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Current State of High-School Students' Multiliteracy after a Year of Online Lessons in the Context of Chile

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Abstract: The worldwide pandemic Coronavirus disease, affected every aspect of people's lives due to being locked at their homes, therefore many difficulties began to appear, especially in education. Scholars were the leading group that has been affected the most due to the online lessons that began from one day to another, without any kind of previous training specifically in these types of contexts at home. According to some national diagnostical studies, most of the students could not achieve the minimum educational objectives in mathematics and language, which are the essential subjects in Chilean education. In this study, in which qualitative phenomenology analysis was used, the aim was to reveal the current state of students after a whole year of online lessons in terms of personal technological use and personal perceptions about e-learning. In this study, in which the criterion sampling was used, semi-structured interviews were conducted with 10 adolescents from different sorts of schools who experienced online lessons using their previous personal knowledge in Information and Communication Technologies. The data were analyzed in Nvivo node tree, which revealed six main themes that define the experience and personal perception of the participants: adaptation to the new order, learning by their own, how to use better the technology, use of social media, new ways of personal knowledge sharing, importance of classmates. It is believed that the results obtained from this study will contribute to schools' view of learning and teaching education in the 21st century and to improve students' experiences in online lessons.

Keywords: *Information and communication technologies, learning strategies, multiliteracy, online lessons.*

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Introduction

Considering that everything had to change forcibly with the pandemic, new circumstances began to be developed in different structures of society, giving rise to numerous complicated effects on individuals' lives. Authorities began to establish new measures and restrictions, which included pausing regular working life, closing workplaces, transitioning to online education, lockdown and working from home (Fontanarosa & Bauchner, 2020). These situations forced schools to close every type of face-to-face lessons and scholar activities, but the instances of teaching and learning had to keep going on no matter what, and the only solution at that emergency national moment was to turn education into online lessons only with the tools that schools had at that time.

When we speak about technological tools for having online lessons, on the one hand, they imply every type of technological device that is available for its use for teachers and students of all ages, and on the other hand, technological tools are also related with the knowledge of use which teachers and students already had at that moment. The knowledge in terms of using technologies was determined as a new type of literacy; the multiliteracies. This concept was created in the article "A Pedagogy of Multiliteracies" by the London Group published in 1996 (Cope & Kalantzis, 2000). Being multiliterate is to have the ability to communicate or interact using multiple communication channels or media, multiple languages and varieties and dialects in different speaking context and multiple writing/communication styles across cultures and disciplines (Anstey & Bull, 2018). The fact that multiliteracy is a concept with 25 years old, literature keeps retracing some of these arguments despite of all its intellectual success, due to the impact on everyday teacher practice that remains as urgent a challenge as when the article was first published (Sefton & Kumpulainen, 2021). Even though, the development of multiliteracies in children and adolescents' education was considered important, but in Chile is still

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being a new concept that has not even been included in curriculum as public policy in education, in fact Aubrey and Dahl (2014) suggest that teachers have little awareness of children's literacies at home including their use of digital technologies and media. One of the main definitions of multiliteracy, was related to the ability of deconstruction with everything considered restrictive and traditional literacy pedagogies and now this can be related to all the different practices being used as part of the everyday digital life (Buckingham, 2005). Multiliteracy practices work in social context where the attention needs to be focused on the production and circulation of meaning, beyond the technical control itself of any one medium, in order to understand the real power of this new type of literacy (Palsa & Mertala, 2020).

Furthermore, children and adolescents are the individuals with further opportunities to engage with technology and learn about multiliteracies in their ordinary life, but there are two sides to be thoughtful before. At first, Kumpulainen and Gillen (2017) found out that children have varying degrees of opportunities to engage and learn from digital technology according to what they have available at their homes, depending on how parents frame media use and how family create interactions with and around technology and media. In addition to this, Livingstone et al. (2015) established that there is an association between children's engagement with multiliteracies and parents' educational, cultural and socioeconomic background, and their digital skills and attitudes. Kumpulainen and Gillen (2017) highlight that the home context and parents' mediation practices for children's engagement with multiliteracies prior to formal schooling.

As a consequence of the quarantine, students of all ages were forced to live lockdown at their houses, using devices that they had available for keeping up online lessons. Consequently, families were really frustrated because they had to help considerable to their children or supervising the attendance for the older ones. Some people thought that this emergency moment of online lessons would not be as hard as it seems because children and adolescents knew how to use technology, nonetheless, the reality was quite different. According to the "Quality Agency of Education" from the Ministerio de Educación de Chile (2021), students from elementary to high school could not achieve the minimums targets on the most important subjects for this country; Spanish language and mathematics. They applied a diagnostic test in the first period of school in the second year of pandemic to public and semi-private schools, from vulnerable to non-vulnerable situations. In general, this study shows a considerable gap between vulnerable and non-vulnerable students, in spite of that, they both have shown a low achievement anyway in the two subjects.

To sum up, covid-19 revealed the current urgency that education goes through in terms of multiliteracy knowledge at school, specifically in public policy education, being a key challenge for authorities. Besides, this emergency situation proves how important is the appropriate development of multiliteracy, understanding this as the new and current method of literacy in this technological world. In this sense, students' multiliteracy needs to be studied constantly, since it seems to be the first thing before to understand something else with any kind of purpose.

In this article, students from high school were interviewed in with a semi-structured online interview where they explain how did they work out by their own in the first and complete year of quarantine due to the pandemic, they emphasize in the type of tools, devices, ways of understanding and producing knowledge and the importance of sharing knowledge with their classmates.

Methodology

In this study, the phenomenology pattern, which aims to understand the phenomenon is by focusing on qualitative research. Qualitative research requires data analysis of data gathered using information gathering methods such as semi-structured interviews and participation observation (Creswell & Poth, 2013). In this study, students' experience, knowledge and habits related to online lessons development during pandemic were analyzed. Semi-structured interviews and participation in specific activities were examined through online tools. The interview consisted in open-ended questions about how they used technological tools and devices for achieving all the academic commitments and responsibilities at online school.

During the data analysis, the researcher brought together all the interview forms and students' participation related issues. These data were later organized and coded into different groups in Nvivo software. During these processes, technological tools chosen by their regular use and individual knowledge, how they select reliable information, means of sharing and receiving knowledge with classmates, have been used as categories to understand how students used their own tools for achieving online lessons targets.

The reliability of analyzing this data arises from each semi-structured interview in which the topics were divided into three parts with different types of opened questions and situations related to the main topic; this environment in the conversation enables the student to answer something related to the topic and sometimes, bring more and new information which was not mainly connected with the principal item of the interview, this was enriching for new findings. Further, the observation activity helped to the research to see in situ how the students worked in real time with their multiliteracies with academical purposes. At the moment of the data analysis, the software Nvivo helped to create a relation between the main topics related to the research, helping to the formation of specific nodes which, from the participants' voice to the data analysis, could produce detailed trees with different and important meanings to the main purpose of the research.

The study participants were 9 students aged from 14 to 18 years old from high school from different types of schools; public, semi-private and private. The following chart shows specific information about the participants.

Table 1. Characteristics of the Respondents

Student	Age	School
A	14	Public
B	16	Semi-Private
C	14	Semi-Private
D	17	Semi-Private
E	17	Private
F	16	Semi-Private
G	16	Private
H	15	Public
I	14	Public

Findings

At first sight, the majority of the students expressed the feeling of confusion during the first weeks of online lessons due to the lack of accurate information from school and government authorities, also due to the great amount of school works they had to complete as teachers asked them day by day. According to the students' voices, one can interpret that all of them had instances where they could develop specific and detailed school assessments with their previous experience of the use of technology, and this research had the principal intention of knowing and describe how they built this personal knowledge in terms of technology used with academical purposes, what sort of influences they had whether school or personal interests. In this path, we could understand the current state of how they define as the most appropriate, comfortable and naturalistic form of developing academical purposes in this first year of online lessons in a traditional system of education.

Student "B" explained thoughts in the following way.

"The first week of online lessons, teachers began to send a lot of contents, it was a lot. After the first two weeks, we were without lessons for a month because nobody knew what was going to happen with the pandemic, school authorities wanted students to come back face-to-face school, then they said no and then they understood that the pandemic was very complicated and they said that lessons were going to be online, definitely, so we did not have nothing about school for a month and a half [...] Now with online lessons I feel that all the information provided by teachers is more specific, in traditional lessons everything was with much more time but we always thought that the knowledge or information could be provided in a specific way, so now we had the opportunity to have more time and spending less time in trying to understand something. Further, we could reinforce relation with other classmates so whenever we needed help in something we helped each other through social media, especially WhatsApp" (*Student B*)

According to the student B, one can emphasize on her feeling of calm with the help of her classmates, who could help her and how she could help others through social media with academical purposes. There is seen a meaning of trust and confidence with her peers, without thinking about creating enormous and perfect works for achieving an excellent grade, now it is better to pay attention to the specific information provided by teachers and then decide and define a moment of her days to communicate with her personal friends from the same class using the most common social media to understand and develop in the most naturalistic form the academical goals for each week. This student also emphasize the importance of providing specific information because she explains in a moment of the interview, how the social media called Tik Tok has being transmitting important and useful information in a specific way, giving by understand that is not necessary to give a deep way of view of something by someone who is expert in an specific area, because not everybody has the feeling, motivation or interest on spending time and attention in something that is not very related to the deepest part of ones knowledge. In this case, student B emphasizes that if someone wants to know more about something, is in that moment when the person can search in the best way to construct a deep knowledge of their personal interest.

Student "F" summarizes the situation as follows.

"I think that during that year I needed a lot of help in a moment, overall when I collapsed and I did not want anything else with school because at first it was very overwhelming, because we did not understand what was going on and suddenly teachers delivered a lot of work, worksheets and everything from nothing, lessons, everything, lessons were partial but works not, so sometimes I did not understand what was going on and my teachers could not answer clearly during the day of the lessons because obviously they had a lot of lessons in charge so we needed more help than usual and with friends and classmates could help each other, I think that everybody came through that so at the end the help among us was the key for keep going into this [...] I could find the information that teachers asked because I remember that some teachers that where in their internship, helped

us and gave us a guide to recognize a reliable webpage with information for our school assessments, this helped me a lot because most of teachers were very demanding and structured at the moment of checking our works, so they always checked how reliable was our information but I do not remember that they helped to identify good webpages" (*Student F*)

For student F, the fact of developing school works were quite overwhelming due to the high demands of teachers, and here we can find an inconsistency from her school in terms of what teachers asked and the manner of assessment with all of the previous lessons that she supposed to provide to their students to achieve these goals in an according mean.

In addition, some of them expressed that they never had used technology that much for academic purposes ever before, and now with the online lessons everything changed and began to use their technological knowledge for achieving academic responsibilities. Here we can appreciate a sense of assumptions and conventional wisdom from teachers who did not spend the enough time trying to focus the traditional lessons into some lessons according to the deep learning in the type of reliable research through internet for academical purposes, used in school terms or college. These situations affect directly to the interest for studying and the calm needed to develop an assessment, student F notices that there is something unfair, and this is strengthened with a sense of that is how things work in school and there is nothing that we could do as student because the teacher is the final voice at the decision making. Student F also appreciates the fact of having the opportunity to meet an internship teacher who helped her and her classmates to understand and to have a precise guide of how to recognize a reliable webpage.

Student "I" recognizes the following.

"I began to use more the computer in the 2020 because I did not use it before, teachers did not send nothing related to homework by using the computer. As that year we did not have face-to-face lessons, teachers sent one or two daily homework, therefore I did not do all of them but they send it anyway [...] I did not have friends in WhatsApp, from the same class as mine, so I could not ask for help when I did not understand something, I just checked the first webpages that appeared from Google, read the shortest ones, copy and paste, and that was all. Sometimes I saw videos from Youtube but most of the videos that I see are for learning things of my personal interest" (*Student I*)

Most of the participants agree on having a network of classmates who helped each other through WhatsApp, mostly, and this was something that could create an environment of trust, reliability, calm in times of chaos, calm in terms of understand mostly everything with the knowledge of people from the same environment lived. But what did happen with all of the students who did not have the opportunity on creating a good and steady network of classmates, not necessary friends, for being part of this feeling of calm, quietness, the feeling of being part of something, that you are not the only one who do not understand something academical and you have the trust enough to share your uncertainties with students in the same environment as you. Student I who belongs to a public and rural school, shares his feelings of understanding the school something as a mere formality to achieve because it is the legal and the rule of the country where he lives, actually he never speaks in a deep manner about his experience though school, everything told by him was in a fast discourse because mostly nothing had a great sense and meaning for his knowledge, furthermore, he points out that he learns a lot about history and personal projects related to history through Youtube and he speaks widely about all of the knowledge he has been acquiring, but none of these knowledge was related to his academical studies, only his personal interests.

In the path of understanding how students could develop their online lessons in terms of their previous experience, some of them highlighted that teacher helped them or created instances for technological knowledge and practice in a certain moment of face-to-face and online school.

Student "D" points out.

"Teachers only recommended that students should not search on Wikipedia" (*Student D*)

The majority of the participants agreed on this idea from teachers, they always said and asked to not to search information on Wikipedia due to the lack of reliability and the fact that its writing can be edited by anyone so there is uncertainty on the verification of the writer and his experience on the topic written. This general meaning about Wikipedia, despite of being in everyone's mind, every participant admitted on using Wikipedia at the first moment of searching for something academical, in that way they could create a general idea about what they have to keep researching in other sites who are more reliable for the knowledge of teachers. This process is understood as preparing the mind with a webpage which is clearly enough with the information, and prepares the student to create an environment in an easy and clear manner for then develop other skills of research.

Student "H" points out the following.

"We went a lot to the computer lab in the computer subject, there we learnt about the main use of some tools from the keyboard and typical programs like Excel, Power Point, to explain contents and having lessons in a recreational way" (*Student H*)

This student belonged to a public and rural school, at the moment of the development of the observational process, this student demonstrated a high level of ICT skills in terms of the use of software related with academical purposes; she knew and demonstrate the common path to take at the moment of having academic goals while using internet, what programs she had to open, how to use the different tools in the most appropriate manner.

Student "I" remembers that. She took very seriously the fact of developing an activity using internet and ICT. This participant demonstrated the best use that one student can achieve if having any sort of experience of learning the use of ICT with academical purposes. Through her speech at the moment of answering questions from the interview, one can interpretate that she is a very good student in terms of what is understood as a good student for the traditional system of education and meaningfully, she learnt and acquired the ideal manner of using ICT according to what teachers taught to her in a rural and public school.

"When we wanted to ask for something that we couldn't understand, some teachers just told us to search in "San Google" " (*Student I*)

On the other hand, we have other participant from a rural public school, but his development and efficiency in academic environment was fairly different from the other case originated in the same type of school. The nature of instances of learning and improving ICT skills were not highly enough remembered by this participant, and they were limited only to some moments where the teachers gave a few recommendations about how using in the most appropriate way the internet for school works. From the speech of student, I, one can interpretate that school was not something of his interest hence there was not a deep feeling and meaning of motivation in achieving things in a better manner.

Student "G" says.

"Some teachers used a lot of technology for developing activities inside of the class, others recommended some webpages and some tools, but our head teacher was the one who sent the most recommendations about videos which could help understand some topics, but most of the time we did not watch these recommendations" (*Student G*)

Nonetheless, none of them considered this knowledge as important as their personal knowledge and skills for their development through a historical moment of formal online lessons. Despite that most of the students didn't have the appropriate type of instances for developing technological skills during the period of face-to-face lessons at school, students agree on the personal and team strategies applied with their friends and classmates for trying to find out how to achieve all of the school targets and responsibilities to keep doing it relatively well and organized for online lessons.

The student "D" says.

"As I was the best on mathematics, I helped my friends and classmates in this subject using Discord for giving them the explanation, this program is focused on playing, you just let the voice keep going on and help others" (*Student D*)

The student "F" explains.

"A classmate of mine was the one who taught us to do the exercises on mathematics, he filmed himself meanwhile he was doing the exercise down and he explained everything, how everything works, especially in math. As I am not good at mathematics, he tried to explain me the best as possible and in that way I could understand better. I helped him in the humanistic, because I can handle more that, so we interchanged our knowledge" (*Student F*)

Student F reinforce the idea of the better understanding of traditional learning through the communication of different medias with classmates or friends who are in the same environment as the student who needs help.

The student "C" had the following idea.

"Some friends of mine always help me through videocall in WhatsApp, they teach me using their copybooks with all the contents. I can understand better from my classmates than teachers themselves" (*Student C*)

Student C highlights and increase the meaning of understanding academical responsibilities with the help of a network created with classmates, enhancing this communication even more in times of online lessons, using this natural action as a social skill which can provide self-confidence and opportunities in terms of fair access to know and understand new knowledge even with different types of learning with different subjects.

The student "B" says.

"Some classmates help others through WhatsApp, sending images of the exercises and then an audio file explaining everything that is in the image. In my case, I found some apps in which I met people from English countries so I practice the English language through Snapchat or others apps and I create friendship with some people, so they help me to speak in English more than school itself because school's English is too much formal and I don't use that type of language with my foreigner friends" (*Student B*)

Due to the great amount of available information on internet, through different types of medias such as; videos, written information, podcast, search engines, blogs, social media, etc. Results hugely important some aspects related to the knowledge and skills of how to select reliable information especially for academical purposes. Unfortunately, none of the students highlighted or remembered any type of formal instances where teachers could teach something related to select information from internet. However, most of students stand out their personal strategies for choosing reliable information from internet.

Student "A" had the following idea.

"When I find something new and I'm not sure if it is true, I prefer to ask some teachers about the information or I keep searching in other web sites to define if it is true or not what I found at first" (*Student A*)

Student "B" explains.

"First, I try to search the words that I don't understand to understand why I'm searching the specific information and then when I found a webpage which I really like in terms of the written style or how the webpages' authors are doing it, I search at the bottom and see who wrote it. Sometimes you can click on the name so you have the full information of the author. Also, I pay attention to the webpage if it can be edited for anybody" (*Student B*)

The student "C" remembers.

"I search a lot of information in different webpages and I compare them, so if they say the same about the information, I began to write on my own way" (*Student C*)

The student "D" says.

"Most of the time, when I search something, I speak with a friend of mine, and basically I know that is reliable or not because we have a talk about the topic, so if we came up with the same idea established in the webpage, we conclude that the webpage is reliable because our vision it's similar" (*Student D*)

The student "E" explains.

"I search on webpages which have a verifiable source, I choose them because I try to find an agreement among what I have found in some books and what teachers have told us in lessons, so if something doesn't fit really well, I have to change the type of source. There was a time when I was searching information in a lot of webpages, and I noticed that all of them said the same, so I stopped searching a lot and now I keep going disqualifying by my common sense" (*Student E*)

The student "I" stands out.

"Sometimes there is information with something weird on the wording, so when happens that I prefer to change into another webpage until the information can persuade me or when I search about a specific information, I find information about other things so I prefer to change the page" (*Student I*)

As it is said before, most of the students have their personal strategies, but two students recognize that their personal strategies are related with the teaching that they had in a specific moment.

The student "H" says.

"Once, the teacher of history recommended us some webpages for developing a homework to search the information, so since then I began to search and use the same media that he recommended us" (*Student H*)

The student "F" expresses.

"One year, some teachers taught us the main characteristics of a reliable webpage, they guided us through a model, in that way we put in practice and use the guide so we could check if it worked or not, if it was reliable information" (*Student F*)

Discussion

Among all of the identified skills that would be required of workers by 2030 according to report The New Work Smarts (The Foundation for Young Australians, 2017), there are some skills which are slightly related to the participants' voice during this research; the report identified that people will spend more time engaging in verbal communication and using interpersonal skills, using science and math skills, making judgements and engaging in critical thinking and engagement in problem-solving. Also, the report identified that people will spend more time learning new things while working "indicating the need for an ability to cope with change and be oriented toward lifelong learning" (Anstey & Bull, 2018). Overall, the conclusion of this report, it clearly advises the importance and the need of multiliterate pedagogy. Fortunately, social networks went further more mere entertainment, it could create a social network related and based on trust and relationships among people from the same environment as students are doing to develop their online lessons. Traditional school did not focus it learning experiences in the formation and improvement of these sort of skills, due to the logic of entertainment focus of social media, thus young people went through a natural path of creating, sharing

and asking knowledge using their personal and most habitual skills in social media to enter willingly into an environment of academical knowledge with others in the same state and everyone help each other in topics which they are already good at it and, choosing the most appropriate media to share or create knowledge for the rest of the people who need this. Unfortunately, the Integral diagnostic results of learning 2021 from the Agency of education quality from the Chilean Minister of Education, was focused only on the achievement of traditional knowledge from school, as if students were in a typical and normal year but with the difference of not being face to face, only through online lessons. This logic and national objective, could not give the opportunity to students from different ages, places and socioeconomical situations, to demonstrate their real state of skill levels in terms of multiliteracy and how all of these years since ICT is inside of each classroom, have been helping to create, develop and improve the multiliteracy in students. Even more, this provide students to believe that they did not learn anything during that year of online lessons, which is something quite concerning, because all of the institutions began to give as a fact that most of the Chilean students could not achieve the minimum objectives in terms of learning. But what happen with all of the previous knowledge that students could use at this moment of emergency? The new type of use or the increase of use of social media with academical purposes? The increase of interpersonal skills using different type of media, and learning to use this media only through their personal experience, not even produced from school, as how is said by the Future Skill Report?

As the same report identifies, “problem-solving”, the fact that students could just create an environment on their own, in their personal times, using their personal forms and manners of choosing media and social media, the way of using tools for creating environments of communications with other, it is something hugely valuable for the needed skills of this century, in which the fact of achieving a good grade in traditional schools passes to a lower level of importance in terms of building multiliteracy skills for the future of each student.

In this study, the state of high school students’ multiliteracy is listed as, first the lack of technological knowledge taught by educational system for emergency situations, second online lessons allowed the increasement of the technological use with academical purposes, third instances created by teachers, fourth personal and team strategies, and finally the selection of information by personal and taught strategies. These results were consistent with the argue from Anstey and Bull (2018) “Globalization provides a contextual necessity for us to become multiliterate”, in this sense, today’s students need to be multiliterate in order to navigate the complexities of a globalized world. Fortunately, students could achieve all of their academical responsibilities in terms of formal online lessons, maybe not in the expected way as it was represented by the results of the national diagnostic test, but participants demonstrated to have a level of multiliteracy especially developed during this period of quarantine. As some of them mention, this lock down period at home using their own knowledge and skills of technological use for academical purposes, helped them to increase these skills as never before. Certainly, the level that they had might be considered was very low because as Anstey and Bull stablish (2018) that a multiliterate individual would have the capacity to explore and critically evaluate concepts that are shown in their daily life, either in physical or online life, concepts which are important to understand for then take decisions coming from a critical thinking.

In this sense, students stand out that the strategies for being critically in front of the information are mainly created by their own, where the school or teachers didn’t have a main role in teaching or helping in the selection of reliable information, non at face-to-face nor at online lessons. Furthermore, the logic and general vision of the educational system in Chile can be translated into numerical grades, in this way, for students the most important achievement is to obtain a good grade for their averages instead of spending time in being critical at the moment of evaluate information as the previous authors say. In addition to this, being a multiliterate person means to gain or to have a rich repertoire of creative, critical, reflective and rhetorical skills needed to successfully navigate the composing and communication challenges of the globalized world (Khadka, 2019). According to the National Council of Teachers of English (2013), literacy itself has a new meaning for the 21st century stablished in their statement:

Twenty-first century readers and writers need to:

- Develop proficiency with the tools of technology
- Build relationships with others to pose and solve problems collaboratively and cross-culturally.
- Design and share information for global communities to meet a variety of purposes.
- Manage, analyze, and synthesize multiple streams of simultaneous information.
- Create, critique, analyze, and evaluate multimedia texts.
- Attend to the ethical responsibilities required by these complex environments. (Khadka, 2019, p. 6)

In addition, it has been determined that the state of multiliteracy is very low on high school students according to the type of instructions they already had at school and the type of personal strategies that they admit to use at the moment of develop academical responsibilities. It has been found that the individuals who had clear strategies for creating a communication and searching information, are from the different types of schools and social levels. This means that, despite of their social – economical class, they have technology available for its use at school and at home, but their strategies are very different from each other. Most of them agree on the importance of having a communication with their

peers, especially for difficult subjects or topics that cannot be understood by them, in this way, it is seen that the way they communicate is fundamental for online lessons in terms of understanding better the instructions, how to solve problems, contents itself, etc. even more important, is the way they agree on how to communicate, as they say there are many possibilities according to their realities in the manner they use technology in their daily lives. In this sense, students without having any type of instruction by teachers, even not knowing the current definition of multiliteracy from the NCTE, they already count with an aspect related with the idea of building relationships with others to solve problems. This aspect has a hugely value because students in their own, according to their previous technological skills built by themselves, they could find out how to solve everything in front of them at online lessons.

Conclusion

Findings of this article show, first, positive and significant relationships between the current state of students' multiliteracy and the definition of the concept according to the world that we are living now, in terms of personal and team strategies for understanding and solving problems and how they trust on their peers for asking about things that teachers cannot solve, at least in an online instance. Individuals' speech is clearly oriented towards the communication with their classmates, friends from the school and outside, even foreigner friends, and this communication is being the most significant aspect for them to keep developing their multiliteracy, especially in the fact of how they use different technologies and media for creating these specific communities with people around them with similar academical purposes. Secondly, the findings show that school was not prepared at all for an emergency moment where face-to-face lessons couldn't be done, students were really confused and overwhelmed at first and thanks to their technological experience and the help of their peers, they could manage relatively well all of the first year of pandemic at home. In short, these findings indicate that, when students are in charge of their academical responsibilities through online lessons, they can develop their multiliteracy in a way according to the world that they are living and are going to live in the nearly future.

Recommendations

School communities should begin to consider the first and second year of online lessons as an opportunity to deeply know the state of their students in terms of multiliteracy, due to this is one of the most important skills they have to manage to achieve better their role in this society and for being prepared in their future which is going to be even more based on multiliteracies independent of the path each student wants to follow. It is the students state the first step that school may began to know and understand, for creating a whole new type of educational vision for them, school communities are in the precise moment for giving the opportunity to students to develop realistic skills that they are using right now but might not related with academical purposes. This is the moment where students can demonstrate that their personal strategies with technology, which can be the base of their formal education progress.

Some recommendations for future research are related to focus the attention on how students are improving their personal multiliterate skills in their free time, in terms of not being focus on academical purposes related to traditional schools. This is because this research already demonstrates that traditional school from different socio-economic status has not given attention, importance and resources to the improvement and knowledge of multiliteracy on their students, neither on their teachers because they are not creating stablished situations and experiences where they can help in this matter to their students. Now, the reality is that day by day, students are increasing their knowledge in multiliteracy in different ways, which may not be connected with traditional academical purposes but they may be developing new knowledge that is not necessary academic but it is something in which they are interested, motivated and building deep meanings about something that they want and love to do using a personal level of multiliteracy which could be improve towards open their minds even more and achieve goals that they may not even think that they could achieve for a future that will need people with a high level of multiliteracy.

Limitations

On the whole, it is clear that for the Ministry of Education of Chile, the achievements of Mathematics and Language are the most important for students' education, and it was definitely considered as a hugely failure for the educational system. This feeling of failure can be mainly because everyone thought that online lessons could be the same as face-to-face lessons, but this cannot be considered as the same at all. Multiliteracy has not been contemplated in the formal curriculum, and when that may come out, it will be when student can be prepared for developing in an individual method every sort of academical purposes related with their previous technological knowledge and skills especially prepared by school and specialized teachers. If multiliteracy is not going to be the most fundamental part of education, then students are not going to cross the bridge of online lessons for their expected academical level and to face their future purposes in the 21st century.

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