

CHAPTER I

INTRODUCTION

This chapter describes the rationales grounding the topic of the present research. Through the following sub-chapters, the background, research questions, objectives, scope, and significance of the study will be elaborated. Further, this chapter also presents the classification of terms and organization of the thesis proposal.

1.1. Background of the Study

The advancement of technology instigated a new innovative term in the world of literacy; the multiliteracy pedagogy. The conference in 1996 conducted in New London, New Hampshire, marked as the historical prologue of the multiliteracies' pedagogy emergence (Olthouse, 2013). A group of researchers, who later on known as the New London Group, gathered and discussed the emergence of mass media and technology and how they enrich the source of literacy into multiple modes (Leander & Boldt, 2012; Olthouse, 2013). Instead of solely referring to written and printed texts, the New London Group researchers proposed the idea of giving the opportunities for learners to be exposed to multi communication mode and digital media (Olthouse, 2013; Kohnen & Adams, 2019).

Multiliteracies are also a response to the digital age that needs to be equipped for learners in facing this digitized world. At the university level, some researchers such as Carpenter and Lee (2016) have developed a multiliteracies-oriented curriculum in their education systems. The researchers believe that multiliteracies do not only cover the linguistic development in this digitized era, but also emphasize on the multimodal communication and production (Carpenter & Lee, 2016; Alexander, DePalma, & Ringer, 2016). Therefore, the students can prepare to successfully operate in a globalized workplace and community through the new curriculum as they have been equipped with skills to complete complicated multimodal tasks (Bancroft, 2016; Khadka, 2018).

The emergence of multiliteracies in education may also provide more learning alternatives for the students as the pedagogy emphasizes on meaning-

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making and communication in different modes. Cope and Kalantzis (2000) propose seven fundamental modes in multiliteracies, namely written, oral, visual, audio, tactile, gestural, and spatial communication. These different modes of communication are capable of transmitting similar messages in different construction with each unique ability (Cope & Kalantzis, 2009a). With the different modes of communication incorporated in the learning process, it can facilitate students' literacy diversity brought into the classroom (Pillay, 2010). By having multiple options for students' different learning styles, the opportunity for them to be more successful in learning can increase (Pillay, 2010; Aisami, 2015).

Against the backdrop on the importance of multiliteracies in the education field, multiliteracies are still under-researched at the secondary level, specifically vocational high school, and most developed at the tertiary level (Carpenter & Lee, 2016; Alexander et al., 2016; Bancroft, 2016; Khadka, 2018). The lack of multiliteracies integration in secondary level is seen as a gap that can be fulfilled through the present research. The vocational high school students have chosen their preferred program at the beginning of their secondary level study. The vocational high school curriculum also prepares the students as semi-professionals who are ready for the work field once they graduate from vocational high school. Thus, in order to fit into a more complex, globalized, and digitalized workforce, multiliteracies is seen to be an essential tool of processing and producing information that needs to be acquired by the students of the 21st century (Ali, Harun, Massari, Puteh-Behak, Darmi, Mahir, Selamat, & Hamid, 2017; Daffurn, 2019).

In the learning context, the video project offers an organized activity that may facilitate multiliteracies skill for students of vocational high school. The project promotes multimodalities as it involves multi-types of communication, such as written, visual, audio, and gesture representations (Mills, 2010; Yeh, 2018). By assigning the students to conduct and complete a student-made video project, their differences in learning styles can be accommodated, so the opportunities for them to learn and succeed can enhance (Pillay, 2010; Aisami, 2015). Further, the video project facilitates the students to practice and apply the language features they learn contextually (Göktürk, 2016; Marzuki & Nurpahmi, 2019; Abdulrahman &

Basalama, 2019). The students can create a video that performs appropriate language features according to the assigned topic with necessary visual and audio to convey meaning. The task allows the students to use languages in appropriate contexts that can help them to have meaningful learning experiences (Zhang, Hwang, Tseng, & Chen, 2018). Therefore, employing video projects can contribute to students' multiliteracy skills enhancement.

Multiliteracies for EFL learning in vocational high school is deemed to be necessary. However, the application is still under-explored in the particular level and context, which becomes the gap of the present research. Further, video project, which provides the use of multi-modes, can facilitate the enforcement of multiliteracies that encourages this research. Through this study, the process of multiliteracies promotion through a student-made video project in EFL vocational high school context can be generated. The modes of communication employed and elements of multiliteracies appearing in the project can also be identified. Moreover, this research also aims to discuss the benefits and challenges encountered by the students in completing the project.

1.2. Research questions

Referring to the rationale of the study that has been stated earlier, there are three formulated research questions, as mentioned in the following points.

1. How does video project promote vocational high school students' multiliteracy skills?
2. What aspects of multiliteracies are salient in the video project?
3. What modes of multiliteracies are salient in the video project?
4. What are the benefits and challenges of the video project in relation to students' multiliteracy skills?

1.3. Objective of the study

From the elaboration in previous sub-chapters, research background and research questions set the following research objectives.

1. Investigating the process of multiliteracies promotion through video project for EFL vocational high school students.

2. Identifying the aspects of multiliteracies that are mostly promoted in the video project
3. Identifying the modes of multiliteracies that are mostly promoted in the video project.
4. Discussing the benefits and challenges that the students face in doing the video project related to multiliteracies.

1.4. Scopes of the study

The future study focuses on the promotion of multiliteracies through video project for EFL vocational high school context. The scope of the future study is elaborated to prevent confusion in interpreting the variables. The multiliteracies term is limited to the multiliteracies pedagogy proposed by Cope and Kalantzis (2015) named “Knowledge Processes”, which is embodied in the video project. The stages are experiencing, conceptualizing, analyzing, and applying. Further, aspects of multiliteracies identified in the project are transformed practice, overt instruction, critical framing, and transformed practice (The New London Group, 1996). The modes in multiliteracies are explored according to the framework proposed by Cope and Kalantzis (2009b), namely written language, oral language, visual representation, audio representation, tactile representation, gestural representation, and spatial representation.

1.5. Significance of the study

The findings of the future research are expected to give contributions in three aspects, namely: theory, practice, and professionalism. Theoretically, this study can encourage and provide sources for future research in the application of multiliteracies for EFL vocational high school as the term is still under-researched at a particular level. With the available learning depiction, future researchers can explore more classroom application aspects during the promotion of multiliteracies promotion through video project. In terms of practice, the study can also be positioned as reference and evidence for classroom practice considerations by EFL vocational high school teachers who plan to employ multiliteracies through a video project. Applicable learning activities for each stage of Knowledge Processes that integrate the seven modes of multiliteracies are available for classroom application.

Professionally, this study can contribute as reference for school stakeholders in enhancing their facilities to support multiliteracies-oriented learning and 21st century competence-based curriculum.

1.6. Classification of terms

This sub-chapter will explain the main terms employed in this study to avoid ambiguity. The following points are the elaboration of each term.

- **Multiliteracies:**

Multiliteracies are the process of meaning making and communicating in various modes of communication while considering the social, cultural, and economic aspects of the topic. Further, the process revolutionizes learning procedures as it emphasizes the students to experience, conceptualize, analyze, and apply the structure they learn (Cope & Kalantzis, 2015). In this study, multiliteracies refer to the skill in receiving, processing, and producing information with awareness towards contexts, specifically linguistic, social, and cultural aspects.

- **Video project:**

A classroom activity that requires the students to create videos with pre-determined theme and assigned language structure. The students work as script writers, talents, cameramen, and video editor to achieve a particular goal. In this study, the video project focuses on the use of procedural text on how to create or operate something related to the students' study program, in which mechatronics.

1.7. Organization of the thesis

The thesis consists of five main chapters, namely, introduction, literature review, methodology, findings and discussion, and conclusion and recommendation. In the introduction part, the background of the study, research questions, objective, scope, significance, classification of terms, and organization of the research proposal will be elaborated. On the other hand, the literature review consists of the discussion of each variable and the working theory used for the research. It organizes the definition, characteristics, and dimensions of multiliteracies, multiliteracies in a video project, and related research that has been conducted by some scholars. The

methodology chapter elaborates on the research design, context and participants, data collection, data collection procedure, and data analysis process. The findings and discussion section elaborates the stages of multiliteracies promotion through student-made video project, the salient multiliteracies stages, the most promoted modes of multiliteracies, and the benefits and challenges the students faced throughout the project. Lastly, the thesis is concluded with conclusion and recommendations for future research.