

The Integration of Multiliteracies into Process Writing Approach in Teaching Writing: Insights from Indonesian ELT

Anak Agung Putri Maharani

Faculty of Teacher Training and Education, Universitas Mahasaraswati
Denpasar

Keywords:

Multiliteracies, Process Writing Approach, Writing

***Correspondence Address:**
aamaharani@unmas.ac.id

Abstract In responding to global, dynamic, and multimodal character in the 21st century, designing new pedagogy which integrates multiliteracies has become recent issue in EFL writing class. Nowadays, teaching writing in EFL class is not merely restricted to language skills and components target, but also on how students become multiliterate. Thus, this paper aimed at investigating the multiliteracies that infused in process writing approach and how the participants reflected upon the incorporation of multiliteracies in process writing approach. Furthermore, the research engaged 43 sophomores who enrolled writing course. Having been designed as a descriptive qualitative research, the required data were collected by means of online questionnaire, and reflective journal. The research findings and suggestions are provided for EFL learners, educators and future researchers.

INTRODUCTION

In the 21st-century, the concept of literacy has undergone a significant transformation that transcends traditional reading and writing skills to encompass a broader, more dynamic set of competencies. This shift arises from rapid social, cultural, and technological changes that have redefined communication and learning landscapes. Whereas traditional literacy focused predominantly on linguistic proficiency in a singular mode, modern education recognizes the need for multiliteracies—a framework responsive to diverse communication modes and cultural contexts in a globalized world. This evolution reflects the imperative to equip learners with the skills necessary to interpret, produce, and interact with meaning conveyed through multiple forms, thereby preparing them for the complexities of contemporary life (Cope & Kalantzis, 2009; The New London Group, 1996).

The term multiliteracies was initially introduced by the New London Group in 1996 and later developed further by Cope & Kalantzis (2009). The concept emphasizes the multiplicity of literacy forms shaped by linguistic diversity and the emergence of new communication technologies. Multiliteracies pedagogy advocates for a comprehensive approach that integrates different modes of meaning-making, including linguistic, visual, audio, gestural, spatial, and multimodal texts. The New London Group proposed a pedagogy that moves beyond the traditional monolingual and monocultural literacy frameworks to embrace cultural pluralism and technological innovation, insisting that effective teaching practices must address these multiple literacies in educational contexts to foster social futures reflective of diverse learners' realities.

Technology plays a central role in expanding the boundaries of literacy by enabling and encouraging the use of multimodal texts. Digital technologies have exponentially increased the types of texts with which learners engage, incorporating visual, aural, gestural, and spatial elements alongside traditional linguistic content. This transformation demands that educators integrate various media and digital tools into teaching practices, facilitating learners' abilities to navigate, interpret, and create meaning in complex multimodal environments. Such integration not only enriches learning experiences but also addresses the evolving landscape of communication in the digital age, where meaning is constructed and disseminated across multiple platforms and modes.

In language education, multiliteracies are particularly relevant, as they foster essential 21st-century skills, the 4 Cs. By engaging students with diverse modes of representation and digital tools, multiliteracies pedagogy enhances intercultural competence and reflective thinking, enabling learners to communicate effectively in varied social and cultural contexts. This fosters a learner-centered environment that supports active participation and critical engagement with content, thereby making language learning more meaningful and practically applicable. Moreover, multiliteracies align closely with contemporary education frameworks that highlight the importance of developing adaptive, technology-savvy

communication skills essential for success in a globalized and digitized world (Rowse & Walsh, 2011; Trilling & Fadel, 2009; Yelland et al., 2008).

Despite the theoretical richness and practical potential of multiliteracies, there remains a research gap in how multiliteracies can be optimally integrated and implemented in English language teaching (ELT), especially in writing context. Existing studies often focus broadly on literacy or technology integration without specifically addressing the pedagogical challenges and opportunities of multiliteracies in ELT writing classrooms. Therefore, this study aims to explore the development, adaptation, and outcomes of multiliteracies-based teaching strategies in writing. Specifically, this paper aimed at investigating the multiliteracies that infused in process writing approach and how the participants reflected upon the incorporation of multiliteracies in process writing approach. Such research is crucial to address the pressing need for pedagogical models that respond to 21st-century students' multilingual, multimodal, and multicultural realities in a digitally mediated world.

RESEARCH METHODS

This study adopted a descriptive qualitative research design supported by quantitative elements to obtain a comprehensive understanding of the respondents' perceptions and reflections regarding the implementation of the multiliteracies approach in a writing course. The descriptive qualitative design was selected because it allows the researcher to explore participants' experiences and perspectives in a natural classroom context (Creswell, 2014). Quantitative data from questionnaires complemented qualitative insights to strengthen the interpretation and triangulation of the findings.

The participants of this study were 43 sophomore students enrolled in a Writing course in the English Education Study Program at a private university in Denpasar. These participants were chosen because they had already acquired basic writing skills and were beginning to engage with more advanced writing practices that integrate multimodal and digital literacy aspects. In addition, data were collected through two main instruments: an online questionnaire and reflective

journals. The online questionnaire was designed to collect quantitative data on the students' perceptions of multiliteracies-based writing instruction. Meanwhile, the reflective journal served as a qualitative instrument.

Both quantitative and qualitative analyses were employed in this study. Quantitative data which gained from administering the questionnaire were analyzed using descriptive statistics (percentage) to summarize students' responses. Qualitative data from reflective journals were analyzed using thematic analysis to identify recurring themes related to students' experiences and perceptions (Braun & Clarke, 2023). The integration of both analyses provided a deeper understanding of the impact and implementation of the multiliteracies approach in the writing course.

RESULTS AND DISCUSSION

The research findings demonstrate that the integration of multiliteracies into the process writing approach has substantially enhanced students' engagement, digital literacy, and reflective writing competence. Students' responses from the questionnaire and their written reflections show that the use of multimodal and digital resources—such as online writing tools, collaborative platforms, and multimedia texts—effectively supported their understanding of argumentative writing. The incorporation of multiliteracies within process writing allowed learners to not only produce written texts but also engage critically and creatively with diverse digital modes. These findings are presented in two main parts: students' perceptions of multiliteracies in process writing (Table 1) and their reflections on multiliteracy practices across the writing stages (Table 2).

Table 1. Students' perceptions of experiencing multiliteracies and process writing approach in online argumentative essay class

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Multiliteracies is useful to support your understanding in online argumentative	56%	44%	0%	0%

	writing, such as the use of pictures/images or videos ntative writing, such as the use of pictures/images or videos				
2	Digital literacy is significant to improve your argumentative writing skills, such as making outline online, google doc for writing feedback, utilizing online grammar tools.	61%	39%	0%	0%
3	Involving digitality is efficient in the proses of argumentative writing, such as the use of google classroom in sharing materials.	54%	46%	0%	0%
4	Multiliteracies pedagogy has increased your digital literacy, the ability to use digital tools.	39%	61%	0%	0%
5	Digital writing activities have given more values than conventional/paper-based writing activities.	37%	62%	1%	0%
6	This multiliteracies is beneficial for future life and career, such as using the skills and ideas for your	58%	42%	0%	0%

	teaching practice.				
7	Digital literacy also supports your awareness of the issue of plagiarism, such as the avoiding plagiarism in your work.	42%	57%	1%	0%

The quantitative data in Table 1 indicate that the overall student perceptions toward the integration of multiliteracies within the process writing approach were overwhelmingly positive. All items received a combination of Strongly Agree and Agree responses, with no participant selecting Disagree or Strongly Disagree except for minimal 1% disagreement on items five and seven. This result demonstrates strong acceptance of multiliteracies-based pedagogy among students participating in online argumentative writing classes.

Based on item 1, it was found that a total of 56% strongly agreed and 44% agreed that multiliteracies enhanced their understanding of argumentative writing. This suggests that multimodal resources helped students visualize abstract arguments and construct meaning through visual and digital supports. The high percentage of positive responses reflects that multimodal engagement fosters deeper conceptual understanding, consistent with Cope & Kalantzis (2020) who assert that multimodal representation enhances learner comprehension and creativity.

Based on item 2, the highest proportion of **strongly agree responses (61%)** indicates that digital literacy plays a vital role in improving students' writing abilities. Participants emphasized the effectiveness of tools such as Google Docs, online outlining software, and grammar checkers in enhancing the efficiency and accuracy of their writing. This reflects the integration of process writing stages through technology, supporting the collaborative and reflective dimensions of writing (Hyland, 2003).

Further, the item 3 data shows that more than half of the respondents (54% strongly agree, 46% agree) viewed digital platforms, including Google Classroom,

as efficient media for sharing materials and facilitating writing activities. This finding indicates that the integration of technology supported the procedural elements of process writing—particularly in managing materials, timelines, and submissions—aligning with Hyland's (2003) concept of writing as a recursive and socially mediated process.

Next, based on item 4, a total of 39% strongly agreed and 61% agreed that multiliteracies pedagogy enhanced their digital literacy and ability to use digital tools. This suggests that exposure to multiliteracy-oriented instruction not only developed students' writing competencies but also improved their capacity to navigate and utilize technological resources effectively. It shows the pedagogical strength of multiliteracies in equipping learners with 21st-century competencies, including digital communication and collaboration (The New London Group, 1996).

The finding related to item 5 reveals that approximately 99% of respondents (37% strongly agree, 62% agree) perceived digital writing as more valuable than traditional paper-based writing activities, with only 1% expressing disagreement. This reinforces the growing preference for digital modes of expression that allow multimodal integration, ease of revision, and instant feedback. This reinforces the growing preference for digital modes of expression that allow multimodal integration, ease of revision, and instant feedback. This finding aligns with recent research by Jiang & Hafner (2024) who documented that digital multimodal composing allows students to leverage textual, visual, audio, and spatial elements, facilitating more sophisticated meaning-making than traditional monomodal writing. Li et al., (2024) research on digital educational tools found positive impacts on student motivation for learning which reconciled by learning engagement and enhanced by multimodal affordances.

The finding related to item 6 shows a total of 58% strongly agreed and 42% agreed that multiliteracies practices are beneficial for their professional life, particularly in preparing them for technology-enhanced language teaching. This demonstrates that students not only appreciated the immediate academic benefits but also recognized long-term professional relevance. This finding aligns with

recent research emphasizing that multiliteracies are essential for college and career preparedness as well as 21st-century readiness, as students must be equipped not only with language proficiency but also with the ability to navigate and construct meaning across multimodal platforms in both personal and professional communication (Esperat, 2024).

Finally, based on item 7, 42% strongly agreed and 57% agreed that digital literacy improved their awareness of plagiarism issues, with only 1% disagreement. The students indicated that using digital platforms increased their sensitivity to academic integrity, as online writing environments often include plagiarism detection and citation tools. This echoes the view of Hossain et al. (2024) emphasize that becoming a digital citizen requires students to demonstrate an understanding and respect for the rights and obligations to use and share intellectual property, including complying with copyright, citing resources, and avoiding plagiarism. The high student agreement that digital literacy improved their plagiarism awareness reflects the growing recognition that technology-enhanced writing environments, equipped with detection and citation tools, play a crucial pedagogical role in fostering ethical academic practices and developing students' understanding of intellectual property rights.

To respond to the second research question, the following chart 1 summarizes the findings from the reflective journal written by the respondents.

Table 2. Extract reflection of the activities from the students

Writing Stage	Students' Reflections / Activities
Pre-Writing	<ul style="list-style-type: none">- Reading the materials shared via Google Classroom (GC) helps in understanding the materials.- Using pictures shared via Zoom to initiate ideas is practical.- Making an outline via an online mind map is fun.
Drafting	<ul style="list-style-type: none">- Sharing drafts through WhatsApp is efficient for posting and getting online feedback.- Waiting for peer feedback took time.
Reflecting	<ul style="list-style-type: none">- Reviewing the draft again at home online saves time.
Peer or Tutor Reviewing	<ul style="list-style-type: none">- Students can share their opinions directly on each other's essays via screen sharing in breakout rooms.- Students can have private discussions with peers and

	tutor/lecturer.
Revising	<ul style="list-style-type: none"> - Lecturer can post comments on the file, which can be seen via the students' GC account. - Students revise their essays based on feedback and post the revised draft soon.
Publishing	<ul style="list-style-type: none"> - Students need to learn design skills and operate an application to create a mini book essay via StoryJumper. - Online plagiarism checker saves time and budget. - This publication activity develops creativity.

The students' reflective journals provided deeper insights into how multiliteracies were embedded in each stage of the writing process, namely pre-writing, drafting, reflecting, peer/tutor reviewing, revising, and publishing. These results align with contemporary research on technology-enhanced writing instruction and demonstrate both the affordances and challenges of digital writing pedagogies in educational contexts.

The study's findings that students appreciated using pictures via Zoom to initiate ideas and found online mind mapping tools engaging reflects research showing that digital tools provide alternative entry points for writers. Contemporary pedagogical approaches emphasize that digital platforms enable students to brainstorm and organize their thoughts more flexibly than traditional paper-based methods (Strobl et al., 2019). The application of Google Classroom for sharing materials in this study demonstrates how digital platforms create opportunities for differentiated instruction and personalized feedback that can be delivered asynchronously, removing time constraints typical of traditional instruction. This finding supports the notion that technology-mediated pre-writing activities can enhance student engagement and facilitate more flexible learning environments.

The finding that sharing drafts through WhatsApp proved efficient for posting and receiving feedback, though waiting for peer feedback took time, highlights a critical tension in online collaborative writing. Usher et al. (2025) argue that while active engagement in providing detailed advice and constructive feedback leads to improved learning outcomes for both feedback providers and recipients, asynchronous online collaborative writing presents significant

challenges, especially regarding coordination and timely responses. Chen et al. (2023) found that online peer feedback can be particularly effective when students feel comfortable providing anonymous feedback, as this reduces fear of giving corrections that may contain errors. The integration of peer feedback into academic writing processes serves as a significant contributor to building academic communities. As Cahusac de Caux & Pretorius (2024) observed, interactive exchanges during peer feedback sessions foster a sense of community among students.

The study's finding that reviewing drafts online at home saves time aligns with research demonstrating that digital writing conferences provide students with written feedback they can access repeatedly, unlike verbal feedback from face-to-face conferences that students may forget. Strobl et al. (2019) noted that digital tools fostering dialogism through threaded conversation or collective annotation are particularly effective for revision activities, as they allow writers to gather multiple perspectives in a timely manner.

The finding that lecturers could post comments on files viewable through students' Google Classroom accounts demonstrates the affordances of cloud-based collaborative platforms. This finding underscores the potential of technology to enhance the revision process, making it more visible and manageable for students. According to McKee (2016) teachers reported that digital tools' track changes features helped students see the ways their writing changed, and research indicates that 56% of teachers believe digital tools make revisions easier, which makes students more likely to write well. This finding underscores the potential of technology to enhance the revision process, making it more visible and manageable for students.

The study's finding that students needed to learn design skills to operate applications like StoryJumper for creating mini book essays highlights an important dimension of digital writing pedagogy. Kerman et al. (2023) found that when students see their work published and know they have an authentic audience, this becomes highly motivating, with teachers reporting students' ability to write for extended periods when they knew their work would be shared.

Moreover, digital publishing can be transformative for students, helping turn ordinary assignments into impressive presentations, with platforms enabling essays to become interactive digital books while building skills in writing and design. These multifaceted benefits suggest that the publishing stage, while requiring additional skills, offers valuable learning opportunities beyond traditional writing instruction.

CONCLUSIONS AND RECOMMENDATIONS

This study examined the integration of multiliteracies within the process writing approach in an online argumentative writing class among ELT students. The findings indicate that multiliteracies pedagogy effectively enhanced students' engagement, digital literacy, and reflective awareness throughout the writing stages. Students perceived multimodal resources—such as images, videos, and online tools—as instrumental in idea generation, organization, and revision. Moreover, multiliteracy practices strengthened the students' awareness of academic integrity and prepared them for future professional communication.

Overall, this study contributes to ELT pedagogy by demonstrating that integrating multiliteracies into the process writing approach enriches the students' writing experience and aligns with 21st-century literacy demands. Based on these findings, several implications are highlighted. For EFL learners, the study suggests active engagement with digital and multimodal resources to develop creativity and critical literacy. For educators, it recommends integrating multiliteracies into the process writing framework to support interactive, technology-enhanced learning. For future researchers, further investigations across different genres, proficiency levels, and educational contexts are encouraged to deepen understanding of multiliteracies-based pedagogy in ELT. Collectively, these insights contribute to advancing innovative and sustainable writing instruction in the digital era.

REFERENCES

Braun, V., & Clarke, V. (2023). Toward good practice in thematic analysis:

Avoiding common problems and be(com)ing a knowing researcher.
International Journal of Transgender Health, 24(1), 1–6.
<https://doi.org/10.1080/26895269.2022.2129597>

Cahusac de Caux, B., & Pretorius, L. (2024). Learning together through collaborative writing: The power of peer feedback and discussion in doctoral writing groups. *Studies in Educational Evaluation*, 83, 1–10.
<https://doi.org/10.1016/j.stueduc.2024.101379>

Chen, W., Liu, D., & Lin, C. (2023). Collaborative peer feedback in L2 writing: Affective, behavioral, cognitive, and social engagement. *Frontiers in Psychology*, 14, 1–12. <https://doi.org/10.3389/fpsyg.2023.1078141>

Cope, B., & Kalantzis, M. (2009). “Multiliteracies”: New literacies, new learning. *Pedagogies: An International Journal*, 4(3), 164–195.

Cope, B., & Kalantzis, M. (2020). *Making sense: Reference, agency, and structure in a grammar of multimodal meaning*. Cambridge University Press.
<https://doi.org/https://doi.org/10.1017/9781316459645>

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th Ed.). SAGE Publications.

Esperat, T. M. K. (2024). Multiliteracies in teacher education. *Oxford Research Encyclopedia of Education*.
<https://doi.org/10.1093/acrefore/9780190264093.013.1890>

Hossain, Z., Çelik, Ö., & Hertel, C. (2024). Academic integrity and copyright literacy policy and instruction in K-12 schools: a global study from the perspective of school library professionals. *International Journal for Educational Integrity*, 20(4), 1–17. <https://doi.org/10.1007/s40979-024-00150-x>

Hyland, K. (2003). *Second language writing*. Cambridge University Press.
<https://doi.org/10.1017/cbo9780511667251>

Jiang, L., & Hafner, C. (2024). Digital multimodal composing in L2 classrooms: A research agenda. *Language Teaching*, 58(4), 528–546.
<https://doi.org/10.1017/S0261444824000107>

Kerman, N. T., Banihashem, S. K., Karami, M., Er, E., van Ginkel, S., & Noroozi,

O. (2023). Online peer feedback in higher education: A synthesis of the literature. *Education and Information Technologies*, 29(1), 1–51. <https://doi.org/10.1007/s10639-023-12273-8>

Li, Y., Chen, D., & Deng, X. (2024). The impact of digital educational games on student's motivation for learning: The mediating effect of learning engagement and the moderating effect of the digital environment. *PLoS ONE*, 19(1), 1–21. <https://doi.org/10.1371/journal.pone.0294350>

McKee, S. (2016). *Using digital writing tools in supporting student writing*. University of Northern Iowa.

Rowsell, J., & Walsh, M. (2011). Rethinking literacy education in new times: Multimodality, multiliteracies, and new literacies. *Brock Education Journal*, 21(1), 53–62. <https://doi.org/10.26522/brocked.v21i1.236>

Strobl, C., Ailhaud, E., Benetos, K., Devitt, A., Kruse, O., Proske, A., & Rapp, C. (2019). Digital support for academic writing: A review of technologies and pedagogies. *Computers & Education*. <https://doi.org/10.1016/j.compedu.2018.12.005>

The New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60. <http://search.proquest.com.ezaccess.library.uitm.edu.my/docview/212258378?accountid=42518>

Trilling, B., & Fadel, C. (2009). *21st century skills learning: Learning for life in our times*. John Wiley & Sons, Inc.

Usher, M., Roll, I., Fuhrman, O., & Amir, O. (2025). Supporting coordination and peer editing in students' online collaborative writing processes. *International Journal of Artificial Intelligence in Education*, 35(3), 1504–1527. <https://doi.org/10.1007/s40593-024-00450-w>

Yelland, N., Cope, B., & Kalantzis, M. (2008). Learning by design: Creating pedagogical frameworks for knowledge building in the twenty-first century. *Asia-Pacific Journal of Teacher Education*, 36(3), 197–213. <https://doi.org/10.1080/13598660802232597>

