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FACILITATING STUDENTS' MULTIMODAL COMPETENCE DEVELOPMENT IN TECHNOLOGY-SUPPORTED SPEAKING CLASS THROUGH MULTILITERACIES PEDAGOGY

Jumatul Hidayah
Institut Agama Islam Negeri Curup
jumatulhidayah@iaincurup.ac.id
Prihantoro
Institut Agama Islam Negeri Curup
prihantoro@iaincurup.ac.id
Eka Apriani
Institut Agama Islam Negeri Curup
ekaapriani@iaincurup.ac.id
Yen Polisda
Akademi Pariwisata Bunda
yenpolisda@akparbundapadang.ac.id
Farenz Sukma Arnanda
Institut Agama Islam Negeri Curup
Farenzsukma01@gmail.com
Nazlah Oktavia
Institut Agama Islam Negeri Curup
nazlahoktavia@gmail.com
Corresponding email: jumatulhidayah@iaincurup.ac.id

Abstract

This study aimed to investigate the implementation of multiliteracies pedagogy in a technology-supported speaking class to enhance students' multimodal competence. Based on the fact that the State Islamic Institute Curup's (IAIN Curup) English Language Education Department's multimodal literacy skills are being hampered by the traditional literacy paradigm, this case study were held by involving 20 fifth-semester undergraduate students. Data were collected through classroom observations, semi-structured interviews, online questionnaires, and variety of student assignments, such as digital posters and videos. The data were analyzed qualitatively using Creswell's Data Analysis Procedures, involving iterative coding to identify themes and patterns. The results showed that students' ability to produce and evaluate multimodal texts was enhanced by the multiliteracies pedagogy. According to the data collection and rubric created to evaluate their tasks, students showed improved abilities to integrate linguistic and non-linguistic elements, which contributed to their total multimodal literacy. The students perceived the teaching program positively, highlighting its engaging, motivating, and innovative aspects. They acknowledged the acquisition of valuable digital skills alongside enhanced English proficiency. The integration of technology was deemed crucial, aligning with the needs of the Industrial Revolution 4.0, and it significantly supported students' learning processes. The study concluded that multiliteracies pedagogy, when combined with technology, effectively fostered multimodal competence and prepared students for academic, personal, and professional success. These findings underscore the importance of incorporating multiliteracies approaches in English language teaching to address the evolving literacy landscape of the 21st century.

Keywords: Multiliteracies pedagogy, multimodal competence, technology-supported learning, English language education.

Introduction

In the digital era, communication has been fundamentally transformed by technology, characterized by speed, accessibility, and a wider range of digital tools like email, social media, instant messaging, and video conferencing, which have become integral to both personal and professional communication (Karkar Esperat, T., 2024). The global shift toward digital literacy requires students to be equipped not only with language proficiency but also with the ability to navigate and construct meaning across multimodal platforms, especially using English language.

Despite its urgency, students' MMC, particularly in regions like Indonesia, remains underdeveloped. Many English teachers still lack adequate proficiency and speaking practice (Diem & Abdullah, 2020; Yusuf & Novita, 2020; Zurrahmi & Triastuti, 2022), and classroom practices continue to be dominated by traditional literacy paradigms. The result is a significant gap between students' communicative preparedness and the demands of the digital, global landscape, as highlighted in Republic of Indonesia Law No. 14 of 2005, which mandates both pedagogical and linguistic competence for teachers.

Traditionally, English instruction has aimed to develop students' ability to communicate effectively, a goal best achieved through qualified teachers with strong pedagogical and linguistic skills who can model good practice. To meet this goal and address ongoing challenges, English education students must be trained from their first year to communicate not only through language but also through multiple modes of meaning-making. Responding to global shifts and ICT developments, scholars call for a broader literacy framework (Howard et al., 2021; Rath, 2023; Starks, 2022) that includes multimodal comprehension and production suited to various sociocultural contexts (Bautista & Gutierrez, 2022). This requires educators to rethink their teaching goals and adopt suitable pedagogies. In the same vein, language instruction in TESOL should also move beyond linguistic competence toward the development of students' multimodal competence (Halenko & Wang, 2022; Tang et al., 2022).

In MMC oriented classroom, students are encouraged to acquire the ability to interpret and construct appropriate multimodal meanings (Royce, 2002, 374). Students are trained to integrate two or more meaning-making modes in a single text. MMC emphasizes students' analytical skills to critically examine features and strategies

used to convey meaning relevant to culture and context. These skills help students understand how different modes interact to create meaning, often forming visual and verbal partnerships that enhance communication. They also enable students to use, interpret, and construct semiotic resources accurately and meaningfully. (Knain et al., 2021).

In response to such issues, multiliteracies pedagogy provides intriguing solutions. It provides a broader perspective on literacy instruction by taking language and cultural diversity into account. Multiliteracies pedagogy emphasizes critical engagement and empowers students with access to the shifting language of work, power, and society in order for students to influence their social destinies and achieve through satisfying employment (Maia, 2022). Multiliteracies approach, in EFL context, emphasizes the broader definition of literacy to include the ability to use and construct coherent and meaningful texts relevant to social purposes (Yang & Kuo, 2023).

The efficacy of multiliteracies pedagogy and knowledge processes in EFL contexts in general and the ESL context in particular has also been well informed. Research has revealed empirical evidence of multiliteracies pedagogy implementation on a variety of topics including students' experiences, students' learning outcomes, and students' perceptions (Mizusawa, 2021), teacher perceptions and understandings of the pedagogy (Pires Pereira & Campos, 2023), the application of knowledge process in EFL and ESL (Humphrey, 2021), and material analysis using multiliteracies and knowledge process framework (Liang & Lim, 2021). Other studies demonstrate that the implementation of multiliteracies pedagogy can foster students' positive writing identity and positive literate identity (Rajendram et al., 2022).

Traditional literacy paradigms continue to have a significant influence on English language instruction at IAIN Curup, while students are under increasing pressure to become proficient in multimodal communication as a result of global digital developments. Given the mismatch between current teaching practices and the required multimodal literacy skills, a case study is necessary to explore how implementing multiliteracies pedagogy in a technology-supported speaking class can enhance students' multimodal competence and inform future ELT curriculum development.

Given the aforementioned facts, conducting the study at the English Department of the State Islamic Institute Curup (IAIN Curup) is expected to provide a

substantial contribution to the institution. The department will benefit theoretically and practically by preparing students to be informed and skilled English teachers with a good foundation of Islamic knowledge and who are also technologically savvy. Furthermore, higher education has always been seen as a critical public realm in which moral and pedagogical features have a significant impact on civic life. Incorporating multiliteracies teaching into postsecondary education is predicted to result in a great potential for ongoing societal transformation.

It is especially noteworthy that the old literacy paradigm continues to dominate teaching and learning activities at IAIN Curup in general, and particularly in the English language department. According to this conventional viewpoint, the goal of English language teaching and learning is primarily to increase students' communicative skills. A preliminary investigation on lecturers' comprehension of multiliteracies pedagogy also found that the lecturers in the study were aware of the influence of new communication technologies on literacy forms, practices, knowledge, and literacy learning and teaching. However, their lack of comprehension of multiliteracies instruction, as well as the assistance they get, inhibits them from implementing it (Prihantoro, 2020).

This reveals a clear gap in the localized implementation of such pedagogy, particularly in speaking instruction that integrates digital tools. Considering the foregoing facts and the need to give an alternative format of multiliteracies pedagogy in ELT, the current study aimed to analyze the implementation of multiliteracies pedagogy in technology-supported speaking class to promote students' multimodal competence. This study is grounded in the following research questions:

1) Through the implementation of multiliteracies pedagogy in technology-supported speaking class, in what ways can the incorporation of learning technology and multiliteracies pedagogy foster students' multimodal competence?
2) How do students respond to the inclusion of multiliteracies pedagogy in technology-supported speaking class?

This study makes an important contribution to ELT by attempting to create an alternate format of multiliteracies pedagogy in order to build students' multimodal competence. This study's findings could benefit English instructors and ELT practitioners

by offering knowledge, design, and practical solutions for dealing with the implementation of multiliteracies pedagogy combined with ICT. The study's findings are likely to aid decision-making in the development of curriculum, textbooks, and online modules for English language programs at Islamic higher education institutions.

Research Methodology

Based on the facts explained in introduction section, this study is expected to make a meaningful contribution on preparing undergraduate students of English Department at IAIN Curup to become knowledgeable and skilled English teachers with strong Islamic values and digital literacy. The qualitative case study (Creswell & Poth, 2018) was chosen to address the research aims and questions. It focused on a small group of students using multiliteracies pedagogy in a technology-supported speaking class to enhance multimodal competence. Data were collected from interviews, classroom observations, questionnaires, and student artifacts to provide a comprehensive understanding and triangulate the findings. The research was conducted at the English Language Education Department of the State Islamic Institute Curup (IAIN Curup). The department integrates Islamic studies, English language education, and ICT skills, aiming to produce competent English teachers with a solid Islamic foundation and technological proficiency. This makes the department relevant to the study's goals.

Participants

This research involved 20 participants, all of whom were fifth-semester bachelor's degree students enrolled in the Speaking for Academic Settings course. The participants had also completed basic ICT classes, indicating they possessed fundamental digital skills. Both skills are taken into consideration while choosing participants as ICT skills serve as a prerequisite or enabling foundation for digital literacy, while digital literacy extends those technical abilities into higher-order thinking and multimodal meaning-making. This interconnection is particularly important in language education, where both sets of skills are needed to develop students' multimodal competence and prepare them for real-world communication in digital and global contexts. Therefore, the researchers deemed the materials and activities appropriate for their English proficiency and computer literacy levels.

Data Collection Techniques

This study employed four data collection techniques to achieve data triangulation: classroom observations, interviews, questionnaires, and student assessments. Each technique was essential in offering a distinct perspective on the topic and contributing to a comprehensive understanding of the study's context. The extensive range of contextual perspectives and validation techniques enabled in-depth analysis and enhanced transferability. To ensure the ethics in collecting the data, especially in interview, researcher employed the Interview Ethical Consideration by Laryeafio and Ogbewe (2023), which included Anonymity, Privacy and confidentiality, Voluntary participation, Option to opt out, and Non-maleficence/Beneficence.

To find the clear answer of the issue addressed in this study, classroom observations was employed as one of the data collection methods. The researchers observed the teaching and learning processes over twelve sessions, acting as both "teachers as researchers" and participant observers. These observations focused on student activities and interactions during the teaching process. To enhance the reliability of the observational data, reduce bias, and ensure significant events were not overlooked, the researchers employed two observational approaches: collaboration with a research partner and video recording. A colleague assisted in observing and recording all classroom occurrences, while a video recorder captured the classroom activities.

The research questions centered on the use of multiliteracies pedagogy to develop students' multimodal competence. Consequently, semi-structured interviews were deemed the most suitable technique for collecting relevant information from participants. This interview format allowed the researchers to gather focused yet comprehensive responses. Criteria for the interviews were established beforehand, guiding the researchers in exploring participants' responses. The interview process, akin to a discussion, encouraged participants to share their beliefs, feelings, and insights deeply and thoroughly.

Data from questionnaires were collected through an online open-ended questionnaire consisting of eight questions. These questions aimed to elicit students' reactions to the multiliteracies program in a technology-supported speaking class, confirm interview findings, and assess response consistency. Questions addressed

various aspects, including the English learning process, the information and skills gained from the program, students' perspectives on activities and responsibilities, the use of technology, and suggestions for program improvement.

Student artifacts, produced during the teaching-learning process, were collected to provide evidence of pre-, during-, and post-instructional outcomes. These artifacts included diagnostic scores and three multimodal products: digital posters, digital presentations, and digital movies. The study examined how multiliteracies pedagogy facilitated EFL learners' development of multimodal competence. To comprehensively understand the phenomena, multiple data collection techniques were employed, including interviews, classroom observations, questionnaires, and student artifacts. All data were analyzed qualitatively throughout and following the investigation.

Data Analysis Technique

The Data Analysis Procedure by Creswell was employed for the analyses (Creswell, 2018). The steps of data analysis were as follows: First, the researchers gathered the data, which included observation notes, students' digital posters, students' digital presentations, video animations, questionnaires, and interviews. Cresswell suggests that the process of gathering the data and searching for finding should be done simultaneously in which he called "*[…] the data collection and the write-up of findings*". Second, the data were "*winnowed*" for analysis and then reviewed to gain an understanding of how the educational program was executed in building students' multimodal competence. In this phase, not all of the data could be used, they were aggregated into several themes that suit the objective of the qualitative study. Third, the researchers coded the data to identify text segments and assign code labels. Finally, the data were iteratively interpreted into descriptions and answering the raised issue in this report of the study report.

Findings and Discussion

Findings

The data from classroom observations and multimodal tasks used to track students' progress in multimodal literacy learning, as well as the outcomes of interviews and open-ended questionnaires used to learn about the students' opinions regarding the way the teaching program was implemented, are presented in this section.

The Development of Student's Multimodal Competence in Multiliteracies Pedagogy Based Speaking Class Supported by Technology

Students' multimodal competence was observed through their performance on three main projects: digital posters, demonstrative videos, and persuasive videos. Using rubrics adapted from Hafner & Ho (2020), students were assessed in areas such as visual design, language, creativity, and autonomy. The average score of the digital poster project was 31,3 from 40 point, the average score of the first video production project was 20,7 from 25 point and the average score of the second video production project was 19,6 from 25 point. This indicated that the students, in general, were able to create a wide range of multimodal texts using their multimodal knowledge. In the case of digital poster production, the students were able to accomplish the task fairly well. In terms of demonstrative digital video production, the students could perform well in the project accomplishment. However, persuasive video tasks proved more challenging.

Analysis of these projects revealed emerging student abilities in viewing and representing meaning through multimodal texts, in line with research by Si et al. (2022), Tan et al. (2020), and Callow (2013) on the emotional and communicative role of visual elements. Students successfully employed design elements across linguistic (e.g., structure and features) and non-linguistic (e.g., visual, spatial, audio) domains, supporting their development in consuming and producing multimodal texts (Ng et al., 2021; Unsworth & Mills, 2020).

The results affirm that multiliteracies pedagogy, enhanced by technology, provided students with meaningful learning experiences and engaged them actively in project-based tasks. These findings align with prior studies highlighting the benefits of multiliteracies in enhancing multimodal and language learning (Liang & Lim, 2021; Maia, 2022; Mizusawa, 2021; Sze Seau & Azman, 2022). Moreover, technology integration enabled students to create, modify, and share multimodal texts, fostering creativity, engagement, and motivation. The evidences of students' learning were firstly conducted by looking at the students' success in accomplishing the projects assigned.

The first rubric was developed to assess students' digital poster. Eight categories were set to see the multimodal elements, the visuals, the aesthetic aspect, the grammar, the mechanic, the autonomy in learning, creativity, and the overall

presentation. There were 5 bands for each category, indicating different levels of mastery: excellent, good, fair, marginal, and inadequate.

The second rubric was developed to assess the students' works on video production projects. The rubric was adapted from Hafner and Ho (2020) in which they used this rubric to assess digital multimodal composing in the form of scientific documentaries that the students created. The rubric was divided into five categories: 1) organization and content; 2) multimedia and visual effects; 3) language; 4) learning autonomy; and 5) creativity. This rubric also contained 5 bands for each category: outstanding, good, satisfactory, marginal, and failed.

In the case of digital poster production, the students were able to accomplish the task fairly well. In terms of demonstrative digital video production, the students could perform well in the project accomplishment. Meanwhile, the students seemed to have slight ability in producing persuasive digital video production. It can be inferred from the result scores above that the students' performance in the second project exceeded the performance of the first project. To put it another way, the tasks of making digital poster and digital multimodal persuasive texts were far more challenging than the task of making digital multimodal demonstrative texts.

The analysis on students' projects also indicated students' emerging skills of viewing and representing themselves through multimodal texts. They were regarded as evidences of multimodal literacy learning (Si et al., 2022; Tan et al., 2020). The analysis also confirmed what Callow (2013) says about the important role of color in visual texts and can impact on a viewer emotionally, suggesting a mood or creating a reaction to a person, place or object.

The data on video project and digital poster revealed students' development of using design elements which included linguistic aspects comprising of generic structure and linguistic feature, and non-linguistic aspects comprising of visual, audio, gestural, and spatial design (Ng et al., 2021). The students' knowledge in identifying and applying linguistic and non-linguistic designs of multimodal texts directly showcase their ability in viewing (consuming) and representing (producing) themselves through multimodal texts (Unsworth & Mills, 2020).

By analyzing the orchestration from the multimodal elements in three projects assigned, this study has shown how multiliteracies pedagogy facilitates students' multimodal literacy learning in a speaking class. The results of the study have indicated

that the teaching program provides meaningful experiences for students whilst achieving learning outcomes focused on multimodal literacy. The students performed well in their learning by actively engaged in the class activities and in their assigned project accomplishments. The findings of this study share similar results with some previous studies denoting the positive outcomes of the implementation of multiliteracies pedagogy in developing multimodal literacy and English language learning (Liang & Lim, 2021; Maia, 2022; Mizusawa, 2021; Sze Seau & Azman, 2022).

Additionally, the integration of technology in this study also has provided opportunity for students with authentic experiences to transform a wide variety of semiotic modes into a single multimodal text which involves activities such as produce, re-produce and disseminate this multimodal text. In addition, the use of technology in this study is beneficial to enhance students' learning experience, to engage students with meaningful activities, to empower students to be active and creative, and to boost motivation in their speaking class.

Students' Perceptions on the Implementation of Multiliteracies Pedagogy in A Supported-Technology Speaking Class

Students' responses were obtained through semi-structured interviews and online questionnaires, triangulated to ensure validity. Two themes guided the data collection: general perceptions of the pedagogy and suggestions for improvement. Interviews were conducted at the end of the program in Bahasa Indonesia (with optional English), aiming to elicit rich reflections. A casual setting encouraged openness and depth in responses (Chadha, 2021).

This section discusses the students' perceptions on the implementation of multiliteracies pedagogy in speaking class. The data were obtained from interview, and questionnaire. The data were then cross-validated through triangulation method to capture different dimensions of students' responses and to gain comprehensive understanding of their responses. Two central themes were set up as guiding questions for the interview and the questionnaire: students' general perceptions of the teaching program including their perceptions on the use of technology and multimodal texts, and students' suggestions for further improvement of the teaching program. The interview was conducted at the end of the teaching program involving all student participants. The purpose of this interview was to get comprehensive information regarding the students' perceptions towards the teaching program and to help them bring their awareness of the knowledge and the skills they got during the program

implementation. As the type of the interview in this study was semi structured one, the questions for the interview were set in advance to guide the researcher in the interview process. There were seven questions posed for this session taking the focus on several aspects pertained to multiliteracies pedagogy implementation including multimodality and technology in speaking class. The interview was audio-recorded with the agreement of the interviewees. The researcher set up the interview appointments and facilitated a quiet environment where interruptions could not occur during the interview. A casual and friendly conversation was preferred during the interview to facilitate and motivate the students to express their thoughts, views and perceptions deeply and insightfully (Chadha, 2021). The interview was conducted in Bahasa Indonesia; however, the interviewees could also use English in expressing their ideas. Bahasa Indonesia is the participants' national language.

The second data source for gaining students' responses on the teaching program was the online questionnaire survey. This online questionnaire was created in Google document. Online questionnaire was utilized because it offers flexibility and convenience in several ways. First, the students could answer the questions at a convenient time for themselves. They might take as much time as they needed to answer individual questions. Second, the researcher could administer the questionnaire in a time efficient manner, minimizing the period it took to get a survey into the field and for data collection. The last, it was relatively simple for the students to complete online questionnaire and for their responses to be analyzed. Once the questionnaire was submitted, the researcher instantaneously had all the data stored in a data base. In general, the students perceived positively on the implementation of multiliteracies pedagogy in their speaking class.

The findings reveal three key themes regarding students' perceptions of the teaching program: its overall structure, the use of multimodal texts, and the integration of technology:

1) Students' General Perceptions of the Teaching Program

Overall, students found the teaching program to be highly engaging and motivating. The design of the activities successfully encouraged independent learning and fostered creativity, innovation, and self-confidence. Beyond language learning, students also gained valuable knowledge in areas such as digital skills, which they considered highly relevant to their academic specialization—especially those in

Informatics Engineering—and beneficial for their broader life and future careers. They also felt that the program contributed to the improvement of their English proficiency, particularly in academic contexts. However, while the program was generally well-received, many students highlighted reflective journal writing as the most challenging component, indicating the need for further support in developing metacognitive and reflective thinking skills.

2) Students' Perceptions on the Use of Multimodal Texts

The inclusion of multimodal texts in the teaching process was met with positive responses from the students. They appreciated how the use of visuals, texts, and other media enhanced their understanding of the learning material. This approach not only supported content comprehension but also nurtured their critical and visual literacy. Students became more aware of how different semiotic modes construct meaning and learned to interpret texts beyond the verbal dimension. Through explicit instruction, they gained insights into the dynamic relationships between image and text—understanding whether images support text, texts support images, or both contribute equally to the message—thus developing the ability to analyze and produce more coherent and meaningful multimodal compositions.

3) Students' Perceptions on the Integration of Technology

Technology integration was perceived as a major strength of the teaching program. Students found that digital tools made learning more enjoyable and engaging, aligning well with their interests and the demands of the digital era, particularly within the context of the Industrial Revolution 4.0. They noted that technology not only enhanced their English language skills but also improved their digital competence. The convenience of accessing materials, submitting assignments, creating digital projects, and seeking additional resources was frequently mentioned as a key advantage. For students whose field of study is closely tied to digital practices, the incorporation of technology felt especially relevant and practical, reinforcing the effectiveness and contextual suitability of the teaching program.

Discussion

Most of students believed that their autonomy and creativity had developed. As far as the teaching of English was concerned, developing autonomous learner has

a significance role in theory and practice of language teaching as learner autonomy has been acknowledged to be one of determining factors in the success of language learning. The findings were in line with other studies on multiliteracies approach in which this approach was able to enhance students' motivation and autonomy in English language teaching (Almusharraf, 2020; Challob, 2021; Krishnan, 2021; Sze Seau & Azman, 2022).

The Development of Student's Multimodal Competence in Multiliteracies Pedagogy Based Speaking Class Supported by Technology

The students' awareness of their improved English and digital skills and also their self-motivated learning and creativity led the researcher to conclude that the students to some extent had turned up to become multiliterate persons. As previously mentioned, that a multiliterate person has several distinctive characteristics, two of which were having a repertoire of practices (knowledge, skills, and strategies) that can be designed, redesigned and used appropriately for different purposes and audiences and in a range of different contexts and having the understanding on how to employ traditional and new communication technologies and the understanding that multimodal texts are delivered via combination of paper, live (face-to-face) and digital technologies (Challob, 2021).

The perception data also informed that the teaching program had been successfully achieved most of its goals indicated by the learners' acknowledgment of the improvement in their multimodal literacy and communication skills as well. Within the framework of multiliteracies pedagogy, learners are supported through a pedagogy that provides them with rich opportunities to be able to multimodally examine diverse information source and content, to critically explore the information, and to become active meaning-makers and effective communicators (Maia, 2022).

This suggests that teachers need to create learning environments to engage students in a wide range of literacy practices that are creative and cognitively challenging and that bring together text-based and multimedia forms of meaning making as multiliteracies pedagogy is characterized as creative, productive, constructive, and most importantly, transformative pedagogy (Krishnan, 2021).

Based on the findings, it is evident that the implementation of multiliteracies pedagogy in a technology-supported speaking class significantly contributed to the development of students' multimodal competence. The students demonstrated their ability to compose and interpret a range of multimodal texts, such as digital posters

and videos, which required the orchestration of linguistic and non-linguistic modes of meaning-making. This aligns with the views of Unsworth and Mills (2020) and Ng et al. (2021), who emphasize the importance of integrating multiple semiotic resources in language learning. Notably, students performed better in tasks involving informative and demonstrative content, while persuasive multimodal tasks posed greater challenges. This suggests a need for more targeted instructional support in designing rhetorically complex multimodal texts.

Students' Perceptions on the Implementation of Multiliteracies Pedagogy in A Supported-Technology Speaking Class

The data indicate that the students perceived positively to the use of technology in the teaching program. The findings revealed five points regarding the technology integration: (1) the students perceived the use of technology in the classroom to be very motivating and interesting in their Speaking class (Mahdi, 2022); (2) the students believed that the use of technology in the classroom was significantly important in the era of Industrial Revolution 4.0 (Ilori & Ajagunna, 2020); (3) the students thought that the use of technology in the classroom helped them improve their English language and digital skills (Masterson, 2020); (4) the students stated that the use of technology in the classroom facilitated their learning (i.e. downloading course materials, submitting the digital projects, seeking additional sources for widening their knowledge, creating digital products) (Masterson, 2020); (5) the students informed that the use of technology in the classroom was rightly fitted them as it was in line with their field of study (Staddon, 2020).

Furthermore, students' ability to express ideas creatively and autonomously through visual, spatial, and audio modes indicates that the use of technology played a crucial role in enriching their learning experience. These outcomes are consistent with previous research (Liang & Lim, 2021; Mizusawa, 2021; Maia, 2022) that highlights the potential of multiliteracies pedagogy to foster learner engagement and enhance multimodal literacy. In addition, the students' positive perceptions of the teaching program, as captured through interviews and questionnaires, confirm that the integration of multiliteracies and digital tools not only supported content learning but also motivated students to actively participate and explore new ways of meaning-making. This confirms the argument that language education today must extend beyond traditional literacy practices to include multimodal and digital literacies that reflect real-world communication demands.

Conclusion and Suggestion

This text aims to support a study on the use of multiliteracies pedagogy in a technology-enhanced speaking class to improve students' multimodal competence at IAIN Curup. It emphasizes the importance of shifting from conventional literacy methods to address deficiencies in English and digital communication skills among prospective teachers. The study investigates how integrating multiliteracies with digital tools can enhance students' multimodal abilities and examines their responses, providing practical guidance for improving ELT curriculum and instruction in higher education.

The major findings of this study highlight the affordances of the implementation of multiliteracies pedagogy in facilitating students' multimodal literacy learning, particularly the students' skills to view, to construct, to represent, and to communicate effectively using diverse forms of multimodal resources. The practices of viewing were reflected through observing and comprehending a visual text, (e.g., digital poster and video clips) and the practices of representing were observed through using and composing multimodal texts in a digital format. Through the productions of the digital poster and digital video presentations, the students developed multimodal literacy skills in that they were able to view and compose multimodal texts delivered via paper and digital technology devices in content-specific language related to informatics engineering discipline, to learn how to construct multimodal texts that includes words (language), still and moving images (the visual and gestural) and sound (audio), and to communicate effectively using multimodal resources.

In short, this study offers both theoretical and practical contributions by showing that multiliteracies pedagogy, when integrated into a technology-enhanced speaking class, effectively builds students' multimodal communicative competence by combining linguistic, visual, and audio elements. Practically, it informs ELT curriculum development by equipping future English teachers with the skills to become more independent, creative, and digitally proficient. Students reported increased motivation, engagement, and improvements in both language and digital competencies relevant to their academic and professional fields. However, as the study was limited to a single institution and focus area, future research is recommended to examine the application of multiliteracies pedagogy across varied

educational settings, skills, and disciplines to assess its broader relevance and effectiveness.

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