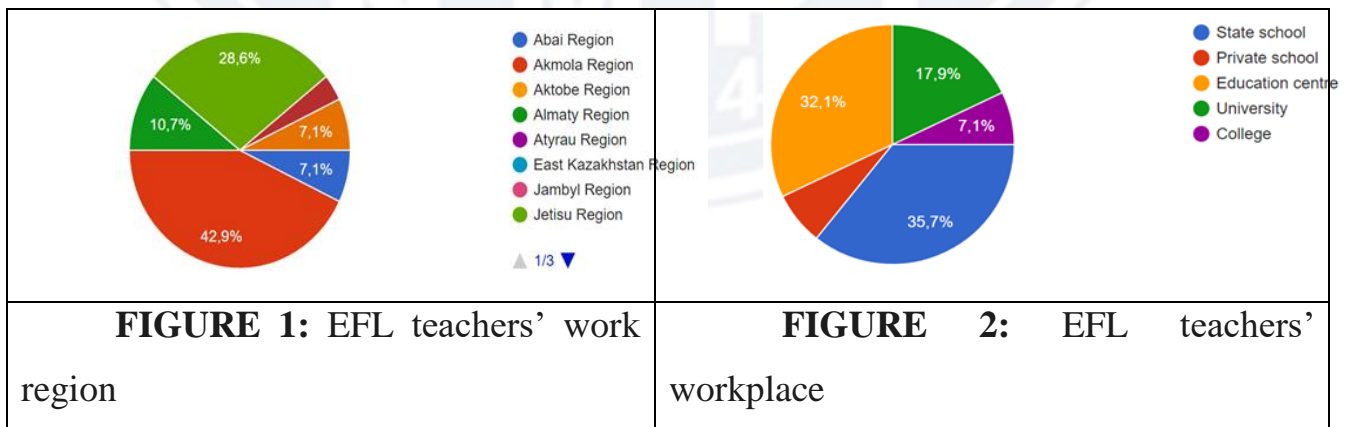


TABLE 1 illustrates the answer to the question what is literacy. The leader among the answers was identified as *the ability to read, write, speak and listen*, while other responses received less response.

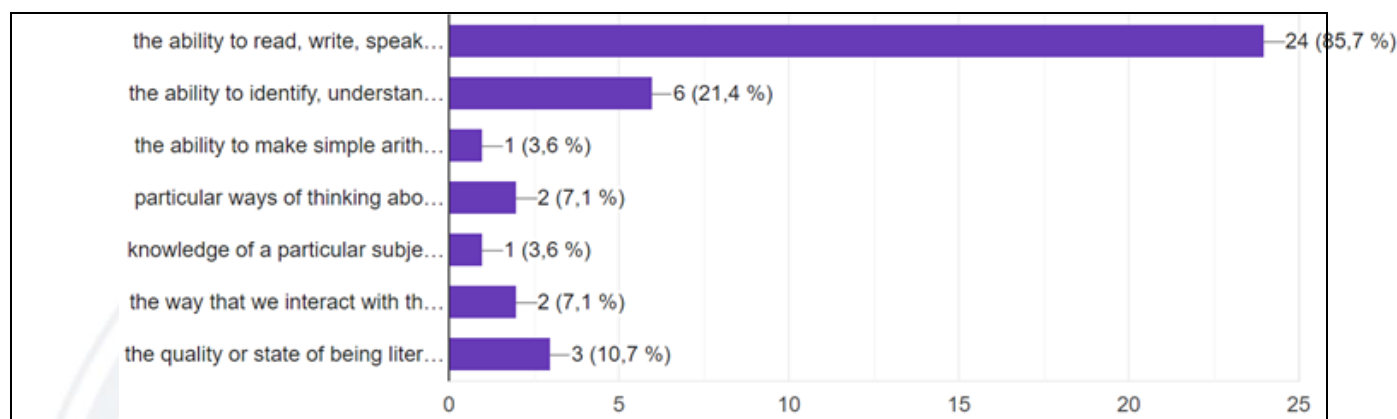


TABLE 1: What is Literacy?

In order to find out what Multi-Literacy means for respondents, TABLE 2 was provided. The most frequent response was 75% in total with 21 responses, but the rarest response received only one response and was 3.6%

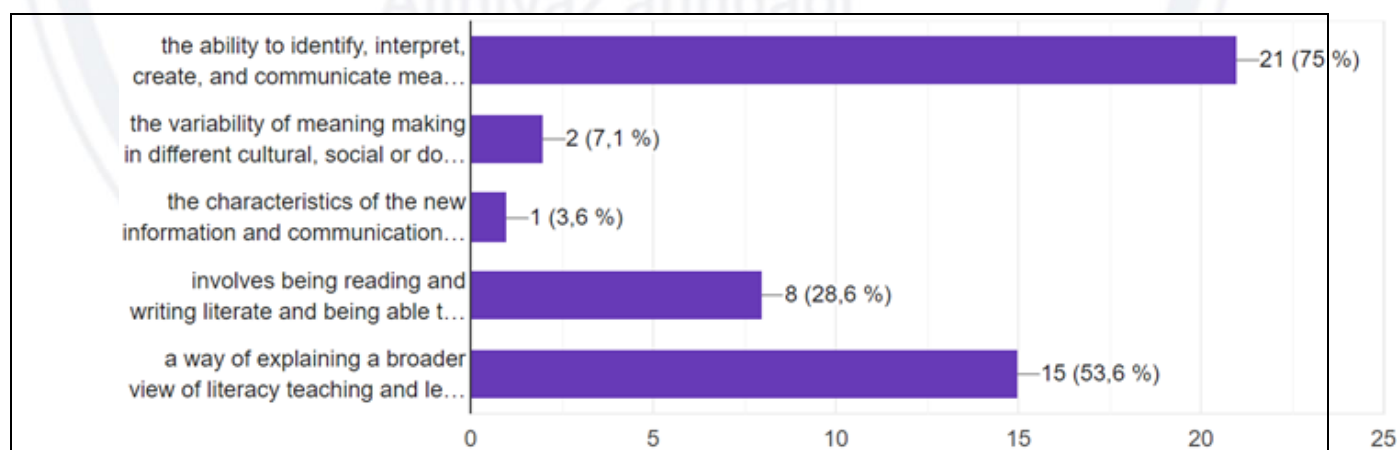


TABLE 2: What is Multi-Literacy?

Previously, respondents have already determined for themselves what Literacy and Multi-Literacy are, the difference between them is next in TABLE

3. There were no responses to the *No Difference* option, which may mean that respondents know that there is a difference.

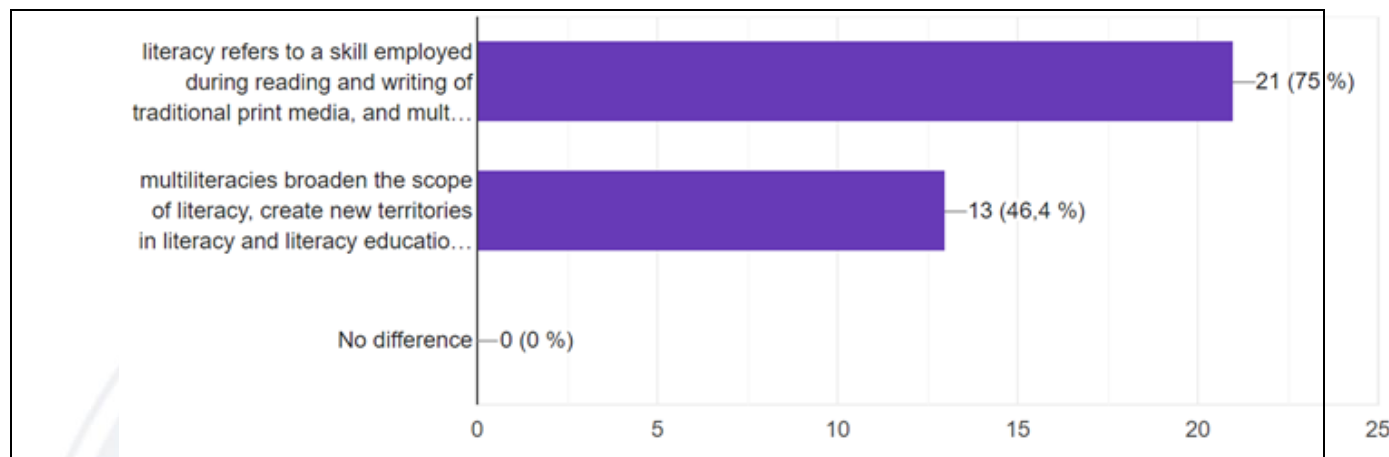


TABLE 3: The difference between Literacy and Multiliteracy

Conclusion. The core idea that was conceived in the middle of the 1990s has persisted even though there has been a great lot of change over the last ten years. I have clarified and reiterated the original idea in this updated version in light of recent events, additional research, and experiments with crucial ideas in educational practice. The evolution of multiliteracy education has witnessed both intellectual continuity and change during the previous 10 years. Finally, some change should be expected if we subscribe to the theory of representation, which claims that transformation is fundamental and the stability of semantic forms is typically always an illusion.

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