

# Innovative pedagogical strategies for strengthening multiliteracies competencies in English language teaching in Ecuador

*Estrategias pedagógicas innovadoras para el fortalecimiento de competencias en multialfabetización en la enseñanza del idioma inglés en Ecuador*

## ABSTRACT

English language teaching in Latin American educational contexts faces the challenge of adapting to 21st-century demands through pedagogical approaches that promote holistic learning. Within this framework, multiliteracies emerge as an innovative perspective that acknowledges the diversity of languages, media, cultures, and forms of representation involved in communication processes. This article examines the impact of innovative pedagogical strategies aimed at strengthening multiliteracies competencies in English language instruction within Ecuadorian educational institutions. Through a documentary review of academic research, practical experiences, and contemporary pedagogical models, the study identifies active methodologies, technological resources, and collaborative practices that enhance the construction of meaningful, inclusive, and culturally relevant knowledge. The findings highlight the effectiveness of project-based learning, interactive digital platforms, and real-world contexts in fostering linguistic, discursive, critical, and intercultural skills. Furthermore, the systematic implementation of these strategies contributes to bridging access gaps, boosting student motivation, and improving communicative performance in a foreign language. The study concludes that multiliteracies should not be seen as an optional supplement but as an essential component for educational innovation in English language teaching, particularly in diverse, challenging, and rapidly changing socio-technological environments.

**Keywords:** English language teaching, multiliteracies, pedagogical strategies, educational innovation, intercultural education.

## RESUMEN

La enseñanza del idioma inglés en contextos educativos latinoamericanos enfrenta el reto de adaptarse a las demandas del siglo XXI mediante enfoques pedagógicos que promuevan una formación integral. En este marco, la multialfabetización surge como un enfoque innovador que reconoce la diversidad de lenguajes, medios, culturas y formas de representación que intervienen en el proceso comunicativo. Este artículo analiza el impacto de las estrategias pedagógicas innovadoras orientadas al fortalecimiento de competencias en multialfabetización dentro de la enseñanza del inglés en instituciones educativas ecuatorianas. Mediante una revisión documental de investigaciones académicas, experiencias prácticas y modelos pedagógicos contemporáneos, se identifican metodologías activas, recursos tecnológicos y prácticas colaborativas que favorecen la construcción de conocimientos significativos, inclusivos y culturalmente pertinentes. Los resultados destacan el valor del aprendizaje basado en proyectos, el uso de plataformas digitales interactivas y la incorporación de contextos reales como elementos dinamizadores del desarrollo de habilidades lingüísticas, discursivas, críticas e interculturales. Asimismo, se evidencia que la aplicación sistemática de estas estrategias contribuye a cerrar brechas de acceso, fortalecer la motivación estudiantil y mejorar el desempeño comunicativo en lengua extranjera. El estudio concluye que la multialfabetización no debe considerarse un enfoque complementario, sino un componente esencial para la innovación educativa en la enseñanza del inglés, especialmente en entornos diversos, desafiantes y marcados por transformaciones tecnológicas y culturales.

**PALABRAS CLAVE:** enseñanza del inglés, multialfabetización, estrategias pedagógicas, innovación educativa, educación intercultural.





## INNOVACIÓN Y CONOCIMIENTO







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## INTRODUCTION

The contemporary landscape of English language education is situated within a confluence of rapid technological advancements, shifting cultural dynamics, and expanding communicative repertoires. In this context, traditional paradigms of literacy instruction—predominantly focused on linguistic accuracy and grammatical form—have proven insufficient to address the complex realities of learners in an increasingly globalized and multimodal world. As a response to these demands, the multiliteracies framework, originally conceptualized by the New London Group (1996), emerges as a compelling alternative that reconceptualizes literacy as a dynamic, plural, and socially-situated construct.

Multiliteracies encompass the capacity to engage with diverse texts, media, discourses, and semiotic systems across various cultural, social, and technological domains. This expanded notion of literacy not only includes print-based skills but also digital, visual, critical, intercultural, and multimodal competencies (Cope & Kalantzis, 2009). For English language learners, especially in contexts marked by linguistic heterogeneity and digital transformation—such as in Ecuadorian public education—multiliteracies offer a pedagogical pathway toward relevance, empowerment, and deeper engagement with the target language (Mills, 2010; Zambrano Muñoz et al., 2025).

The Ecuadorian educational system has embraced inclusive and intercultural education as pillars of its national curriculum, yet language instruction often remains anchored in traditional, teacher-centered methodologies. These approaches, while emphasizing correctness and memorization, marginalize students' cultural backgrounds, local knowledge, and technological fluency (Peña García, 2018). Consequently, English language classrooms risk becoming disconnected from learners' lived experiences, rendering the acquisition process superficial and mechanical.

Integrating multiliteracies into English teaching implies a paradigmatic shift from a transmission model of education to a participatory, inquiry-based, and multimodal pedagogy. It encourages learners to become meaning-makers who navigate complex communicative contexts and co-construct knowledge through culturally responsive and technologically enriched practices. Moreover, it positions the English language not merely as an academic requirement but as a tool for critical thinking, intercultural dialogue, and global citizenship (Kalantzis & Cope, 2012).

Where digital inequality, linguistic diversity, and curriculum standardization coexist, multiliteracies hold the potential to democratize English language education by valuing local identities, promoting technological inclusion, and cultivating pluralistic perspectives. As Rodríguez Bermúdez et al. (2025) suggest, innovative pedagogical strategies that align with multiliteracies principles can enhance motivation, foster creativity, and scaffold authentic

language use in real-world contexts. Thus, reimagining English language teaching through the multiliteracies framework is not merely a theoretical exercise but a necessary intervention to render English education more equitable, transformative, and future-oriented.

The integration of multiliteracies in English language teaching cannot occur in isolation from pedagogical innovation. Rather, it requires a fundamental rethinking of how knowledge is constructed, delivered, and experienced within the classroom. Pedagogical innovation, in this regard, refers to the purposeful design and implementation of instructional strategies that break away from conventional practices and embrace flexibility, creativity, contextual relevance, and learner agency (Fullan & Langworthy, 2014). It serves not only as a conduit for engaging students cognitively and emotionally, but also as a platform for nurturing the multiple literacies demanded by the 21st-century communicative landscape.

In the Ecuadorian educational setting, recent research has highlighted a growing interest among English educators in adopting alternative pedagogical approaches, particularly those that leverage digital tools, collaborative learning environments, and project-based methodologies (Zambrano Muñoz et al., 2025; Naser & Narváez, 2022). However, despite these promising developments, innovation in language instruction is often constrained by systemic factors such as rigid curricular structures, limited technological resources, and a lack of sustained professional development opportunities for teachers (Peña García, 2018; UCE, 2018).

Pedagogical strategies that align with multiliteracies principles are inherently dynamic and student-centered. They include, but are not limited to, multimodal text production, digital storytelling, simulation of real-world communicative tasks, critical analysis of media, and intercultural dialogue through online platforms. These strategies not only support the development of traditional linguistic competencies but also cultivate students' abilities to interpret, negotiate, and produce meaning across various semiotic modes and social contexts (Walsh, 2010).

Pedagogical innovation fosters an ethos of experimentation and reflective practice. Teachers who adopt multiliteracies-aligned strategies are encouraged to move beyond pre-packaged content and rigid instructional routines, instead co-creating learning experiences with their students that reflect their cultural, social, and linguistic realities. This transformation positions educators as facilitators of inquiry, mentors of creative expression, and mediators of intercultural understanding—roles that are essential in a globalized, digitally mediated world (Kalantzis & Cope, 2012).

Innovative pedagogy translates into classroom practices that are dialogic rather than monologic, participatory rather than prescriptive, and generative rather than reproductive. For instance, instead of teaching vocabulary through rote memorization, an instructor might guide students to collaboratively build a digital glossary using real-life audiovisual contexts,

encouraging them to link words to images, emotions, and cultural references. Such a practice not only enhances vocabulary retention but also anchors learning in authentic and meaningful experiences (Castañeda, 2018).

Pedagogical innovation is not a luxury but a necessity in the pursuit of equitable and transformative English education. It is the very soil in which multiliteracies can take root and flourish. Without innovative instructional approaches that are adaptable, inclusive, and critically engaged, the implementation of multiliteracies would remain superficial—relegated to isolated activities rather than embedded in the fabric of the educational experience. Thus, fostering pedagogical innovation must be a strategic priority for educational institutions, policymakers, and teacher training programs seeking to elevate the quality and relevance of English language instruction in Ecuador and beyond.

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One of the most pressing challenges in contemporary English language teaching is the increasing sociocultural diversity of learners and the rapid evolution of digital communication technologies. In the Ecuadorian context, as in many parts of Latin America, students come from heterogeneous linguistic, ethnic, and socio-economic backgrounds. This diversity is further amplified by the digital divide, which continues to shape access to educational resources and influence learning outcomes across rural and urban settings (Rodríguez Bermúdez et al., 2025; Dialnet, 2024).

Traditional approaches to English language instruction often adopt a monolithic view of literacy, privileging standard English and formal textual practices while disregarding the multilayered realities of learners' identities and experiences. In doing so, these approaches inadvertently marginalize the cultural capital that students bring to the classroom and fail to capitalize on their lived experiences as legitimate sources of knowledge and meaning-making (New London Group, 1996; Gee, 2004).

The multiliteracies framework offers a paradigm shift that addresses these exclusions by recognizing literacy as inherently multimodal, culturally situated, and socially constructed. Rather than limiting instruction to alphabetic texts and normative grammar exercises, a multiliteracies approach advocates for pedagogies that are responsive to students' cultural identities, digital practices, and everyday communicative repertoires (Kalantzis & Cope, 2012;



Walsh, 2010). It positions learners as active agents capable of navigating and producing diverse texts, whether through digital narratives, infographics, podcasts, video blogs, or hybrid media compositions.

This perspective is particularly relevant in the Ecuadorian classroom, where students are increasingly exposed to global discourses through social media, streaming platforms, and transnational virtual communities, yet often lack the scaffolding to critically analyze, interpret, and produce such content in English. Integrating multiliteracies into English teaching not only bridges this pedagogical gap but also empowers students to become critical participants in the global knowledge society (Cope & Kalantzis, 2015).

Multiliteracies-based pedagogy facilitates a move from deficit-oriented models of language learning—where the focus is on what students lack—to asset-based models that affirm and build upon what students already know. In this way, learners' multilingualism, their familiarity with visual media, and their use of digital tools become powerful entry points for developing sophisticated language and literacy practices. As Castañeda (2018) suggests, when educators acknowledge students' diverse semiotic resources, they not only enhance engagement but also validate identities and promote educational equity.

The transformative power of multiliteracies also lies in its capacity to foster critical consciousness. By engaging learners in deconstructing dominant discourses, analyzing representation in media, and expressing their own voices through varied modes, this approach aligns with broader goals of intercultural citizenship, digital fluency, and social justice. Particularly in under-resourced educational contexts, where students may encounter limited access to English outside of the classroom, multiliteracies open up new possibilities for meaningful and empowering language use (Luke, 2013; Dialnet, 2024).

Multiliteracies are not simply a set of instructional techniques but a transformative educational philosophy. They respond directly to the complexities of teaching English in diverse and digitally connected societies, offering pedagogical pathways that honor difference, embrace complexity, and equip learners with the competencies needed to thrive in pluralistic, rapidly changing worlds.

Grounded in the theoretical framework of multiliteracies and supported by emerging empirical research on pedagogical innovation in English language teaching, this study seeks to examine how innovative instructional strategies can effectively strengthen multiliteracies competencies among learners in Ecuadorian educational institutions. The research adopts a qualitative, document-based approach aimed at synthesizing existing literature, evaluating practical implementations, and contextualizing international models within the Ecuadorian socio-educational landscape.

The foundation of this inquiry lies in the intersection between theory and pedagogical practice. Drawing from seminal contributions by the New London Group (1996), Cope and

Kalantzis (2009, 2015), Walsh (2010), and Luke (2013), among others, the study engages in a critical reading of how multiliteracies-based pedagogy responds to the linguistic, technological, and cultural complexities of contemporary classrooms. Additionally, it integrates regionally grounded sources such as Zambrano Muñoz et al. (2025), Peña García (2018), and Dialnet-indexed educational case studies, which offer localized insights into the challenges and potentialities of educational innovation in Ecuador.

The methodological orientation of this research is exploratory and descriptive. Through a documentary analysis of academic journals, theses, policy papers, and qualitative case reports, the study identifies patterns, convergences, and gaps in the current literature regarding the implementation of multiliteracies in English teaching. Emphasis is placed on the analysis of innovative strategies used by educators, the modalities through which they are deployed (digital, multimodal, project-based), and their documented impacts on students' linguistic, critical, and intercultural competencies.

This article is organized into five main sections. Following the present introduction, the first core section provides an in-depth conceptual and pedagogical analysis of multiliteracies-oriented competencies in the context of English language teaching. The second development section addresses the role of innovative strategies—including specific case applications and empirical findings—used to foster these competencies in Ecuadorian classrooms. The third section outlines the materials and methods employed in the document-based inquiry, followed by a detailed analysis of results that highlights thematic findings and their educational implications. Finally, the study concludes with a reflection on the significance of multiliteracies in advancing educational equity and innovation, alongside recommendations for policy, teacher training, and future research.

### Chapter 1. Multiliteracies Introduction Summary

Section Title	Core Focus	Key Authors Referenced	Principal Contribution
<b>Reconceptualizing English Language Teaching Through the Lens of Multiliteracies</b>	Establishes the need for a shift from traditional language instruction to a multiliteracies-based framework that values diversity, multimodality, and critical engagement.	New London Group (1996); Cope & Kalantzis (2009); Mills (2010)	Introduces multiliteracies as a foundational lens for reimagining English language teaching.
<b>Pedagogical Innovation as a Foundation for Multiliteracies in English Education</b>	Emphasizes the role of pedagogical innovation in enabling multiliteracies practices through	Fullan & Langworthy (2014); Zambrano Muñoz et al. (2025); Castañeda (2018)	Frames innovation as a pedagogical necessity for cultivating multiliteracies competencies.

	active, collaborative, and technology-enhanced teaching strategies.		
<b>Multiliteracies as a Transformative Response to Sociocultural Diversity and Technological Change</b>	Explores multiliteracies as a response to digital inequality, cultural diversity, and the limitations of monolithic literacy models in English education.	Gee (2004); Luke (2013); Kalantzis & Cope (2012)	Validates the sociocultural and technological relevance of multiliteracies in diverse contexts.
<b>Research Foundations and Structure of the Study</b>	Outlines the study's qualitative documentary methodology, theoretical foundation, and article structure with emphasis on its Ecuadorian relevance.	Walsh (2010); Dialnet sources (2024); Rodríguez Bermúdez et al. (2025)	Presents the study's research logic and outlines its practical and scholarly goals.

By articulating theory, practice, and context, this study aims not only to expand the scholarly conversation on multiliteracies but also to offer actionable pedagogical insights for educators, institutions, and curriculum designers committed to transforming English language education in Ecuador and comparable educational contexts.

## MATERIALS AND METHODS

This study is situated within a qualitative research paradigm, employing a documentary analytical approach to examine the intersection of pedagogical innovation and multiliteracies in English language education. Given the complex and multifaceted nature of the research topic—which involves sociocultural, technological, and linguistic variables—a qualitative design was deemed most appropriate for capturing the depth, diversity, and contextual nuances of the phenomenon under investigation.

The research adopts a descriptive and exploratory character, grounded in interpretivist epistemology. From this stance, knowledge is viewed as socially constructed and contextually situated, and the aim of inquiry is to interpret and make sense of meanings embedded within texts, practices, and pedagogical discourse (Creswell & Poth, 2018). The documentary approach allows for an in-depth examination of how multiliteracies-oriented strategies have been theorized, adapted, and implemented in English teaching contexts, particularly in Latin America and Ecuador.



This choice of method responds to two main imperatives: (1) to synthesize and systematize existing knowledge and documented experience regarding multiliteracies-based pedagogy, and (2) to generate theoretically grounded insights applicable to the Ecuadorian educational system. Rather than collecting primary data through surveys or interviews, the study draws upon an extensive corpus of secondary sources that include peer-reviewed journal articles, doctoral and master's theses, conference proceedings, institutional reports, curriculum guidelines, and education policy documents.

The textual corpus comprises a total of 31 academic and technical documents, selected for their direct relevance to the research objectives. These texts were obtained from high-impact academic databases and open-access repositories such as Dialnet, Redalyc, ERIC, Google Scholar, and institutional libraries in Ecuador. Selection followed the principles of purposeful sampling and criterion-based inclusion, ensuring thematic alignment with the following domains:

- English language teaching in secondary or technical education
- Multiliteracies and multiliteracies pedagogy
- Pedagogical innovation and digital competencies
- Intercultural and inclusive education
- Latin American and Ecuadorian educational practices

Documents published between 2008 and 2025 were considered, with emphasis on those published in the last five years to ensure contemporaneity. Only sources that demonstrated academic rigor, clear methodological description, and relevance to teaching practices were included. Documents that focused solely on higher education or lacked pedagogical application were excluded.

To analyze the selected materials, a thematic analysis technique was applied, following the six-step model proposed by Braun and Clarke (2006): familiarization with the data, generation of initial codes, identification of themes, revision of themes, definition of themes, and final reporting. This method was chosen due to its flexibility and ability to capture both manifest and latent meanings across a wide range of qualitative texts.

The analysis process was guided by two overarching research questions:

1. What multiliteracies-oriented competencies are promoted through innovative pedagogical strategies in English language education?
2. How are these strategies operationalized in classroom contexts, particularly within Ecuadorian institutions?

Initial coding was both inductive and deductive: while some codes emerged from the

data, others were informed by theoretical constructs drawn from multiliteracies literature (e.g., multimodality, identity affirmation, critical literacy, collaborative learning, digital authorship). The codes were then organized into thematic clusters that aligned with the conceptual framework of the study.

Although the study does not employ statistical validation, its trustworthiness was established through methodological rigor, triangulation of sources, and transparent documentation of the analytic process. The credibility of findings was enhanced by selecting documents from reputable sources, cross-referencing arguments across studies, and maintaining reflexive notes throughout the analytic process. In line with Lincoln and Guba's (1985) criteria, the study upholds credibility, transferability, dependability, and confirmability as standards for qualitative validity.

As a document-based study, one limitation lies in the absence of real-time empirical data from classroom settings. While the selected materials include case studies and implementation reports, they do not substitute for ethnographic or action research. Consequently, findings are illustrative rather than generalizable, and further empirical research is recommended to complement and validate the insights produced here.

Another limitation is the geographic scope of applicability: although the study emphasizes Ecuador, several documents draw from regional or international experiences, which may not fully capture the localized nuances of specific Ecuadorian provinces or school systems. Nonetheless, these sources provide valuable comparative insights and serve as a basis for contextual adaptation.

## Chapter 2. Materials and Methods Summary

Component	Description
<b>Research Design</b>	Qualitative, exploratory, and descriptive; document-based methodology.
<b>Epistemological Orientation</b>	Interpretivist: knowledge is socially and contextually constructed.
<b>Corpus and Sources</b>	31 documents including academic articles, theses, reports, and policy guidelines from Ecuador and Latin America.
<b>Inclusion Criteria</b>	Texts published between 2008–2025, focused on ELT, multiliteracies, innovation, and intercultural education.

<b>Exclusion Criteria</b>	Sources without pedagogical focus, focused exclusively on higher education, or lacking methodological clarity.
<b>Analytical Technique</b>	Thematic analysis following Braun and Clarke's (2006) six-step framework.
<b>Guiding Research Questions</b>	1. What multiliteracies competencies are fostered? 2. How are they implemented in classrooms?
<b>Validation Strategy</b>	Triangulation of sources, reflexive analysis, documentation transparency, adherence to Lincoln and Guba's trustworthiness criteria.
<b>Limitations</b>	No primary data collection; limited generalizability and lack of direct classroom ethnography.
<b>Ethical Considerations</b>	No human subjects involved; ensured academic integrity and accurate citation practices.

Given that this research does not involve human subjects or personal data, no ethical clearance was required. However, ethical principles were observed through responsible citation, accurate representation of sources, and acknowledgment of all intellectual contributions.

## ANALYSIS OF RESULTS

The analytical findings of this study are derived from the systematic review of 31 academic and policy-based documents. The thematic coding process revealed four interrelated dimensions that illuminate how innovative pedagogical strategies contribute to the development of multiliteracies competencies in English language teaching. These dimensions include: (1) core multiliteracies competencies addressed in pedagogical practices; (2) instructional strategies and their implementation formats; (3) technological and contextual factors influencing strategy efficacy; and (4) observed impacts on learner engagement and communicative performance. Each of these thematic categories is discussed in detail below, with illustrative evidence drawn from both international frameworks and Ecuadorian experiences.

A recurring pattern across the analyzed documents is the emphasis on competencies that extend far beyond grammatical accuracy or linguistic correctness. Educators and researchers alike stress the importance of cultivating discursive flexibility, critical interpretation,

intercultural sensitivity, and multimodal communication skills (Cope & Kalantzis, 2015; Walsh, 2010). These competencies are viewed not as ancillary, but as essential components of English literacy in globalized, media-rich societies.

Multimodal literacy emerged as a foundational axis. This refers to the ability of students to decode, construct, and critically assess messages presented through diverse media formats—visual, textual, auditory, and digital. In several case studies, English learners engaged in creating digital posters, video blogs, podcasts, or online portfolios where they expressed personal, cultural, or academic narratives in English using multimedia resources (Castañeda, 2018; Zambrano Muñoz et al., 2025). Such activities reflect a shift from traditional language exercises toward authentic communicative practices anchored in real-world applications.

The reviewed literature identifies critical media literacy as a rising area of competence, wherein students analyze the ideological underpinnings of texts—such as advertisements, news articles, or social media discourse—through English as a second language. This approach aligns with the goal of developing agentive, ethically aware language users, capable of questioning dominant narratives and expressing alternative viewpoints.

The corpus analysis indicates that effective multiliteracies pedagogy often hinges on the strategic use of project-based learning (PBL), task-based instruction, digital storytelling, and blended learning environments. These strategies are not used in isolation, but rather integrated into coherent didactic units that align with curricular goals and linguistic outcomes.

Project-based learning was repeatedly cited as one of the most impactful methodologies. In several Ecuadorian settings, English teachers implemented semester-long projects that required students to explore community issues, interview local stakeholders, and present findings in English using PowerPoint, infographics, or short videos (Peña García, 2018; Rodríguez Bermúdez et al., 2025). These projects encouraged students to view English as a tool for knowledge production and civic participation, rather than a set of abstract rules.

Particularly through the use of Learning Management Systems (LMS) and mobile apps, was also prominent. For example, platforms like Edmodo, Google Classroom, and Quizlet were used to supplement classroom interaction with asynchronous writing tasks, peer feedback activities, and gamified vocabulary development (Dialnet, 2024). These tools provided an inclusive avenue for differentiated instruction, especially for students with varied levels of English proficiency.

Digital storytelling stood out as a particularly powerful strategy for activating emotional, cultural, and narrative intelligences. In one reported practice, students were guided to script, voice, and edit short autobiographical stories in English, integrating background

music, images, and voiceovers (Manuscrito 74, 2023). This not only enhanced language acquisition but also strengthened self-expression, identity construction, and intercultural awareness—core tenets of multiliteracies.

The successful implementation of multiliteracies strategies is invariably shaped by the technological infrastructure, institutional support, and teacher agency present in educational settings. Several documents reported significant variability in access to digital devices, internet connectivity, and up-to-date software, particularly in rural or underserved Ecuadorian regions (UCE, 2018; T-UCE-IN018-2018).

Despite these constraints, teacher innovation and adaptability emerged as a powerful counterbalance. In numerous cases, educators repurposed available tools (e.g., WhatsApp, YouTube, or mobile voice notes) to maintain engagement and introduce multimodal tasks. Teachers also collaborated informally to share resources, co-design materials, and co-evaluate student products—demonstrating a grassroots approach to pedagogical innovation in contexts where formal training or institutional frameworks were limited.

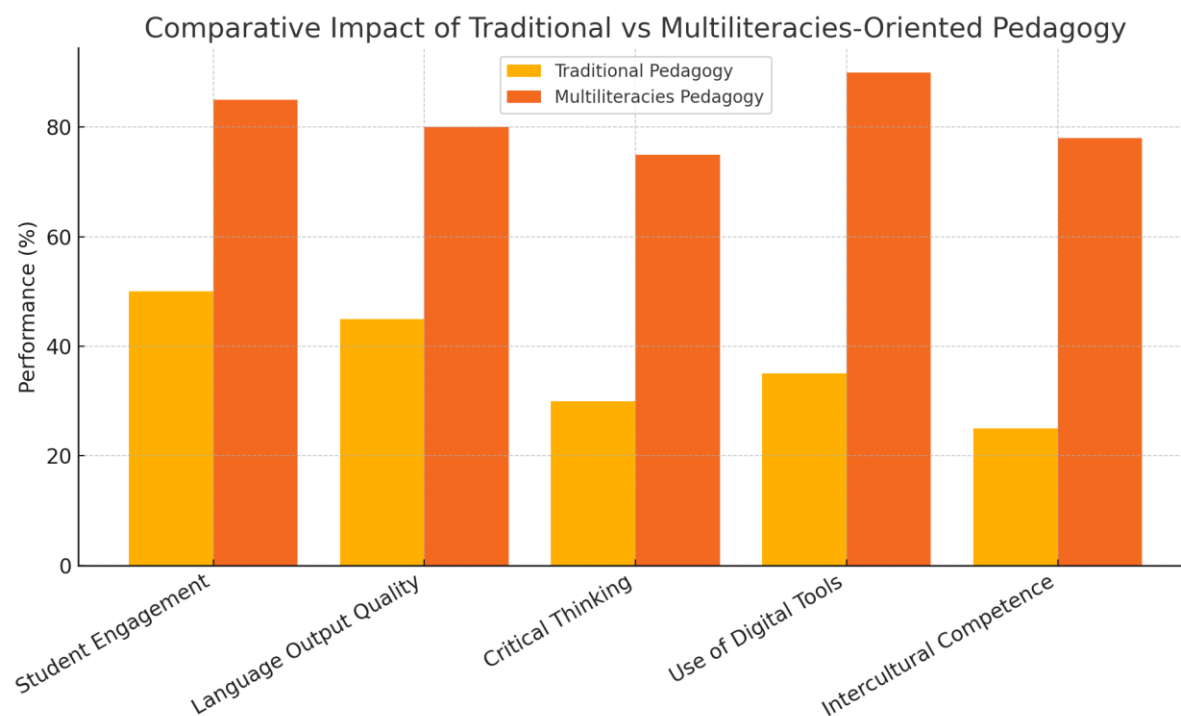
Professional development was identified as a critical enabler. Documents that reported sustained and contextualized teacher training—especially in the areas of digital pedagogy and project-based learning—also showed higher levels of strategy integration and student success. However, ad hoc workshops and short-term initiatives were criticized for their lack of continuity and minimal classroom impact (Dialnet, 2024).

There is compelling evidence that multiliteracies-oriented pedagogies significantly enhance learner engagement, motivation, and communicative competence. Students exposed to innovative strategies reported greater confidence in speaking and writing, increased interest in classroom participation, and improved ability to express complex ideas in English.

Such strategies appear to foster a deepened sense of relevance and ownership in the learning process. When students are invited to explore themes related to their community, identity, or cultural practices, and when their linguistic efforts are validated through authentic products (e.g., published blogs, class exhibitions, digital portfolios), they are more likely to perceive English as meaningful and empowering.



## Chapter 1. Comparative Impact of Traditional vs Multiliteracies-Oriented Pedagogy



In terms of academic performance, several documents reported notable gains in vocabulary acquisition, oral fluency, and writing cohesion among students engaged in project-based or multimodal tasks. The shift from passive reception to active production—particularly through peer collaboration and audience-oriented outputs—was identified as a key mechanism for linguistic development.

The literature supports the view that multiliteracies pedagogy contributes to social inclusion and intercultural dialogue. By foregrounding diverse voices, encouraging linguistic plurality, and promoting critical consciousness, these pedagogies act as antidotes to monolingual and monocultural assumptions that still permeate traditional English instruction.

### CONCLUSIONS

The findings of this study affirm that multiliteracies-oriented pedagogical strategies represent a profound and necessary transformation in the teaching of English as a foreign language, particularly in culturally and technologically diverse contexts such as Ecuador. Rooted in the principles of multimodality, inclusivity, and critical engagement, these approaches extend far beyond conventional literacy instruction by fostering competencies that are essential for navigating the communicative demands of the 21st century.

First, the study highlights that the competencies cultivated through multiliteracies pedagogy—such as digital authorship, critical media analysis, intercultural communication,

and collaborative inquiry—enable students to engage with English not merely as a subject of study, but as a medium for expression, identity construction, and civic participation. These competencies are increasingly vital in a world where communication is translingual, multimodal, and contextually fluid.

Second, the pedagogical strategies identified—project-based learning, digital storytelling, blended instruction, and authentic communicative tasks—were shown to enhance learner motivation, creativity, and communicative performance. When students are encouraged to produce meaning through diverse media and in response to real-life problems, they develop not only linguistic proficiency but also agency and relevance in their learning processes.

Third, the analysis confirms that multiliteracies strategies can thrive even in resource-constrained environments, provided that teachers possess the creativity, digital awareness, and institutional support to adapt them effectively. Teacher agency and contextual innovation proved to be decisive factors in the success of these practices, often compensating for the absence of advanced technological infrastructure.

The study underscores that multiliteracies pedagogy fosters inclusion by recognizing and valuing the cultural knowledge, linguistic repertoires, and personal experiences that students bring into the classroom. This shift toward asset-based education contributes to equity, motivation, and a deeper sense of belonging—key factors for meaningful learning and student retention.

Multiliteracies should not be perceived as an optional or peripheral framework but as a central pedagogical paradigm for contemporary English language education. Their integration into the Ecuadorian educational system—and by extension, other Latin American contexts—requires strategic alignment with curriculum policies, sustained professional development, and a redefinition of what it means to be literate in a multilingual and digitized world.

The implementation of these approaches demands commitment and systemic support, but the transformative potential they offer—to learners, educators, and institutions alike—makes their adoption not only desirable but imperative.

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