

From local reading to global understanding: Pre-service teachers' global and multicultural literacy competencies in literary analysis

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Abstract

As educational environments become more globally interconnected and culturally diverse, developing global and multicultural literacy has become increasingly important in preparing future teachers to respond effectively to contemporary educational demands. This study explored how pre-service teachers in a higher education institution in the Philippines demonstrate global and multicultural literacy competencies in literary analysis through their written narratives, as these competencies are essential 21st-century skills that teachers are expected to develop and demonstrate before engaging in future teaching practice. Guided by a qualitative research design grounded in narrative inquiry, the study involved eight pre-service teachers selected through purposive sampling from a teacher education program. Data were gathered through written reflective narratives and analyzed using thematic analysis. The findings revealed that participants demonstrate global literacy competency by connecting literary texts to global and social issues, considering multiple perspectives, and reflecting on cultural identities, including their own. They also show multicultural literacy competence through their ability to support interpretations with evidence, engage respectfully with diverse viewpoints, and remain aware of personal biases. Furthermore, their narratives point to the value of reflective writing and classroom dialogue in shaping more critical and culturally responsive approaches to literary analysis. The study suggests that global and multicultural literacy are closely interconnected and play a meaningful role on how pre-service teachers interpret and respond to texts. These findings highlight the importance of integrating reflective and context-based practices in teacher education to better prepare future educators for diverse and globalized learning environments.

Keywords: *global literacy competence; multicultural literacy competence; pre-service teachers*



INTRODUCTION

In recent years, the increasing interconnectedness of societies worldwide has reshaped the direction of education, placing greater emphasis on preparing learners for global realities. Likewise, the fourth industrial revolution compelled people to maximize the use of technology even in the field of teaching and learning as they navigate the ever-changing demands of all aspects of human life. As a result, global competence has emerged as a key educational priority and is now considered by many as essential in meeting the demands of 21st-century society ([García-González & Ramírez-Montoya, 2023](#)). Institutions of higher learning are expected not only to develop academic knowledge but also to cultivate cultural intelligence, global awareness, and social responsibility among learners, including pre-service teachers ([Biay & Tenorio, 2024](#)). In response to these paradigm shifts, teacher education programs are increasingly encouraged to integrate global competencies as part of their curriculum to better prepare future educators for diverse and complex classroom environments ([Syafi'i et al., 2024](#)). This growing emphasis is further supported by recent studies enunciating how globalization and the internationalization of education have intensified the need for culturally responsive and globally oriented teaching practices ([Guo et al., 2024](#); [Costa et al., 2024](#)).

Despite this growing emphasis, global surveys indicate that many teachers still lack formal training in integrating global competencies into their teaching practices ([Green, 2019](#); [Zhao, 2021](#), as cited in [Syafi'i et al., 2024](#)). This gap highlights the importance of well-structured policies and intentional program design to ensure that teacher education equips educators with the necessary skills to address global challenges effectively ([Syafi'i et al., 2024](#)). It was found that learners taught by teachers with strong global competence tend to demonstrate improved critical thinking, problem-solving abilities, and social empathy—competencies that are crucial for success in today's interconnected world ([Syafi'i et al., 2024](#)).

In the field of English language and literary education, global competence is closely linked to how learners engage with texts. The integration of global education and global citizenship education has placed greater attention on developing teachers' ability to incorporate global perspectives into literary analysis ([Yaccob et al., 2022](#)). Literature serves as a powerful medium for exploring cultural identities, social realities, and global issues. As noted by [García-González and Ramírez-Montoya \(2023\)](#), literary texts function as important tools for dialogue across cultures, enabling learners to interpret diverse perspectives and engage with complex human experiences. In this sense, literary education provides a meaningful space for developing both global literacy and multicultural understanding, as it allows learners to connect textual interpretation with broader cultural and social contexts ([Guo et al., 2024](#)).

Global literacy involves the ability of the learners to engage with worldwide issues by recognizing their political, economic, and ecological dimensions, as well as by accessing, evaluating, and using information critically ([Bulut & Öksüzoğlu, 2025](#)). Complementing this, multicultural literacy encourages students to examine cultural differences, challenge assumptions, and develop sensitivity toward diverse identities. Together, these competencies allow learners to move beyond surface-level interpretations of texts and toward more critical, reflective, and context-aware forms of analysis. This is consistent with findings in multicultural education research, which emphasize the importance of cultural competence, diversity awareness, and inclusive perspectives in teaching and learning ([Khanom et al., 2024](#)). Studies have shown that teachers find it feasible to introduce global

issues to learners across varying levels of English proficiency, further supporting the integration of these competencies in classroom practice (Yaccob et al., 2025).

However, while there is a substantial body of research on global competence and cultural intelligence, much of it is grounded in Western contexts (Kerkhoff et al., 2019; Sinagatullin, 2019; Tichnor-Wagner et al., 2019, as cited in Yaccob et al., 2022). In the Philippine context, research remains limited. As pointed out by Biay and Tenorio (2024), despite the growing number of studies conducted abroad, there is still a lack of local research examining global competence and cultural intelligence, particularly in relation to classroom practices and their interconnections. This indicates a need for context-specific studies that reflect local educational realities and experiences.

It is worthy to note that existing studies tend to focus on policy, curriculum design, or general competency frameworks, with less attention given to how these competencies are demonstrated by learners in actual academic tasks. In teacher education, this gap is particularly evident in literary analysis, where students are expected to engage with texts critically while also navigating cultural and global perspectives. Although curriculum reforms highlight the importance of cultural knowledge and skills (Andal & Panergayo, 2025), there remains limited empirical evidence on how pre-service teachers apply these competencies in practice. This is supported by studies showing that learners often interpret texts through their own cultural experiences, highlighting the role of identity and context in meaning-making (Lestari, 2024). Strengthening these competencies through curriculum enhancement has been identified as an important strategy in preparing educators to respond to increasingly diverse classroom contexts (Andal & Panergayo, 2025).

In the Philippine context, the Philippine Professional Standards for Teachers (PPST), which serve as the foundation for teacher quality, also emphasize the integration of global and multicultural literacy competencies across various domains of teaching practice. This highlights the need for future educators to develop and demonstrate these skills as part of their professional preparation. Such competencies are essential in supporting the goals of the K to 12 curriculum, particularly in developing learners equipped with 21st-century skills.

Given these gaps, there is a need to examine how global and multicultural literacy competencies are manifested in actual learning experiences. Literary analysis offers a valuable context for this exploration, as it requires students to interpret texts, engage with multiple perspectives, and reflect on their own cultural assumptions. Understanding how pre-service teachers demonstrate these competencies through their written narratives can provide deeper insights into the effectiveness of current teacher education practices.

Therefore, this study aims to explore how pre-service teachers manifest global literacy and multicultural literacy competencies in literary analysis through their narratives. By focusing on lived experiences and reflective accounts, the study contributes to existing literature by moving beyond theoretical discussions and providing evidence of how these competencies are enacted in practice. In doing so, it addresses the lack of localized research and highlights the interconnected nature of global and multicultural literacy within the context of teacher education, particularly in response to the demands of 21st-century learning.

METHOD

This study employed a qualitative research design using narrative inquiry to explore how pre-service teachers demonstrated global literacy competence and multiliteracy competence in literary analysis. Narrative inquiry was considered appropriate because it focuses on pre-service teachers lived experiences and how these are expressed through their own accounts. This approach made it possible to gain a deeper understanding of the construct and communicate meaning based on their experiences. As explained by [Islam and Akhter \(2022\)](#), narrative research draws on personal stories shared through written, spoken, or visual forms, emphasizing how individuals interpret their own experiences. In this study, written narratives served as the primary source of data, capturing the participants' reflections on their analytical practices and literacy-related competencies.

The data were analyzed using thematic analysis based on the framework ([Silva, 2022](#)). This method was selected because it allows patterns and themes to emerge across the dataset while still preserving the uniqueness of each pre-service teacher's narrative. The study involved eight pre-service teachers enrolled in a teacher education program at a private higher education institution. This number of participants is appropriate for narrative inquiry, which typically involves small samples ranging from a single case to around 20 participants ([Subedi, 2021](#)). As such, the inclusion of eight participants falls within the acceptable range for qualitative research and is sufficient to support an in-depth exploration of their experiences.

Participants were selected using purposive sampling, focusing on those enrolled in courses such as *Building and Enhancing 21st Century Literacy Skills* and other related literacy or literature subjects. These courses provided them with relevant exposure to literary analysis, as well as to key concepts in global literacy and multiliteracy, which are essential for their future roles as educators. Although the sample size is relatively small, it is suitable for qualitative research, where the emphasis is placed on depth of understanding rather than the breadth of data.

Data collection took place over the course of one academic semester. Participants were asked to write reflective narratives describing how they applied global literacy competence and multiliteracy competence in their literary analysis tasks. They were also encouraged to discuss the strategies they used, the challenges they encountered, and the insights they gained from the experience. These written accounts provided detailed information about their thinking processes, interpretive approaches, and use of literacy skills. Writing in a reflective format allowed participants to express their ideas more freely and thoughtfully.

The analysis followed the six phases of thematic analysis outlined by Braun and Clarke. This process began with repeated reading of the narratives to become familiar with the data, followed by the generation of initial codes. From these codes, potential themes were identified and later reviewed and refined to ensure they accurately represented the data. Each theme was then clearly defined and named before being organized into the final report. This step-by-step process helped ensure that the analysis remained systematic and grounded in the data.

Several steps were taken to ensure the trustworthiness of the study. Credibility was supported through careful engagement with the data and the use of member checking, where selected participants were invited to review the preliminary themes and confirm whether these reflected their experiences. Dependability was addressed by following a consistent coding process, while confirmability was ensured by basing interpretations

directly on the data rather than personal assumptions. To support transferability, sufficient detail about the research context and participants was provided.

Ethical considerations were also considered throughout the study. Participants were informed about the purpose of the research and voluntarily agreed to take part. Their identities were protected using codes such as PST which means Pre-Service Teacher, and any identifying details were removed from the data. Participants were also informed that they could withdraw from the study at any time without any negative consequences and the study will not pose any harm among the pre-service teachers. All information collected was used strictly for academic purposes.

RESULTS AND DISCUSSION

Table 1 presents the results of the thematic analysis of global literacy competence among pre-service teachers through the narratives provided by the pre-service teachers. The table shows the identified themes, their definitions, corresponding key features, and representative quotes that substantiate the interpretations and strengthen the findings on the global literacy competence of the pre-service teachers.

Table 1
Global Literacy Competence among Pre-service Teachers

Theme	Definition	Key Features	Representative Quotes
Global and Cultural Awareness	The ability to understand and appreciate diverse cultures, histories, and global realities through literature.	Exposure to multicultural texts; awareness of historical and social contexts; understanding cultural diversity	"We are constantly exposed to different texts from the Philippines, Africa, America" (PST 1) "We learn a lot from different cultures" (PST 1) "Racism is deep-rooted" (PST 1)
Critical and Contextual Literary Analysis	The practice of interpreting texts by connecting them to real-world issues and multiple perspectives.	Linking literature to global issues; critical thinking; recognizing multiple interpretations	"By linking literature to real-life issues, we incorporate actual issues in society" (PST 3) "We try to connect the text to global issues" (PST 4) "We avoid one 'correct' meaning" (PST 6)
Research-Based and Evidence-Supported Understanding	The use of credible sources and textual evidence to strengthen literary interpretations.	Research skills; validation of information; evidence-based reasoning	"We search through credible sources" (PST 3) "I support my analysis with examples and evidence" (PST 4) "I understand the underlying meaning of texts" (PST 3)

Inclusive and Respectful Classroom Engagement	Active participation in discussions while valuing and respecting diverse perspectives.	Active listening; respect; collaborative learning; open-mindedness	"I listen carefully to my classmates" (PST 4) "I respect different viewpoints" (PST 4) "We share our insights and learn from each other" (PST 1)
Clear and Structured Written Communication	The ability to express ideas clearly, logically, and effectively in written outputs.	Organization; clarity; coherence; appropriate language use	"I organize my ideas clearly and logically" (PST 4) "My writing is clear and well-structured" (PST 4) "I use appropriate language" (PST 2)

Global and cultural awareness

As shown in Table 1, pre-service teachers demonstrated a strong sense of global and cultural awareness through their engagement with diverse literary texts and their understanding of cultural and historical contexts. Being exposed to literature from various regions allowed them to broaden their perspectives and recognize cultural diversity. One participant noted being “constantly exposed to different texts from the Philippines, Africa, [and] America” (PST 1), which contributed to a deeper appreciation of different cultural experiences. This exposure also enabled them to reflect on global realities, including social issues such as inequality and racism, which one participant described as “deep-rooted” (PST 1). These responses suggest that engagement with global literature promotes not only cultural appreciation but also critical awareness of societal issues.

This finding is supported by studies emphasizing the importance of integrating global perspectives in English language teaching to develop global consciousness (Yacob et al., 2022). Similarly, teacher education programs play a crucial role in equipping future educators with competencies that foster intercultural understanding and global awareness (Nopas & Kerdsoomboon, 2024). This competency aligns with Domain 3 (Diversity of Learners), particularly Strand 3.2, of the Philippine Professional Standards for Teachers (PPST), which highlights the importance of addressing learners’ cultural and social backgrounds through inclusive practices (Department of Education, 2017).

Critical and contextual literary analysis

As shown in Table 1, pre-service teachers exhibited the ability to analyze literary texts by relating them to real-world contexts and contemporary issues. Participants shared that they integrate societal concerns into their interpretations, with one stating that they “incorporate actual issues in society” (PST 3), while another emphasized connecting texts to “global issues” (PST 4). Additionally, they acknowledged the presence of multiple interpretations, rejecting the idea of a single fixed meaning (PST 6). These responses indicate the development of higher-order thinking skills and a more nuanced understanding of literature.

Literature supports this finding, suggesting that global competence in literary education fosters openness to cultural and linguistic diversity while enabling learners to

interpret complex social realities (García-González & Ramírez-Montoya, 2023). Likewise, critical sociocultural approaches in teacher education encourage pre-service teachers to engage in global discourse, reflect on societal issues, and become active participants in addressing global challenges (Wu & Li, 2023). These practices align with Domain 1 (Content Knowledge and Pedagogy) of the PPST, particularly Strands 1.1 and 1.4, which emphasize meaningful application of knowledge and the use of critical and research-based approaches in teaching (Department of Education, 2017).

Research-based and evidence-supported understanding

Table 1 also revealed that pre-service teachers value the use of credible sources and textual evidence in supporting their interpretations. Participants described actively verifying information and grounding their analyses in reliable sources. One respondent mentioned the need to “search through credible sources” (PST 3), while another emphasized supporting interpretation with “examples and evidence” (PST 4). This process contributed to a deeper understanding of texts and strengthened their analytical skills.

The above finding aligns with global competence frameworks, which emphasize the importance of evaluating information critically and using evidence-based reasoning when addressing complex issues (Organization for Economic Co-operation and Development [OECD, 2018]). Research also highlights that global competence involves the ability to navigate multiple perspectives and engage responsibly with information in diverse contexts (Kastorff et al., 2026). In relation to the PPST, this competency corresponds to Domain 1, Strand 1.4, which underscores the application of research-based knowledge in teaching (Department of Education, 2017).

Inclusive and respectful classroom engagement

The findings also indicate that global literary competence is supported by inclusive and respectful classroom interactions. Pre-service teachers highlighted the importance of active listening, mutual respect, and collaborative learning. For instance, one participant shared that they “listen carefully to my classmates,” while also emphasizing the need to “respect different viewpoints” (PST 4). Others described classroom discussions as opportunities to “share our insights and learn from each other” (PST 1).

These practices reflect the social dimension of global competence, which includes empathy, intercultural understanding, and respectful engagement with diverse perspectives (Witt, 2022; Parmigiani et al., 2022). Developing such competencies is essential for preparing teachers to work effectively in diverse classroom settings. This aligns with Domain 2 (Learning Environment), particularly Strand 2.4 of the PPST, which focuses on creating inclusive and respectful learning environments (Department of Education, 2017).

Clear and structured written communication

Finally, pre-service teachers demonstrated the ability to communicate their ideas clearly and effectively in written form. As shown in Table 1, participants emphasized organization, coherence, and clarity in their writing. One respondent highlighted the importance of being able to “organize my ideas clearly and logically,” while another noted that their writing is “clear and well-structured” (PST 4). The use of appropriate language was also recognized as essential in conveying ideas effectively (PST 2).

Indeed, effective communication is a key component of global competence, as it enables individuals to express ideas across cultural and linguistic boundaries (Liu, 2024). The ability to communicate clearly and appropriately is therefore essential in engaging with diverse audiences and contexts. This competency aligns with Domain 1 of the PPST,

particularly Strands 1.1 and 1.5, which emphasize the development of communication skills and higher-order thinking ([Department of Education, 2017](#)).

Overall, the findings presented in Table 1 suggest that global literary competence is a multifaceted construct that includes cultural awareness, critical analysis, research skills, interpersonal engagement, and effective communication on various real-world scenarios. These competencies enable pre-service teachers to engage with literature in ways that are both analytically rigorous and culturally responsive. Consistent with existing literature, global competence involves understanding cultural diversity, critically examining global issues, and communicating effectively across contexts while demonstrating empathy and social responsibility ([Syafi'i et al., 2024](#)).

Table 2

Multicultural Literacy Competence among Pre-Service Teachers

Theme	Definition	Key Features	Representative Quotes
Cultural Awareness and Identity Formation	The ability to understand, reflect on, and appreciate one's own and others' cultural identities as shaped by history and social context.	Awareness of cultural identity; understanding historical influences; appreciation of diversity; reflection on Filipino identity	"Filipinos have a fragmented identity due to our history of being colonized" (<i>PST 1</i>) "Literary analysis allowed me to understand why Filipinos behave a certain way" (<i>PST 1</i>) "I gain more interest and awareness about our culture" (<i>PST 1</i>)
Respectful and Inclusive Engagement in Discussions	Active participation in classroom discussions while valuing, respecting, and learning from diverse cultural perspectives.	Active listening; respect for differences; openness; sharing perspectives; inclusive dialogue	"I listen to the opinions and interpretations of my classmates" (<i>PST 3</i>) "I respect different perspectives that may come from different cultural backgrounds" (<i>PST 3</i>) "There is a need to create a space where every culture is valued and understood" (<i>PST 2</i>)

Culturally Grounded Literary Analysis	Interpreting literary texts by considering cultural contexts, traditions, and perspectives that shape meaning.	Considering author's background; analyzing culture in themes/characters; understanding traditions and beliefs; contextual interpretation	"It is right to consider the culture shown in the story" (PST 3) "It is important to know how culture influences the themes of the story" (PST 5) "I understand the traditions, beliefs, and values reflected in the literary work" (PST 3)
Comparative and Multi-Perspective Thinking	The ability to examine literature through multiple cultural lenses and compare diverse viewpoints.	Cross-cultural comparison; multiple interpretations; perspective-taking; recognizing differences and similarities	"I learn to compare how writers from different backgrounds address topics such as identity" (PST 4) "I acknowledge how different groups might interpret the same theme" (PST 6) "I learn to compare different cultural experiences" (PST 8)
Research-Based and Culturally Sensitive Writing	Producing written outputs that are informed by credible sources and demonstrate cultural sensitivity and inclusivity.	Use of scholarly sources; avoiding stereotypes; evidence-based writing; culturally sensitive language	"I read scholarly journals to ensure that it is supported by established research" (PST 2) "I avoid cultural stereotypes" (PST 2) "I incorporate culturally sensitive analysis" (PST 7)
Open-Mindedness and Ethical Self-Reflection	Demonstrating humility and awareness of personal biases when interpreting texts from diverse cultures.	Avoiding assumptions; epistemic humility; self-reflection; bias awareness; empathy	"My own perspective is just one of many" (PST 6) "I stop assuming my own cultural norms are the 'default'" (PST 6) I keep my personal biases in check" (PST 6)

Clear and Organized Multicultural Expression	The ability to communicate multicultural insights clearly, logically, and respectfully in written outputs.	Logical organization; clarity; coherence; respectful language use	"I organize my ideas clearly and explain my analysis in a logical way" (PST 3) "I use clear and respectful language" (PST 8) "Through writing, I show respect and appreciation for cultural diversity" (PST 3)
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Table 2 presents the themes that emerged from the thematic analysis. The findings reveal that participants exhibit multicultural literacy through cultural awareness, analytical competence, ethical reflection, and effective communication.

Cultural awareness and identity formation

As shown in Table 2, pre-service teachers demonstrated a strong sense of cultural awareness shaped by historical contexts. Several participants pointed to the long-term effects of colonization, with one noting that Filipinos possess a “fragmented identity due to our history of being colonized” (PST 1). This awareness extended to their understanding of behavior, as exposure to literature “allowed me to understand why Filipinos behave a certain way” (PST 1). Reading and understanding literary texts also deepened their appreciation of culture, leading them to “gain more interest and awareness upon our culture” (PST 1). These insights highlight the role of literature in supporting both identity development and cultural consciousness.

Supporting this finding, teachers’ perspectives on multilingualism influence their instructional approaches, which subsequently shape multilingual learners’ academic experiences and opportunities (Rinker & Ekinici, 2025). Likewise, the use of multiliteracies enables educators to actively engage learners, affirm diverse cultural backgrounds, and support identity formation (Esperat, 2024). As future teachers, this theme reflects the competencies outlined in PPST Domain 1 (Content Knowledge and Pedagogy: Content Knowledge and its Application Within and/or Across Curriculum Areas; Research-Based Knowledge and Principles of Teaching and Learning) and Domain 3 (Diversity of Learners: Learners’ Gender, Needs, Strengths and Experiences; Learners’ Diversity) (Department of Education [DepEd], 2017).

Respectful and inclusive engagement in discussions

The pre-service teachers emphasized the value of respectful and inclusive interaction in classroom discussions. As indicated in Table 2, they practiced active listening, as seen in statements such as “I listen to the opinions and interpretations of my classmates” (PST 3), while also demonstrating openness to diverse viewpoints by expressing that they “respect different perspectives that may come from different cultural backgrounds” (PST 3). Participants further described classroom discussions as spaces that “create a space... where every culture is valued and understood” (PST 2).

These responses emphasized the importance of interpersonal competencies in multicultural literacy. Creating inclusive environments promotes acceptance and enhances student success in increasingly diverse educational settings (Bañez et al., 2025). Likewise, such practices strengthen multimodal literacy skills and allow learners to express their

identities in meaningful and authentic ways, contributing to a more equitable society ([Esperat, 2024](#)). In this context, multicultural literacy involves the ability to recognize bias, respect diversity, and engage with multiple cultural perspectives. This aligns with PPST Domain 2 (Learning Environment: Safe and Secure Learning Environments; Fair Learning Environment; Classroom Management) ([DepEd, 2017](#)).

Culturally grounded literary analysis

As indicated in Table 2, pre-service teachers can analyze literature through culturally informed lenses. Participants described examining texts by “considering the culture shown in the story” (PST 3) and exploring “how culture influences the themes of the story” (PST 5). They also emphasized understanding “the traditions, beliefs, and values reflected in the literary work” (PST 3).

These responses suggest a movement toward deeper and more context-sensitive literary interpretation. As future educators, pre-service teachers play a crucial role in fostering students’ awareness of both their own and others’ cultures, thereby promoting inclusive and culturally responsive learning environments ([Bañez et al., 2025](#)). This competency is aligned with PPST Domain 1 (Content Knowledge and Pedagogy: Content Knowledge and its Application Within and/or Across Curriculum Areas) and Domain 4 (Curriculum and Planning: Planning and Management of Teaching and Learning Process; Learning Outcomes Aligned with Learning Competencies) ([DepEd, 2017](#)).

Comparative and multi-perspective thinking

As shown in Table 2, participants also demonstrated the ability to approach texts from multiple perspectives. They described comparing “how writers from different backgrounds address topics such as identity” (PST 4) and recognizing that meaning can vary, as reflected in “acknowledging how different groups... might interpret the same theme” (PST 6). Others enunciated the importance of examining “different cultural experiences” (PST 8).

The practices reflect the development of higher-order thinking skills, particularly critical analysis and perspective-taking. Exposure to diverse literary traditions enhances learners’ appreciation of cultural diversity and supports their intellectual and emotional growth, preparing them to navigate multicultural contexts effectively ([Bañez et al., 2025](#)). Additionally, engaging with local and regional narratives equips pre-service teachers to address the diverse linguistic and cultural needs of their future students ([Bañez et al., 2025](#)). Multicultural literacy also encompasses engagement with texts representing marginalized groups and perspectives outside dominant narratives ([Mohan & Jepkemboi, 2022](#)). This is consistent with PPST Domain 1 (Content Knowledge and Pedagogy: Higher-Order Thinking Skills; Teaching and Learning Resources) and Domain 5 (Assessment and Reporting: Design, Selection, Organization and Utilization of Assessment Strategies) ([DepEd, 2017](#)).

Research-based and culturally sensitive writing

The results also explained the importance of integrating research and cultural awareness in academic writing. Participants reported consulting credible sources, such as “reading scholarly journals to ensure... supported by established research” (PST 2). At the same time, they demonstrated ethical responsibility by striving to “avoid cultural stereotypes” (PST 2) and “incorporate culturally sensitive analysis” (PST 7).

These responses indicate a balance between academic rigor and ethical representation. It is important to note that culture remains a central element in multicultural education ([Silva, 2022](#)), and effective multicultural literacy requires strong cross-cultural communication skills, including appropriate language use ([Liu, 2025](#)). These practices reflect PPST Domain 6 (Community Linkages and Professional Engagement:

Professional Ethics; Professional Links with Colleagues) and Domain 7 (Personal Growth and Professional Development: Professional Reflection and Learning to Improve Practice) ([DepEd, 2017](#)).

Open-mindedness and ethical self-reflection

Pre-service teachers also displayed a high level of self-awareness and openness. As reflected in Table 2, participants acknowledged that “my own perspective is just one of many” (PST 6) and emphasized the need to challenge assumptions, such as learning to “stop assuming my own cultural norms are the ‘default’” (PST 6). They also reported efforts to “keep my personal biases in check” (PST 6).

These findings suggest that multicultural literacy involves continuous ethical reflection and humility. Pre-service teachers not only recognize cultural differences cognitively but also develop emotional connections and appreciation for diverse perspectives ([Bañez et al., 2025](#)). Through engagement with literature that reflects varied histories and experiences, they enhance their ability to critique systems of exclusion, build empathy for marginalized groups, and commit to inclusive teaching practices. This aligns with PPST Domain 7 (Personal Growth and Professional Development: Professional Reflection and Learning to Improve Practice; Professional Development Goals) ([Department of Education, 2017](#)).

Clear and organized multicultural expression

Finally, participants highlighted the importance of clarity and organization in expressing multicultural understanding. They described structuring ideas effectively, such as “organize my ideas clearly and explain my analysis in a logical way” (PST 3). They also emphasized the use of “clear and respectful language” (PST 8), noting that writing should reflect “respect and appreciation for cultural diversity” (PST 3).

These responses demonstrate that effective communication is a key component of multicultural literacy. The concept of multiliteracies expands traditional literacy by incorporating diverse modes of communication, allowing learners to convey meaning in more inclusive and dynamic ways ([Esperat, 2024](#)). This is aligned with PPST Domain 1 (Content Knowledge and Pedagogy: Communication Skills; Teaching and Learning Resources) and Domain 4 (Curriculum and Planning; Planning and Management of Teaching and Learning Process) ([Department of Education, 2017](#)).

In summary, the themes outlined in Table 2 show that multicultural literacy is a complex and multidimensional concept encompassing cultural awareness, critical thinking, ethical consideration, and effective communication. As future teachers, these competencies are especially important in literary analysis, as they enable us to guide learners in interpreting texts with both analytical depth and sensitivity to diverse cultural perspectives. Moreover, multicultural education plays an important role in strengthening students’ self-concept while minimizing feelings of exclusion. It provides meaningful opportunities to promote respect, empathy, and inclusivity within diverse learning environments ([Bañez et al., 2025](#)).

CONCLUSION

This study explored how pre-service teachers demonstrate global literacy and multiliteracy competencies in literary analysis through their written narratives. The findings revealed that pre-service teachers exhibit global literacy competence through their awareness of diverse cultural perspectives, their ability to relate literary texts to real-world and global

issues, and their use of evidence-based reasoning in analysis. They also demonstrated the capacity to engage respectfully with different viewpoints and to communicate their ideas in a clear and organized manner. In terms of multiliteracy competence, the results showed that pre-service teachers interpret texts through culturally grounded perspectives, consider multiple interpretations, and reflect critically on their own assumptions and biases. They also employ research-informed and culturally sensitive approaches in their writing, highlighting the integration of analytical, ethical, and communicative skills.

Overall, the study confirms that global and multiliteracy competencies are closely interconnected and are actively manifested in literary analysis. These competencies support not only critical interpretation but also intercultural understanding and reflective engagement. The findings underscore the importance of integrating these competencies in teacher education programs to prepare future educators for inclusive, culturally responsive, and globally oriented classrooms. Such preparation is essential in meeting professional teaching standards and addressing the demands of 21st-century learning.

Based on the findings, it is recommended that teacher education programs provide more opportunities for pre-service teachers to engage with diverse literary texts and connect these to real-world and global issues. Professors and instructors may continue to use reflective writing tasks, such as narrative responses, and structured classroom dialogue to deepen students' critical and cultural understanding since pre-service teachers demonstrated growth through reflection and discussion. There is also a need to explicitly guide pre-service teachers in using evidence, considering multiple perspectives, and being mindful of their own biases during literary analysis. Aligning these practices with the Philippine Professional Standards for Teachers (PPST) can further support their preparation for classroom teaching. Future studies may explore how these competencies develop over time or in different contexts to better support teacher education practices.

AUTHOR CONTRIBUTION

Author 1: Conceptualization, methodology, data curation, writing—original draft preparation, reviewing, and editing; **Author 2:** Conceptualization, methodology, data curation, writing—original draft preparation, reviewing, and editing

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