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INCORPORATING MULTILITERACIES AND MULTIMODALITY INTO LITERACY INSTRUCTION FOR EFL STUDENTS AT TERTIARY LEVEL: A CASE STUDY

Abstract: In EFL, developing literacy is primarily based on improving reading skills, which is quite problematic for millennials, regardless of their proficiency levels, since they seem to be more used to video input than texts. Drawing on the theoretical concept of multiliteracies (New London Group 1996), introduced to outline a specific pedagogic framework for rethinking the future of language education, this paper discusses the results of a study conducted at the Department of English Studies, University of Novi Sad. The main aim of the study was to identify and determine the primary problems students majoring in English have while doing reading text-based comprehension tasks, and to compare the results with comprehension tasks that combine text and video input. Even though teaching and learning are by definition multimodal, particularly in the field of EFL, since both processes imply the use of different modes (speech, writing, gesture, image, sound), at higher levels of education these modes do not seem to be equally present. This study suggests some theoretical and practical directions towards integrating multimodal approaches in developing literacy in order to promote positive learning outcomes of EFL students.

Keywords: EFL, multiliteracies, multimodal approach, reading skills, comprehension.

1. Introduction

At any level of education, literacy has always been a primary objective, since it represents the ability of an individual to construct and communicate meaning.

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As Pitkänen-Huhta (2003: 11) points out, “literacy is both the target and means of instruction.” Traditionally, reading and writing were seen as cornerstones of learning and literacy, particularly within formal educational settings and for that reason, they have been of great concern to educators (Lankshear and Knobel 2006).

This skill-based view of literacy has been challenged and propositions made to see it as a kind of social practice (Barton 1994, Barton and Hamilton 2000). Barton and Hamilton (2000: 7) introduce the concept of literacy practice by means of which they account for conceptualisation of “the link between the activities of reading and writing and the social structures in which they are embedded and which they help shape.” In addition to that, as Kress (2003: 17) states, “the new technologies of information and communication complicate this picture seriously, in that they bring together the resources for representation and their potential with the resources of production and the resources of dissemination.” Thus, Kress (2003) argues that being literate in the 21st century does not imply only the ability to read and write texts, but also the ability to know other discursive and interactional norms in order to communicate and construct meaning. In that context, “the traditional text is no longer the only constructor of meaning, as videos, music, social media, and multidimensional hypertexts carry the reader along meandering paths of meaning construction, in which the reader is an active agent” (Vaarala and Jalkanen 2010).

Multiliteracy is a concept introduced in 1996 by the New London Group to designate the need to become literate in different forms of language and other modes of representation, using new technologies and forms of social relationships. In this framework, literacy is not restricted to text, but it rather includes different forms of expression and hence, it is inherently multimodal. According to Kalantzis et al. (2016), multiliteracy refers to variability of meaning-making in different cultural and social contexts and using multimodality, in which written linguistic modes of meaning interface with oral, visual, audio, gestural, tactile and spatial patterns of meaning. This view of literacy seems to be more suitable for educators in the 21st century, since they face new challenges in the process of (re)designing methodologies and pedagogical practices.

Starting from the above-mentioned argument that being literate in the 21st century does not only mean the ability to read and write (Kress 2003), it inevitably becomes clear that the concept of literacy needs to accommodate other semiotic modes as well. As a result, this profound shift has caused complex and dynamic changes in the way we teach and learn. Since we live in a visual culture, we have become more adept at reading images and/or text on different kinds of screens, which certainly has an impact on the process of comprehension and meaning

construction. It is true that educational systems at all levels are slow to integrate these changes, yet during the Covid-19 pandemics most of the higher education institutions all over the world were forced to resort to remote teaching and learning, which shifted the focus from traditional teaching and learning methods to new hybrid forms. In order to engage students and keep them motivated, as well as secure input accessibility, educators adapted their syllabi to integrate more visual and multimodal materials.

Undoubtedly, these changes in teaching methods and materials initiated discussions and problems related to assessment and the alignment of learning objectives to the changes introduced, which, by definition, need to be in balance with all other elements in the teaching/learning process (cf. Senel and Senel 2021, Bartolic et al. 2021). If educational institutions are to introduce and develop different kinds of literacies, then they need to determine and define ways to integrate modified learning objectives in the assessment. In reference to the assessment of visual literacy, Bowen (2017: 705) calls for a clear distinction of specific sub-competences subsumed under this category. In other words, the question is whether these competences imply just a heightened awareness, recognising the pragmatic intention of the creator of the image, and/or “the ability to reconstruct a new representation with a particular intention directed toward a specific audience” (Bowen 2017: 705-706).

This paper presents a case study that was conducted to examine the development and inclusion of multimodal literacy in an undergraduate EFL course alongside the development of reading competence. Specifically, the aim of the study was to identify the main problems EFL students have with reading comprehension in English as a foreign language and to relate these findings with the assessment of the results of reading comprehension tests after remote teaching during the pandemics. The main idea behind it was to use the findings within the broader frame of curriculum and syllabi design, as well as EFL instruction, and also to outline the benefits and challenges of teaching reading comprehension in a multimodal learning environment, either in an online learning environment or in regular contact classes. Starting from the premise that multimodality would be supportive of learning (Mayer 2005, Guichon and McLornan 2008, Vaarala and Jalkanen 2010), it was hypothesised in this study that multimodal input would affect students’ levels of attainment in comprehension skills tests. The main research objectives of this study were:

1. to do a small-scale longitudinal study and compare the results of reading comprehension tests done by two generations of students with a time span

of 20 years in order to identify any patterns of change in terms of students' achievement in these tests;

2. to do a qualitative analysis of students' answers regarding the types of questions in the reading comprehension test in order to determine what kind of difficulties they had;
3. to compare the levels of comprehension of reading material combined with multimedia input with those students achieved in standard tests that contained only reading material.

The underlying idea behind the study was to get a better insight into the whole process and link research and teaching practice in a more meaningful way so as to improve both teaching and assessment practice and, most importantly, students' learning.

This study was set up at the Department of English Studies, at the Faculty of Philosophy in Novi Sad, where reading skills are taught, practiced and assessed as a part of the *Integrated Language Skills* course. Students' English proficiency upon enrollment is typically at the B2 level of the Common European Framework of Reference for Languages (CEFR) (2001), judging by their results in the entrance exam. Upon graduation, it is expected that they will have reached the C2 level of language proficiency.

1.1. Reading Competence in a Foreign Language

Reading competence development in a foreign language has always been of paramount importance to language teaching as well as literacy development, since skilled reading and more general language competences are interrelated (Snow et al. 2007). Reading competence refers to linguistic knowledge, processing skills and cognitive abilities (Koda 2005). There are different definitions of reading competence and reading comprehension, yet the underlying assumption is that "successful comprehension emerges from the integrative interaction of derived text information and pre-existing reader knowledge" (Koda 2005:4).

Without going deeply into various theories and models of reading (cf. Birch 2007, Cohen and Upton 2006), it should be mentioned that while reading, readers usually combine "bottom-up" with "top-down" processing of visual information. Bottom-up processing of linguistic knowledge stands for going from the orthographic and phonological level to the more complex levels of language structure, or from lexical units to larger syntactic units and elements of text to

understanding the whole. Top-down processing begins with a text as a whole and larger units within it, and then proceeds to processing smaller units. Both of these processes are heavily dependent on context. According to Weir and Khalifa (2008), context serves as a trigger that helps the reader to get to propositional meaning, which they extract from the decoded text, and then context helps in decoding specific and/or unfamiliar lexical units. Jenkins et al. (2003) indicate that skilled readers resort less to top-down processes to identify unfamiliar words in context as this process is rather slow, as opposed to less skilled ones.

For teaching and learning, however, this cognitive processing approach to reading is important since it can be used to develop specific metacognitive reading strategies to guide the learners to improving their reading skills in L2. Weir and Khalifa (2008) point out the activity called goal setting, resulting from the reader's decision-making process, by means of which the reader determines what type of reading, whether global or local comprehension, to employ when they start reading a text. As they have it, global comprehension "refers to the understanding of propositions beyond the level of micro-structure, that is, any macro-propositions including main ideas, the links between those macro-propositions and the way in which the micro-propositions elaborate upon them" (Weir and Khalifa 2008: 4). Relying on global comprehension, the reader can determine the macro structure of the text and search for information, which is at the core of the reading strategy called skimming. Local comprehension, on the other hand, accounts for "the understanding of propositions at the level of micro-structure, i.e. the sentence and the clause" (Weir and Khalifa 2008: 5). Basically, this kind of comprehension is based on linguistic knowledge since it results from word recognition, syntactic parsing and establishing propositional meaning at the level of a sentence or a clause.

Nunan (1989) argues that a distinction should be made between several types of reading skills as corresponding to various purposes of reading. Grabe and Stoller (2002: 1) list the following purposes of reading:

- (1) searching for simple information,
- (2) skimming,
- (3) learning from the text,
- (4) integrating information,
- (5) reading to write or searching for information needed for writing,
- (6) critically analysing texts, and
- (7) getting to general comprehension.

Even though all of these reading strategies and techniques are employed in the classroom context, when teachers aim at developing reading skills and teaching new vocabulary, they typically rely on skimming and scanning in order to do reading comprehension tasks. These tasks are centered on reading a new and unfamiliar text, whose length and level of difficulty vary depending on the level of students. Texts are usually of a general type. Specific activities related to the main task of reading comprehension are designed so as to help learners activate both wider and more specific extralinguistic knowledge, which should enable them to grasp the structure of the text and guess the meaning of unfamiliar lexical units. More detailed analysis of reading strategies in the EFL context based on empirical data is explained in Topalov (2012). Competent readers in both L1 and L2 are able to transfer knowledge from one to the other language, as argued by Cummins (1981) within his common underlying proficiency (CUP) model and the interdependence hypothesis. Despite the fact that the CUP model was originally created to account for bilingual children education, the development of literacy in the majority language supports the development of underlying cognitive and academic proficiency that is common across different languages (Cummins 2005).

Typically, EFL curricula at institutions of higher education include assessing reading comprehension using language-based texts, which serve as (the only) indicator of critical thinking and literacy, despite the fact that new generations of students, who study English as L2, have actually learned the language by being exposed to films and videos, rather than by reading extensively. Assessing reading comprehension is mostly done in accordance with thinking styles. For fostering the convergent thinking style, the most suitable types of questions in a test are multiple-choice questions, in which students choose from a given set of suggested answers, whereas the divergent style of thinking is usually tested in open questions that imply a synthesis of the read material. Even though standardised tests at all levels of education are mostly based on language-based, multiple-choice questions, due to the fact that they can be marked more easily and uniformly, in the learning context it is important that teachers combine various kinds of tasks and, accordingly, suitable methods of assessment, in order to activate different cognitive processes that underlie any kind of learning.

1.2. Multimodal learning input

As Farias et al. (2011) argue, “multimodality is not an alien concept in the field of foreign language learning and teaching.” EFL course books for all levels are full

of learning input that is not solely based on text, but colourful images, distinctive layout and audio input found in accompanying CD ROMs as well. It must be mentioned that multimodal learning input is not restricted to EFL; as a delivery media it has found its way in the institutions of higher education as well, in which traditional lectures based on one mode of delivery are replaced by PowerPoint presentations combined with the lecturer's voice, gestures and body language, and video and audio materials are not a rare occurrence either.

Guichon and McLornan (2008) suggest that multimodality within Computer-Aided Language Learning (CALL) is strongly supportive of learning, since multimodality activates diverse semiotic codes and provides access to various types of information that can activate comprehension. Still, as Guichon and McLornan (2008: 87) show, "multimodality entails not only accessing information in different formats, but also establishing interactivity between these representations. In other words, providing learners with different kinds of multimodal input activates possibilities of developing their comprehension skills.

There are few empirical studies that measure and evaluate the effects of multimodality on learning a foreign language (see Guichon and McLornan 2008, Vaarala and Jalkanen 2010, Martinez Lirola 2020). The results of these studies show a positive impact of multimodality on learning outcomes, yet they are limited in their scope. Therefore, it is difficult to assess accurately the potential challenges learners might face in dealing with this kind of input. Knox (2008: 104) states that even "a brief consideration of the classroom practices of teachers and students shows very quickly that multimodality is something that language teachers have understood intuitively for a long time."

Nevertheless, incorporating multimodality in teaching and learning practice entails careful consideration and adaptability to given circumstances. In the first place, course content designers and educators need to decide which mode of representation of the input will suit their learners' individual needs best. Choosing appropriate modes of delivery and representation is closely related to needs assessment and course requirements. Kress et al. (2001: 7) warn that the cultural context of the learning experience should also be taken into consideration, as "certain modes have been traditionally used for certain purposes, some modes have specific cultural valuations and there are cultural histories of modes in a particular culture."

Furthermore, in some situations, teachers may use CALL as a replacement for real contact time in classroom, as was the case when the outbreak of Covid-19 in 2020 brought the need to shift to online learning at all levels of education. Teachers

tried to adapt as quickly and as successfully as they could to cater for the needs of all stakeholders in the process. As a result, multimodal learning was soon used almost exclusively, as it substituted to some extent the live interaction that is part and parcel of traditional learning and teaching.

In the context of practicing reading skills as a part of the *Integrated Language Skills* course, reading was combined with watching video material and listening to podcasts. The idea was to increase the number of activities based on listening to and watching interactive video and audio materials in order to substitute for real live communication and interaction that would happen in the classroom. Students were engaged in both synchronous and asynchronous learning, but reading was done as a part of homework, the same as listening to audio materials and watching videos. In addition to that, it has to be mentioned that during the imposed lockdown, access to the Faculty libraries was also restricted, and students had difficulties with managing the reading load they had to deal with in other courses as well, which certainly affected their reading comprehension skills in English.

2. Methodology

This study was retrospective since it was based on a quantitative and qualitative analysis of three tests done by a total of a hundred participants, fifty second-year undergraduate students in the summer semester of the academic year 2000/2001 (Group A, Test 1), and fifty in the year 2019/2020 (Group B, Test 2 and Test 3). The participants were selected by simple random sampling and were only informed that their tests were to be graded for determining their level of attainment. Prior to doing the tests all participants had two years of English instruction at university, as a part of their undergraduate programme. They enrolled in university at the B2 level, as assessed in the entrance exam. The author was not the instructor of the participants included in the analysis. The tests were done at the Department of English Studies at the Faculty of Philosophy, University of Novi Sad. All tests were based on the hypothesis that the participants in the study were of approximately the same CEFR level, which was C1 at the time they were done, with some individual variations. This was assumed following the data obtained at the beginning of each academic year, which was the result of an initial general test done with the aim of assessing students' level of proficiency.

In the academic year 2000/2001, reading skills were practiced as part of the two-semester *Contemporary English Language 2* course, and in 2019/2020, this was done as part of the *Integrated Language Skills 4* course. In both courses,

reading comprehension was practiced in a similar way: reading comprehension tasks were incorporated with practicing other language skills, use of English, grammar and vocabulary. These tasks typically consisted of reading an unfamiliar text and answering questions that checked comprehension by means of suggested answers (multiple choice type of exercise). Texts for practicing and assessment were selected according to relevance, genre, type, ratio of familiar and unfamiliar (new) vocabulary, and grammatical structures. Each text was followed by four to five questions and four suggested answers for each question, out of which only one was correct. The questions were posed so as to check understanding of: (1) textual coherence, (2) overall meaning, (3) general tone of the writer and (4) passages that contained unfamiliar words which could be guessed in the given context. Test 1 and Test 2 in this study were organised following the procedure described above and there were no additional tests.

Test 1 was done by Group A (N=50) in the academic year 2000/2001, and Test 2 by group B (N=50) in 2019/2020. These tests were exactly the same: they contained an excerpt (ca. 400 words) taken from the book *The End of Nature* (1989) by Bill McKibben. This book is a compilation of articles written for *The New Yorker*, i.e. for a general audience, in which the author tried to raise people's awareness of the serious consequences of pollution and to inspire them to do something about it. The text used in the test was in the form of an article, written in a semi-formal to neutral style. The text was followed by five multiple-choice questions that checked comprehension, which were answered in real time in the classroom. Test 1, created and organised in the academic year 2000/2001, reflected the learning objectives of the syllabus. In the academic year 2019/2020, the same test, addressed here as Test 2, was used again with a new generation of students, in an attempt to check whether some changes in the reading competences of different generations of students can be detected.

Test 3 was done online by group B in 2020. Students were given a comprehension test that contained a shorter text (250 words), also an excerpt from McKibben (1989). This shorter text belonged to the same text genre and was written in a similar register and style (with occasional use of irony and emotional language), in comparison to the text used in Test 1 and Test 2. The text was shorter because it was supplemented by information that could be obtained by watching video material. The information was not repeated; hence, students had to combine both input modes in order to answer the multiple-choice comprehension questions. The information presented in the text and video centered on the same topic. The multimodal input was a 6-minute video on YouTube (<https://www.youtube.com/watch?v=dbCR0KSU52g>), under the title "We need immediate action to stop

extinction-David Attenborough BBC” (released on 23 September 2020 by BBC). In the video ten different speakers try to answer the problem mentioned in its title by providing a short description of the problem and then offering specific solutions. The video contains a whole range of images and scenes that illustrate the points mentioned by the speakers. The video is thematically closely related to the text; however, it is different in terms of information presentation, since spoken utterances are accompanied by images and very little text (e.g. in the form of captions, question, bulleted points, etc.).

The data was analysed quantitatively and qualitatively. In terms of quantitative analysis, descriptive statistics based on the percentage share was used. Calculation was limited to opposite sides of the scale, the maximum and minimum score the students achieved in the given test, and the mean value represents the average of the maximum and minimum score. Product analysis was applied to the qualitative analysis of the errors students made.

3. Results and discussion

In Table 1, the data collected from the comprehension tasks is given. As can be seen, judging by the results of this study, the average level of attainment in reading comprehension declined slightly over time. For instance, when scores in Test 1 (Group A) and Test 2 (Group B) are compared, it can be noticed that Group A students did better on average in the comprehension test and there were more of those who scored a maximum (46% vs 32%). However, the results also indicate that there is a significant increase in the number of those who scored a minimum in the comprehension test. To some extent, these results support the instructors’ observations in terms of students’ reading comprehension skills and the decline of it over time. Needless to say, it is evident that more extensive research is needed to support these claims, as they can also be affected by other factors not included in this study. To sum this up, it seems that parallel to a decline in reading skills, problems with comprehension can be detected; even though their general language aptitude can be assessed as C1 (CEFR), their overall fluency does not imply reading comprehension skills at the same level.

This can be explained by the fact that students have become more fluent in L2 and more self-confident, especially in terms of speaking skills, which was proved by other elements of their final level of attainment in the course. However, judging by the obtained results, in terms of literacy, reading comprehension and general use and understanding of different registers and text types, they seem to struggle more,

which is probably due to the problems they have with reading strategies and their application to specific reading tasks. Qualitative results of this study support this, as can be seen in Table 2. Generally speaking, the analysis of questions they had problems with indicates that the great majority of students failed to understand the overall tone of the text (Group A: 16%; Group B: 28%), perlocutionary effects (for example, irony; Group A: 7%; Group B: 11%), or meaning that had to be inferred from more than one paragraph when they relied on overall context. Hence, when faced with comprehension on the level of a single paragraph, they typically provided correct answers; yet, when questions were based on the overall text or several paragraphs, they failed to make the right conclusions.

As can be seen in Table 1, the data for Test 3 points towards the effectiveness of the introduction of multimedia as input in order to test reading comprehension. The students did significantly better in this test when compared to the results obtained in Test 1 and Test 2. One of the reasons for this can be related to the fact that students did not have to cope with a whole, relatively long text, but rather two short reading segments and additional multimedia material. In addition to that, as much as the task itself was slightly more demanding in the cognitive sense, as it required shifting from one mode to the other and combining information extracted from different media, overall, they did much better. It seems that focusing on shorter segments, regardless of the type of input, affects better comprehension in general.

Table 1: Sample sizes and test scores

	N	Input	max score %	min score %	mean %
<i>Test 1</i>					
<i>Group A</i> (2000/2001)	50	Reading	46	16	31
<i>Test 2</i>					
<i>Group B</i> (2019/2020)	50	Reading	32	24	28
<i>Test 3</i>					
<i>Group B</i> (2019/2020)	50	Multimedia	74	14	44

Moreover, when the test included information that could be obtained via different modes, they showed improvement in comprehension. For instance, irony was detected by 21% of students (Test 3, Group B), which was significantly higher/better in comparison to the numbers scored in the other two tests. The same applies to understanding implicit meaning and the overall tone of the text.

The results point to the fact that the change of input affects students' scores and level of attainment. This finding corroborates the results of the study by Guichon and Mclornan (2008) that explored the effects of multimodality on listening comprehension. Accessing contextual clues by more than one mode of perception triggers the dynamic process of constructing meaning and relating it to pre-existing knowledge. Yet, as Moreno and Mayer (1999) prove in their experiments, information received by means of more than one mode has to be coordinated and coherent; otherwise, it may distract learners' attention and create a split-attention effect.

Table 2: Sample sizes and test scores

Type of question	N	Input	mean	mean	mean
			scores %	scores %	scores%
			Implicit meaning	Irony	Overall tone
<i>Test 1</i>					
<i>Group A</i> (2000/2001)	50	Reading	27	7	16
<i>Test 2</i>					
<i>Group B</i> (2019/2020)	50	Reading	32	11	28
<i>Test 3</i>					
<i>Group B</i> (2019/2020)	50	Multimedia	53	21	47

Furthermore, the obtained results may also indicate the motivation and reading habits of students. Even though preferences in terms of the type of learning input were not tested in this study, some other research indicates that students in general are more willing to watch something than to read it, especially when they are given a chance to choose (Nabhan and Hidayat 2018). In the same study, Nabhan and Hidayat (2018) argue that when it comes to self-assessment, the participants in their study stated that they are better at obtaining information via digital resources than by reading.

This study certainly has its limitations regarding several aspects, not only in terms of scope, but the study setting as well. For that reason, the fact that students did Test 3 online, whereas Test 1 and Test 2 were done during real contact time in class, might have had a considerable impact on the results, which was not taken into account. In that period, almost all input students got was multimodal, and they

were more ready to switch to a multimodal mode. Despite the limitations of the study, the idea was to use the data obtained during the pandemic-induced online learning period so as to compare some results and align the learning activities with the media of instruction and learning objectives set by the course requirements. It is interesting, however, that regardless of the fact students were under a lot of stress in that period, like everyone else, the change of format had a positive effect on some aspects of their learning process.

3.1. Pedagogical implications

Despite its limitations, this study can serve as a certain guideline for educators. As the results indicate, reading comprehension is quite a difficult task, even when it comes to more proficient learners at advanced levels, and this language skill should not be assumed, but rather practised systematically. One of the ways to approach this practice is to introduce more modes of communication to the process and gradually increase the length of texts as well as the time span needed to finish a given activity. This is especially relevant when teaching new generations of students, who are more used to swift shifts of video frames than obtaining information from reading texts. Reading comprehension can be facilitated by juxtaposing different input modes through which one can access information required for comprehension; yet, the information given in different modes needs to be coherent and coordinated, so as not to induce additional cognitive strain.

In addition to this, it seems that learners benefit from a combination of different modes of communication since it affects their motivation and attention (Kress 2003, Mayer 2005). This is in line with the learner-centered approach, particularly if multimodal learning input is consistent with the way the human mind works and aligned with learning objectives. On condition that it is designed carefully, multimodal content increases the dynamics of learning, particularly of distant online learning, as it substitutes to some extent the dynamics of real classroom interaction. In teaching EFL, the use of multimodal materials such as electronic dictionaries, videos, multimedia presentations, social networks, podcasts and interactive web pages can easily be applied in either online distant or real classroom learning. Nevertheless, learners need guidance to make the most of multimodal tools in order to establish meaningful connections between texts and the contexts that frame them, which can foster knowledge transfer and the development of other competences and skills.

4. Concluding remarks

This paper discussed reading comprehension skills as an essential part of language learning and increasing literacy in a foreign language. As much as EFL methodology is well established, particularly in terms of developing reading skills and their assessment, there are many challenges related to this process in the context of institutions of higher education in the 21st century. Reading comprehension is often assumed, and it is considered that reading competence develops naturally with the increase of fluency.

The main idea behind this study was to see if some changes in the reading patterns can be noticed if two generations of students are compared. Also, the aim was to introduce multimodal input to determine to which extent it impacts comprehension. The method used in the study was based on quantitative and qualitative analysis of comprehension in the tests. The quantitative analysis indicates better results in traditional reading comprehension tasks of students who were involved in the process of developing literacy some twenty years ago. Nowadays, students struggle more with their attention span when faced with longer texts. The change of input, i.e. using shorter reading passages and multimodal materials, significantly improved their levels of attainment in the comprehension tests.

Finally, some implications of the results for the development of reading competence in the context of EFL learning were put forward, especially in the context of using new technologically-based learning modalities. Further research in this field would be beneficial to confirm the pedagogical benefits of such an approach.

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УКЉУЧИВАЊЕ РАЗЛИЧИТИХ ВИДОВА ПИСМЕНОСТИ И МУЛТИМОДАЛНОСТИ У НАСТАВУ ЕНГЛЕСКОГ ЈЕЗИКА КАО СТРАНОГ НА ВИСОКОШКОЛСКОМ НИВОУ

Резиме

У данашње време, у глобалној култури, у којој је технолошки развој изменио уобичајене начине комуницирања, образовање на свим нивоима треба да се прилагоди тим променама да би боље одговорило на потребе ученика и студената који су рођени у XXI веку. У исто време, образовање не сме да изгуби своје кључне вредности и циљеве. Један од тих основних циљева свакако представља развијање писмености. У настави енглеског језика као страног развијање писмености спроводи се првенствено кроз развијање читалачких вештина, што понекад представља потешкоћу новим генерацијама студената, без обзира на ниво њиховог знања енглеског језика као страног, јер им је лакше и једноставније да сазнају, уче и забављају се перципирујући мултимодални садржај у видео-формату, него да читају књиге и текстове било које врсте. Полазећи од појма *различити видови писмености*, који је увела група аутора *New London Group* 1996, а који описује оквире посебног педагошког приступа настави страног језика, овај рад бави се покушајем да се такав приступ уведе. Рад приказује резултате истраживања мањег обима спроведеног на Универзитету у Новом Саду, на Филозофском факултету Одсека за англистику. Основни циљ рада био је да се утврде највеће потешкоће на које наизлазе студенти енглеског језика и књижевности приликом провере разумевања прочитаног текста. Из тог разлога урађена је упоредна студија у којој се проверавало постигнуће педесет студената на тесту разумевања прочитаног текста две генерације студената с размаком од двадесет година. Резултати показују пад у успеху на тесту у датом временском периоду. У другом делу истраживања поредио се разумевање прочитаног текста с једне стране, а с друге, разумевање информација које су добијене комбинацијом читања и праћења мултимодалног садржаја. У овом случају, знатно је боље разумевање кад се комбинују краћи текстови са мултимодалним садржајем. У раду се предлажу смернице за подстицање комбиновања

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различитих видова писмености, са циљем унапређивања читалачке писмености студената на страном језику.

► **Кључне речи:** настава енглеског језика као страног, различити видови писмености, мултимодални приступ, читалачке вештине, разумевање.

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