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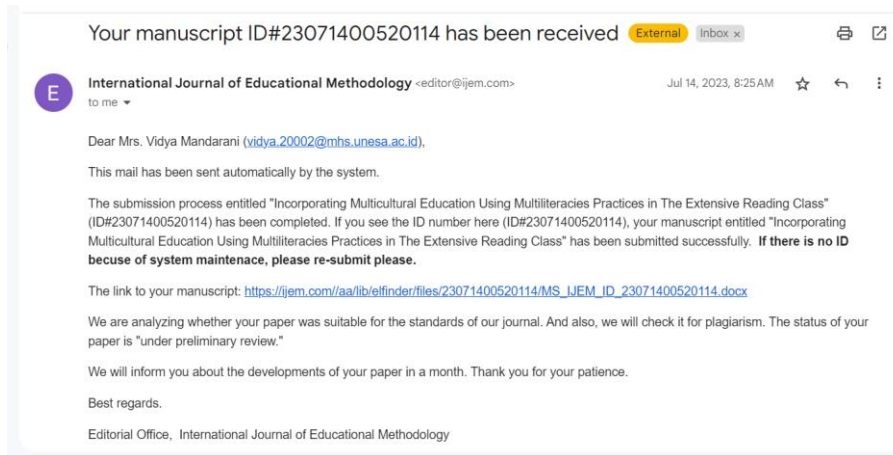
Judul artikel : Incorporating Multicultural Education Using Multiliteracies Practices in the Extensive Reading Class

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1. Bukti Konfirmasi submit artikel (14 Juli 2023)



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Editor - International Journal of Educational Methodology <editor@ijem.com>
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Sep 28, 2023, 1:13 AM ☆ ↶ ⋮

Dear Mrs. Vidya Mandarani,
Congratulations! After a thorough double-blind review, I am pleased to inform you that your manuscript entitled "**Incorporating Multicultural Education Using Multiliteracies Practices in The Extensive Reading Class**" (ID#23071400520114) **has been completed. If you see the ID number here (ID#23071400520114)** can be published on condition that corrections are made.
Please consider the reviewers' reports and emendations about your paper, please edit your manuscript and resend it as author names **blinded** paper by email attachment to us as soon as possible. In addition, we request to fill out the attached correction report what you have done as a word file. Please also highlight the edited parts in the different (yellow and green) colors for each reviewer.
After we check your manuscript, we will send you the acceptance letter. The deadline for sending your finalized paper is **October 11, 2023** in order to publish in our next issue (December-2023). If you need more time, please don't hesitate to contact me.
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2- Please check all references for compatibility to APA 7 style (see <https://apastyle.apa.org/style-grammar-guidelines/references/examples>). Also please provide all issue, doi or nondatabase article link -if any (To find the DOI easily see: <http://doi.crossref.org/simpleTextQuery>).
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Bussieres, E.-L., St-Germain, A., Dube, M., & Richard, M.-C. (2017). Efficacite et efficience des programmes de transition a la vie adulte: Une revue systematique [Effectiveness and efficiency of adult transition programs: A systematic review]. *Canadian Psychology/ Psychologie Canadienne*, 58(1), 354–365. <https://doi.org/10.1037/cap0000104>
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Best regards,
Ahmet C. Savas, PhD

Komentar reviewer 1 :

Incorporating Multicultural Education Using Multiliteracies Practices in The Extensive Reading Class

Type of the research: Research Article

Abstract: Multicultural education is expected to improve the frameworks of educational institutions so that students from various ethnic, racial, cultural, and linguistic groups have equal academic accomplishment possibilities. It is essential for EFL learners in Indonesia since English has its own culture. This research aims to comprehend the practices of multiliteracy pedagogy using literary works to embrace multicultural education in an Extensive Reading classroom. This investigation used a qualitative case study using observation and semi-structured interviews to collect data from the lecturer of Extensive Reading course. The results showed that lecturers incorporated all aspects of multicultural education through multiliteracy practices. While generating cultural value from students' life experiences, the researcher discovered content integration, knowledge scaffolding, equity pedagogy, bias degradation, and empowerment of school culture. This study justified the theory that literary works can be used to adopt multiliteracy pedagogy in promoting multicultural education in Extensive Reading classes.

Keywords: *Extensive reading, multicultural education, multiliteracies pedagogy*

Introduction

Since Indonesia has several multicultural ethnicities, integrating multicultural education is critical for Indonesian students, particularly for teachers who must understand various cultures to aid their teaching or to engage students' cultural diversity. Preservice teachers with multicultural awareness may thus be more effective (Cherng & Davis, 2019). Incorporating multicultural education in the Indonesian EFL classroom is pivotal because the English language has a culture that differs from that of the teacher and students. Aside from mastering the English language, teachers must possess a broad knowledge of other cultures to teach in a multicultural classroom (Diem & Abdullah, 2020). Multicultural education is expected to change the structure of educational institutions so that male and female students, exceptional students, and students from diverse ethnic, racial, cultural, and linguistic groups may have access to equal opportunities to achieve academic success (Smolen & Oswald, 2011).

Hence, the Indonesian government must conduct more training for teachers and principals to build a critical multicultural education model appropriate for their local school circumstances (Harjatanaya & Hoon, 2020). Multicultural education helps students gain a broader perspective of cultural diversity to reduce prejudice by respecting cultural characteristics (Banks & Banks, 2010). The following are indicators of the integration of multicultural education in students: a) Recognising national and international cultural differences, b) Encouraging anti-discrimination, and c) Endorsing national and international cultural diversity (Cha et al., 2018). The significance of teachers' preparation for multicultural education knowledge related to the findings that preservice teachers in the Mid-Atlantic United States show that multicultural awareness is closely tied to preservice teachers' competence in designing classroom environments (Cherng & Davis, 2019). Colour preservice teachers demonstrated higher levels of multiculturalism than Asian Americans, who demonstrated lower levels than White Americans. In his study, Castro Garcés (2021) found that students accepted differences and gained sociocultural understanding; it was included in a meaning-making process, which assists students in creating a linguistic sense from the language they are learning.

Using literary works is an instructional resource that may help students to learn about culture. Cultural understanding significantly influences literary interpretation (Mustofa & Hill, 2018). Novels are literary

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works that encourage students to improve their cultural understanding and language abilities (Siaj & Farrah, 2018). Learning literary works offers numerous benefits, such as motivation, authenticity, cultural enrichment, language improvement, personal engagement, creativity, and critical thinking development. Studying English literature may facilitate EFL learners' understanding of English culture and allow them to observe how to use the language to communicate, feel, dream, and convey their hearts in the said language, allowing them to learn English as ESL lecturers (Uddin, 2019).

In Indonesia, multicultural education has not yet been pivotal in teacher education programmes (Harjatanaya & Hoon, 2020). This statement is based on the researcher's pre-observation of students enrolled in the English Language Education Study Program in Islamic Universities within a small Indonesian regency with low cultural diversity, as most students originated from nearby areas. Furthermore, the students did not understand the significance of multicultural education in their learning process. As a result, they needed to be inspired by the lecturer's content to embed multicultural education and prepare students for real-world teaching in school.

Extensive reading practices, including students' continual reading of books for enjoyment, enhance their general reading skills and boost their likelihood of drawing logical conclusions while digesting the material (Anindita, 2020; Dwyer et al., 2014). Wang and Ho (2019) described extensive reading as a reading activity that assists in developing language abilities, reading habits, and positive reading attitudes. Additionally, frequent reading enhances reading comprehension, vocabulary, writing fluency, and precision. Students indicated positive attitudes and views about extensive reading in EFL classrooms with these benefits. Lindawati (2021) found positive attitudes and perceptions toward extensive reading in EFL settings. Students who have not developed effective reading strategies for extracting and processing meaning from college-level materials fail to complete reading and writing tasks. When extensive reading is introduced, students' interest in the materials they want to read diversifies (Anindita, 2020; Odom, 2020). According to Mussa and Fente (2020), EFL lecturers must be considered when selecting literary texts because most literary works are linguistically complicated, culturally bizarre, and unappealing to students. The research also found that most reading activities do not offer beneficial cultural backgrounds, engaging tasks, language awareness exercises, or essential

language previews. These studies have demonstrated that extensive reading can enhance students' English abilities and aptitudes.

Integrating multiliteracy pedagogy with multicultural education can offer students additional opportunities to read and write meaningfully in order to build a critical perspective on cultural concerns (Lee et al., 2019). The significance of multicultural education in the classroom inspires students' thoughts (as readers) in multicultural education in a hybrid learning setting. These results facilitate incorporating multicultural education in multiliteracy practices (O'Byrne & Smith, 2015).

In this situation, the English Department students at UMSIDA must complete all compulsory reading, writing, speaking, and listening levels in the first semester. They were introduced to literary reading materials with multicultural themes, such as short stories. During the observations, reading tasks included text comprehension, inference of meaning, evaluation of text rhetorical structures, summarisation, and prediction of outcomes. Meanwhile, students evaluated literary works in their Extensive Reading courses. Therefore, this study identified the most significant degree of reading comprehension, Extensive Reading, as a need for English Language Education majors at the university level. Students enrolled in the Extensive Reading course must be able to evaluate and comprehend the material. The lecturer chose the literary work "Does My Head Look Big in This?" and expected students can infer the novels' cultural connotations. The lecturer implements multiliteracy learning to help EFL students grasp the cultural elements that encourage multicultural education. Thus, the researchers want to conduct a case study to determine how the lecturer integrates multicultural education and multiliteracy practices in an Extensive Reading class. Therefore the research question: "How does the lecturer incorporate Multicultural Education through Multiliteracies Practices in Extensive Reading class?"

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Literature Review

Multicultural Education

Multicultural education helps students understand cultural diversity and reduces prejudice by respecting cultural characteristics. Cultural diversity should be understood in the teaching and learning process so

that the distinction may benefit rather than hinder learning. Teachers must use examples from other cultures to illustrate a subject and engage students from a cultural perspective to avoid bias against culture, develop creativity so that learning may be accepted by various cultures, and familiarise students with various cultural activities.

Banks (2016) explained multicultural education's five aspects as follows: *Content Integration* which refers to the method through which teachers use content and examples from many groups and cultures to show theories, generalisations, principles, and concepts in a specific subject area, all of which must be both logical and structured. In numerous topic areas, there have been more chances to integrate ethnic and cultural content. *Knowledge Scaffolding* – It refers to how much effort teachers put in to assist students to comprehend, investigate, and discover how implicit cultural frames of reference, assumptions, views, and prejudices impact how knowledge is formed in a topic. Moreover, *Equity Pedagogy* – Teachers in various fields can evaluate their teaching methods and styles to examine how well they reflect multicultural concerns. When teachers try to enable students from varied ethnic, cultural, gender, and socioeconomic backgrounds to succeed academically, lecturers do lessons and activities to assist students in developing positive views about different racial, ethnic, and cultural groups and boost school culture. *Empowerment of School Culture* – labelling practices, sports participation, achievement disparities, and the interaction of staff and students across ethnic and racial lines must all be reviewed to create a school culture that supports students from varied racial, ethnic, and gender groupings.

Arsal (2019) researched the effect of critical multicultural education on the multicultural perspectives of preservice teachers in teacher education programs. The study comprised 76 preservice teachers participating in a teacher training program and used a pre-test and post-test quasi-experimental design. An experimental group used multicultural content integration for one semester, and data were collected using the teacher's multicultural attitude survey. The findings showed that preservice teachers who participated in the critical multicultural education program grew significantly in their multicultural perspectives compared to those in the control group. It indicated that including critical multicultural

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education content in teacher education programs positively affects the formation of multicultural attitudes among preservice teachers.

Kiss and Mizusawa (2018) investigated revisiting the pedagogy of multiliteracies in multicultural writing education. It was a two-year research project on writing instruction in the Singapore English Language classroom, which serves a mixture of EFL, L2, and L1 students. The research consisted of many case studies. Observations and interviews were used to gather data from six secondary school teachers, which revealed their shared practices and beliefs. The results demonstrated the prevalence of examination-centred strategies focused on functional literacy, regular procedures, and standardisation, as opposed to a pedagogy that promotes social justice and cultural and linguistic diversity. The results demonstrated that the examination culture has the most significant impact on the writing classroom, and it became clear that it is the driving force of pedagogy.

Multiliteracies

Multiliteracies pedagogy comprises Situated Practice, Overt Instruction, Critical Framing, and Transformed Practice. In *Situated Practice*, the learning begins with exploring students' knowledge about a topic before students enter the topic to be taught (Mills, 2011). The teacher introduces some statements then students must recall their life experiences, thoughts, and opinions related to the topic (Sang, 2017). In *Overt Instruction*, students practice a systematic and analytical learning process with various learning activities, which can build understanding based on the topic given by the teacher and the student's previous knowledge about its context. *Critical Framing* investigates contexts and goals, broadening one's view of the world. To know what cultural options are used to tackle this or that specific difficulty in daily life, to know what strategy is used in a particular situation, and to know this approach best serves the goals and interests of each—interpreting the social and cultural circumstances of specific meaning designs. In transformed practice, the teacher shares the feedback as a review of the learning process (The New London Group, 2000). *Transformed Practices* included implementation, transfer context, and re-create design. Through this practice, the students are encouraged to compose innovative work.

Cultural diversity should be understood in the teaching and learning process so that the distinction may benefit rather than hinder learning. Teachers must use examples from other cultures to illustrate a subject and engage students from a cultural perspective to avoid bias against culture, develop creativity so that learning may be accepted by various cultures, and familiarise students with various cultural activities. Therefore, multiliteracies activities enhance the multimodal aspect of literacy. Several meaning modalities must incorporate and combine the multiliteracies of writing, speaking, visual representation, aural representation, tactile representation, gestures, spatial representation, and self-representation (Pedersen & Have, 2023). Multiliteracies is a literacy concept that tackles the variety of meaning-making in many cultural, societal, or domain-specific situations (Cope & Kalantzis, 2015). It contributes significantly to learning English; multiliteracies using literary works might enhance cultural comprehension. Rajendram and Govindarajoo (2016) investigated how multimodal literary text designs interact with films in English and the student's native language in terms of aesthetic and critical reactions. The data revealed that students interact with *Step by Wicked Step*'s multimodal design in three stages, and multiliteracies practices enable students to acquire several languages and cultures in the classroom.

Literary Work

A literary work is a type of writing that employs words to create a meaningful image, notion, or story (Klarer, 2005). On the other hand, words are useless unless they are structured into solid, syntactically arranged sentences that aesthetically convey the target concept. It indicates that the work is considered a work of art having a literary style separate from personal conversation. Literary works are classified as creative writing or studying what was written. Some examples are drama, fiction, essays, biography, and journalism (Rizal, 2016). It includes symbolic language that opens, draws on, stimulates, and exploits sections of the mind, ranging from inspiration to emotion, pleasure to suffering; it may generate something "personal between text and reader" (Nanda & Susanto, 2020). Reading or evaluating a literary work may broaden the reader's perspective and understanding of people in the context of their thoughts on various subjects, experiences, and beliefs.

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Literary works can be regarded as legitimate material for language training. Additionally, training must include many input sources such as the internet, movies, literature, and music to let learners live the content's experience with all their senses, not just their minds (Rass, 2020). Teachers need to consider the available time for students to work on the text and the student's motivation and language level when facilitating language teaching. It may improve integrated language and literary abilities (Nanda & Susanto, 2020). Also, it may be used as reading material to learn more about a culture and its ideals in a cultural context. As we all know, culture encompasses language, religion, food, social customs, music, and the arts. In her study, Sungkowati (2019) investigated Arek's cultural aspects in literary works and discovered four elements: language, social organisations, knowledge systems, and the arts. Because the literary work gave a complete picture of everyday life, it appears more realistic than a scientific work.

Further, Meiliana (2017) examined Arthur Golden's "Memoirs of a Geisha" and Ahmad Tohari's "The Dancer." The research showed customs that tended to represent violence, whether psychological, physical, or sexual aggression. The findings revealed that two books revealed traditional female performers adept in various disciplines and cultural aggression directed toward the artists. Physical, sexual, or psychological violence are examples of cultural violence. Nganga (2020) discovered that seeing children's books from the perspective of multicultural education aids preservice teachers in acquiring the essential ability to spot subtle prejudice. In his qualitative study, a primary education program at a predominantly white and monocultural institution enrolled 16 preservice teachers. Participants responded to questions in writing at the beginning, middle, and end of the semester to obtain data. The researcher organised the minor themes into two sections: 1) Bias understanding of critical multicultural education. Most participants had a comprehensive understanding of what it meant to welcome all students into the classroom and treat them fairly, and 2) The need for professional development programs providing standalone diversity courses that explicitly teach participants about human diversity and subtle prejudice in children's books that conditioned young learners into existing societal structures.

Reyes-Torres and Raga (2020) investigated the concept of literacy as a multidimensional concept. They suggested a multimodal toolkit for EFL teachers to deal with essential literary and visual aspects.

Literary works such as poems and picture books can be used in multiliteracies pedagogy. The meaningful interaction between words and visuals defines *The Snow Lion* picture books and implements the multiliteracies pedagogical method, which comprises four knowledge processes: experiencing, theorising, analysing, and applying. It showed that examining and interpreting picture books can help EFL students to develop meaning and think critically.

Incorporating multicultural education into school curricula and literacy training bolsters students' accomplishments from diverse backgrounds (Gay, 2004). Culturally and linguistically diverse literary works may elicit a range of reactions from students via the four phases of multiliteracies pedagogy: contextual practice, overt teaching, critical framing, and transformed practice. Therefore, including literary works in multiliteracies practices assists EFL students in understanding the cultural variety and supports multicultural education.

Methodology

Research Design

This research conveyed a qualitative case study using creative literacy, digital-based, and geographical analysis. A qualitative case study focuses on the formation of meaning, its link to a phenomenon's context, and its theoretical assumptions (Woodside, 2010). It is to investigate linguistic phenomena, social identity, and multimodal text (Albers et al., 2014). Based on the pre-observation, the English Education Study Program's learning process has included culture-related material for students in several courses from the beginning of the first semester. Nonetheless, limited studies have been conducted on multicultural education. Therefore, this study will use a qualitative case study design to investigate multicultural education through multiliteracies pedagogy.

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Sample and Data Collection

The researcher used purposive sampling to acquire the data. The samples are the Extensive Reading lecturer in the fourth semester of the English Education Study Program at Universitas Muhammadiyah Sidoarjo and 44 (forty-four) students who enrolled Extensive Reading course in one classroom. The researchers interviewed the lecturer with eight years of experience teaching Extensive Reading at

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UMSIDA. Based on the pre-observation result, the researchers found that the lecturer always writes an outline course of Extensive Reading with clear learning goals and employs multiliteracies pedagogy to uncover literature's cultural components. The data source is the lecturer's utterances to the novel "Does My Head Look Big in This?" in embedding multicultural education through multiliteracies practices. The novel was published for the first time in 2005 and has won the Australian Book Industry Award and the Australian Book of the Year Award for young adult children.

The data are reviewed to assess whether multicultural education is embedded in the multiliteracies practices. The researchers conveyed observation and in-depth interviews. The observation was conducted for 5 (five) weeks from February to March 2022. The instruments consisted of an observational checklist modified from Cope & Kalantzis (2015) and The New London Group (2000) to monitor the integration of multicultural education and a video recording of the lecture with the lecturer's consent to ensure accuracy. The purpose of the recording is to double-check the observational checklist. Below is a list of multiliteracies research practices:

Table 1. The Activities of Multiliteracies Practices

No.	Multiliteracies	Activities
1.	Situated Practice	<ul style="list-style-type: none"> The lecturer discussed the types of literary works that students, such as fairy tales, short stories, or novels, have read. The lecturer asked students about their experience of reading literature. The lecturer asked the students to write on the whiteboard one word that came to their mind related to Moslem and hijab.
2.	Overt Instruction	<ul style="list-style-type: none"> The lecturer presented PPT slides to explain the general elements of the novel, such as setting, character, plot, conflict, climax, and resolution, then explained in detail the elements from the novel "Does My Head Look Big in This?" The lecturer asked the students to show the novel's part related to the hijab's depiction worn by the main character, Amal.
3.	Critical Framing	<ul style="list-style-type: none"> The lecturer asked students to connect their life experiences to the novel's story. The lecturer invited students to discuss the novel's themes regarding cultural, historical, social, and political aspects.

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4.	Transformed Practice	<ul style="list-style-type: none"> The lecturer created an assignment to write a free verse poem about Amal's story, which must be completed in the column of the E-learning platform.
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Moreover, Banks (2016) mentioned several considerations in multicultural education: a) The range of which teachers use examples and information from various cultures; b) The amount to which teachers assist students in examining how latent cultural preconceptions are; c) Assess the extent to which instructional techniques and styles reflect multicultural problems; d) Teachers must assist students in developing positive attitudes about various racial and ethnic groups; and e) School culture and organisation promote gender, racial, and social class bias. The results of observations on multicultural education are listed in the following table:

Table 2. Observational Checklist of Multicultural Education

No.	Multicultural Education	Check	Activities
1.	Content Integration	√	<p>The lecturer boosted students' prior knowledge of the ethnic and cultural content.</p> <ul style="list-style-type: none"> The lecturer empowered the student's grasp of the issue under discussion. The lecturer requested those who wore a hijab to give their views about the hijab and write them on the whiteboard.
2.	Knowledge scaffolding	√	<ul style="list-style-type: none"> The lecturer urged them to connect the themes by mentioning other terms from their experiences. The lecturer asked for their opinions about wearing a hijab in other countries, so they might realise that something we usually wear can be strange in other countries.
3.	Equity pedagogy	√	<ul style="list-style-type: none"> The lecturer asked them to envision a place where Muslims are a minority and how it would affect their socialisation process. The lecturer suggested Finland as a place they visited, where Muslims were not the majority. The lecturer then asked students to consider it. The lecturer referred to it as stigmatisation, which implies that Muslims refer to the Bali bomber similarly, and it has impacted the lives of Muslims in Australia. The lecturer questioned the students about whether Australia should embrace Muslims.

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			The lecturer then discussed the social context of how the Australian government accepts Muslims. Based on the data, various segments of Australian society have subjected Muslims to discrimination, abuse, stereotyping, and ignorance.
4.	Bias degradation	√	<ul style="list-style-type: none"> • The lecturer disagreed with the student's opinion that Amal's friendship was toxic. • The lecturer emphasised that the novel's theme is tolerance for Amal as a Muslim and that the connection is not toxic.
5.	Empowerment of school culture	√	<ul style="list-style-type: none"> • The lecturer asked the students to read and analyse multicultural literature and invited them to group discussions.

Observation is the first step in collecting data from the beginning to the end of the learning process.

Furthermore, the researcher investigated how multicultural education **is interwoven** in multiliteracies practices using literary works. The instrument was adapted from Munalim (2019).

Table 3. Interview Questions

No.	Multicultural Education	Question
1.	Content Integration	<ul style="list-style-type: none"> • Did you ask your student about their rich cultures and religious practices? Why did you ask about that? • Did you use examples from different cultures to illustrate the main concepts, principles, and ideas? Why?
2.	Knowledge Scaffolding	<ul style="list-style-type: none"> • How did you explain the hidden values and meanings in words or concepts? • How did you help the students understand some words or concepts that are culturally loaded?
3.	Equity Pedagogy	<ul style="list-style-type: none"> • What were you doing to provide equal chances for students to express, share, and promote cultures? • Did you learn with the students about cultural and religious similarities and differences? What was the purpose of it?
4.	Bias Degradation	<ul style="list-style-type: none"> • How did you encourage all students to develop more positive attitudes toward races, religions? • What were you doing to correct faulty thoughts, stereotyping, or racist attitudes toward a particular group's race or religion?
5.	Empowerment of School Culture	<ul style="list-style-type: none"> • How could you make students feel equal worth and dignity as humans? • Did you provide rich multicultural orientations, exposures, and shows for the students and faculty members? How did you do it?

Analysing of Data

After collecting the data, the researchers evaluate them through the following procedures:

1. Analyse the observation results by reviewing the recording of the implementation of multiliteracies practices and the field notes during direct observation.
2. Transcribe and reduce the data. The data is reduced by selecting the utterances which contain multicultural education.
3. Analyse the lecturer's utterances on multicultural education using QDA Miner Lite V2.0.9, an accessible application for qualitative research. The analytical technique comprises the following steps: 1) Creating the codes and their categories, 2) Selecting the sentence to paragraph and assigning the codes, 3) Obtaining the code frequency analysis in tree chart or table format (.xlsx), and 4) Categorising the text's codes and offering an explanation.
4. The data are presented in several points emphasising multicultural education in multiliteracies practices.

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Findings

Using QDA Miner Lite, the researchers can determine which practices incorporate multicultural education. The classification is based on multicultural education indicators, such as Content Integration, Knowledge Scaffolding, Equity Pedagogy, Bias Degradation, and Empowerment of School Culture. It presented that activities in multiliteracies practices promote multicultural education. Consider the following table.

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Table 4. The Practices Embedding Multicultural Education

Multiliteracies	Multicultural Education				Empowerment of School Culture
	Content Integration	Knowledge Scaffolding	Equity Pedagogy	Bias Degradation	
Situated Practice	√	√			
Overt Instruction	√		√		
Critical Framing	√		√	√	
Transformed					√

Practice

Table 4 informed that Content Integration is embedded in situated practice, overt instruction, and critical framing, which means that the lecturer had implicitly provided cultural values. Moreover, Knowledge Scaffolding is only found in situated practice, and Equity Pedagogy is discovered in overt instruction and critical framing. Meanwhile, Bias Degradation is found in critical framing, and Empowerment of School Culture is discovered in transformed practice.

Content Integration

The lecturer used ethnic and cultural material to convey learning ideas, themes, and principles by integrating information (Banks, 2016). It exists in the three phases of multiliteracies: situated practice, overt instruction, and critical framing. Read the following utterance as an example of content integration in situated practice:

“When you watched a movie, for example, any kind of literary product or culture product, do you think that, in my opinion, when you, have you ever imagined that you are part of the story?” (Example 1)

Example 1 demonstrated that the lecturer inquired about the students’ movie-viewing experiences and said that literary works are cultural artefacts. The lecturer then solicited their comments on the matter. It illustrated the incorporation of cultural elements into practical application.

Next, content integration is also found in overt instruction. Look at the example below:

“... In Australia, for example, the characteristic of the dominant culture, ya, is the most likely liberal culture that upholds freedom.....” (Example 2)

The cultural component is conveyed in the discussion of Australia’s generally liberal mainstream culture. The lecturer also contrasted Australia’s and Indonesia’s majority cultures and emphasised that cultural influences may lead to differences in social rank.

The lecturer questioned the students’ diverse cultures and religious practices based on the interview. Each student may have unique characteristics and perspectives to determine whether everyone in the

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class can be on the “same page” as intended. **Consider** the following utterance in the critical framing stage:

“... Because it is interrelated to Australia, the home party, what is the name, at Adam’s house” (Example 3)

Example 3 represents Amal’s experiences of cultural difference when she attended a party at Adam’s house. Amal was seen as odd by her friends because her culture differed from Adam’s. The most visible culture reflects the everyday lives of Australians.

The lecturer highlighted fundamental concepts, principles, and ideas from another culture to develop students’ cross-cultural literacy. This kind of comprehension is crucial for those learning a foreign language. The researchers identified knowledge scaffolding in multiliteracies practices after examining all levels of multicultural education that applied content integration. Consider the following explanation.

Knowledge Scaffolding

The situated practice provides a framework for knowledge. The lecturer supported students in comprehending, researching, and identifying latent cultural assumptions, frames of reference, and perspectives via knowledge scaffolding. During the learning process, the lecturer utilised cooperative learning to foster friendship and cross-cultural understanding among students so that they could exchange ideas. The lecturer asked them to mention a term representing Muslim, hijab, and religion and to form the students’ knowledge of the literature that would be addressed in greater detail in learning. Students may also discover various words associated with the topic. The outcomes are detailed below:

“What words that you think? What kind of words are connected to hijab? Can you write it down on the whiteboard?” (Example 4)

The students responded to the utterance in Example 4 by writing some terms, such as religion, beauty, love, duty, females, identity, protected, God’s instructions, Muslimah, charming, and comfortable. These responses showed that students have a comprehensive and in-depth knowledge of the hijab’s use in daily life, not just as a religious symbol but also as a Muslim identity, and a view that wearing the hijab is not a compulsion but rather a beneficial habit. According to Sheth (2012), the symbolism of the

hijab is not simply religious but also far more fundamental, existential, and resistant. This viewpoint aligns with the lecturer's and student's belief that the hijab has religious importance and is not exclusive to Muslim women.

Introducing the notion that literary works might be seen as fragments of more extensive texts, the lecturer assisted students in comprehending specific culturally laden terms and ideas. The inclusion of multicultural education's content integration and knowledge scaffolding in equity pedagogy is explored below.

Equity Pedagogy

The lecturer uses culturally responsive teaching to address equity pedagogy. It is proven in the Overt Instruction and Critical Framing phases of multiliteracies.

"...Where Muslims are not the majority, do you think it will be [inaudible]? Will you find it difficult to socialise? No?" (Example 5)

Example 5 showed that the lecturer encouraged students to consider how moving to a location where Muslims are a minority might impact their socialisation. The legitimacy of permitting young Muslim women to wear hijabs in public schools has provoked heated debate in several multicultural nations (Moghissi, 2006).

Further, Australian society has exposed Muslims to discrimination, abuse, stereotyping, and ignorance. Therefore, the lecturer asked the students whether Australia would accept Muslims. The lecturer then discussed the societal background of the Australian government's acceptance of Muslims.

"... Even though it is a little bit difficult the first time, the fact shows that Amal is finally accepted to wear a hijab in school..." (Example 6)

Despite several challenges, Amal's school permits her to wear a hijab. The lecturer gives students equal opportunities to express, exchange, and promote cultures by showing cultural phenomena from other cultural entities to help them comprehend the cross-cultural perspective. The lecturer allocated time in minutes for the students to hold group discussions. The students with cultural experience will respond, meaning they have fully comprehended. In addition, the lecturer must study cultural and religious

similarities and differences with students to foster an environment of equality. In this phase, a feeling of equality encourages greater freedom of expression.

Bias Degradation

Bias degradation aims to help students gain racially democratic attitudes and to understand how the dominant group's educational environment and ideas influence ethnic identity. The study uncovered the deterioration of critical framing due to prejudice. The lecturer established democratic views on race. For example:

"Okay. Well, well, I disagree about the toxic relationship. I think because it is too kind of personal...." (Example 7)

Example 7 emphasised the lecturer's disagreement with the student's response to Amal's relationship and said it was toxic.

The lecturer then highlighted that the novel's core topic is tolerance for Amal as a Muslim and that relationship is not toxic. The utterance below demonstrated the lecturer degraded prejudice during critical literacy instruction:

"...So, Australia is a country that is the most visited destination of migrants."
(Example 8)

Example 8 represents the lecturer's view of Australia as one of the most famous immigrant destinations and that Australians are receptive to foreigners.

The Extensive Reading course lecturer used literary works to encourage all students to acquire more favourable attitudes about tolerance by showing that the text has a tale plot and a crucial character, Amal. It suggested that literature may act as metaphors for social fairness. In addition, the lecturer urges all students to cultivate more favourable views about races and faiths. The students dominate their social lives, so the lecturer provided a literary exemplar that portrays the lives of a minority and they may comprehend the perspective. To rectify erroneous beliefs, stereotyping, and discriminatory attitudes against a race, religion, or any group, the lecturer explains why these beliefs may harm others. They must experience being the target of erroneous beliefs to comprehend what it is like to be a minority.

Empowerment of School Culture

The transformed practice fosters an empowering school culture. The objective of empowering school culture is to develop a school culture that empowers students of varied racial, ethnic, and gender backgrounds. The lecturer instructed the students to compose poetry based on their past understanding of historically and culturally established meaning patterns as a play of cultural resources.

“... You can make poetry with meters, such as classic British English poetry or free verse. It is up to you. ...” (Example 9)

Example 9 portrayed the students as being challenged to create a poem. It may be grammatical or free verse (no row or verse rules) poetry.

The researchers found five cultural-based poems among the 44 students enrolled in the course. The five poems related to Amal's fear, Amal's courage, Amal's spirit, Amal's hijab as self-awareness, and human tolerance; thus, the lecturer promotes a sense of equal value and human dignity by having them read the novel, which describes how all humans have the same desire to persecute minorities. It can only be resolved when the majority becomes conscious of the need for equality with the minority. The lecturer gives students extensive multicultural orientations, exposure, and demonstrations by allowing them to debate culture openly.

Discussion

Employing multicultural literature in the Extensive Reading class through practising multiliteracies is advantageous for fostering critical thinking in students' reading and response to literary texts. Students may connect the novel's story with their prior experiences, knowledge, and social life. In every step of multiliteracies practices, they build a critical perspective.

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In terms of content integration, the lecturer used ethnic and cultural materials. The lecturer emphasised the relationship between a nation's culture (e.g., wearing the hijab for Indonesian female Muslims) and cultural output in multiliteracies (e.g., novels). Several researchers have shown that personal interaction with diversity and the ability to reflect on such educational experiences may be vital for fostering multicultural awareness and sensitivity. Vavrus (2002) researched ways to explain the cultural concept

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to the students, and the outcomes showed that the cooperating teacher positively affects the implementation of multicultural curricular ideas.

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Iwai (2019) examined educators' perspectives on multicultural literature. They cooperated on a multicultural literary project encompassing problems of diversity, multicultural literature, and culturally responsive education. The results imply that lecturers may increase their understanding of multicultural literature. Students must obtain multicultural education via materials, photographs, and drawings combining cultural information from multicultural literary works.

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The lecturer encouraged students to connect the themes within knowledge scaffolding by referencing other words from their experiences. The lecturer encouraged them to think about wearing a hijab in other non-Islamic countries so they can tolerate uncommon things. The lecturer also addressed cultural information, such as Australia's dominant culture. The lecturer highlighted the variety of Australian and Arabian cultures among Amal's family and friends via critical framing. The lecturer mentioned Bali Bombings, which made Muslims labelled as terrorists. It attempted to enhance student understanding of Muslim stigmatisation.

By showing the hesitancy of wearing a hijab in Australia, the lecturer imparts acceptable beliefs, stereotyping, and prejudiced sentiments against an ethnic origin, religion, or any group. Students are invited to feel the storm of compassion in the aftermath of people's responses when Amal wears a hijab in the novel book. Nganga (2020) observed that employing a multicultural social justice framework helps lecturers gain crucial talents in assessing children's literature for hidden biases. Students must recognise the text's concealed biases to avoid making analytical errors. The lecturer constantly employed cooperative learning to foster camaraderie and cross-cultural understanding, allowing for cultural interchange and acquiring vital information via experience.

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Regarding equity pedagogy, the lecturer likened Australia to France and Ireland, both of which have Muslim minority populations. Therefore, students must maintain an impartial stance toward all non-Islamic nations. Paul-Binyamin and Haj-Yehia (2019) conducted a five-year qualitative action study on teacher education in Israel, where a conflict arose between a Jewish majority and an Arab minority. They analysed three unique educational models for multicultural teaching. The results suggest that

education should promote minority tolerance and equitable social participation. It also appears in novel texts that foster tolerance when students can think critically and grasp the novel's moral message.

Abacioglu et al. (2022) researched the effects of career development in multicultural education on teachers' perceptions of cultivating a culturally inclusive environment for school teachers in New South Wales. The results showed that teachers who receive career development, particularly during their years of service, have more favourable attitudes regarding multicultural ideologies and practices than teachers who do not. Implementing multicultural education may broaden students' understanding of cultural diversity, which must be valued and respected. The research of lecturers who teach Turkish to Syrian immigrants indicated that literary teachers have more attitudes toward multicultural education than class teachers (Karacabey et al., 2019).

Besides that, the school's policy that allowed Amal to wear the hijab was a sign of religious tolerance. The Australian government also has welcomed migrants and student exchanges. It represents that the novel contains bias degradation value, which can be found in the critical framing phase. Amal proves she can be accepted as a Muslim in Australian schools and wear her hijab. Aybek (2018) investigated the connection between teacher candidates' critical reasoning tendency and their views toward multicultural education at the University of Sukurova's Faculty of Education. The findings revealed that teacher candidates agreed on a scale concerning their critical thinking disposition and views toward multicultural education. It is intended that students would express their Multicultural Education at school and in society by studying the level of student literature.

To empower school culture, all students may respond to literary analysis. This phase promoted mutual tolerance and appreciation for cultural variations in learning using Amal's experience in the "Does My Head Look Big in This?" novel. It emphasises the essential human dignity-based concepts of justice, equality, freedom, and democracy. The novel clearly states stereotypes and Islamophobia. It reveals the prejudices and preconceptions that even well-intentioned individuals have. The first-person narrative allows readers to experience Amal's emotional emotions of bigotry and abuse. Given the present political context and the increase of Islamophobia, it is also pertinent. Amal's narrative combats prejudice and bigotry by emphasising the viewpoint of a hijab-wearing Muslim woman, who is

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especially susceptible to hate and violence owing to her hypervisibility. According to Erbaş (2019), the Turkish teachers and their candidates' understanding of multicultural education and multiculturalism were influenced by their prior interactions with diversity, classroom experiences, and the teaching of multicultural education courses.

Social experiences are crucial in forming the multicultural identities of students. Benediktsson and Ragnarsdottir (2019) examined the experiences of immigrant students through a learner-centred approach and culturally responsive teaching methods used by some teachers. Participants' experiences with culturally responsive instruction positively affect their feeling of belonging in the classroom. In addition, preschool educators in Malaysia have a favourable view of multicultural education curricula. Two-thirds of lecturers do not appreciate multicultural education's key ideas. Preschool educators had the least favourable perspective on multicultural education (Abdullah & Abdullah, 2018).

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Multiliteracy practices may incorporate multicultural education, where the lecturer adds cultural material, provides tolerance content, and helps students realise racial disparities and identities through evaluating the "Does My Head Look Big in This?" novel. It demonstrated that the multiliteracies pedagogy contains all indicators of multicultural education. This novel is multicultural literary work that relates to the experiences and surroundings of the learner. Some events taught students to realise national and worldwide cultural distinctions through respecting cultural identities, embracing diversity, and engaging in anti-discriminatory conduct.

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Integrating multiliteracies pedagogy and multicultural education has prompted students to become more engaged throughout the learning process. They may also draw parallels between their experiences and the actual circumstance. Thus, they comprehend the value of cultural sensitivity.

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Conclusion

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To sum up, the practices of multiliteracies using literary works assist students in building multicultural awareness in the Extensive Reading class. This integration has extended students' horizons and enriched the novel's cultural components, including content integration, knowledge scaffolding, equity pedagogy, bias degradation, and empowerment of school culture. Content integration is found in

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situated practice, overt teaching, and critical framing. Knowledge scaffolding can only be found in situated practice. Moreover, equity pedagogy is discovered in overt teaching and critical framing, and bias degradation is revealed in critical framing. In transformed practice, there is only empowerment of school culture.

In addition, students can overcome prejudice and accept human dignity. They assist readers in acquiring cultural diversity sensitivity in several ways (e.g., social, political, religious, and historical). Multiliteracy techniques offer several advantages. Integrating multicultural customs and education has assisted the students' understanding of tolerance, mutual respect, good attitudes, and nation-building abilities. In addition, it is crucial to provide educators with the materials they need to educate students to inherit and lead religiously diverse communities—after hearing Amal's narrative in the “Does My Head Look Big in This?” novel.

Recommendation

Respectful connections between teachers and students have immediate benefits in the learning process. Fostering respect for others in society may have long-lasting consequences. This notion contributes significantly to the language-learning process by supporting, encouraging, and empowering both the development of linguistic competence and the acquisition of student skills. Therefore, future scholars should comprehensively examine the factors in multicultural education that contribute to a positive school climate. This aspect has not yet been investigated in depth, as the research has focused mostly on the classroom learning process.

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Limitations

This study examines the integration of multiliteracy pedagogy and multicultural education through literary works. This research gathered data from the lecturer's utterances and EFL students on the cultural component of the novel “Does My Head Look Big in This?” in multiliteracies practices. The observation was carried out for five consecutive weeks. The findings of this research cannot be implemented if teachers do not understand multiliteracies practises.

Ethics Statements

This study involving human participants was reviewed and approved by Universitas Muhammadiyah Sidoarjo. The participants provided their written informed consent to participate in this study.

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Komentar reviewer 2

Review Form

Manuscript ID:	IJEM_ID# 23071400520114	Date:	September 26, 2023		
Manuscript Title:	Incorporating Multicultural Education Using Multiliteracies Practices in the Extensive Reading Class				
ABOUT MANUSCRIPT (Mark with "X" one of the options)		Accept	Weak	Refuse	Not Available
Language is clear and correct			X		
Literature is well written			X		
References are cited as directed by APA			X		
The research topic is significant to the field		X			
The article is complete, well organized and clearly written		X			
Research design and method is appropriate		X			
Analyses are appropriate to the research question		X			
Results are clearly presented		X			
A reasonable discussion of the results is presented			X		
Conclusions are clearly stated		X			
Recommendations are clearly stated		X			
GENERAL REMARKS AND RECOMMENDATIONS TO THE AUTHOR					

Generally, the article is well organized and clearly written. However, reference list should be edited as APA 7 publication style was not properly used.

Improve the literature review and discussion parts with recent studies.

THE DECISION (Mark with "X" one of the options)

Accepted: Correction not required

Accepted: Minor correction required

X

Conditionally Accepted: Major Correction Required (Need second review after corrections)

Refused

Reviewer Code: R2613 (The name of referee is hidden because of blind review)

3. Bukti konfirmasi submit revisi pertama (10 Oktober 2023)

Article Revision and Correction Report



Vidya Mandarani <vidya.20002@mhs.unesa.ac.id>

to Editor ▾

Tue, Oct 10, 2023, 8:37 AM



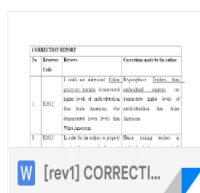
Dear Mr. Ahmet C. Savas, PhD

We send the article which we have revised according to the results of the review from reviewers 1 and 2, with a manuscript entitled "Incorporating Multicultural Education Using Multiliteracies Practices in The Extensive Reading Class" with (ID# 23071400520114), authors : Vidya Mandarani, Pratiwi Retnaningdyah and Ali Mustofa.

Best regards

Vidya Mandarani

2 Attachments • Scanned by Gmail ⓘ



Artikel yang sudah direvisi :

Incorporating Multicultural Education Using Multiliteracies Practices in the Extensive Reading Class

Running head: The Integration of Multicultural Education Using Multiliteracies Practices

Type of the research: Research Article

Abstract: Multicultural education is expected to improve the frameworks of educational institutions so that students from various ethnic, racial, cultural, and linguistic groups have equal academic accomplishment possibilities. It is essential for English as a Foreign Language (EFL) learners in Indonesia since English has its own culture. This research aims to comprehend the practices of multiliteracy pedagogy using literary works to embrace multicultural education in an extensive reading classroom. This investigation used a qualitative case study using observation and semi-structured interviews to collect data from an extensive reading course lecturer. The results showed that lecturers incorporated all aspects of multicultural education in multiliteracy practices. While generating cultural value from students' life experiences, the researcher discovered content integration, knowledge scaffolding, equity pedagogy, bias degradation, and empowerment of school culture. This study justified the theory that literary works can be used to adopt multiliteracy pedagogy in promoting multicultural education in extensive reading classes.

Keywords: *Extensive reading, multicultural education, multiliteracies pedagogy*

Introduction

Since Indonesia has several multicultural ethnicities, integrating multicultural education is critical for Indonesian students, particularly for teachers who must understand various cultures to aid their teaching or to engage students' cultural diversity. Preservice teachers with multicultural awareness may thus be more effective (Cherng & Davis, 2019). Incorporating multicultural education in the English as a Foreign Language (EFL) classroom is pivotal because the English language has a culture that differs from that of the teacher and students. Aside from mastering the English language, teachers must possess a broad knowledge of other cultures to teach in a multicultural classroom (Diem & Abdullah, 2020). Multicultural education is expected to transform educational institutions' structure, granting equal academic opportunities to male and female students, exceptional students, and

students from different ethnicities, races, cultures, and language backgrounds (Smolen & Oswald, 2011).

Therefore, the Indonesian government should provide additional training for teachers and principals to establish a critical multicultural education framework well-suited to their local school circumstances (Harjatanaya & Hoon, 2020). Multicultural education helps students gain a broader perspective of cultural diversity to reduce prejudice by respecting cultural characteristics. Here are indicators of the integration of multicultural education in students: (a) recognising national and international cultural differences, (b) encouraging anti-discrimination, and (c) endorsing national and international cultural diversity (Cha et al., 2018). The importance of teachers' preparation for multicultural education knowledge is connected to the discovery that multicultural awareness is significantly associated with preservice teachers' competence in developing classroom environments in the Mid-Atlantic United States. Teachers from multicultural countries can demonstrate higher levels of multiculturalism than Asian Americans (Cherng & Davis, 2019). In addition, Garcés (2021) found that students accepted differences and gained sociocultural understanding; it was included in a meaning-making process, which assisted students in creating a linguistic sense from the language they are learning.

Using literary works is an instructional resource that may help students learn about culture. Cultural understanding significantly influences literary interpretation (Mustofa & Hill, 2018). Novels are literary works that encourage students to improve their cultural understanding and language abilities (Siaj & Farrah, 2018). Learning literary works offers numerous benefits, such as motivation, authenticity, cultural enrichment, language improvement, personal engagement, creativity, and critical thinking development. Studying English literature may facilitate EFL learners' understanding of English culture and allow them to observe how to use the language to communicate, feel, dream, and convey their hearts in the said language, allowing them to learn English as ESL lecturers (Uddin, 2019).

In Indonesia, multicultural education has not yet been pivotal in teacher education programmes (Harjatanaya & Hoon, 2020). This statement is based on the researcher's preliminary observation of

students enrolled in the English Language Education Study Program in Islamic Universities in a city with a haven of cultural diversities. Furthermore, the students did not understand the significance of multicultural education in their learning process. As a result, they needed to be inspired by the lecturer's content to embed multicultural education and prepare students for real-world teaching in school.

Extensive reading practices, including students' continual reading of books for enjoyment, enhance their general reading skills and boost their likelihood of drawing logical conclusions while digesting the material (Anindita, 2020; Dwyer et al., 2014). Wang and Ho (2019) described extensive reading as a reading activity that assists in developing language abilities, reading habits, and positive reading attitudes. Additionally, frequent reading enhances reading comprehension, vocabulary, writing fluency, and precision. Students indicated positive attitudes and views about extensive reading in EFL classrooms with these benefits. Lindawati (2021) found positive attitudes and perceptions toward extensive reading in EFL settings. Students who lack efficient reading skills to extract and comprehend information from college-level materials are more likely to struggle with literacy tasks. By incorporating comprehensive reading skills, students will have a broader range of interests in reading and analysing (Anindita, 2020; Odom, 2020). According to Mussa and Fente (2020), Selecting literary texts is critical for EFL lecturers because most literature is linguistically complex, culturally unfamiliar, and unappealing to students. Moreover, this study demonstrated that most reading activities do not provide valuable cultural context, engaging tasks, language awareness exercises, or necessary language previews. These studies have demonstrated that extensive reading can enhance students' English abilities and aptitudes.

Integrating multiliteracy pedagogy with multicultural education can offer students additional opportunities to read and write meaningfully to build a critical perspective on cultural concerns (Lee et al., 2019). Applying multicultural education can encourage students to explore different perspectives through blended learning. These findings support integrating multicultural education into multiliteracies practice (O'Byrne & Smith, 2015).

Hence, training teachers in multicultural education is critical, enabling them to accept diversity and develop social consciousness (Garcés, 2021). According to Pattiwael and Id (2019), cultural literacy enhances students' learning experience as language proficiency is essential to promote social transformation. To conduct this study, the researchers examined students in the English Department at a private Islamic university, specifically Universitas Muhammadiyah Sidoarjo, also known as UMSIDA. The English Department at UMSIDA has a diverse student population from various cities in Indonesia with different religious backgrounds, making it an appropriate location to examine the use of multiliteracies in providing a multicultural education to students with diverse cultural backgrounds.

The English Department students at UMSIDA must complete all compulsory reading, writing, speaking, and listening levels in the first semester. They were introduced to literary reading materials with multicultural themes, such as short stories. During the observations, reading tasks included text comprehension, inference of meaning, evaluation of text rhetorical structures, summarisation, and prediction of outcomes.

Meanwhile, students evaluated literary works in their extensive reading courses. In this study, the researchers identified the most significant degree of reading comprehension, extensive reading, as a need for English language education majors at the university level. Students enrolled in the extensive reading course must be able to evaluate and comprehend the material. The lecturer chose the literary work "Does My Head Look Big in This?" and expected students to infer the novels' cultural connotations. The lecturer implemented multiliteracy learning to help EFL students grasp the cultural elements that encourage multicultural education. Therefore, the researchers conducted a case study on how the lecturer incorporated multicultural education and multiliteracy practices in the extensive reading class. The research question is: "How does the lecturer incorporate multicultural education through multiliteracies practices in the extensive reading class?"

Literature Review

Multicultural Education

Multicultural education helps students understand cultural diversity and reduce prejudice by celebrating cultural differences. Recognising cultural differences in the teaching and learning process is essential to ensure that such differences enhance rather than hinder learning outcomes. To broaden students' perspectives on other cultures, teachers must present subjects and involve students from diverse cultural viewpoints to reduce cultural bias, develop creativity so that learning can be accepted by different cultures, and familiarise students with diverse cultural activities.

According to Banks (2016), multicultural education has five aspects. Firstly, content integration refers to the method through which teachers use content and examples from many groups and cultures to show theories, generalisations, principles, and concepts in a specific subject area, all of which must be logical and structured. In numerous topic areas, there have been more chances to integrate ethnic and cultural content. Knowledge scaffolding refers to how much effort teachers put in to assist students in comprehending, investigating, and discovering how implicit cultural frames of reference, assumptions, views, and prejudices impact how knowledge is formed in a topic. Moreover, equity pedagogy – teachers in various fields can evaluate their teaching methods and styles to examine how well they reflect multicultural concerns. When teachers try to enable students from varied ethnic, cultural, gender, and socioeconomic backgrounds to succeed academically, lecturers do lessons and activities to assist students in developing positive views about different racial, ethnic, and cultural groups and boost school culture. School cultural empowerment requires a thorough evaluation of labelling practices, sports participation, academic achievement gaps, and staff-student interactions across racial and ethnic lines, making it imperative to foster a school environment that supports students from diverse ethnic, racial, and gender backgrounds.

Here are several previous studies that highlighted the importance of multicultural education. Arsal (2019) investigated the impact of critical multicultural education on the multicultural perspectives of preservice teachers enrolled in teacher education programs. The study consisted of 76 preservice teachers who participated in a teacher training program. A pre-test and post-test quasi-experimental design was employed, with an experimental group using multicultural content integration for one

semester. Data were collected through the teacher's multicultural attitude survey. The results demonstrated that preservice teachers who engaged in the critical multicultural education programme made significant progress in their multicultural perspectives compared to those in the control group. It suggested that including critical multicultural education content in teacher education programmes positively impacts the development of multicultural attitudes among preservice teachers.

Kiss and Mizusawa (2018) conducted a two-year research project exploring multiliteracies pedagogy in multicultural writing education within the Singapore English Language classroom. This class consisted of EFL, L2, and L1 students. The study encompassed many case studies. Data was collected from six secondary school teachers using observations and interviews to unveil their common practices and beliefs. The findings showed the predominance of exam-focused tactics prioritising functional writing skills, regular procedures, and standardisation over a teaching philosophy that advocates for cultural and linguistic diversity and social justice.

From those studies, multicultural education is crucial in promoting cultural and linguistic diversity awareness and social justice. Therefore, this research used literary works to integrate multiliteracies practices and multicultural education. Banks (2016) mentioned several considerations in multicultural education: (a) teachers should use examples and information from various cultures, (b) teachers should assist students in examining latent cultural preconceptions, (c) instructional techniques and styles should be assessed for reflecting multicultural issues, (d) teachers must assist students to develop positive attitudes about different racial and ethnic groups, and (e) school culture and organisation should not promote bias based on gender, race, or social class.

Multiliteracies

Multiliteracies pedagogy comprises **situated practice, overt instruction, critical framing, and transformed practice**. In *situated practice*, the learning begins with exploring students' knowledge about a topic before students enter the topic to be taught (Mills, 2011). The teacher introduces some statements, and then students must recall their life experiences, thoughts, and opinions about the topic (Sang, 2017). In *overt instruction*, students practice a systematic and analytical learning process with various learning activities, which can build understanding based on the topic given by the teacher and the student's previous knowledge about its context. *Critical framing* investigates contexts and goals, broadening one's view of the world. To know what cultural options are used to tackle this or that specific difficulty in daily life, to know what strategy is used in a particular situation, and to know this approach best serves the goals and interests of each—interpreting the social and cultural circumstances of specific meaning designs. In transformed practice, the teacher shares the feedback as a review of the learning process **(New London Group, 2000)**. *Transformed practices* included implementation, transfer context, and re-create design. Through this practice, the students are encouraged to compose innovative work.

According to Prihantoro et al. (2022), multiliteracies pedagogy can foster students' multimodal communicative competence. In foreign language learning, multiliteracies pedagogy addresses the broader concept of literacy, including the ability to use and construct coherent and meaningful texts relevant to social purposes. Multiliteracies pedagogy is designed for learning, teaching, meaning-making, communicating, and expressing ideas. Multiliteracies pedagogy examines the technological, social, political, economic, and cultural changes in how students use literacy and acquire literacy knowledge, skills, and processes. In addition, multiliteracies pedagogy prepares students to engage in authentic situations actively. This approach integrates language and content, creating an organised and comprehensive instructional process.

Multiliteracies is a literacy concept that tackles the variety of meaning-making in many cultural, societal, or domain-specific situations (Cope & Kalantzis, 2015). It contributes significantly to learning English; multiliteracies using literary works might enhance cultural comprehension. Rajendram and Govindarajoo (2016) investigated how multimodal literary text designs interact with films in English and the student's native language in terms of aesthetic and critical reactions. The data revealed that students interact with *Step by Wicked Step's* multimodal design in three stages, and multiliteracy practices enable students to acquire several languages and cultures in the classroom.

Literary Work

Literary works use language to evoke creative images, ideas, and stories (Klarer, 2005). This type of writing distinguishes itself from personal communication and encompasses various genres, such as drama, fiction, essays, biography, and journalism (Rizal, 2016). Critically analysing literary works can expand readers' viewpoints. A literary work is a type of writing that employs words to create a meaningful image, notion, or story.

Literary works are legitimate language training material (Rass, 2020). Thus, Teachers need to consider the available time for students to work on the text and the student's motivation and language level when facilitating language teaching. It may improve integrated language and literary abilities (Nanda & Susanto, 2020). Also, it may be used as reading material to learn more about a culture and its ideals in a cultural context. Sungkowati (2019) found that literary work gave a complete picture of everyday life. It appears more realistic than a scientific work.

Further, Nganga (2020) discovered that examining children's books from a multicultural education perspective helps preservice teachers identify subtle prejudices. The study discovered that participants had an extensive comprehension of multicultural education. However, they required professional development programs to instruct them on human diversity and prejudice depicted in children's books. These books conditioned young learners into the pre-existing societal structures. In

addition, Reyes-Torres and Raga (2020) emphasised that examining and interpreting picture books can help EFL students develop meaning and think critically.

Multicultural education enhances students' achievements from diverse backgrounds by incorporating diverse literary works into multiliteracies practices, eliciting reactions through contextual practice, overt teaching, critical framing, and transformed practice. Therefore, including literary works in multiliteracies practices assists EFL students in understanding cultural variety and supports multicultural education.

Methodology

Research Design

This research conveyed a qualitative case study using creative literacy, digital-based, and geographical analysis. A qualitative case study focuses on the formation of meaning, its link to a phenomenon's context, and its theoretical assumptions (Woodside, 2010). It is to investigate linguistic phenomena, social identity, and multimodal text (Albers et al., 2014). Based on the pre-observation, the English Education Study Program's learning process has included culture-related material for students in several courses from the beginning of the first semester. In contrast to previous research, this study adopted a qualitative case study approach to examine the merging of multicultural education and multiliteracies pedagogy in the extensive reading class using a literary work.

Sample and Data Collection

The researcher used purposive sampling to acquire the data. Purposive sampling leads to more precise research results. The samples are the extensive reading lecturer in the fourth semester of the English Education Study Program with eight years of teaching extensive reading experience at Universitas Muhammadiyah Sidoarjo (UMSIDA). One of the extensive reading classrooms consists of 44 (forty-four) multicultural students who were exchange students from Bali, Nusa Tenggara, Sumatra, Kalimantan, and Sulawesi. Based on the pre-observation result, the researchers found that the lecturer wrote an outline course of extensive reading with clear learning goals and employed

multiliteracies pedagogy to uncover the literature's cultural components. The data source **was** the lecturer's utterances to the novel "Does My Head Look Big in This?" in incorporating multicultural education through multiliteracies practices. The novel was first published in 2005 and was awarded the Australian Book Industry Award and the Australian Book of the Year Award in the young adult children's literature category.

The data were reviewed to assess whether multicultural education was embedded in the multiliteracies practices. The researchers conducted direct observation and in-depth interviews. The observations occurred during the lecture that employed multiliteracies pedagogy and were 5 (five) consecutive weeks from February to March 2022. The instruments consisted of an observational checklist modified from **Cope and Kalantzis (2015) and New London Group (2000)** to monitor the integration of multicultural education and a video recording of the lecture with the lecturer's consent to ensure accuracy. The purpose of the recording is to double-check the observational checklist. Below is a list of multiliteracies research practices:

Table 5. The Activities of Multiliteracies Practices

No.	Multiliteracies	Activities
1.	Situated Practice	<ul style="list-style-type: none"> The lecturer discussed the types of literary works that students, such as fairy tales, short stories, or novels, have read. The lecturer asked students about their experience of reading literature. The lecturer asked the students to write on the whiteboard one word that came to their mind related to Moslem and hijab.
2.	Overt Instruction	<ul style="list-style-type: none"> The lecturer presented PPT slides to explain the general elements of the novel, such as setting, character, plot, conflict, climax, and resolution, then explained in detail the elements from the novel "Does My Head Look Big in This?" The lecturer asked the students to show the novel's part related to the hijab's depiction worn by the main character, Amal.
3.	Critical Framing	<ul style="list-style-type: none"> The lecturer asked students to connect their life experiences to the novel's story.

		<ul style="list-style-type: none"> The lecturer invited students to discuss the novel's themes regarding cultural, historical, social, and political aspects.
4.	Transformed Practice	<ul style="list-style-type: none"> The lecturer created an assignment to write a free verse poem about Amal's story, which must be completed in the column of the E-learning platform.

Moreover, The results of observations on multicultural education are listed in the following table:

Table 6. Observational Checklist of Multicultural Education

No.	Multicultural Education	Check	Activities
1.	Content Integration	√	<p>The lecturer boosted students' prior knowledge of the ethnic and cultural content.</p> <ul style="list-style-type: none"> The lecturer empowered the student's grasp of the issue under discussion. The lecturer requested those who wore a hijab to give their views about the hijab and write them on the whiteboard.
2.	Knowledge scaffolding	√	<ul style="list-style-type: none"> The lecturer urged them to connect the themes by mentioning other terms from their experiences. The lecturer asked for their opinions about wearing a hijab in other countries so they might realise that something we usually wear can be strange in other countries.
3.	Equity pedagogy	√	<ul style="list-style-type: none"> The lecturer asked them to envision a place where Muslims are a minority and how it would affect their socialisation process. The lecturer suggested Finland as a place they visited, where Muslims were not the majority. The lecturer then asked students to consider it. The lecturer referred to it as stigmatisation, which implies that Muslims refer to the Bali bomber similarly, and it has impacted the lives of Muslims in Australia. The lecturer questioned the students about whether Australia should embrace Muslims. The lecturer then discussed the social context of how the Australian government accepts Muslims. Based on the data, various segments of Australian society

			have subjected Muslims to discrimination, abuse, stereotyping, and ignorance.
4.	Bias degradation	✓	<ul style="list-style-type: none"> • The lecturer disagreed with the student's opinion that Amal's friendship was toxic. • The lecturer emphasised that the novel's theme is tolerance for Amal as a Muslim and that the connection is not toxic.
5.	Empowerment of school culture	✓	<ul style="list-style-type: none"> • The lecturer asked the students to read and analyse multicultural literature and invited them to group discussions.

Observation is the first step in collecting data from the beginning to the end of the learning process.

Furthermore, the researcher investigated how multicultural education **is interwoven** in

multiliteracies practices using literary works. The instrument was adapted from Munalim (2019).

Table 7. Interview Questions

No.	Multicultural Education	Question
1.	Content Integration	<ul style="list-style-type: none"> • Have you inquired about your student's cultural and religious practices? Why did you ask about that? • To illustrate the key concepts, principles, and ideas, have you used examples from different cultures? Why?
2.	Knowledge Scaffolding	<ul style="list-style-type: none"> • Did you explain the hidden values and meanings in words or concepts? • Did you support the students in comprehending culturally nuanced words or concepts?
3.	Equity Pedagogy	<ul style="list-style-type: none"> • What steps did you take to ensure all students had equal opportunities to express and promote cultures? • Did you learn with the students about cultural and religious similarities and differences? What was the purpose of it?
4.	Bias Degradation	<ul style="list-style-type: none"> • How did you promote positive attitudes toward different races and religions amongst all students? • How did you address flawed beliefs, prejudiced attitudes, or racist stereotypes toward a specific group's race or religion?
5.	Empowerment of School Culture	<ul style="list-style-type: none"> • How can students feel equal in value and dignity? • Were rich multicultural orientations, exposures, and shows provided for the students and faculty members? How did you do it?

Analysing of Data

After collecting the data, the researchers analysed the data through the following procedures:

5. **Analysed** the observation results by watching the recording of implementing multiliteracies practices in the classroom and reviewed the field notes.
6. **Transcribed** the recording and reduced the data according to the multicultural education aspects. These aspects were used to create categories in QDA Miner Lite V2.0.9. **QDA Miner Lite is a free research software that analyses textual data such as interviews, open-ended responses, news transcripts, or even still images. It also integrates statistical and visualisation tools to identify patterns in the coding and describe them** (Provalis Research, 2023).
7. **Imported the transcripts to QDA Miner Lite. The researchers created codes for each category. The codes were used to classify the utterances and analysed according to multicultural education theory. The classification was based on the coding frequency and charting features.**
8. **The researchers retrieved the coding in tables and charts. The tables were then exported to Excel format (xls), and the charts were exported to image files (jpg).**
9. **The final data were presented in several points emphasising multicultural education in multiliteracies practices.**

Findings

Using QDA Miner Lite, the researchers can determine which practices incorporate multicultural education. The classification is based on indicators of multicultural education, including integrating content, scaffolding knowledge, practising equity, mitigating prejudice, and empowering school culture. In other words, the indicators indicated that activities in multiliteracies practices promote multicultural education, **as provided in Table 4.**

Table 8. The Practices Embedding Multicultural Education

Multiliteracies	Multicultural Education				Empowerment of School Culture
	Content Integration	Knowledge Scaffolding	Equity Pedagogy	Bias Degradation	

Situated Practice	√	√		
Overt Instruction	√		√	
Critical Framing	√		√	√
Transformed Practice				√

Table 4 informed that content integration is embedded in situated practice, overt instruction, and critical framing, which means that the lecturer had implicitly provided cultural values. Moreover, knowledge scaffolding is only found in situated practice, and equity pedagogy is discovered in overt instruction and critical framing. Meanwhile, bias degradation is found in critical framing, and empowerment of school culture is discovered in transformed practice.

Content Integration

The lecturer used ethnic and cultural material to convey learning ideas, themes, and principles by integrating information (Banks, 2016). It exists in the three phases of multiliteracies: situated practice, overt instruction, and critical framing. **Here is an example of content integration in situated practice:**

“When you watched a movie, for example, any kind of literary product or culture product, do you think that, in my opinion, when you, have you ever imagined that you are part of the story?” (Example 1)

Example 1 demonstrated that the lecturer inquired about the students’ movie-viewing experiences and said that literary works are cultural artefacts. The lecturer then solicited their comments on the matter. It illustrated the incorporation of cultural elements into practical application.

Next, content integration is also found in overt instruction, **as illustrated in Example 2 below:**

“... In Australia, for example, the characteristic of the dominant culture, ya, is the most likely liberal culture that upholds freedom.....” (Example 2)

The lecture discussed Australia’s liberal mainstream culture and compared it with Indonesia’s majority culture, highlighting the potential impact of cultural influences on social status.

The lecturer questioned the students' diverse cultures and religious practices based on the interview. Each student may have unique characteristics and perspectives to determine whether everyone in the class can be on the "same page" as intended. Consider the following utterance in the critical framing stage:

"... Because it is interrelated to Australia, the home party, what is the name, at Adam's house" (Example 3)

Example 3 represents Amal's experiences of cultural difference when she attended a party at Adam's house. Amal was seen as odd by her friends because her culture differed from Adam's. The most visible culture reflects the everyday lives of Australians.

The lecturer highlighted fundamental concepts, principles, and ideas from another culture to develop students' cross-cultural literacy. This kind of comprehension is crucial for those learning a foreign language. The researchers identified knowledge scaffolding in multiliteracies practices after examining all levels of multicultural education that applied content integration. Consider the following explanation.

Knowledge Scaffolding

The situated practice provides a framework for knowledge. The lecturer facilitated students in comprehending, researching, and identifying covert cultural assumptions, frames of reference, and perspectives through knowledge scaffolding. To encourage students to exchange ideas, the lecturer employed cooperative learning to foster friendship and cross-cultural comprehension. The lecturer asked them to mention a term representing Muslim, hijab, and religion and to form the students' knowledge of the literature that would be addressed in greater detail in learning. Students may also discover various words associated with the topic. The outcomes are detailed below:

"What words do you think? What kind of words are connected to hijab? Can you write it down on the whiteboard?" (Example 4)

The students responded to the utterance in Example 4 by writing some terms, such as religion, beauty, love, duty, females, identity, protected, God's instructions, Muslimah, charming, and comfortable. These responses showed that students have a comprehensive and in-depth knowledge of the hijab's use in daily life, not just as a religious symbol but also as a Muslim identity, and a view that wearing the hijab is not a compulsion but rather a beneficial habit. According to Sheth (2012), the symbolism of the hijab is not simply religious but also far more fundamental, existential, and resistant. This viewpoint aligns with the lecturer's and student's belief that the hijab has religious importance and is not exclusive to Muslim women.

Introducing the notion that literary works might be seen as fragments of more extensive texts, the lecturer assisted students in comprehending specific culturally laden terms and ideas. The exploration of content integration and knowledge scaffolding from multicultural education within equity pedagogy is presented below.

Equity Pedagogy

The lecturer used culturally responsive teaching to approach equity pedagogy. Its effectiveness is exemplified in multiliteracies' overt instruction and critical framing stages.

"...Where Muslims are not the majority, do you think it will be [inaudible]? Will you find it difficult to socialise? No?" (Example 5)

Example 5 showed that the lecturer encouraged students to consider how moving to a location where Muslims are a minority might impact their socialisation. The legitimacy of permitting young Muslim women to wear hijabs in public schools has provoked heated debate in several multicultural nations (Moghissi, 2006).

Further, Australian society has exposed Muslims to discrimination, abuse, stereotyping, and ignorance. Therefore, the lecturer asked the students whether Australia would accept Muslims. The lecturer then discussed the societal background of the Australian government's acceptance of Muslims.

"... Even though it is a little bit difficult the first time, the fact shows that Amal is finally accepted to wear a hijab in school..." (Example 6)

Despite several challenges, Amal's school permits her to wear a hijab. The lecturer gives students equal opportunities to express, exchange, and promote cultures by showing cultural phenomena from other cultural entities to help them comprehend the cross-cultural perspective. The lecturer allocated time in minutes for the students to hold group discussions. The students with cultural experience will respond, meaning they have fully comprehended. In addition, the lecturer must study cultural and religious similarities and differences with students to foster an environment of equality. In this phase, a feeling of equality encourages greater freedom of expression.

Bias Degradation

Bias degradation aims to help students gain racially democratic attitudes and understand how the dominant group's educational environment and ideas influence ethnic identity. The study uncovered the deterioration of critical framing due to prejudice. The lecturer established democratic views on race. For example:

"Okay. Well, well, I disagree about the toxic relationship. I think because it is too kind of personal...." (Example 7)

Example 7 emphasised the lecturer's disagreement with the student's response to Amal's relationship and said it was toxic.

The lecturer then highlighted that the novel's core topic is tolerance for Amal as a Muslim and that the relationship is not toxic. The utterance below demonstrated the lecturer's degraded prejudice during critical literacy instruction:

"...So, Australia is a country that is the most visited destination of migrants." (Example 8)

Example 8 represents the lecturer's view of Australia as one of the most famous immigrant destinations and that Australians are receptive to foreigners.

The Extensive reading course lecturer used literary works to encourage all students to acquire more favourable attitudes about tolerance by showing that the text has a novel plot and a crucial character, Amal. It suggested that literature may act as a metaphor for social fairness. In addition, the lecturer urges all students to cultivate more favourable views about races and faiths. The students dominate their social lives, so the lecturer provided a literary exemplar that portrays the lives of a minority so they may comprehend the perspective. To rectify erroneous beliefs, stereotyping, and discriminatory attitudes against a race, religion, or any group, the lecturer explains why these beliefs may harm others. They must experience being the target of erroneous beliefs to comprehend what it is like to be a minority.

Empowerment of School Culture

The transformed practice fosters an empowering school culture. The objective of empowering school culture is to develop a school culture that empowers students of varied racial, ethnic, and gender backgrounds. The lecturer instructed the students to compose poetry based on their past understanding of historically and culturally established meaning patterns as a play of cultural resources.

"... You can make poetry with meters, such as classic British English poetry or free verse. It is up to you. ..." (Example 9)

Example 9 portrayed the students as being challenged to create a poem. It may be grammatical or free verse (no row or verse rules) poetry.

The researchers found five cultural-based poems among the 44 students enrolled in the course. The five poems related to Amal's fear, Amal's courage, Amal's spirit, Amal's hijab as self-awareness, and human tolerance; thus, the lecturer promotes a sense of equal value and human dignity by having them read the novel, which describes how all humans have the same desire to persecute minorities. It can only be resolved when the majority becomes conscious of the need for equality with the

minority. The lecturer gives students extensive multicultural orientations, exposure, and demonstrations by allowing them to debate culture openly.

Discussion

Employing multicultural literature in the extensive reading class through practising multiliteracies is advantageous for fostering students' critical thinking in reading and responding to literary texts. From the results presented, it can be seen that the lecturer directs the students to explore the experience of enjoying literary works and what they feel and asks them to express their opinions on matters related to the theme of literary works. The students respond according to their knowledge and experience.

In terms of content integration, the lecturer used ethnic and cultural materials. The lecturer emphasised the relationship between a nation's culture (e.g., wearing the hijab for Indonesian female Muslims) and cultural output in multiliteracies (e.g., novels). Multicultural education involves all types of teaching that develop students' awareness of various cultures, enabling them to participate in social interactions and acquire cultural knowledge (Mi Shin et al., 2018). Vavrus (2002) examined strategies for conveying cultural concepts to students and found that collaborative teaching positively impacts incorporating multicultural curricular ideas. These studies supported this research. In this study, the lecturer taught the students about cultural elements by implementing literary pieces.

Iwai (2019) examined educators' perspectives on multicultural literature. They cooperated on a multicultural literary project encompassing problems of diversity, multicultural literature, and culturally responsive education. The results implied that lecturers may increase their understanding of multicultural literature. Students must obtain multicultural education via materials, photographs, and drawings combining cultural information from multicultural literary works. Similarly, this research also explored multicultural education and literature. However, it emphasised the use of multiliteracies pedagogy to integrate multicultural education into a novel. The findings showed that incorporating multicultural education in multiliteracies pedagogy can expand students' perspectives and enhance

the cultural aspects of the novel. The students gained insight into cultural diversity through the story and supplementary learning materials provided throughout the lecturing process.

The lecturer encouraged students to connect the themes within knowledge scaffolding by referencing other words from their experiences. The lecturer encouraged them to think about wearing a hijab in other non-Islamic countries so they can tolerate uncommon things. The lecturer also addressed cultural information, such as Australia's dominant culture. The lecturer highlighted the variety of Australian and Arabian cultures among Amal's family and friends via critical framing. The lecturer mentioned the Bali Bombings, which made Muslims terrorists. It attempted to enhance student understanding of Muslim stigmatisation.

By showing the hesitancy of wearing a hijab in Australia, the lecturer imparts acceptable beliefs, stereotyping, and prejudiced sentiments against an ethnic origin, religion, or any group. Students are invited to feel the storm of compassion in the aftermath of people's responses when Amal wears a hijab in the novel book. Following research conducted by Besar (2018), teachers ought to be aware of their roles in transmitting and activating knowledge. Teachers should encourage students to generate ideas, evaluate them critically, and diligently apply new ideas in practice. Work experience and profound comprehension when reading also motivate students to engage in active reading and adopt an active role in learning.

Regarding equity pedagogy, the lecturer compared Australia, France, and Ireland, which have Muslim minority populations. As a result, students must maintain a fair and unbiased attitude toward all non-Islamic countries. Paul-Binyamin and Haj-Yehia (2019) conducted a five-year action study on teacher education in Israel during a conflict between the Jewish majority and the Arab minority. They analysed three unique educational models for multicultural teaching. The results suggested that education should promote minority tolerance and equitable social participation. It also appears in novel texts that foster tolerance when students can think critically and grasp the novel's moral message.

Supporting Paul-Binyamin and Haj-Yehia's findings, this study discovered that literary teachers have more positive attitudes toward implementing multicultural education than class teachers. The lecturers who teach Turkish to Syrian immigrants can broaden students' appreciation and respect for cultural diversity (Karacabey et al., 2019). These findings indicate a need for professional development opportunities for teachers. Abacioglu et al. (2022) examined how career development in multicultural education impacts teachers' views on fostering a culturally inclusive environment for school students in New South Wales. The study suggested that teachers who have undergone professional development, particularly while employed, are likelier to adopt diverse ideas and practices than their untrained colleagues.

Linking professional development content with classroom practices and offering extended exposure to multicultural perspectives can inspire teachers to develop cultural self-awareness and appreciate their impact on students' lives and educational opportunities. According to previous studies, teachers with multicultural ideologies can foster greater tolerance for cultural diversity among their students. It is supported by Cherng and Davis (2019) that teachers' success will depend on their ability to work effectively across racial, ethnic, and cultural differences, which is becoming more evident. It highlighted the need to develop multicultural competencies in new teachers. In this study, the researchers found that the lecturer can stimulate students' critical thinking on the cultural values of the novel during the learning process through a multiliteracies pedagogy.

Besides that, the school's policy that allowed Amal to wear the hijab was a sign of religious tolerance. The Australian government has also welcomed migrants and student exchanges. It represents that the novel contains bias degradation value, which can be found in the critical framing phase. Amal proves she can be accepted as a Muslim in Australian schools and wear her hijab. Aybek (2018) investigated the connection between teacher candidates' critical reasoning tendency and their views toward multicultural education at the University of Sukurova's Faculty of Education. The findings revealed that teacher candidates agreed on a scale concerning their critical thinking disposition and views

toward multicultural education. It is intended that students would express their Multicultural Education at school and in society by studying the level of student literature.

Amal's experience in the novel "Does My Head Look Big in This?" promotes mutual tolerance and appreciation for cultural differences in learning, embeds multicultural education, and supports an empowering school culture. The novel explores concepts of justice, equality, freedom, and democracy, all based on the idea of human dignity. It also tackles issues of stereotypes and Islamophobia. Through a first-person narrative, readers can experience Amal's emotional response to bigotry and abuse. Given the current political context and the rise of Islamophobia, Amal's narrative is particularly relevant. Her perspective as a Muslim woman who wears a hijab challenges prejudice and discrimination, as she is often targeted for hate and violence due to her apparent religious identity. According to Erbaş (2019), the Turkish teachers and their candidates' understanding of multicultural education and multiculturalism were influenced by their prior interactions with diversity, classroom experiences, and the teaching of multicultural education courses.

Teachers who uphold multicultural ideologies can promote multicultural education in the classroom. Multiculturalism-based learning materials must also support it, stimulating the students to be critical thinkers. In this study, the researcher derived cultural significance from students' life experiences and identified content integration, knowledge scaffolding, equity pedagogy, bias degradation, and empowerment of school culture. This research validates the notion that literary works can facilitate the adoption of multiliteracy pedagogy to advance multicultural education in extensive reading classes.

Conclusion

Novels in multiliteracies pedagogy assisted the lecturer in establishing a better understanding of multiculturalism in the extensive reading class. This integration expands students' knowledge and enriches new cultural components, including content integration, knowledge scaffolding, equity pedagogy, bias degradation, and school culture empowerment. It allows students to appreciate

diversity, overcome injustice, and accept human dignity. The novel taught them about cultural diversity sensitivity through several views, including social, political, religious, and historical perspectives. The lecturer facilitated the students' comprehension of tolerance, mutual respect, positive attitudes, and nation-building skills.

Recommendation

Lecturers can improve students' cultural knowledge by employing literary works. Additionally, they can teach language, communication, intellectual, and social skills through language exercises integrated with activities that promote humanitarian awareness. Following up on the findings of this study, future researchers are expected to examine empowering school culture as an element of multicultural education by using other literary works.

Limitations

This study examines the integration of multiliteracy pedagogy and multicultural education through literary works. This research gathered data from the lecturer's utterances and EFL students on the cultural component of the novel "Does My Head Look Big in This?" in multiliteracies practices. The observation was carried out for five consecutive weeks. This research cannot be implemented if teachers do not understand multiliteracies practices.

Ethics Statements

This research involved human participants and received approval from Universitas Muhammadiyah Sidoarjo. Written informed consent was obtained from all participants before they participated in the research.

Acknowledgements

This study was supported by academicians, students, and faculty members from the Faculty of Psychology and Education at Universitas Muhammadiyah Sidoarjo. The author would like to thank them for their support and assistance throughout the study.

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4. Bukti informasi dari jurnal mengenai submit revisi pertama (10 Oktober 2023)

Re: Article Revision and Correction Report (IJEM ID#23071400520114)

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Editor - International Journal of Educational Methodology <editor@ijem.com>
to me

Oct 10, 2023, 2:18 PM ☆ ↶ ⋮

Dear Dr. Mandarani,
Thank you for your email. We have successfully received your revised paper and accompanying correction report. These have been forwarded to our team of reviewers for further assessment.
We will notify you as soon as we obtain feedback and results from our reviewers. Please be aware that, depending on the outcome, there may be additional corrections recommended by the reviewers.
Should the reviewers confirm the suitability of your revised paper, we will proceed to issue an acceptance letter to you.
PS. Please include the article ID in the subject line of the emails you send. We recommend replying to the email we sent you, as the article ID will be visible in the subject. Additionally, due to blind peer review, please do not include your name in the file name of the article.
Your patience throughout this process is greatly appreciated. If you have any further questions or require any assistance, please do not hesitate to reach out to us.
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5. Bukti konfirmasi permintaan revisi kedua (11 Oktober 2023)

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Dear Mrs. Mandarani,
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To facilitate the revision process, please remove any previous highlights and **apply new highlights** to indicate the sections that have been edited in response to the reviewers' feedback. Additionally, we kindly request that you prepare a new correction report to accompany your revised submission.
The deadline for submitting your revised manuscript is **October 17, 2023**.
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The deadline for submitting your revised manuscript is **October 17, 2023**.
We are looking forward to receiving your updated paper by this date.
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6. Bukti submit revisi kedua (16 Oktober 2023)

ID# 23071400520114 : second round revision

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Vidya Mandarani

<vidya.20002@mhs.unesa.ac.id>

to Editor

Mon, Oct 16, 2023, 7:25 PM

Dear Mr. Ahmet C. Savas, PhD

We send the article which we have revised with the new highlights for the second round of revisions, with a manuscript entitled "Incorporating Multicultural Education Using Multiliteracies Practices in The Extensive Reading Class" with (ID# 23071400520114), authors : Vidya Mandarani, Pratiwi Retnaningdyah and Ali Mustofa.

Thank you

Best regards

Vidya Mandarani

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Wed, Oct 18, 2023, 4:14 PM

Dear Mrs. Vidya Mandarani, Dr. Pratiwi Retnaningdyah & Dr. Ali Mustofa

Congratulation! After a thorough double-blind review, I am pleased to inform you that your manuscript entitled "*Incorporating Multicultural Education Using Multiliteracies Practices in The Extensive Reading Class*" (ID#23071400520114) has been for publication in the "*International Journal of Educational Methodology*".

We kindly ask you to pay the article processing fee USD 600 + receiver bank commission USD 50, totally **USD 650** via bank wire transfer. Kindly acknowledge invoice of this acceptance letter. Please write the corresponding author name and manuscript ID# in the explanation part of the money transfer. Payment due date: **October 23, 2023**

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Executive Editor

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2. Verify all references in accordance with the APA 7 manual guidelines, which can be found at <https://apastyle.apa.org/style-grammar-guidelines/references/examples>.

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We anticipate receiving your final paper **within the next 3 days**. The deadline for submitting your final paper is **January 6, 2023**.

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Ahmet C. Savas, PhD

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