

How to teach literacy and multi-literacy

[Education](#)



How to Teach Literacy and Multi-Literacy How to Teach Literacy and Multi-Literacy Teaching literacy and multi-literacy is a crucial part in the process of preparing students to adapt and cope with the realities of the world.

Currently, the methods used by educators cannot bridge the gap between multi-literacy and traditional literacy (Gambrell, Marrow & Pressley, 2011). It is important to explore ways in which teachers can teach literacy and multi-literacy. Multi-literacy refers to a multimodal approach to communication.

Educators face challenges as they try to create sustainable literacy development. Sustainable literacy development is required to help students develop literacy skills. Multi-literacy requires students to integrate technological educational tools. One of the ways teachers can teach literacy and multi-literacy is by integrating them teaching. This means that teachers should integrate four essential components of multi-literacy teaching. These are overt instructions, situated practices, transformed action and critical framing (Gambrell, Marrow & Pressley, 2011). Situated practice focuses students to meaningful learning through the integration of primary knowledge. Overt instruction directs students to systematic processes of learning. Critical framing enables students to learn how to approach the diverse environment in order to improve their learning experiences.

Teachers can also use transformed action teaching to teach students how to apply lessons to real life experiences.

Conclusion

Teaching literacy and multi-literacy can lead to the adoption of new ideas and practices. It can also help in overcoming the limitations experienced in traditional learning approaches. Teaching literacy and multi-literacy introduces teachers to new pedagogical approaches and practices, which

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creates opportunities for future learning and teaching. The four ways in which teachers can teach literary and multi-literacy are the use of situated practices, critical framing, overt instructions and transformed actions. These methods have the potential to guide teachers to provide equal access to teaching and learning opportunities.

References

Gambrell, L. B., Marrow, L. M. & Pressley, M. Eds. (2011). Best practice in literacy instruction (4th Ed.). New York: Guilford Press.