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USING MULTI-LITERACY APPROACH TO DEVELOP READING SKILLS

Abstract

The applicability of this research is focused on compelling transformations of the modern world. It launches updating the ways and methods of communication on the base of modern scientific know-how: cybernetic texts, the Internet and media resources. Due to the fact that new technologies are changing the ways of human communication, there is a need to develop a new type of literacy – Multi-Literacy. Multi-Literacy is the ability to use resources not only in a traditional way, but also in a digital one, to rethink them critically and apply technologies in practical life. Therefore, realizing the inconsistency of standard forms of the English language to teach literate reading, we set out to identify students' ability to determine differences in semantic models of a digital text. In the frames of our research, theoretical and empirical methods (background investigation of the issue; examination, data collection survey) were used. The quantitative method was applied to cross-poll the data collection. To this end, an online survey was conducted among English teachers from different regions of Kazakhstan on a multi-literate approach to teach reading in English. With the help of diagnostic analysis, an attempt was made to establish causal relationships between the use and non-use of the approach in teaching reading. The conducted research suggests formation of reading literacy can be considered as an educational value, which lays the foundation for the ability to acquire knowledge, critically comprehend it and use it for practical purposes.

Keywords:

Multi-Literacy, reading literacy, English language, communication technologies, digital text.

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Introduction

It is known that Multi-Literacy represents the ability to communicate through various forms of learning proficiency. The variety of it is represented with traditional forms (reading and writing ability), digital (technologies and digital media using ability), and visual one (the ability to decode images and graphics). The upcoming demands of the 21st century, driven by technological

advancements and social/cultural changes, are updating literacy requirements. Traditional meaning of literacy implies the possibility of reading and writing [McDonald, 2015]. This definition is focused on a linear view of “text”. That is, it can be read from the left to the right [Cope, 2015: 36]. Nowadays students need to succeed not only in traditional written and spoken language but also in Multi-Literacy and effective multimodal communication. The first half of the 20th century is marked with globally lacked fundamental literacy skills. However, by the latter half of the century, universal education, making literacy accessible to everyone, became standart [Miltiadis, 2023: 229]. The necessity for an additional language became intertwined with literacy, as the structure and function of printed language differed from spoken one, requiring students to acquire supplementary language skills to master written communication [Westby, 2014: 363]. Current requirements call for complex and diverse literacy courses. Therefore, the development of multi-literate reading skills places an important role [Curiel, 2023: 77]. What Multi-Literate reading is, what way teachers understand this type of communication, which strategies important for teaching Multi-Literate reading skills are? They are the issues that the article is created for [Leland, 2002].

The purpose of our study is identification of the features of teaching Multi-Literate reading in Kazakhstan. The ease making a text, images, and sounds being recorded, stored, and transmitted, and the pervasiveness of technology, keeps testing our ability to derive meaning from various types of communication. All forms of globalization in a connected world with an increased flow of people and an increased ability to cross borders require more complex reading and information skills. It calls for a broad knowledge base and strong possibility to think critically and analyze, considering the variables influencing the structure, content and meaning of news and types of information. Multi-Literacies look to its future in the light of the fast progression of the English language [Pasadas, 2010: 25]. The issue is the constituency of adequate literacy. A world that is both a global community and the one where local diversity is becoming more important. Communication practices underwent significant shifts as a result of the epoch modification and the shift from the industrial economy to the information one. These changes are global and cannot be reversed and affect every aspect of the society existence. Consequently, education undergoes a paradigm shift and its objectives are altered. The reconceptualization of literacy, which is devoted to a wide range of international interdisciplinary studies but, regrettably, remains out of sight of the national pedagogical science, serves as a central link between all revolutionary changes in education and society [Giovanna, 2022: 526].

Materials and research method

Research Coordination.

The work on the study of strategies for teaching multi-literate reading was organized in several stages – research into the history of the issue, data collection and analysis, registration of research results and level identification of their reliability.

Different research methods were applied to implement the tasks of each stage. Empirical methods were used to collect data – observation, questioning, counting and comparison. At this stage, an individual Google form correspondence survey was developed. Experimental and theoretical methods (an experiment and analysis) were applied to verify and systematize the data obtained. It helped to precess data, make conclusions and recommendations.

The results of the content analysis were supplemented and clarified by conducting a sociological survey (Survey, 2023). The survey was administered like a computerized questionnaire being developed and hosted in Google Forms. It was spread out among higher educational institutions of the country. Its aim was collecting data regarding the impact of computer technology to improve literacy skills. To achieve this goal, open-ended, multiple-choice and dichotomous questions were worked out.

Design

Cross-sectional questionnaire was applied as a quantitative research approach to collect data, make observation and interviews. For this purpose, the survey was offered online, and an

anonymous questionnaire, designed to determine teachers multiliteracy potential and the use of a multiliteracy approach in teaching reading, were used as a tool.

Participants

Survey participants were presented with 28 EFL teachers from 6 Kazakhstan regions (Abai – 2, Akmola – 12, Almaty – 3, Jetisu – 8, Karaganda –1, Turkistan – 2 participants). All of them have high schools teaching experience (from 1-3 years to more than 10 years).

Instrument

[The survey consists of 13 questions and was posted on Google Forms online platform in English. The introductory part of the survey provides basic personal questions, such as the residence details, place of work and work experience in educational sphere. The next set of questions help us determine an exact degree of awareness on Literacy and Multi-Literacy. The answers were provided in the form of multiple choice with the possibility to choose several answer options at will. Questions requiring an only clear answer included Always, Often, Sometimes, Never to identify the frequency of participants resort to the help of Multi-Literacy and its types. The survey is finished with the conclusion questions to observe the advantages and disadvantages of Multi-Literacy in teaching reading process. It should also be highlighted that respondents had the opportunity to add their own answers to the ready-made once, supplement their points of view and/or provide additional ideas or materials.

Data collection

The questionnaire was focused on the research issues. The data, collected from 28 participants, were used as random sampling. The group of participants consisted of EFL teachers of secondary schools and universities. As the questionnaire was rolled out online, the link was sent randomly. Recipients were requested to fill in the questionnaire and informed that taking part in it was voluntary and there were no responsibility to be in.

Data Analysis

Google Forms summaries, observations, interviews and descriptive statistics were used to examine the data. Descriptive statistics was applied to get the overall amount of scores of the dissimilar variables under study. Diagnostic analysis, the result of the survey, established cause-and-effect relationships (the cause-and-effect relationships within the data) among the data obtained

Literature Review

The main struggle is to understand the exact meaning of current literacy. Students must be prepared for the literacy practices of the globalized, interconnected and multicultural world of the 21st century. People need to be able to present their knowledge in different varieties and complex ways as printing, making images, videos, and combinations of digital context samples [Rowell, 2008: 109]. Reading and writing practices are evolving at an unprecedented pace. People are forced to read printed texts, letters and images. Thus, the term “literacy” goes beyond reading comprehension and produces printed texts today. It includes the ability to understand and generate a wide range of communication modalities. The term “Multi-Literacy” was made by New London Group of scholars in New Hampshire of 1994 to emphasize two closely related notions of increasing complexity of the text under some deliberation:

1) cultural and linguistic diversification according to regional distinction and global interrelation;

2) expansion of multimodal ways of conceiving, being a part of the New London Group launching foundation of a multilingual pedagogical structure and reflecting the variety of communication instruments.

Reading and writing printed texts have traditionally been a part of literacy definition. Nevertheless, literacy includes several types, such as culturally appropriate thinking and critical thinking in all aspects of the life in a technologically advanced and culturally diverse society. The way of thinking can differ in various societies. Teachers need to be aware on different ways of it to build bridges and ease students transition [Courtney, 1996: 65]. The term “literacy” has got various

aspects and concepts, like literacy in mathematics, science and linguistics. Terminological chaos made us to come to certain conclusion. Undoubtedly, it provides a great practice variety to systematize all the literature types (academic, professional-technical, and political-administrative). Thus, Cope & Kalantzis [Cope, 2015] concluded that different ways of communication make it possible to work out project, generate, and broaden meanings, texts, and introduce any society in any era:

- Written: reading (meaning demonstration to oneself) and writing (meaning demonstration to the others) any type of information [Baigunissova, 2020: 233].
 - Oral: live or recorded speech (meaning demonstration to the others) and listening (meaning demonstration to oneself).
 - Visual: still or moving objects, sculptures, handicrafts (meaning demonstration to the others); observations, panoramas, scenes, perspectives (meaning demonstration to oneself).
 - Audio: music, environmental noises, alarms (conveying meaning to another); listening (meaning demonstration to oneself) [Jewitt, 2008: 241].
 - Tactile: touch, smell, and taste (reflecting feelings through physical contact), kinesthesia, physical contact, tactile perception (hot/cold, texture, pressure), grasping, manipulating objects, artifacts, cooking and eating, and also aromas are some examples [Borsheim, 2008].
 - Gestures: hand and eye movements, facial expressions, body language, pace, fashion, hairstyle, dancing, sequence of actions, timing, frequency, ceremony and rituals are all examples of the body language. Broad and metaphorical meaning of gestures is a physical act, rather than a restricted literal meaning of hand movements.
 - Self-presentation is understood as emotions and feelings or mental working out of a sequence of actions.
 - Spatial: proximity, distance among people, layout, territoriality, architecture and buildings, street and urban landscape [Cumming, 2013].
- Our work is focused on developing literacy reading skills (demonstrating one's own meaning) and writing (meaning demonstration to the others).

Discussions and results

The main aim of the survey was to identify Multi-Literacy potential of respondents in teaching reading. The respondents are teachers in various educational institutions (28 people), such as schools, private educational courses, colleges and universities. It is worth noting the fact that most of them work at schools. Their experience in education sphere varies. Most of them are young professionals (1-3 years experience), but there are also experts (4-10 years experience). Experienced teachers with 10 years or more are a minority.

The first question was intended to identify the understanding of Literacy itself. Several ready-made answers were provided and the opportunity to add their own comment to share was offered. As a result, it was revealed that 85.7%, or 24 people, understand the ability to read, write, speak and listen as Literacy.

Thus, we smoothly move on to the main topic of our survey, which is the role of Multi-Literacy in teaching reading and the way our respondents understand it. If everything was clear regarding the literacy, and practically everyone voted for one point with one vote, the answers differ here. The ability to select multiple response options and additional comment has been added there as well. There were 21 people answered that Multi-Literacy is *the possibility to identify, interpret, create and convey meaning through various visual, oral, bodily, musical and alphabetic forms of communication*, while an option, provided with *a way to explain a broader view of literacy training that combines multimodal "text", including audio, images, sound, graphics and cinema* had a considerable response too.

The respondents were able to determine the meaning of literacy and Multi-Literacy, but it is not understandable if they know the contrast between them. All the respondents agreed that *literacy refers to the skills used in reading and writing traditional printed publications, and Multi-Literacy,*

in addition to basic, uses new communication technologies (audio, images, sound recording, graphics). It should be emphasized that the *No Difference* option has not received a single response.

The survey revealed that teachers employ *linguistic* strategies the most frequently in teaching reading, followed by *audio* technology. It is recognized that many forms of Multi-Literacy techniques exist. The third-most unpopular technique, behind *gesture* and *visual*, is *spatial*. The question on whether respondents believe in informational and communicational technologies, required in a multiliterate approach to learning, emerges a high position of English reading teaching made just 25% responding occasional use, while 75% indicated its importance. Just 50% of respondents, however, have ongoing access to informational and communicational technology; the other 50% only rarely do it.

Transformed Practice is the most popular and frequently used activity in teaching reading across all 4 activities according to 17 out of 28 respondents. Conversely, *Overt Instruction*, which is only occasionally used in lessons by 12 respondents and never by 4 respondents, was found to be the least popular activity. The respondents listed some technologies and advantages of audio-visual components, like PowerPoint, as benefits of Multi-Literacy in teaching reading, as well as the chance to study using discussions, searches, and contextual learning of cultural and social issues. The drawbacks of Multi-Literate instruction is a discovered disability to employ the strategy properly by teachers. The main reason is a possibility of providing extra means of classroom communication technologies and the Internet access for other students purposes. Total lack of access to information and communication technology capabilities, as well as the struggle of older generation of teachers to cope with it.

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

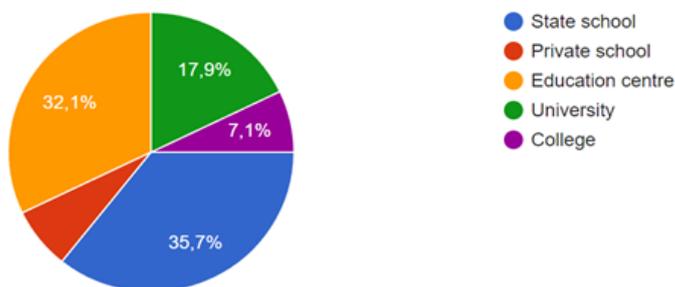


Chart 1 - EFL teachers working place

Most respondents work at state schools (35.7%), but training centers are almost equally popular (32.1%). They work the least in private schools (7.1%) (see Chart 1). Most of teachers (18 people) have 1 to 3 years experience (64.3%), while those with 4 - 6 and 7 - 10 years share the same position (4 responders, 14.3%). There were 2 teachers with 10 years experience or more (7.1%)

The question *what literacy* is was chosen to identify teachers literacy understanding. The leader among the answers was *the ability to read, write, speak and listen*, while others received less response.

In proper way to clear up what Multi-Literacy means for respondents, next question was provided. The most frequent response was 75% in total among 21 responses, but the rarest response received only one and made 3.6%

Previously, respondents have already determined what Literacy and Multi-Literacy are, the distinction between them is show on Diagram 1. There were no responses to the *No Difference* option, which may mean that respondents understand the difference.

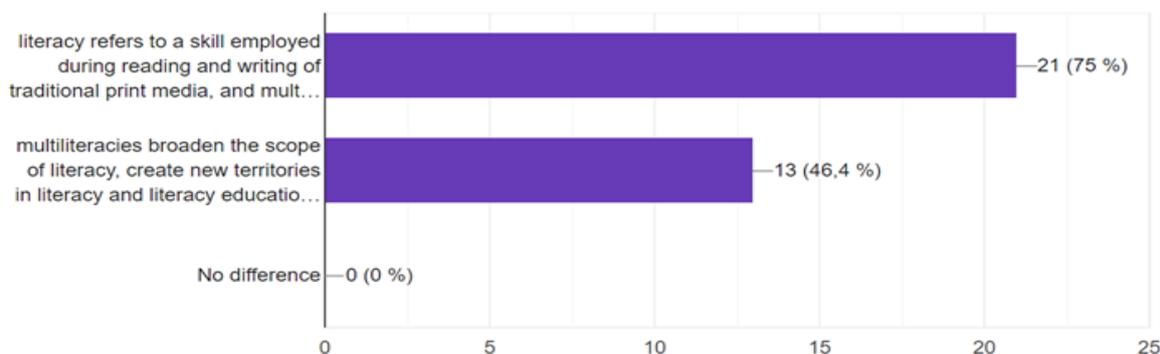


Diagram 1 – The difference between Literacy and Multi-Literacy

It is known that several types of Multi-Literacy techniques are distinguished during the survey. Diagram 2 data proved *linguistic* (67.9%) to be the most popular technique used by teachers, while *audio* technology occupies the second place (53.6%). *Visual* and *gesture* techniques share the third place (46.4%), and the most unpopular is *spatial*.

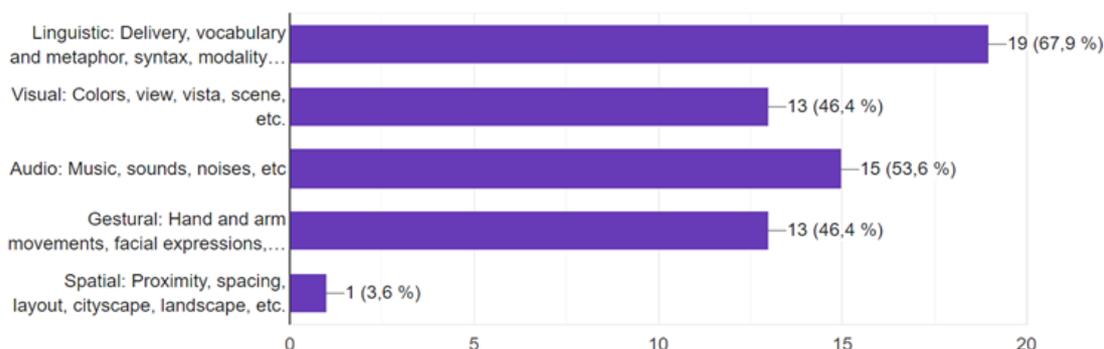


Diagram 2 – Multi-Literacy Techniques

As a function of the actuality that audiovisual techniques occupy a high position of use in English lessons, the question reveals whether respondents believe in the necessity of Informational and Communicational Technologies for Multi-Literate learning approach. Thus, 75% showed that it is *necessary* and only 25% answered that they do it *sometimes* (see Chart 2) However, only 50% of respondents have permanent access to Informational and Communicational Technology; the other half has access only occasionally.

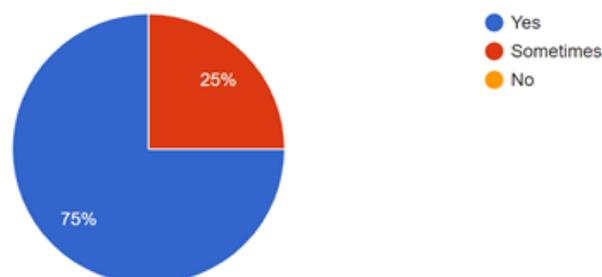


Chart 2 - Information and Communication Technology (ICT) for Multi-Literate

Based on all the 4 activities provided on Diagram 3, the most popular and frequently used in teaching reading is *Transformed Practice*. But, 17 out of 28 respondents, however, use *Overt Instruction*. Sometimes it is applicable in a lesson by 12 respondents and is not used at all by 4 respondents, being the least demanded.

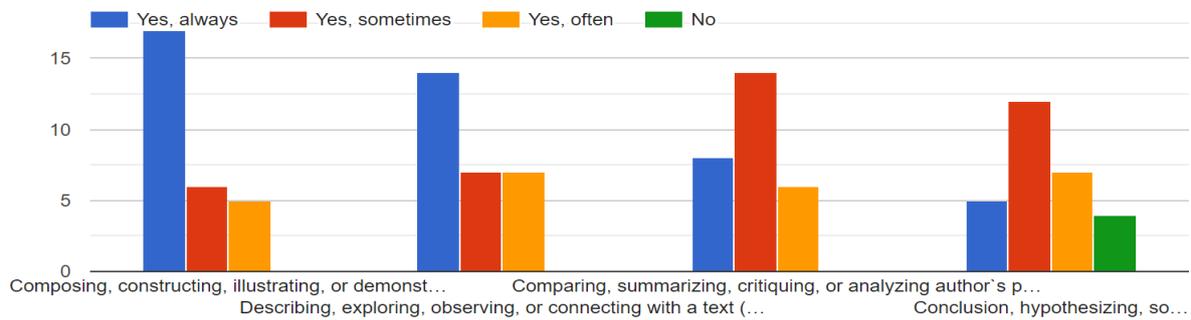


Diagram 3 – Frequency of Using the Activities of Teaching Reading

Advantages of using Multi-Literacy in teaching reading process, noted by the respondents, is a big achievement in using technology and the benefits of audio-visual components, applying Power Point (64,3 %). There is also the opportunity to study attracting discussions, searches and contextual learning of cultural, social, etc. tools. (32,1 %) (see Diagram 4)

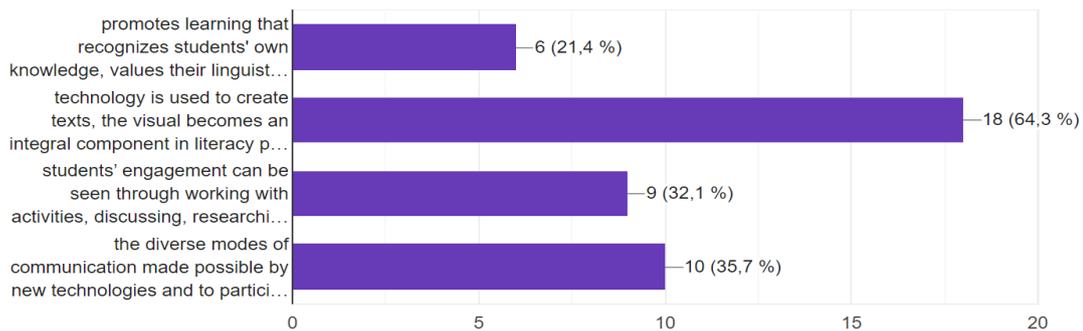


Diagram 4 – Multi-Literacy Advantages

Revealed disadvantages of teaching Multi-Literate reading was provided with a difficulty to use the approach by teachers. In their opinion, it gives students a possibility to use communication technologies for their purposes (53,6 %), or there is a partial or complete lack of access to Informational and Communicational Technology capabilities (42,9%). There are also complications for older generation of teachers due to their little experience in using Information and Communication Technology (28,6 %) (see Diagram 5)

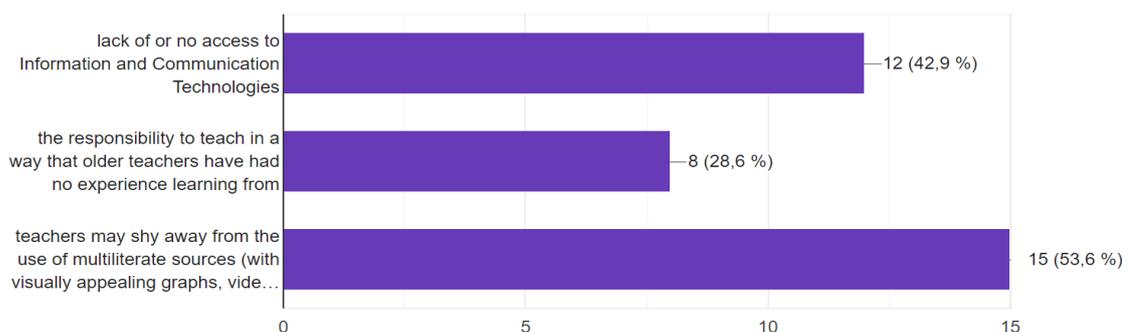


Diagram 5 – Multi-Literacy Disadvantages

Conclusion

In conclusion, we believe that Multi-Literacy is a main part of modern society and the country development. Constant training and applying different informative practices can help Kazakhstan students upgrade their Multi-Literacy abilities and adjust to constant technical and scientific world transformation. In addition, Multi-Literacy can be understood as a social value that lays the groundwork for future well-being by fostering harmony in social relationships and coordination of individual, social and state interests. Thusly, it is fundamental for Kazakhstan teachers to advance the utilization of correspondence advancements in homeroom to improve Multi-Literacy reading abilities among understudies and set them up for outcome in the 21st century. Kazakhstan has the potential to establish itself as a regional leader and prepare its citizens for succeed in the world that is becoming increasingly digital and interconnected by incorporating teaching reading Multi-Literacy and communication technologies into its educational system. The government and educational institutions have to keep prioritizing and investing in Multi-Literacy reading skill development among the population.

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ОҚУ DAҒДЫЛАРЫН ДАМУҒА ҮШІН КӨП САУАТТЫЛЫҚ ТӘСІЛІН ҚОЛДАНУ

Аннотация. Зерттеудің өзектілігі қазіргі әлемдегі елеулі өзгерістерге байланысты – коммуникацияның дәстүрлі түрлерімен қатар жаңа коммуникациялық технологияларды: интернет, цифрлық мәтіндер, медиа ресурстарды қолданудың әртүрлі тәсілдері пайда болды. Жаңа технологиялар адамдар арасындағы қарым-қатынас тәсілдерін өзгертетіндіктен, сауаттылықтың жаңа түрін – көп сауаттылықты (Multi-Literacy) дамыту қажеттілігі туындайды. Көп сауаттылық – бұл ресурстарды дәстүрлі форматта ғана емес, сонымен қатар цифрлық көздерден де пайдалану, оларды сыни тұрғыдан қайта қарау, технологияны практикалық өмірде қолдану мүмкіндігі. Сондықтан, сауатты оқуды оқыту үшін тек ағылшын тілінің стандартты формаларының ережелеріне назар аудару жеткіліксіз екенін түсініп, біз студенттердің сандық мәтіннің семантикалық модельдеріндегі айырмашылықтарды қалай анықтай алатындығын анықтауға мақсат қойдық.

Зерттеу мақсатының контекстінде теориялық және эмпирикалық әдістер қолданылды (мәселенің тарихын зерттеудегі контекстік талдау; бақылау, сауалнама – деректерді жинау үшін). Деректерді жинау кезінде кросс-сауалнама жүргізу үшін сандық әдіс қолданылды. Осы мақсатта Қазақстанның әртүрлі өңірлерінен келген ағылшын тілі оқытушылары арасында ағылшын тілінде оқуды оқытуда мультиграмматикалық тәсіл туралы онлайн-сауалнама жүргізілді. Диагностикалық талдау арқылы оқуды үйрену кезінде аталған тәсілді қолдану мен қолданбау арасында себеп-салдарлық байланыстар орнатуға әрекет жасалды. Зерттеу көп сауаттылықты қалыптастыруды білім алу, оны сыни тұрғыдан түсіну және практикалық мақсатта пайдалану қабілетінің негізін қалайтын білім беру құндылығы ретінде қарастыруға болады деп айтуға мүмкіндік береді.

Тірек сөздер: көп сауаттылық, оқу сауаттылығы, ағылшын тілі, коммуникациялық технологиялар, сандық мәтін.

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ИСПОЛЬЗОВАНИЕ ПОДХОДА МУЛЬТИГРАМОТНОСТИ ДЛЯ РАЗВИТИЯ НАВЫКОВ ЧТЕНИЯ

Аннотация. Актуальность исследования обусловлена существенными изменениями в современном мире – наряду с традиционными формами коммуникаций появились разнообразные способы с применением новых коммуникационных технологий: интернет, цифровые тексты, медиа ресурсы. В связи с тем, что новые технологии меняют способы общения между людьми, возникает необходимость развивать новый вид грамотности – многограмотность (мультиграмотность). Мультиграмотность – это способность использовать ресурсы не только традиционного формата, но и из цифровых источников, переосмысливать их критически, применять технологии в практической жизни. Поэтому, осознавая, что для обучения грамотного чтения уже недостаточно ориентироваться исключительно на правила стандартных форм английского языка, была поставлена цель выявить, как учащиеся способны выявить различия в смысловых моделях цифрового текста.

В контексте цели исследования использованы теоретические и эмпирические методы (контекстный анализ при изучении истории вопроса; наблюдение, анкетирование – для сбора данных). Количественный метод был применен для перекрестного опроса при сборе данных. С этой целью среди преподавателей английского языка из разных регионов Казахстана проведен онлайн-опрос о мультиграмотном подходе при обучении чтению на английском языке. С помощью диагностического анализа была предпринята попытка установить причинно-следственные связи между использованием и неиспользованием указанного подхода при обучении чтению. Проведенное исследование позволяет говорить, что формирование мультиграмотности чтения можно рассматривать как образовательную ценность, которая закладывает основу умения добывать знания, критически его осмысливать и использовать в практических целях.

Ключевые слова: мультиграмотность, грамотность чтения, английский язык, коммуникационные технологии, цифровой текст.

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