



## ***Multiliteracies in international educational contexts: Towards education justice***

C., Kalantzis, M. and Cope, B. (Eds.)

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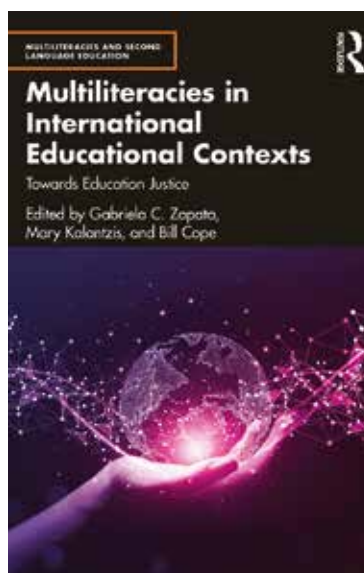
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Recent research on foreign language (FL) teaching has emphasised the need for pedagogies that provide equal opportunities and prepare students for the digitalised societal landscape. This volume, rich with global examples of how multiliteracies are taught with diverse digital tools to attain educational equity, is a highly relevant and timely resource for language teaching professionals.

This edited volume comprises eight chapters. Chapters 1 and 2, contributed by Bill Cope and Mary Kalantzis as founders of multiliteracies, focused on how they revised multiliteracies in response to new realities that are shaped by widening social gaps and challenges from AI technologies. Centred on the why-what-how framework, they justified multiliteracies as an approach to accessible education and elaborated on their reconceptualisation of learning as the movement across diverse forms of meaning, with the Learning-by-Design (L-by-D) framework to address practical considerations.

The following chapters are devoted to the global implementation of multiliteracies across education stages. Chapters 3 to 5 specifically discuss instructional examples in higher education. Gabriela Zapata introduces an open educational resource project where Latinx undergraduates collaborated to design materials for learning Spanish. This project not only enriches their understanding of linguistic diversity but also fosters their connection with their own cultural identities. Tzirides' study explores the synergistic integration of multiliteracies, translanguaging, and transposition in FL teaching through online platforms. This approach significantly bolsters students' critical digital literacy, enhances their awareness of various contexts, and promotes collaborative learning among peers. Alessandra Coutinho Fernandes elaborated on her application of L-by-D in teaching Brazilian preservice teachers oral English, which draws these future teachers' attention to topics on social justice like gender relations and social inequality.

Chapters 6 to 8 detail the joint efforts of researchers and educators in incorporating multiliteracies pedagogies into the curriculum for FL and bilingual education. Fei Victor Lim illustrates practical concerns and stakeholders' perspectives on teaching multimodal literacies



with examples from primary and secondary English classrooms in Singapore. His approach equips teachers and students with a multimodal metalanguage, which bridges multimodal studies with real-world analysis needs. Arvanitis and Vlachou brought in narrative methodology to apply multiliteracies pedagogy to kindergartens in Greece. They cultivated children's awareness of diversity through collaborative fairy tale construction, where children could conceptualise, experience and reflect on their own and others' diversity. Denise Newfield, in the final chapter, presents a historical review of the development of multiliteracies in South Africa after the end of Apartheid and how it aligns with the process of democratisation.

This volume contributes much to the ongoing discussion of what multiliteracies entail for educational justice and how language teachers could incorporate them in their courses through localisation. However, it has two minor shortcomings. While a few authors acknowledged that students have unequal access to digital devices and internet services, their pedagogies did not specify for readers how they address accessibility while encouraging digital learning. Additionally, most pedagogies in the volume highlight the functional perspective (i.e., functions of digital tools) at the expense of the aesthetic one (i.e., ways to create visually appealing designs). Nevertheless, aesthetics is so ubiquitous in contemporary communications that it "has to form part of multimodal literacy" (Van Leeuwen, 2017, p. 9).

To sum up, this volume proposes diverse multiliteracies pedagogies that embrace education digitalisation and cultural diversity, in response to society's growing demands for workforces with FL skills beyond traditional reading and writing. As such, it serves as a valuable source for researchers and teachers who are interested in contextual practices to cultivate FL learners as multimodal communicators.

## REFERENCES

Van Leeuwen, T. (2017). Multimodal literacy. *Metaphor*(4), 17-23.