

A PHENOMENOLOGICAL STUDY OF EFL TEACHERS' EXPERIENCES IN PUTTING MULTILITERACY PEDAGOGY THROUGH ONLINE TEACHING

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ABSTRACT

This research explored the implementation of multiliteracy pedagogy during online teaching in higher education. A qualitative method was used with interviews, observation, and document analysis. Five EFL teachers who taught reading and writing courses were the participants. Findings showed that the teachers utilized strategies in the class during online learning, like integrating students' prior knowledge with the new material, using students' and teachers' center methods, creating strategies to build students' critical thinking, and giving students projects. However, in scaffolding dimensions, some teachers argued that face-to-face learning was the more appropriate way to maximize scaffolding. Adapting the framework of the New London Group (1996), Kalantzis and Cope (2005), and Cope and Kalantzis (2015), the result indicated that five EFL teachers implemented multiliteracy pedagogy by using different strategies: creating an enjoyable environment in situated practice, utilizing many multimodalities in overt instruction, building students' critical thinking in critical framing, and existing knowledge and skills into students' project in transformed practice, and others. Based on the results, several suggestions will be valuable to future researchers: integrating multiliteracy pedagogy into other courses and investigating multiliteracy pedagogy in online and face-to-face learning.

Key Words: Indonesia; multiliteracy; multiliteracy pedagogy; teachers' experiences; online teaching

ABSTRAK

Penelitian ini mengeksplorasi implementasi multiliterasi pedagogi selama pengajaran daring di perguruan tinggi. Metode kualitatif digunakan dengan tiga instrument; wawancara, observasi, dan analisis dokumen. Lima guru Bahasa Inggris yang mengajar mata kuliah reading dan writing menjadi partisipasi dalam penelitian ini. Hasil penelitian menunjukkan bahwa para pengajar menggunakan strategi di kelas selama pembelajaran daring, seperti mengintegrasikan pengetahuan awal siswa dengan materi baru, menggunakan metode yang berpusat pada siswa dan pengajar, menciptakan strategi untuk membangun pemikiran kritis siswa, dan memberikan proyek kepada siswa. Namun, dalam dimensi scaffolding, beberapa guru berpendapat bahwa pembelajaran tatap muka merupakan cara yang lebih tepat untuk memaksimalkan scaffolding. Dengan mengadaptasi kerangka teori New London Group (1996), Kalantzis dan Cope (2005), serta Cope dan Kalantzis (2015), hasil penelitian menunjukkan bahwa lima guru Bahasa Inggris mengimplementasikan pedagogi multiliterasi dengan menggunakan strategi yang berbeda-beda: menciptakan lingkungan yang menyenangkan dalam praktik yang sesuai dengan konteks, memanfaatkan berbagai multimodalitas dalam pengajaran, menumbuhkan pemikiran yang kritis dalam pembelajaran, serta memunculkan kemampuan dan pengetahuan siswa dalam membuat proyek, dan yang lainnya. Berdasarkan hasil penelitian, beberapa

saran yang dapat diberikan kepada peneliti selanjutnya adalah; mengintegrasikan pedagogi multiliterasi ke dalam mata kuliah lainnya dan menyolediki pedagogi multiliterasi dalam pembelajaran daring dan tatap muka.

Kata Kunci: *Indonesia; multiliterasi; pedagogi multiliterasi; pengalaman guru; pengajaran daring*

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INTRODUCTION

Along with the development of technology, a new innovative term in the world of literacy has emerged, namely multiliteracy. Literacy is an ability, such as an activity, to read and write using the traditional method. Whereas multiliteracy is the ability to communicate in multiple ways, visual and audio modes of communication are represented through print, photos, video, and a combination of digital forms (Lisenbee et al., 2020).

Multiliteracy was developed by the New London Group in 1996. A group of researchers gathered and discussed the emergence of mass media and technology and how they enrich the source of literacy in various modes (Kohnen & Adams, 2019; Olthouse, 2013).

Multiliteracy is also an ability to adapt to the digital era, where teachers must equip students with this skill to face the digital world. Multiliteracy aims to recognize the new diversity of text forms resulting from various communicative technologies and the growing cultural and linguistic diversity in the new globalized society (Rowse et al., 2008).

Over the past two decades, many researchers have contributed to a reconceptualization of literacy by challenging traditional models and theorizing literacy as a social and cultural practice in the multiliteracy ability (Bull & Anstey, 2010; Cope & Kalantzis, 2009; Kalantzis & Cope, 2005; Kress, 2000; New London Group, 1996; Vasquez et al., 2019).

Changing literacy to multiliteracy is difficult because there is a gap between students and teachers. According to Liu et al. (2014), students are aborigines in the world of digital technology, and they can learn and use technology by themselves without any instructions from others. This means students can follow world-changing technology, such as reading using e-books, writing using Google documents, communicating using social media, and others.

In contrast, Schwarzer et al. (2003) stated that some teachers are digital immigrants in digital technology. There needs to be more digital technology ability. However, teachers can foster students in multiliteracy, especially in supporting students to increase their capabilities in reading and writing with multiple ways to communicate.

Although students can follow digital technology tools in the 21st century, they must improve their reading and writing skills. According to Fang et al. (2022), approximately one in five students aged 16 or older in 33 OECD (Organization for Economic Cooperation and Development) countries have literacy skills at a low level of proficiency. It also happens in Indonesia; according to Anwar and Sailuddin (2022), students in higher education have difficulties in academic reading and writing. They stated that most students felt stressed because complex skills are required to engage the reader's contextual knowledge and printed language. At the same time, students in the 21st century need to become competent users of print and other forms of multimodal meaning-making literacy with multiliteracy skills (Cloonan, 2010; Vasquez et al., 2019; Pantaleo, 2020).

Based on the student's problems, teachers, as part of an educational support system, should create a classroom atmosphere that allows students to be prepared to answer the challenges and requirements of 21st-century education. Teachers should develop teaching methods to achieve students' goals, such as creativity, critical thinking, communication, collaboration, lifelong learning, literacy skills, media, and technology (Gu, 2020). One of the practical teaching methods to solve those problems is to develop multiliteracy skills for students (Syam, 2020).

In fostering multiliteracy, the teachers have the role to promote pedagogical act, namely multiliteracy pedagogy, which aims to create a learning environment with digital tools, such as avoiding using printed textbooks, blackboards, exercise books, and tests are augmented. Digital technology has replaced all devices (Cope & Kalantzis, 2009). This pedagogy acknowledges students' differences in life experiences, linguistics ability, sociocultural resources, and learning interests.

In other words, multiliteracy pedagogy is an integrated approach that aims to teach students how to improve their learning of linguistics, visual, audio, gestural, spatial, and multimodal designs. The pedagogy allows students to express their knowledge through different modes and make meaning by combining their culture, language, and multiple expressions of knowledge (Baguley et al., 2010).

Teachers should implement four components of multiliteracy pedagogy in the teaching and learning process: situated practice, overt instruction, critical framing, and transformed practice (The New London Group, 1996). Those components represent not linear stages but all elements linked in complex ways. In the context of online teaching-learning, the teachers will use several online media and virtual classrooms, changing traditional teaching, and teachers will teach by creating fun and meaningful learning. So that teachers can utilize multiliteracy pedagogy.

Although the circumstances and era support multiliteracy pedagogy, especially in technology or digital tools, many teachers have yet to apply the multiliteracy pedagogy component developed by the New London Group (1996) in teaching-learning. This can be seen from previous researchers, Dewi (2020), who looked into teachers' perspectives on engaging in media and multiliteracy while learning distance. The teachers can apply the components of situated practice and transform practice, but they cannot implement overt instruction and critical framing. As a result, teachers need help implementing two elements of multiliteracy pedagogy (New London Group, 1996) in the classroom.

Meanwhile, the condition of online learning supported the implementation of overt instruction in the teaching process, but the teacher could not implement it. The expectations of EFL teachers regarding multiliteracy during distance learning have implications for teacher participation in teacher development programs to promote technological advances in the teaching process.

The next researcher, Araos-Gallardo (2022), investigated multiliteracy skills in math and language during online learning. This study focused on personal technology use and individual perceptions of e-learning. The findings explained that it was difficult for students to acquire multiliteracy skills due to the teacher's lack of preparation in teaching multiliteracy during online learning. This study advised educators to consider how to teach multiliteracy pedagogy because multiliteracy skills are necessary for students to manage and achieve through the teacher's instruction during the teaching and learning process.

Moreover, before the widespread adoption of online learning due to the COVID-19 pandemic, some educators in Indonesia still relied on printed-based literacy material. These educators may have faced challenges implementing multiliteracy components

proposed by the New London Group (1996) in their instruction. Previous studies have demonstrated this (&Nabhan and Hidayat, 2018; Khairi et al., 2018); most multiliteracy components cannot be completed during the teaching process due to the lack of familiarity with the teacher towards multiliteracy theory and practice. Hence, teachers should be provided with training to assist them in comprehending multiliteracy theory, particularly regarding media technology in the current era (Liu et al., 2014).

The present research aims to fill the gap identified in previous studies by emphasizing the significance of familiarity with the multiliteracy theory. Additionally, it addresses the necessity for joining training, establishing a solid connection between the training, and increasing understanding of multiliteracy implementation among teachers. In this case, we found one of the English education departments in Bandung (Indonesia) that has training for introducing multiliteracy pedagogy, especially in increasing media technology for teaching. This training helped the teachers while online teaching due to COVID-19, which was conducted in 2020. Further investigation is needed to determine the process of multiliteracy pedagogy in teaching literacy for reading and writing courses in which the teachers have prior knowledge of multiliteracy through the training.

Applying all components of multiliteracy pedagogy for EFL teachers in higher education is deemed necessary. However, the components still need to be explored in particular ways, which creates a gap in the present research. Through this study, the process of multiliteracy pedagogy during online teaching in higher education can be generated because online teaching in post-pandemic is an alternative teaching practice, and teachers should thoroughly apply the multiliteracy pedagogy to make the teaching-learning process effective.

Therefore, the research question is (1)' How do EFL teachers in higher education implement multiliteracy pedagogy to their university students during online teaching?'

METHODS

Research Design

Based on the research questions and the purpose of this research, the appropriate study was a qualitative design. The study explored the experience of teaching multiliteracy pedagogy during online teaching as a complex, multidimensional, and multilayered endeavor. Since this research seeks to discover teachers' experiences, a phenomenology study was utilized (Creswell, 2013).

Multiliteracy pedagogy during online teaching is a phenomenon that aims to interpret teachers' experiences. This method ensures that the data obtained from individuals will be first-hand experiences of the phenomenon (Yüksel & Yıldırım, 2015). Hermeneutic phenomenology is utilized to understand EFL teachers' knowledge, focusing on their experience of implementing multiliteracy pedagogy during online teaching, as they lived it, and what those experiences meant to them (Englander, 2012).

Population and Sample

The study was conducted at an Islamic university in Bandung, Indonesia. The participants taught undergraduate courses related to the EFL courses, such as reading and writing courses in the English education department. This department trained the teachers to improve their teaching methods during online teaching, especially in digital technology, which can be easily implemented in multiliteracy pedagogy.

A minor group participant is a rationale for phenomenological research, which usually needs a few participants (Englander, 2012). Thus, participants were selected based on accessibility and purposiveness. Selecting participants for the study based on the

criteria: (1) the teachers joined the department training, (2) they used different and many digital tools during online teaching, (3) they have a document such as a video recording of teaching-learning activity, a platform that used during teaching online since 2021 - 2023 and (4) they understand about multiliteracy pedagogy.

We used the questionnaire to select the participants. They were briefed on the project and the sample interview questions. They were informed about the nature of the study and that they were free to exit anytime. They also signed the consent form to ensure the confidentiality of their voluntary participation.

Seven teachers taught reading and writing skills courses (2 in reading and 5 in writing) that we asked to participate in this research. Only two teachers withdrew from this research for specific personal reasons. Thus, five teachers, one teacher who taught reading and four teachers who taught writing courses, were participants in this research.

Table 1. Basic Information about Participants

Participants	Age	Gender	Length of teaching	Name of the course
T1	32	Female	7 years	Paragraph Writing
T2	37	Female	8 years	Creative Writing
T3	57	Female	More than 15 years	Essay Writing
T4	46	Male	12 years	Paragraph & Academic Writing
T5	40	Female	10 years	Intensive, interpretive, and extensive reading

Data Collection and Analysis

Research instrument

Interview

The interviews were conducted offline and online in 2023 because it was easy to talk in-depth with participants. Four participants conducted the online interview, and one selected the offline interview. Most of the interviews were 45 - 55 minutes for each participant, and the researcher also recorded the interview with audio recording and then transcribed it non-verbatim.

The interview did not engage participants directly on multiliteracy pedagogy but rather on topics related to literacy, the student's condition of literacy, meaningful interaction, others.

After that, the participants will ask for details of the situations in which they have experienced the phenomenon of applying multiliteracy during online teaching (Englander, 2012).

The interview included 12 questions (see Appendix A). The questions were developed from the component of implementing multiliteracy pedagogy that was adopted by the New London Group (1996), Kalanzis and Cope (2005), and Wang & Li (2022). There are three domains: text, context, and pedagogy. Thus, all domains answer how teachers implement based on their experiences and challenges in applying multiliteracy pedagogy during online teaching.

Observation

The researchers observed and analyzed five video recordings using the framework of multiliteracy pedagogy. The checklist list and notes were needed in this observation to determine whether or not the teaching-learning process has been implemented in

multiliteracy pedagogy. The checklist was adapted by New London Group (1996), Kalantzis & Cope (2005), and Boche (2014) (see Appendix B).

Document analysis

The documents were based on the course task or project. For analyzing the data, this research used a multiliteracy assessment adapted by Schmerbeck & Lucht (2017) (see Appendix C).

Data analysis

The data analysis in this research was an interpretative phenomenological analysis by six-step adopted by Kabilan & Annamalai (2022) and Yüksel & Yıldırım (2015); 1) reading and re-reading; 2) noting; 3) creating core theme; 4) comparing multiple data sources, 5) moving the following case, and 6) looking for a pattern.

Table 2. Theme Core of Multiliteracy Pedagogy Component

Stages	Dimension	Application
Situating practice/ Experiencing	The known	Related topic discussion
	The new	Possible related to topic exploration
Overt instruction/ Conceptualizing	Scaffolding	Teaching method
	Multimedia	Different modes/Multimodal
Critical Framing/ Analyzing	Reason	Critical thinking
	Evaluation	Mistakes correction
Transformed practice/ Applying	Innovation	Students' task result
	Reconstruction	Editing the task

Reliability and Validity

The identified validation technique used in this study includes data source triangulation using interviews, observation, document analysis of students' task results, clarifying research bias, and member checking. In triangulation data, the researchers can compare and validate the participants' views using different instruments. To clarify bias, we asked one intra-rater to check the transcription result during the interview transcript.

The article's publication evidences that the inter-rater is qualified to master multiliteracy or literacy scope. We also solicited study participants' opinions regarding the accuracy of data interpretation using member checking, which involves reviewing our participants' transcripts.

FINDINGS AND DISCUSSION

Findings

To answer the first research question: *How do EFL teachers in higher education implement multiliteracy pedagogy to their university students during online teaching?* Interview, observation, and document analysis were applied with the multiliteracy component (New London Group, 1996) and knowledge process (Kalantzis & Cope, 2005; Yelland et al., 2008; Cloonan, 2010; Rowland et al., 2014) as guidance.

Situating Practice/Experiencing

The situated practice or experiencing stage is usually promoted at the beginning of the lesson to introduce the learning materials. According to the data collected, most teachers began the learning session by elaborating on what the students would learn and their prior knowledge about the material.

Table 3. Situated practice/ experiencing result.

Participants	Dimension	Application/Strategy
T1	The Known	Using students' prior knowledge
T2		Integrating students' prior knowledge and experience
T3		Relating to the students' real life
T4		Using students' prior knowledge
T5		Sense of familiarity with the topic
T1	The New	Exploring the material by students themselves
T2		Example-based material from the teachers
T3		Exploring the material with group discussion
T4		Learning in the pleasant environment
T5		Exploring the material by students themselves

Throughout the discussion, students were given opportunities to express their knowledge and perspectives on the chosen topic, allowing them to relate to their learning gradually. The teacher introduced the materials. Each teacher introduced the material differently. This can be seen from the teacher's experience when explaining how to implement the situated practice. The teacher's elaboration is available in the following excerpt.

Excerpt 1

In paragraph writing, students should master two types of texts: descriptive and argumentative writing. Most students have background knowledge in both texts from senior high school. Thus, I assigned them to write paragraphs that referred to both texts. I will allow students to explore their understanding by themselves. For example, in descriptive text, students should find information on graphic trends based on their interests and then attempt to write it in a descriptive paragraph.

(T1 Interview transcribe)

The introductory phase's classroom activities indicated the presence of the experienced stage and principles of "the known" and "the new." The situated practice stage should involve bridging the familiar and unfamiliar with the learning context to gain an understanding (Cope & Kalantzis, 2015).

Engaging in activities that include students' prior knowledge and new experiences can be crucial. This also happened in the observation session. Teacher 1 implemented situated practice/ experiencing, and excerpt 2 showed the teacher's and students' interaction.

Excerpt 2

The excerpt above shows that teacher 1 attempted to explore the students' new experiences by telling them to search for the material information online. Then, they

explained the materials one by one. The learning process involved individual and group discussions with different opinions or sources in which the students explored and exchanged ideas to engage their "the new" experiences.

Teacher 2 also tried to apply situated practice/experiencing in her teaching and learning process. Before the pandemic, she taught creative writing courses and taught online. The presence of "the known" and "the new" leads to an attempt to achieve the goal of the experience stage. By integrating students' knowledge and experience, the learning session can offer students a sense of familiarity and ease.

In the first stage of multiliteracy pedagogy, all teachers employed the situated practice/experience using several strategies based on the data analysis of interviews and observation.

- Teacher : Okay, in senior high school, you have learned about descriptive text, right?
- Students: Yes, Ma'am.
- Teacher : How about the deductive and inductive topic sentences? Do you know that?
- Student 1: No, Ma'am. As far as I remember, in senior high school, we only learned about generic structures such as identification and description.
- Teacher : Nice, you knew about generic structure. At least, when you write descriptive text, you will follow the generic structure. But at this moment, we focus on how to write paragraphs using topic sentences and supporting sentences. Let's find out what are deductive and inductive sentences on the internet.
- (T1 observation analysis)

Overt Instructions/Conceptualizing

The New London Group (1996) stated that overt instruction is related to teachers' active interventions in teaching and learning activities. Teachers should facilitate learning through a scaffolding process and by using multimedia as teaching aids. Therefore, through interactions with multimodal and technological resources, teachers bridge students' existing knowledge and skills with new information and knowledge (Puteh-behak, 2013).

Table 4. Overt instruction / Conceptualizing result

Participants	Dimension	Application/Strategy
T1	Scaffolding or Teaching	Genre Based Approach (modelling, joint construction, and independent writing)
T 2	Method	Student and teachers centered
T 3		Group work and individual work
T 4		Example-based learning and group work
T5		Student-centered
T1	Multimedia or Multimodality	Multimedia: Virtual meetings, LMS, photo and video editing tools, and social media. Multimodalities: written, visual, and spatial.
T 2		Multimedia: Virtual meetings, LMS, photo and video editing tools, and social media. Multimodalities: written, spatial, and visual.
T 3		Multimedia: social media, LMS, and Virtual meetings. Multimodalities: written, spatial, and visual

T4	Multimedia: Google Drive and virtual meetings. Multimodalities: written, spatial, and visual
T5	Multimedia: Virtual meetings, LMS, photo and video editing tools, and social media. Multimodalities: oral, audio, written, spatial, visual, and gestural.

Interestingly, according to the interview, in terms of scaffolding or teaching methods, three teachers preferred offline learning because face-to-face learning facilitated the use of multiple teaching methods. The teacher's explanation is available in the following excerpt.

Excerpt 3

Scaffolding is undoubtedly different from offline learning. I use the online teacher center more. Therefore, students mostly follow my instructions because I need the help of technology. So, the most frequently used method is that the lecturer explains, and then students practice writing essays according to the topic. However, students also have group work, which makes it easier for them to write. They can ask each other for help and make corrections.

(T3 Interview transcribe)

I prefer offline learning as it allows students to communicate actively through group discussions. I prefer written communication for online learning, such as doing assignments individually and uploading them to Instagram. Other students provide feedback through written communication on Instagram. Positively, I use various media to create meaningful online learning.

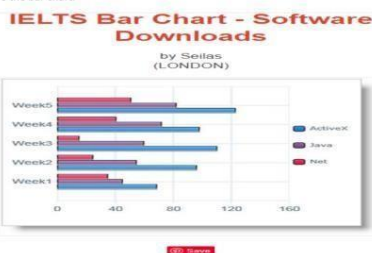
(T5 Interview transcribe)

Meanwhile, other teachers used many teaching methods or approaches, such as group work based on example-based learning or a genre-based approach. Thus, it can be concluded that teachers and students participate in the scaffolding process.

Regarding to multimodality, teachers' dimensions in applying overt instruction were very diverse. The multimodalities can be seen in teachers' instruction in students' assignments. The teachers provided some task instructions and the results of student assignments given during online learning. The task will be analyzed to see how the teachers use multimodal in implementing multiliteracy. The sample of the students' tasks related to multimodality text can be seen below.

Figure 1. Multimodal in descriptive text in paragraph writing (T1)

The following are the data of the number of times per week (over five weeks), that three computer packages were downloaded from the internet, namely, ActiveX package, Java package, Net package. Please describe the bar chart.



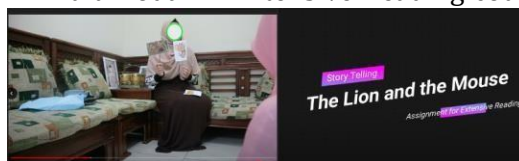
The bar chart shows the number of times per week (in 1000s), over five weeks, that three computer packages were downloaded from the internet

This assignment had three modes: written, visual, and spatial. In written mode, the teacher comprises aspects such as vocabulary, generic structure in the descriptive, and grammar. In visual mode, the teacher comprises color, vector, and viewpoint, and the students should interpret the data from the bar chart.

Moreover, spatial is related to the direction and position layout of the assignment instruction and students' answers. The students submitted the task through Google document and posted it on the Schoology application.

The first figure explained that Teacher 1 used a variety of multimodalities, and the teaching tool for submitting the task was digital submission. In addition, Teacher 5 also used a variety of multimodality by using storytelling and digital comics. Figures 2 and 3 can be illustrated.

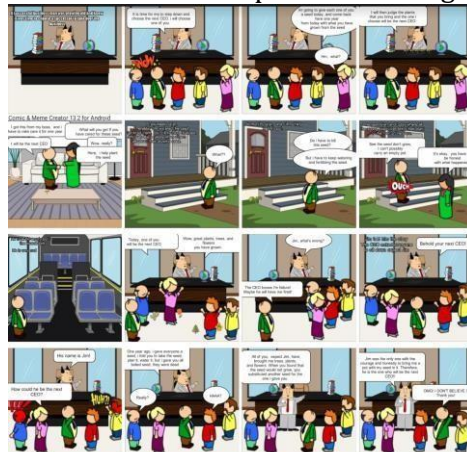
Figure 2. Multimodal in Extensive Reading course (T5)



According to the task result, students used six modes to complete the task: oral, written, visual, audio, spatial, and gestural. Students should upload videos on their YouTube channels when submitting the task. The students created a digital comic following the story of Teacher 5 discussed in class. After that, they made a digital comic using the comic applications Corel Draws, Canva, etc.

Students produce three modes: written, visual, and spatial. To submit the digital comic, the students uploaded it on students' social media like Instagram. The figure can be seen below:

Figure 3. Multimodal in Interpretive Reading course (T5)



Critical Framing/Analyzing

This research analyzed two dimensions of critical framing. In critical thinking, the researcher asked the teachers how to encourage the students' critical thinking and observed the classroom process in encouraging critical thinking. In the evaluation phase, the researcher utilized document analysis of the student's assignment results in the evaluation or analysis dimensions.

Table 5. Critical Framing/ Analyzing Result

Participants	Dimension	Application/Strategy
T1	Reason/ Critical Thinking	Giving the current issues, asking for reading a lot about the topic, discussing with other students, and reflecting on the topic.
T 2		Asking for reading and discussion with peer
T3		Giving uncommon topics, and asking for students' opinions individually and in groups.
T4		Analyzing and comparing the topic
T5		Using reading cycle strategies (Read the issue, discuss it with the group, present their opinion to other groups, and write their opinion)
T1	Evaluation	Peer and teacher assessment
T2		Peer and teacher feedback
T3		Group and teacher feedback
T4		Students and teacher feedback
T5		Students understanding through quizzes.

Five EFL teachers in higher education have strategies to encourage students to think critically in reading and writing courses. The brief strategies were 1) the teacher asking or giving the current issues to the students, 2) bringing up the unfamiliar topic, 3) asking students to read a lot, 4) creating group class discussion, and 5) bringing the example or the issues to analyze by the students.

Transformed Practice/Applying

This stage suggests that teachers facilitate students in transforming their existing knowledge and skills.

Table 6. Transformed practice/Applying the result

Participants	Dimension	Application/Strategy
T1	Innovation/Students' task result	Paragraph writing follows the multiple skills in multiliteracy, such as graphics, pictures, and other multimodalities.
T2		Write the story based on the genre with multiple literacy skills.
T3		Essay writing with following the digital tools
T4		Mini research to write academic writing
T5		Digital glossary, digital comics, digital storytelling, digital poster, and digital mini dictionary.
T1	Reconstruction	Teacher feedback before submitting the last task
T2		Group feedback
T3		Teacher feedback (rarely)
T4		Group feedback
T5		Peer feedback

This study realized the dimension through students' projects or assignments in the last semester. The projects or assignments are the study's goal, and students can follow the goal. In writing, most assignments were writing kinds of text based on the genre of

the text being taught. The teachers' explanation about the task is available in Excerpt 3. Meanwhile, in reading, there was a variety of projects of assignments, such as video storytelling, digital mini dictionary, digital comic, picture explanation on Instagram, etc.

Excerpt 4

The final assessment in paragraph writing is the paragraphs that students write based on the genre, and of course, they implement the theory in their writing later.

(T1 Interview transcribe)

The students can write three genres as the goal of the creative writing lesson with their exciting stories.

(T2 Interview transcribe)

Students write one essay writing based on the topic that I offered.

(T3 Interview transcribe)

In reading assignments, the students were creative in creating the task; for example, the digital mini dictionary was created using suggested technology tools, including Canva, Corel Draw, Photoshop, etc. The next dimension in transformed practice is re-construction, in which the students can revise the task through group discussion, peer discussion, and teacher suggestions. Vice versa, in terms of the kinds of students' tasks, in re-construction dimensions, writing courses mostly do re-construction from students' assignments.

Discussion

Based on the findings, there were four components and eight dimensions in implementing multiliteracy pedagogy. These components were combined between stages of multiliteracy pedagogy developed by the New London Group (1996) and Knowledge Processes developed by Cope and Kalantzis (2005). Many researchers, including (Allen & Paesani, 2010; Cloonan, 2010; Huh & Tseng, 2022; Misaa et al., 2022; Yelland et al., 2008) have included the combination of multiliteracy components. Thus, this study's benchmarks for implementing multiliteracy pedagogy are viewed from four components and eight dimensions (see Table 1).

Situated Practice/Experiencing

Five EFL teachers reported that the finding showed three critical strategies in the known and four in the new dimensions of situated practice.

The strategies are promoted at the beginning of the lesson to introduce the learning and encourage students to engage actively. In the known dimension, the first strategy was connecting students' prior knowledge with the materials. Three teachers used this strategy (T1, T2, and T3), and they believed that students' prior knowledge could provide a deeper understanding of the material to be learned. It is commonly assumed that connecting prior knowledge with new materials is a precious strategy in situated practice (Healey, 2016). Therefore, when students can relate new information to what they already know, it helps them make meaningful connections and understand the relevance of the material (Cloonan, 2010).

The second strategy relates to the students' real lives, which means incorporating real-life contexts into the learning environment; students can see the direct relevance and application of the materials to their everyday lives. A possible explanation for relating students' real life was stated by Kalantzis and Cope (2005); they argue that the strategy

influences learning activity to become more authentic, meaningful, and memorable. It is similar to the next strategy, which uses a sense of familiarity with the topic. According to Mills (2009), it involves building lifeworld experiences and bringing familiarity as a teaching approach to make meaning-making easier in the text or material.

Along with the new dimension, there were four strategies that EFL teachers utilized in applying situated practice: exploring the material with the students themselves or the student center, creating learning in a pleasant environment, exploring materials with group discussion, and integrating unfamiliar topics using example-based learning. A possible explanation of the strategies of new dimensions was closer to those used by previous researchers (Cope & Kalantzis, 2009; Drew & Stoop, 2015). They stated that the students might feel secure expressing themselves in this stage and take risks in upcoming stages. According to Drew and Stoop (2015), establishing comfort and a safe zone can nurture a sense of responsibility for students' learning. Therefore, the situated practice stage can be meaningful and progressive for the students.

As well as, based on the finding, most of the teachers attempted to create an enjoyable environment, such as using social media as a tool for students to search for materials on their own. Rowland et al., (2014) argue that teachers should connect the material with the students and engage the students with relaxing activities.

The last results further confirm exploring materials with peer or group discussion as the strategy in the new dimension. T3 and T5 stated that they used group discussion to allow students to collaborate, problem-solve, and apply their knowledge authentically and meaningfully. This point of view is similar to that found in Puteh-behak (2013), that using group or peer discussion in situated practice refers to interactive and collaborative conversations among students within a realistic or authentic context.

Overt Instructions/Conceptualizing

The five EFL teachers were found to have two dimensions in this stage: scaffolding or teaching method and multimedia or multimodalities. In the scaffolding or teaching method dimension, surprisingly, some teachers (T3 and T5) selected offline learning as the perfect teaching method because it can be easy to use many strategies during offline learning. The result is similar to those reported by (Leisi & Wu, 2019; Rachmah, 2020); offline learning is more attractive due to classroom interaction. On the other hand, three teachers (T1, T2, and T4) preferred selecting online teaching.

Based on the findings, scaffolding or teacher teaching methods can still be done with online learning, such as group work-based, example-based, genre-based, teacher-centered, and student-centered. According to Richardson et al., (2022), online learning usually includes 1) Conceptual scaffolding, which guides learners in what to consider. 2) Metacognitive scaffolding, which focuses on the problem-solving process. 3) Procedural scaffolding, which guides learners to use available resources.

On the basis of this evidence, it seems fair to conclude that five EFL teachers apply appropriate scaffolding during online teaching to help students understand materials with clear instructions from the teachers. Cope and Kalantzis (2015) argue that finding appropriate scaffolding is essential because scaffolds can help students understand the material in terms of meaning and design process.

In the dimension of multimedia or multimodalities that teachers used or produced while implementing multiliteracy in online conditions, most of them utilized virtual meetings (zoom and Google Meetings), LMS (Google Classroom, Schoology, Edmodo, E-knows), and social media (Telegram or WhatsApp).

This result of the present study extends Kress (2000) and McLean and Rowsell

(2013) claim that teachers utilize these technology communications for teaching and learning. The present study also shows that a multimodal approach to teaching and learning should encourage the use of and access to various literacies and modes of meaning-making to support reading and writing comprehension, critical thinking, and expression both in and out of the classroom.

Based on the teacher's instructions on the finding, T1 used a chart bar as the medium that students should analyze and interpret to write in descriptive text. The chart bar had three modes: written, visual, and spatial. T5 used complete multimodalities, including written, oral, visual, spatial, gestural, and audio. Also, other teachers attempted to apply multimodalities in their teaching and learning materials. In this multimodality, the teacher used digital literacy for every activity. Miller & Schulz (2014) argue that digital literacy uses computers, tablets, smartphones, etc., to design and produce a range of written, spoken, visual, and multimodal texts for various media and contexts. More explanation about multimodality will be explained in transformed practice/ applying dimensions.

Critical Framing/Analyzing

In the literature, the term critical framing tends to refer to critical thinking and evaluation. The teachers used different strategies to apply this stage. In promoting critical thinking for the students, five EFL teachers had strategies for teaching students critical thinking: 1) giving current issues, 2) bringing up the unfamiliar issue, 3) asking students to read as much as they can, 4) creating group discussion, and 5) bringing the actual example. These results are similar to those reported by Maia (2020); she argues that teachers should encourage students to think, understand, interpret, negotiate, and apply their ideas by applying critical framing to build students' critical literacy.

The first strategy is to provide current issues of the text or material to be covered. According to T1, current issues can provoke students to think and have an opinion because they must be familiar. It aligns with Olthouse's (2013) critical framing, in which the student can make critical opinions or use the text in the appropriate context with a clear message to deliver. Further, deciding on a topic for the current issue can raise students' awareness of critical thinking.

On the other hand, the second strategy was bringing up the unfamiliar issue. It contradicted the first strategy, but this method can also help students critically understand the material. A possible explanation for the difference between the current issue and an unfamiliar issue comes from Cope and Kalantzis (2015); bridging the familiar and unfamiliar with the learning context will help students gain an understanding and build critical thinking. Thus, engaging in activities that involve students' prior knowledge and new experiences can be crucial.

In the dimension of evaluation, the teachers provided reinforcement or assessment with feedback. The teacher, peer, or group feedback can provide the review. Regarding the findings, five teachers gave the feedback in various ways, such as quizzes, written and oral feedback, group feedback, and peer feedback.

In assessment, the teachers utilized technology to do assessments or evaluations. For example, T4 used quiz applications in the reading course, and in writing courses, they used Google Documents. In online teaching, teachers should align assessments with technology. Cartner and Hallas (2020) believe that giving feedback using technology needs to be customized, such as 1) aligning digital technology and course design outcomes, activities, and assessments that were visible to the participants, 2) the content was relevant to the teacher-learners and that they were constructing their learning

through authentic and practical activities and assessments, and 3) course outcomes, activities, and assessment tasks aligned with multiliteracy skills.

Therefore, design courses are constructively aligned, connecting learners with outcomes, activities, and assessments, explicitly focusing on teaching the multiliteracy skills required in an increasingly digital world.

Transformed Practice/Applying

The last component of implementing multiliteracy is transformed practice/ applying. Transformed practice occurs when students apply what they have learned in new contexts by changing existing meanings to design new meanings (Mills, 2009). Based on the student task result in the document analysis, five EFL teachers asked students to make a project or task that referred to multiliteracy skills. It can be seen in the task or the result, such as the digital mini dictionary, storytelling, digital comics, mini research to write academic writing, creating a paragraph based on the genre and the figure, and essay writing using digital tools.

In the same way, Cope and Kalantzis (2015) argue that the applying stage refers to the dynamic process of applying the knowledge, skills, and structure acquired in a real-life context to gain new experiences. The task should be innovative in the classroom, a new product from the learned structures, knowledge, and experiences.

Recent research has revealed that the tasks were innovative and applied multiliteracy skills. Students usually engage in the transformed practice stage in the multiliteracies pedagogy by developing multimodal texts.

Multimodalities used in this research combine two or more communication modes (e.g., print, image, music, film, etc.) or semiotic systems (e.g., linguistic, visual, audio, gestural, and spatial) to enhance or transform the meaning of a text. Anstey and Bull (2006) argue that students should create tasks using various multimodalities because it becomes a strategy for teachers to enhance students' multiliteracy skills.

These tasks follow the New London Group (1996); there are many strategies of multiliteracy pedagogy in teaching reading and writing proposed by the New London Group (1996); 1) teachers use graphic journeys or digital stories that integrate multimodal meaning by asking students to projects consisting of photos, graphics, audio, video clips, etc. 2) exploring how students can make virtual essay project, the purpose is to develop students understanding of the text and the natural world (Hughes & Tolley, 2010). 3) making classroom creation of critical documentary films, multimedia posters, and multimedia poetry. According to the findings, it can be concluded that five EFL teachers have been using the project task to follow the New London Group strategies.

On the reconstructing dimension, the findings show that writing courses provide more opportunities to revise their assignments than reading courses. It happened to Rowland et al., (2014), who stated that students were assigned to re-construct and revise because it related to the script text in the writing course. The students evaluated the mistakes they made in terms of linguistics aspects as well as the organization of the idea, then proceeded to re-construct the text.

CONCLUSIONS AND SUGGESTION

This study set out to explore the implementation of multiliteracy pedagogy during online teaching in higher education. The result of this research shows that five EFL teachers in higher education implement multiliteracy pedagogy in different ways:

1) In situated practice/experiencing, the teachers utilized strategies such as integrating students' prior knowledge with the material, using familiar topics, relating the topic with

students' real-life experience, creating an enjoyable learning environment, and exploring the material by the student themselves with group or peer discussion.

2) For overt instruction/conceptualizing, most teachers used student—and teacher-centered teaching methods. Surprisingly, in the dimension of scaffolding/teaching method, several teachers argued that offline teaching was a more appropriate way to maximize scaffolding. On the other hand, teachers have been able to maximize multimedia or multimodality, for instance, by using six modes in every different material.

3) Critical framing/analyzing: The teachers used strategies to build students' critical thinking, such as introducing familiar and unfamiliar topics, asking for reading a lot, and discussing the topic with other students. Meanwhile, in the evaluation dimension, the teachers applied assessments, such as peer and group feedback, teacher feedback, and quizzes.

4) Transformed practice/applying: The teachers attempted a project based on multiliteracy skills, such as making digital comics, posters, storytelling, and writing tasks based on genre and digital tools.

This research has provided a deeper insight into the theoretical aspect and policy. The result can significantly enrich the theory of applying multiliteracy pedagogy by using several strategies and contribute to considering whether multiliteracy pedagogy needs to be adopted in English class activity.

This research is limited by course contents and the method of the teaching process. In course contents that are only writing and reading courses, multiliteracy skills can be applied in any course. In terms of teaching methods, this study focuses on online teaching in post-pandemic conditions.

Notwithstanding the limitation, this research offers valuable insights into adopting multiliteracy pedagogy as a teaching method. More broadly, research is also needed to determine the other side. Further research should explore how to apply multiliteracy pedagogy in many different courses or integrate it into other courses. Moreover, subsequent research needs to investigate multiliteracy pedagogy in online and offline teaching.

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