

## **Exploration of multiliteracy practices among Indonesian university students and multiliteracies pedagogy in the reading classroom.**

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### **ABSTRACT**

In this case study, I investigate the multiliteracy practices among Indonesian university students and the implementation of multiliteracies pedagogy in Reading classes. I explore three research problems: first, the multiliteracy practices of Indonesian university students in their daily life; second, the examples of classroom practice reflecting the students multiliteracy practices; and third, the implementation of multiliteracies pedagogy based on the students' practices. The participants are 38 undergraduate English students and one English lecturer in a private university in West Java. I used a mixed method approach. My quantitative methods consisted of an online questionnaire for students and the lecturer to explore the reading behaviour of students and to identify the practice of multiliteracies pedagogy in the classroom. Likewise, my qualitative method consisted of interviews with six students and one lecturer to gain more insight into the integration of multiliteracies pedagogy in classroom practice. I analysed qualitative data using thematic analysis. I found that the reading activities of the Indonesian university students reflected their real-life multiliteracies practices. The reading classroom practices incorporated some aspects of the students' multiliteracy practices and the classroom practice empowered the students' cultural identity, agency, and autonomy. Notwithstanding the above-mentioned issues, I provide some insights for teachers to embrace digital technologies so that the real-life literacy practices of university students can be facilitated in classroom practices by applying a multiliteracies pedagogy.

### **Keywords:**

Multiliteracies practice, university students, reading class, multiliteracies pedagogy.

### **INTRODUCTION**

Literacy is of paramount importance for university students in order for them to enhance their language learning, use the skills for effective communication, and explore opportunities for future careers. Along with the advancement of technology which provides abundant access to knowledge and information, the notion of literacy has been

developed to match the needs of 21<sup>st</sup> century skills. Now that the use of multimodal texts in language learning contexts has assumed particular importance, it is imperative that language teachers consider multiliteracies pedagogy and its beneficial implications for classroom practice. Incorporating multimodal text into classroom practice has been shown to be helpful in supporting struggling readers, to enhance reading practice, and to provide them a multiliteracy experience (Jamil and Aziz, 2021; O’Byrne and Smith, 2015; Huh and Tseng, 2022). For university students, the availability of printed and digital text with various semiotic resources can be both exciting and challenging in terms of selecting, digesting, and analyzing due to the complexity of reading process. In light of this, critical thinking, creativity, communication, and collaboration needs to be nurtured in literacy practices (Lee et al., 2019). As regards academic purposes, university students have various reading tasks with different formats which need to be completed within certain time constraints. For personal preferences, they might read to get information, socialize, work, and enjoy the spare time. The reading activities of the students are closely related to their reading habits and behaviour which are influenced by their interest, motivation, and environment (Foasberg, 2014).

The research of Huang et al. (2014) stresses that the dynamic changes related to reading interests and practice among college students is worth exploring. It has been shown that there was a decline in reading practices for academic and recreational purposes among young people in the USA (Huang et al., 2014). In a similar vein, UNESCO and National Library have provided data which suggests that the reading interest of Indonesians is not high. In fact, it is only 10% and this places Indonesia in 60<sup>th</sup> position among the list of 61 countries regarding literacy level in the world based on Central Connecticut State University survey in 2016 (Beauty, et al., 2022; Male, et al., 2021; Septiarini, et al., 2018). This is a disturbing situation, and it needs further investigation whether the development of multimodal text is influential in enhancing the reading interest of university students in Indonesia along with the implementation of multiliteracies pedagogy in EFL classroom.

The use of Internet is influential in the literacy practice. The studies of Foasberg (2014) and the research of Gilbert and Fister (2015) explored the impacts of printed and electronic media on the reading practices among students in the USA for academic and recreational purposes. The results indicate that printed version is more favoured for academic purposes and long-term reading. Electronic resources are convenient and very accessible but are more commonly used for non-academic and shorter reading activities (Foasberg, 2014; Gilbert and Fister, 2015). A recent study by Jamil & Aziz (2021) explores the positive impacts of using multimodal text for enhancing the reading habits of students in Malaysia. A similar study regarding the integration of multiliteracies pedagogy into reading classroom practice in terms of learning by design frameworks has been conducted by Bhooth et al. (2014) in the Yemeni context. Despite the current studies, little research has been done to investigate the relationship between classroom reading pedagogy and the actual reading practices of Indonesian students in their daily lives. Thus, it is worth investigating whether multiliteracies practice is reflected in the reading

activities of the students and whether there is integration of multiliteracy pedagogy in the reading practice of the students in the Indonesian EFL context. Taking into consideration the issues and the insights I have presented and elaborated so far, I would like to propose three research questions. These are:

1. What are the multiliteracies practices that Indonesian university students engage in their real-life for academic and non-academic purposes?
2. To what extent does the classroom practice involve some aspects of the students multiliteracy practices?
3. How do these practices reflect multiliteracies pedagogy?

It was my expectation that accruing findings from the study would yield useful insights for promoting literacy awareness and literacy skills in foreign language classes and for offering evidence-based inputs which are necessary for adjusting the literacy curriculum in the university level.

## **LITERATURE REVIEW**

### **Academic Literacy and Multiliteracies pedagogy**

Academic literacy is essential for language learning. Literacy is described as the skill to utilize various written or printed resources in diverse environments for the purposes of identification, comprehension, interpretation, creation, and communication (New London Group, 1996). Literacy skill is helpful for learners to obtain the information and make reflection, evaluation, and application of it. Furthermore, English language literacy serves as the very essence of language skills and the focus of adaptation to social improvement. Obviously, good literacy skills will be useful for students to develop their thinking skills and learning capacities (Su and Ma, 2021).

Needless to say, the definition of literacy has developed in recent years, the common language teaching of the past can no longer accommodate the literacy needs in the digital era. In view of this, the New London Group (1996) states that the new literacy pedagogy is needed to build learning situations which embrace more dynamic social involvement. In keeping with their studies, Mills (2007) and Mills & Unsworth (2016) underlined that the scope of the new literacy pedagogy should be more culturally and digitally facilitative to the new learning situations which embrace students' identity and perspectives more meaningfully. Further to this, Cope and Kalantzis (2009) have emphasized that multiliteracies pedagogy deals with incorporating various types of text with the use of multimedia and the Internet and enhancing cultural and linguistic diversity where learners can be the agent for collaboration and negotiation. Notwithstanding with the afore-mentioned views, Anstey and Bull (2010) highlighted that using multimodal texts would entail the integration of various channels of modes (print, image, music, film etc) and semiotic resources (linguistic, visual, audio, gestural, spatial) for meaning-making of a text.

At this juncture, I wish to allude to the four elements of multiliteracies pedagogy as proposed by the New London Group (1996). The first element refers to, the use of authentic experiences as situated practice in which the learners become active agents of learning by creating their real-world experiences. The second element refers to, the teachers' active intervention as overt instructions with a view to assisting the learners develop conscious understanding for controlling their learning. The use of pictures, body language and movement, and other multimodal resources is important to assist learners in creative meaning-making in an authentic language situation. The third element deals with critical framing as a basis for analysing learning experiences, which are critically related to various systems of information and social construction. The fourth element deals with transformed practice, which involves the application of lessons in new situations by altering the existing meanings to design new channels of multimodal texts. In keeping with these four elements, Cope and Kalantzis (2015) argued that there are four practical components of knowledge process for implementing pedagogy of multiliteracies namely through having new experiences, making concepts, formulating analysis, and making creative application. The process is part of learning by design pedagogy framework.

Any implementation of a multiliteracies pedagogy can be both beneficial and challenging. The advantages are related to the agency and ownership of learners, language and literacy skills, the language and cultural identity of learners, and collaborative engagement (Su and Ma, 2021). Likewise, the potential challenges are related to the awareness in accepting the literacy ideology, the efforts to cultivate multiliteracies skills into the curriculum system, the construction of new theoretical and practical models, and the needs to link the differences between academic literacy and literacy in daily life (Hyland, 2007 as cited in Su and Ma, 2021). Moreover, Fairclough (2006) believed that colleges students need to be encouraged to reconsider the existing information by exploring new literacy methods critically for language learning contexts. Similarly, the study of Creer (2018) emphasized the needs to connect the digital literacy practices of students in their daily life with the classroom practices so that digital literacy and the use of technology can be facilitated in academic setting. In light of all that I have stated so far, the prime objective of this research will be to determine whether the digital literacy practices have been implemented in reading classes for university students.

### **The importance of reading practices**

Reading practice is a reflection of literacy skill development. Thus, developing reading interest and reading habit should be integrated in the academic context. Reading is a cognitive process which involves physical and mental activity for comprehension and interpretation of meaning (Beauty et al., 2022). It is a crucial skill for language learning and academic success; it can be perceived differently by each individual whether as a pleasant or unenjoyable habit (Jamil & Aziz, 2021). Reading habit can be best described as actions which reflect the fondness for reading activities related to certain preferences

for a positive intellectual development and academic growth (Baba & Affendi, 2020). In this regard, initiating a conversation with the text involving situational contexts and language users is an integral part of meaning-making actions (Septiarini et al, 2018).

I believe that reading practice of students can be expanded by incorporating the use of multimodal text in classroom practices. I believe that my position resonates with the research of Jamil & Aziz (2021), which suggests that utilizing multimodal text can be beneficial for second language acquisition, specifically for developing reading skills due to the integration of various modes of meaning such as linguistic, visual, audio, spatial, and gestural design thereby strengthening the motivation and interest of the students. Providing varied reading opportunities with various channels of meaning-making modes is also encouraging for learners to boost their confidence and have more appreciation of their own culture (Jamil & Aziz, 2021). My research then, is meant to investigate the reading habits of the students and how it can translate into effective reading practices in an academic context. Thus, the connection between everyday literacy practices of students and its relevance to academic content can be explored.

### **Current Developments related to Multiliteracies Pedagogy**

There are many interesting studies done on Multiliteracies Pedagogy in English Language Teaching researchers, I wish to refer to some that I consider relevant to my study. First, the qualitative study of Drewry et al. (2019) on multiliteracies and inclusive pedagogies to address literacy problem aims at examining the ways to facilitate meaningful literacy learning for students encountering challenges in printed based classroom activities. The finding suggested that flexible approaches are needed for literacy education. Second, the research of Boche (2014) explores teachers' understanding and experiences on multiliteracies in the classroom. The results indicated the continual efforts and adaptation are needed so that teachers could refine their classroom practices regarding the use of digital resources with relevant curriculum. Third, Pishol and Kaur (2015) explored the perceptions of teachers and students on the use of graphic novel in the context of multiliteracies pedagogy. The findings indicated that there is positive perception regarding the use of multimodal texts in the learning contexts.

The current studies implied that the implementation of multiliteracies pedagogy can provide new opportunities and challenges for students and teachers to creatively adjust and critically utilize digital resources and environments. The integration of daily reading purposes and practices with classroom practice also needs to be further investigated so that they can be to be systematically incorporated into the lesson design and curriculum.

### **Previous studies related to Literacy Skills and Reading Habits**

There has been some research exploring the practices in reading classroom and the reading behaviour of students. First, the study of Baba and Affendi (2020) explores the reading practice and attitudes of Malaysian students in the context of using digital reading

materials from the Internet. Second, the research of Bhooth et al. (2015) investigates the reading habits of Yemeni students in terms of the application of design framework in learning. Third, the research of Park (2011) concerns with building a critical literacy classroom in one college reading class setting by using news articles. The purposes are to explore the practice of literacy skills in the classroom, the creative interaction of the students with the text, and the advantages and problems of using critical literacy. The findings pointed to the active use of linguistic resources and the significance of newspaper and magazine articles.

Some studies related to literacy practices in classroom and students' reading habits have also been conducted by researchers in Indonesia. First, the research of Beauty et al. (2022) aims at mapping the reading practice and motivation of Indonesian students. Second, the study of Nabhan and Hidayat (2018) focused on literacy practices in English reading and writing classes for Indonesian university students based on multiliteracies and multimodal perspectives. The purpose is to explore the literacy practices in EFL reading and writing classes among university students. The finding indicated that students use electronic text more often than printed text and teachers adopt digital resources in the classroom. Third, Syam (2020) investigated the multi literacy pedagogy in teaching reading in Indonesian context. It is intended to investigate the implementation of multi literacy pedagogy in teaching reading based on the perspectives of Indonesian lecturers. The findings showed that the multiliteracy pedagogy has been implemented in various forms and critical thinking in L2 reading classroom need to be promoted using various resources.

The current research on reading classrooms and reading practices has highlighted the need to adapt in keeping with the changes of literacy skills. Students have learnt to explore their reading interests and develop their competence in their use of various digital resources. Likewise, teachers have utilized various resources for teaching literacy skills and developed themselves to be familiar with multiliteracy pedagogy so that the students get more exposure to real-world language experiences in various contexts. Based on the literature review I have presented so far, I believe that new literacy theories and the use of digital resources in daily life and classroom practices have brought about some changes in language education. This needs further investigation so that the challenges can be addressed better and its impacts can be fully developed.

At this juncture I am aware that extensive studies have investigated multiliteracies pedagogy and literacy skills of students in various contexts. Nevertheless, given the dynamic changes of educational and technological tools, there is an urgent need to make adjustment and changes in classroom design based on the definitive evidence accruing from systematic research. Thus, in this study, I aim to provide evidence-based suggestion for filling the existing gap by exploring the profile of Indonesian students' reading practices and the teacher's practice in implementing multiliteracies pedagogy in the classroom along with its benefits and challenges.

## **METHOD**

I have utilized a blend of quantitative and qualitative approaches as I believe that it can offer a more inclusive perspective that will help overcome the limitations of both approaches (Creswell, 2014). Closed-ended online questionnaires for students are used to explore the reading behaviour of the students in their daily lives, the frequency or length of time in reading using multimodal text/digital text, and their criticality towards the multimodal texts. The questionnaire for the teacher, which was adapted from Syam (2020), is used to identify the practice of multiliteracies pedagogy in the classroom. For each of the four components of Multiliteracy pedagogy, the teacher chose one option of frequency (from “always” to “never”) which best described the implementation of multiliteracy pedagogy in the class (e.g. “I let the students make small group discussions to share ideas” and “I use media and technology to teach reading”). The full version of the questionnaire appears in Appendix 4. Similarly, the questionnaire for students regarding the implementation of multiliteracy pedagogy is also adapted from Syam (2020) based on the four components namely situated practice, overt instructions, critical framing, and transformed practice. The student questionnaire appears in Appendix 2.

Furthermore, I obtained qualitative data from the interviews with one teacher and six students to gain more insight related to the integration of multiliteracies pedagogy in classroom practice based on students’ reading behaviour, needs, and interests. The interview questions explored the teacher’s perception on the students’ reading habits (e.g. “How do you evaluate the reading habits of the students in these classes?”), the use of multimodal text (e.g. “How does the Internet influence you to design reading activities for class assignments and exams?”), and the multiliteracy pedagogy in class (e.g. “What class activities do you think are helpful for increasing the students’ reading interests, creativity, and critical thinking skills?”). The complete interview questions appear in Appendix 3.

The interviews with the students examined their preference in reading activities (e.g. “Do you prefer reading printed or digital texts for academic purposes and why?”), their experiences in using multimodal text for learning (e.g. “What class activities do you think are helpful for increasing your reading interest, creativity, and critical thinking skills?”) and their perception in the implementation of multiliteracy pedagogy (e.g. “What do you like or dislike about using various online platforms/websites for reading class?”). The whole interview questions are furnished in Appendix 1.

The students’ participation in the survey and interview is voluntary. The students’ interviews were conducted in pairs. Frequency recapitulation will be used to analyze the data taken from teacher and student questionnaires. Thematic analysis will be utilized to analyze the interview data with the teachers and the students. The participants of this study are 1 English lecturer and 38 undergraduate English students at a private university in Indonesia attending Reading class in the second semester. The students aged between 18 and 21 years old.

## **FINDINGS**

### Students' Literacy Practices in Their Daily life

The first research question is concerned with the multiliteracy practices that Indonesian university students engage in their real-life for academic and non-academic purposes. Questionnaire is used to collect the data regarding the university student's reading habits in L1 (Indonesian) and L2 (English), the variety of genres and the time spent for doing reading practices. Table 1 presents the data recapitulation of the questionnaire. There are 38 university students in Factual Reading classes taking the online survey.

Table 1 Students' reading activities for Non-Academic Purposes in daily life.

No	NON-Academic Types of Reading (Genres)	Indonesian (percentage %)				English (percentage %)			
		Always	Often	Smtimes	HrEver	Always	Often	Smtimes	HrEver
FICTION									
1	Romance novels	5	16	45	32	13	24	47	16
2	Short Stories	5	37	29	26	16	55	26	5
3	Fairy Tales	3	32	37	29	13	45	34	8
4	Comics	11	21	37	32	21	21	24	32
5	Manga	5	21	29	50	16	26	24	37
6	Fantasy and Science Fiction	8	18	32	42	18	37	24	21
7	Poems or Drama	3	13	50	37	8	29	47	16
8	Mystery and Crime	8	21	42	26	18	34	37	13
9	Horror and Thriller	11	24	45	24	16	32	42	13
10	Teenlit (young adult novels)	11	16	45	26	13	26	18	42
NON-FICTION									
1	Advertisements	18	39	32	13	11	32	39	11
2	Informational Materials	8	42	45	5	11	47	34	8
3	Magazines	5	16	34	45	0	16	34	47
4	Movie Reviews	8	37	39	13	21	45	21	11
5	Newspaper	3	11	32	55	3	0	24	68
6	Product Reviews	13	53	32	3	18	47	21	8
7	Travelogue	18	37	37	8	16	42	29	13
8	Multimodal Text (Tik Tok, films, animations)	37	37	26	3	45	39	11	3
9	Multimodal Text (Podcast)	11	39	34	18	21	24	42	11

The data shows the reading activities of the students for non-academic purposes in daily life. For fiction readings, it is indicated that most of the students often read English short stories (55%), English fairy tales (44%), as well as English fantasy and science fiction (36%). The students also state that they sometimes read Indonesian poems



or drama (50%), English romance novels (47%), Indonesian romance novels (44%), English fairy tales (44%), Indonesian horror and thriller (44%), Indonesian Teenlit (44%), English horror and thriller (42%), English Teenlit (42%), and Indonesian comics (37%). Interestingly, many of them hardly ever read Indonesian Manga (50%), Indonesian fantasy and science fiction (42%), and English comics (31%). The results show that for recreational readings, there are a variety of fiction texts that the students choose both in English and Indonesian. However, the frequency of reading rate for students who always read certain genres is quite low. English short story is the type of reading that many students often prefer to read. Apparently, the interest of students in short stories and various genres is facilitated in the reading class by the use of X-Reading as the online digital library on regular basis so as to motivate the students become extensive readers using graded readers.

As regards non-fiction readings, the data shows that many students always view English digital multimodal text such as Tik Tok, films, and animations (45%) and Indonesian digital multimodal text (37%). Furthermore, it reveals that they often read Indonesian product reviews (52%), English product reviews (47%), English informational materials on hobbies and mental health (47%), English movie reviews (44%), English travelogue related to travelling and culinary (42%), Indonesian recipe (42%), English advertisements (39%), Indonesian devotional resources (37%), Indonesian digital multimodal text (37%), and Indonesian travelogue (37%). Notwithstanding this, the students also state that they sometimes read Indonesian motivational books (55%), Indonesian biographies (52%), English motivational books (52%), Indonesian encyclopaedia (50%), Indonesian infotainment (50%), Indonesian weather forecast (50%), English devotional resources (44%), Indonesian informational materials on hobbies and mental health (44%), English advertisements (39%), Indonesian movie reviews (39%), Indonesian travelogue (37%), and English recipe (34%). Surprisingly, many students hardly ever read English newspaper (68%), English philosophy books (58%), Indonesian newspaper (55%), Indonesian philosophy books (52%), English magazines (47%), and Indonesian magazines (44%). The findings indicate that the students have high interest in viewing digital multimodal text in English and Indonesian for factual readings. They also often read authentic materials such as product reviews, movie reviews, travelogue materials, and Indonesian recipe. Actually, it turned out that in the reading class, the students have also used Edpuzzle platform for viewing authentic and educational videos which can be customized by the teacher for learning objectives and modified with comprehension questions. Thus, the enjoyment of watching digital multimodal text can also be facilitated in the class.

Besides non-academic purposes, the participants also practice reading activities for their academic goals as university students. Table 2 displays the data of the questionnaire.

Table 2 Students' reading activities for Academic Purposes in daily life. (revisi format)

No	Academic	Indonesian (percentage %)	English (percentage %)
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Types of Reading (Genres)		Always	Often	Smtimes	HrEver	Always	Often	Smtimes	HrEver
FICTION									
1	Novels and Short Stories	5	26	45	21	24	53	16	8
2	Fairy Tales	5	24	42	26	21	34	26	18
3	Poems or Drama	5	24	37	34	24	21	39	16
4	History, Science Fiction, Adventures	8	26	39	24	26	34	32	8
NON-FICTION									
1	Academic Journals	11	24	34	26	16	24	42	18
2	Advertisements	3	37	37	21	11	32	42	16
3	Biographies	0	21	42	34	13	37	18	29
4	Cultural textbooks	5	32	39	18	11	45	34	8
5	Encyclopaedia	8	16	47	26	11	21	42	26
6	ELT textbook	0	26	45	24	26	29	39	5
7	Linguistic	0	16	34	47	18	26	34	21
8	Literature	0	13	45	37	21	29	37	13
9	Magazines	3	5	47	42	8	11	42	37
10	Movie or Product Reviews	11	37	34	16	34	32	21	11
11	NewsFeed	5	11	45	34	16	18	34	29
12	Speech (text, audio, video)	5	32	45	16	29	32	34	5
13	Thesis/Term Paper	3	8	34	53	11	8	37	45

The data shows the reading activities of the students concerning academic purposes in daily life. In terms of fictions, it is shown that the students often read English short stories (53%), and history, science fiction, or adventures (34%). They sometimes read Indonesian short stories or novels (45%), Indonesian fairy tales (42%), Indonesian history, science fiction or adventures (42%), English poems or drama (39%), and Indonesian poems or drama (37%). The interest of students in English short stories and other genres are in line with their class activities in using X-reading for helping them grow their reading habit.

With regard to non-fictions, the findings reveal that many students always read English movie reviews or product reviews (34%). These findings are consistent with their activities for non-academic activities. They often read English cultural textbook (44%), English biographies (37%), Indonesian advertisements (37%), Indonesian movie or product reviews (37%), and English movie or product reviews (32%). They sometimes read Indonesian encyclopaedia (47%) and Indonesian magazines (47%). In terms of Indonesian ELT textbooks, Literature textbook, and Indonesian newsfeed, 44% of them sometimes read them. As regards Indonesian biographies, English academic journals, advertisements, encyclopaedia, and magazines, 42% of the students state they sometimes

read them. While 39% of the students read Indonesian cultural textbooks and English ELT textbooks, there are 37% of them who sometimes read Indonesian advertisements and English literature textbooks. 52% of the students hardly ever read Indonesian thesis or term-papers, while 47% of them read Indonesian linguistic textbook and 44% the English thesis/term-paper.

It seems that the high interest of students to read various movie and product reviews needs also to be facilitated in the classroom. Hopefully, participating in extensive reading activity by using X-reading in class can be helpful for the students in developing their vocabulary and grammar which is eventually useful for them in reading various texts in daily life.

The notion of reading activities is also reflected in how much time that the students are willing to invest related to various modes of reading. The duration of time that the students usually spend in day for reading Indonesian and English texts is presented in Table 3.

Table 3 Time Spent on Reading Habits

No		In Indonesian				In English			
		Less <1hr	1-3 hrs	3-5 hrs	5 hrs/ day	Less <1hr	1-3 hrs	3-5 hrs	5 hrs/ day
	Hours spent in a day for:	Percentage % (38 students)				Percentage % (38 students)			
1	Reading non-academic texts	39	29	21	11	26	45	18	11
2	Reading academic texts	47	47	0	0	34	53	8	5
3	Reading from printed books	71	24	5	0	50	34	16	0
4	Reading from an E-books	58	21	21	0	37	42	21	0
5	Reading from my laptop	55	32	13	0	47	39	11	3
6	Reading from my phone/Tab	39	21	29	11	21	29	32	18
7	Viewing digital multimodal texts	13	45	26	16	5	47	34	13
8	Reading multimodal text in social media	29	32	26	13	16	34	32	18

The data indicates that the majority of the students (71%) spend time less than an hour to read from Indonesian printed books. While 58% of them also spend less than an hour for reading electronic version of Indonesian books, 55% of them use the laptop for reading Indonesian texts in less than an hour. In regard to the duration of 1-3 hours, it is indicated that 52% of the students spend their time for reading English academic texts and 44% of them read non-academic texts. In the category showing the duration of 3 hours and more than 5 hours, it can be seen that none of the students spend such an amount of time to read Indonesian academic reading texts but there is a small number of students about 13% who spend time more than 3 hours for reading English academic texts. There

are more students who spend time at least 3 hours to read Indonesian and English reading texts for non-academic purposes rather than for academic purposes. Interestingly, students spending 3-5 hours a day to view English digital multimodal texts such as Podcast, Tik Tok, and webpages and to read English multimodal text in social media reached 34% and 32% respectively. In connection with the instruments, there are 32% of students who read from their smartphone or Tab for 3-5 hours and only 11% of them read from their laptop or computer for such duration of time. However, 47% and 39% of students state they use laptop or computer to read the text for less than an hour and about 1-3 hours respectively.

The findings presented above reveal that for a short period of time (not more than 3 hours), there are more students (about 70%) who read English and Indonesian academic texts compared to non-academic texts. However, for longer period of time (within 3 to 5 hours and more), the number of students (about 28%) who read non-academic texts is more than the ones who read academic texts. In fact, none of the students read Indonesian academic text more than 3 hours, this might be due to the fact that most of the learning materials for English department students are in English language. Interestingly, for the duration of not more than 3 hours, the students prefer to read the printed Indonesian books than the electronic version. For longer period (3-5 hours), the number of students reading from printed books is less than the ones who read the electronic book. The findings indicate that many students are willing to spend their time for viewing digital multimodal text and use smart phone for longer period of reading. In terms of accessibility and convenience of electronic resources, this finding is similar with the study of Foasberg (2014). However, it turned out that electronic resources are not just commonly used for shorter reading as described in the study of Gilbert & Fister (2015) but nowadays the students utilize them for longer period of time. This situation is related to the exposure of social media and the use of various online platform for class purposes.

Concerning multiliteracy practices which highlight the critical thinking skills, I wish to argue that the students' perspective regarding criticality is also worth investigating. The result of questionnaire related to the actions of the students when encountering difficult text is displayed in Table 4.

Table 4 – Perspective Regarding Criticality

No	When you come across difficult text, what do you usually do with the text?	Indonesian Texts				English texts			
		Always	Often	Smtimes	Never	Always	Often	Smtimes	Never
		Percentage % (38 students)				Percentage % (38 students)			
1	I look for friends who have read the text.	5	13	58	24	4	9	20	5
2	I look for the meaning of the difficult words.	16	32	37	16	10	19	9	0
3	I ask a friend.	3	26	50	21	5	11	15	7
4	I look for the Indonesian version of the text	5	26	34	34	6	14	13	5
5	I use Google Translate.	5	37	18	39	8	16	9	5

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6	I look for videos with similar topic	8	21	39	32	3	11	18	6
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The data shows that when having difficulties in reading Indonesian and English texts, majority of the students (58% and 52%) sometimes look for friends who have already read the text, while 50% of them often find the meaning of the difficult words when reading English texts. Alternatively, 47% of the students sometimes look for video which has similar topic with their reading text when finding difficulties. Other strategies that the students suggested are highlighting the text, re-reading the text, finding the summary version of the book with simpler explanation than the assigned books and finding similar information from other sources. This finding indicates that most students will use individual strategies to clarify the meaning of difficult words before asking their friends or finding other resources.

### **Classroom Practice and Students' Multiliteracy Practices**

The second research question deals with the classroom practice which involves some aspects of the students multiliteracy practices. Interviews with six students and a teacher were conducted to gain a deeper understanding regarding classroom practices related to multiliteracy pedagogy.

Generally, the classroom practices in the reading class have reflected some reading interests and the actual reading behaviour of students in their daily lives. Concerning the use of multimodal texts, it is revealed that there is a variety of texts used as the learning materials in the class. The students also stated that they have learning experiences with multimodality for developing their literacy skills by using the online virtual library of X-Reading, web-based learning application Edpuzzle, Newsela platform, online storyboarding tool in Storyboard That platform, and PechaKucha presentation published in YouTube channel.

The use of X-Reading on a regular basis as class activity appears to have provided new learning experiences for students. The teacher informed that the goal of the class was motivating the students to build their reading habits and to enjoy personal reading experiences. Thus, for the class assessment, 80% score is based on the assignment components including the reading trackers in X-Reading. Most of the students in the class are second semester students who have started using X-Reading since their first semester. Therefore, they could continue their reading progress in the second semester. The teacher also set certain reading targets such as 300,000 words for certain period of time. If the students already achieved the number of assigned words for reading (including passing the comprehension quiz designed in the platform) as displayed in their online reading trackers, they did not need to take the mid-term and final exam tests. The score of mid-term test was based on their accomplishment in reaching the reading goals. This practice shows that the students are encouraged to be independent learners, and they have the autonomy to choose the types and level of reading, the type of exams, and they also learn to manage their time well to read regularly so as to achieve the goal within the assigned time framework. The students have to create an account for assessing this platform. Time management is very important because if the students rushed to read various books in the

virtual library, they would not enjoy the reading experiences and they might fail to build their reading habits. During the interview, one student stated that accessing X-Reading is like enjoying the paradise of classical novels. Another student highlighted his preference of using X-Reading as follow:

Student 6: X-Reading is the most beneficial application that I've used so far, because it has many factual books that I can both read and listen. For audiobook, I can learn both how the pronunciation and intonations for each word, since I'm quite lacking in pronunciation experience.

Based on this finding, I also notice that the use of multimodal text can be exciting and challenging. Despite its resourcefulness, using digital texts and viewing virtual platform also has some drawbacks. The use of Xreading is not free and has a time limit, the students need to create an account and to pay some amount of money for one-year subscription of educational institution organized by the faculty. Moreover, getting distracted, limitation of reading access, and eye strain are also possible negative consequences as expressed by another student.

Student 1: For X-Reading, I don't like it because I often read until my eyes hurt and using digital reading makes me sleepy faster when reading. Also, there is a quiz that we have to answer to count the words, but we can't reread the story, if we forget some detailed info in the story. What I like about X-reading, there are many books that are difficult to find but I could read them in X-Reading.

Taking into consideration the finding cited above, I believe that the students' interests of reading various genres and fictions books can be facilitated by using Xreading platform which provides more than 1,000 graded readers from various publishers. However, the discomfort that arises due to prolonged screen-time reading for students needs to be taken into account by combining the printed and electronic reading materials. Actually, the result of interview also shows that the students who are re-taking this class this semester have the choices to use onsite campus library facility and borrow the graded readers instead of using the digital library. It means that those who did not pass the class yet last year, did not need to pay again the subscription fee because they already had learning experiences using Xreading in the previous year. They also keep the reading progress without using the platform and participate in the onsite group discussion. This practice also reflects that the use printed and electronic books, with its own strengths and limitations, for extensive reading and building reading habits in the classroom is possible.

Besides providing multimodal text in the virtual library, the teacher also motivated the students to develop their literacy skills by having onsite small group discussion for establishing a reading community. This activity can be an enjoyable activity after reading much from screen. After letting the students have a silent reading period of 40-50 minutes in the class, the teacher set the time about 20-30 minutes for the students to share stories related to what they like and dislike about the chosen English book. They could listen and ask questions to one another. This group discussion is one of the most favourite class activities because sharing and listening to others will make them inspired and curious to read a similar book. Moreover, this activity can be language reinforcement for the

students to use the vocabulary that they learn, to practice speaking skills by re-telling the stories, and to evaluate the content of the stories. If the students could explain the information well it means they have understood the content of the book and chosen the suitable book based on their interest, the level of vocabulary and level of difficulty. As the books are graded, the students can choose the level of the book between 1-15. It can be stated that this sharing session encourage interaction among students as stated by a student in the following excerpt:

Student 6: In group discussion, we can learn to know each person's book preferences and how they describe their books through communication.

Besides using Xreading as the main learning platform, the students sometimes use Edpuzzle for listening and watching the video and check their understanding. Using this platform also enabled the teacher to choose and edit certain videos to match the needs and interest of the students as well as creating his/her own video and adding related comprehension videos. This practice appears to have facilitated the actual reading behaviour of the students who like to access digital multimodal text in their daily lives. Also, Newsela is sometimes used for developing the literacy skills of the students through online newspaper platform containing real-world content in various reading levels. However, disruptions caused due to some technical problem and fluctuating connectivity of the website, it is only used occasionally to give variety of texts and reading skills practice.

In addition to these two platforms referred to above, to develop the creativity and imagination of the students, the students also sometimes use online storyboard platform to explore different type of text as they put the ideas they read into visual elements. Furthermore, critical thinking, creativity and collaboration among students can be developed as they created PechaKucha presentation with a partner and published the video in YouTube. The students can be reflective learners and make self-evaluation whether they have chosen comfortable levels of books based on their interests and have sufficient understanding of the books by communicating the content effectively and creatively within certain period of time. Creating a video of PechaKucha presentation and a storyboard has provided the opportunity for the students to produce digital text in the classroom setting.

Regarding the multimodality practices in the class, one student expressed the benefits and challenges of using online platforms as follow:

Student 3: What do I like about using Newsela, X-Reading, EdPuzzle, and Pecha Kucha is that it is practical and easy to access. We can read or watch from pretty much anywhere using our mobile phones or a laptop, and it is practical because we don't have to carry a book or a paper. Meanwhile, the thing that I dislike is that it really depends on the internet connection, and sometimes the app has a bug that prevent us to have a pleasant reading/watching.

It is also revealed that the classroom practice has also tried to bridge the gap between real-life literacy and academic literacy by facilitating students to be lifelong readers and

learners and supporting them to learn good time management for reading extensively and doing other tasks. Such a kind of time management is useful for problem-solving skills. Moreover, the skills they learn in the reading class can also be applied in other class subjects as stated by one student below:

Student 3: Reading class delivers useful materials that can be useful for other subjects, like example how to find a main idea, how to create a storyboard, how to create a presentation video, so it really gives us more ability that we never actually had before.

The findings in my research show that integrating multimodal text into the classroom practice appears to have motivated and helped enhance the reading interest and practice of the students by providing them with a multiliteracy experience. This finding is consistent with several previous studies (Jamil and Aziz, 2021; O’Byrne and Smith, 2015; Huh and Tseng, 2022). It can be indicated that the class activities have nurtured the multiliteracies of the students where they could make reflection, evaluation, and application of the reading materials by participating in the discussion and creating PechaKucha presentation and storyboard.

The activities of re-telling stories, communicating their opinions about the books in the group discussion, creating PechaKucha presentation and using storyboard tools to visualize the reading text have been useful to develop the students’ critical thinking, creativity, communication, and collaboration. This finding is in accordance with the study of Lee et al., 2019.

### The Reflection of Multiliteracies Pedagogy in Classroom Practices

The third research question aims to understand how the multiliteracies practices in classroom reflect multiliteracies pedagogy. The application of the multiliteracies pedagogy in Reading class for EFL Indonesian university students comprises four elements. The perception of students and the teacher regarding the practice of those elements are presented in the following tables and paragraphs. The interview data from 6 students and the teacher are also used to support the findings.

Table 5 The frequency of Activities in Situated Practice

No	Class Activities	Students Perception			
		Always	Often	Sometimes	Never
1	My teacher asks us to make small group discussions to share ideas in class.	8 (21%)	21 (55%)	7	2
2	My teacher teaches me some strategies as active readers to understand the text	13 (34%)	20 (53%)	4	1
3	My teacher uses media and technology to teach reading	22 (58%)	13 (34%)	3	0
Class Activities		Teacher Perception			



		Always	Often	Sometimes	Never
1	I let the students make small group discussions to share ideas		1		
2	I give some strategies for students to be active readers to make them understand the text		1		
3	I use media and technology to teach reading	1			

The first component is related to situated practice which means the acts of presenting authentic experiences for learners to be active agents in learning by creating their real-world experiences. As can be seen in Table 5, it is indicated that the class teacher and 55 percent of the students agreed that the teacher often put the students into small groups to share their ideas. Moreover, 21% of the students stated the teacher always let the students make small groups in class. Based on the interviews, almost all six students expressed that having group discussion in class is their best liked class activity. By having a 20–30-minute small group discussion in class, the students were able to share the books that they read, what they liked or disliked about the books and get information about the books that their friends had read by listening to others' explanation. The students stated that this activity made them curious in reading similar books based on their friends' recommendation and developed their imagination as well as their speaking skills. Furthermore, the teacher highlighted that this activity is regarded as creating a reading community for the students so that they will be more motivated to read and learn from one another.

As regards reading strategies, the teacher and 53 percent of the students believe that the students often learnt strategies so that they could be active readers to understand the texts. 13% of the students stated that the teacher always taught them helpful strategies to make them understand the reading texts. Interestingly, the teacher and 55% of the students agree that media and technology are always used in their Reading class and 34% believe that they often use them. The students are motivated to build their reading habits by using X-Reading, EdPuzzle, Newsela, and Storyboard. They could choose online graded books based on their interests and level, listen to audiobooks, check their comprehension by taking online quizzes, as well as using visuals to retell and share the stories they read to others. The websites and online platforms are used to record the number of books, the number of words and time, the comprehension result as the evaluation of the reading target assigned by the teacher.

The findings indicated that the students have had the opportunities to be active agents in choosing the books they like based on their level of vocabulary, checking their understanding by taking the online quiz, and sharing the insights that they learn with their friends. The finding is in keeping with the study of Su and Ma (2021) which highlight the benefits of incorporating multiliteracy practices into the classroom for nurturing the agency and ownership of the students in developing their language and literacy skills.

The second element is related to Overt Instruction which is about teachers' intervention actively to guide the learners obtain conscious understanding and control

their learning. The use of visuals, movement, and other multimodal resources is important to assist learners in creative meaning-making in an authentic language situation.

Table 6 The frequency of Activities in Overt Instruction

No	Class Activities	Students Perception			
		Always	Often	Sometimes	Never
1	My teacher uses a graphic map and pictures to make meaningful concept	7	12	14 (37%)	5
2	My teacher gives me guidance to understand materials systematically.	12 (31%)	20 (53%)	6	0
3	My teacher gives me guidance to understand materials analytically.	11 (29%)	20 (53%)	7	1
4	My teacher discusses the method of classroom activities with the students in the class	11 (29%)	24 (63%)	3	0
5	My teacher gives us sample images or learning media in reading activities	6	25 (66%)	6	1
Class Activities		Teacher Perception			
		Always	Often	Sometimes	Never
1	I give students a graphic map and pictures to make meaningful concept		1		
2	I give students guidance to understand materials systematically	1			
3	I give students guidance to understand materials analytically.	1			
4	I discuss the method of classroom activities with the students in the class	1			
5	I give students sample images or learning media in reading activities		1		

The data reveals that 53% of the students agreed that the teacher often guided them to understand the materials systematically and analytically. About 60% of the students believe that the teacher often discussed the classroom activities with them and 66% of them state the teacher often provided learning media for reading activities. Their statements are in line with the results of interviews which reveal that Newsela and Pecha Kucha presentation are also used for learning activities besides the use of X-reading and EdPuzzle. Thus, it can be confirmed that the students were familiar with the use multimodal resources for learning reading.

The third element is related to Critical Framing which includes the analysis of learning experiences critically related various system of information and social construction.

Table 7 The frequency of Activities in Critical Framing

No	Class Activities	Students Perception			
		Always	Often	Sometimes	Never
1	My teacher allows me to share the ideas that I learn from reading in class activities	11 (61%)	23	4	1
2	My teacher motivates me to think and apply my ideas for class activities	9 (53%)	20	8	1
3	My teacher allows me to connect my life experiences with class activities or reading tasks	9 (53%)	20	5	4
	Class Activities	Teacher Perception			
		Always	Often	Sometimes	Never
1	I let my students communicate the ideas that they learn from reading in class activities		1		
2	I motivate my students to think and apply their ideas for class activities		1		
3	I let my students connect their life experiences with class activities or reading ta		1		

The above finding indicates that 61% of the students believe they had the opportunity to share their ideas based on reading activities. Actually, during onsite classes the students were excited to have a small group of 3-5 students as a reading community to share, evaluate, and recommend the books they had read to their classmates as interactive learning experiences. As a result, more than 50% of them stated they were motivated to think and apply their ideas by retelling the stories they had read and connect their life experiences with the stories in the books by participating in group discussion. Moreover, the teacher also underlined the importance of classroom discussion as stated in the following excerpt:

Teacher: classroom discussion plays a significant role to have a productive and ethical dialogue about sociocultural elements and self-awareness (etc, one's values, culture, and preferences)

This finding is consistent with the study of Syam (2020) which highlights the importance of critical framing for integrating socio-cultural contexts and purposes into multiliteracies pedagogy.

The fourth element is about Transformed Practice which is concerned with the application of lessons in new situations by altering the existing meanings to design new channels of multimodal texts.

Table 8 The frequency of Activities in Transformed Practice

No	Class Activities	Students Perception
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		Always	Often	Sometimes	Never
1	My teacher tells me to connect my learning experiences with my reading class tasks	7	21 (55%)	10	0
2	My teacher gives me reading text with graphics and audio-visual elements	8 (21%)	13 (34%)	15 (39%)	2
3	My teacher allows me to be a design maker for my reading activities	6 (16%)	16 (42%)	12	4
Class Activities		Teacher Perception			
		Always	Often	Sometimes	Never
1	I let my students connect their learning experiences with my reading class tasks.		1		
2	I give my students reading text with graphics and audio-visual elements	1			
3	I let my students be a design maker for their reading activities	1			

The finding shows that more than 55% of students believe they could relate their learning experiences with their reading assignments by making storyboard, a video of Pecha Kucha presentation or evaluating the stories they read. More importantly, more than 50% of the students state they could be the design maker of their reading activities by using X-reading as the regular reading tasks where they chose their own books based on their preferred genres, level of difficulty and interests. They also learnt to manage their reading progress to achieve the target of word level or speed reading. During the interview, one student underlined that such activities were motivating because having certain targets or going beyond the target were competitive and challenging for herself. It means that the students exercised their learning autonomy to choose their own pace and books as they build their reading habits. Moreover, the teacher was giving students the options regarding the mid-term and final-term tests. If the students could achieve certain target of reading words from the books they read before the tests, they could skip the test. The test score of the test would be based on their reading progress. If they did not achieve the target, they would make a video containing Pecha Kucha presentation for their tests. Thus, the highest percentage of assessment is on the assignment components and is not on the test results. This practice is in consistent with the goal of the reading class which is to let the students have reading experiences and build reading habit.

In sum and spirit, the findings of this research reveal that reading activities of the students are connected to their reading habits and behaviour supported by their interest, motivation and environment as stated in the previous study (Foasberg, 2014). Using an online virtual library on a regular basis has motivated the students to build their reading habits where they could choose their preferred types of books based on their interest and skill levels. The findings are also consistent with the previous studies which highlighted flexibility and adaptation for literacy education and constant efforts to refine the

classroom practices (Drewry et al., 2019; Boche, 2014). Thus, although most students regard the use of multimodal text positively, the limitations and drawbacks of using online platforms needs to be addressed seriously so that the enjoyment of reading and the journey of being lifelong learners can constantly be nurtured. Teachers can make some variety of learning resources, consider some limitations of technological devices, and integrate interactive learning in the class. Learning to be extensive readers in the first year of their studies will hopefully create a strong foundation and a starting point: stepping stone for the students to continue developing their literacy skills in the coming semester and years. Therefore, the class design and syllabus of the literacy curriculum in for the following year also needs to consider the existing literacy skills in the class and the continuance for higher level of literacy skills such as scientific, academic, and critical reading.

### **CONCLUSIONS AND SUGGESTIONS**

Based on this case study, I conclude that there are several main findings and some implications. Firstly, the actual reading activities of the Indonesian university students in their daily lives have reflected multiliteracies practices. They not only use of printed and digital text, but they also use multimodal text which utilize various channels of modes and semiotic resources for their academic and non-academic purposes.

Secondly, I have discerned that the reading classroom practices have incorporated some aspects of the students' multiliteracy practices. It means that the use of digital media and variety of genres in classroom can connect the real-life reading practices with their academic literacy practices. Utilizing online platforms and web-based applications in this class does not only support multiliteracy practices but also answer the need of teaching efficiency in online classes after the COVID-19 pandemic. More importantly, having onsite group discussion in class has established a reading community to create positive learning situations for students.

Thirdly, I am inclined to believe that the classroom practice has empowered the students' cultural identity, agency, and autonomy of learning. It means that the real-life literacy of language learners, which entails personal freedom, awareness, happiness, and ownership of learning, has been facilitated in the class. Moreover, the linguistic diversity of the students has been nurtured in the class environment. They appeared to have had the autonomy to choose their preferences, negotiate their actions as they manage their time to active readers, and produce digital text creatively to enhance their learning. Furthermore, multiliteracies pedagogy appears to have positive impacts on developing the motivation and engagement of the students to be lifelong learners. Thus, it will not be unreasonable to state that the role of teachers as the organizer and facilitator of learning to help students become smart and wise digital learners is crucial and irreplaceable.

The implications of my research are meant to provide some insights for teachers and educators to embrace digital technologies so that the real-life literacy practices of university students can be facilitated in classroom practices by applying multiliteracies pedagogy. I believe that it is of paramount importance for language teachers and educators to evaluate the literacy curriculum and assessment on regular basis for learning sustainability so that the identity and potential of students as digital natives and their needs to enter the digital working world can be accommodated in the current learning design. In addition, teacher collaboration and teamwork are significant for making relevant and necessary changes in classroom practice and educational policy.

This research has some limitations in terms of the number of participants and the limited source of data. Further and continuing research is recommended to explore the challenges and opportunities of digital literacy practices in reading and writing classes and the development of students' literacy skills each year in the learning process.

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## Table and figures

Table 1 Students' reading activities for Non-Academic Purposes in daily life.

No	NON-Academic Types of Reading (Genres)	Indonesian (percentage %)				English (percentage %)			
		Always	Often	Smtimes	HrEver	Always	Often	Smtimes	HrEver
FICTION									
1	Romance novels	5	16	45	32	13	24	47	16
2	Short Stories	5	37	29	26	16	55	26	5
3	Fairy Tales	3	32	37	29	13	45	34	8
4	Comics	11	21	37	32	21	21	24	32
5	Manga	5	21	29	50	16	26	24	37
6	Fantasy and Science Fiction	8	18	32	42	18	37	24	21
7	Poems or Drama	3	13	50	37	8	29	47	16
8	Mystery and Crime	8	21	42	26	18	34	37	13
9	Horror and Thriller	11	24	45	24	16	32	42	13
10	Teenlit (young adult novels)	11	16	45	26	13	26	18	42
NON-FICTION									
1	Advertisements	18	39	32	13	11	32	39	11
2	Informational Materials	8	42	45	5	11	47	34	8
3	Magazines	5	16	34	45	0	16	34	47
4	Movie Reviews	8	37	39	13	21	45	21	11
5	Newspaper	3	11	32	55	3	0	24	68

6	Product Reviews	13	53	32	3	18	47	21	8
7	Travelogue	18	37	37	8	16	42	29	13
8	Multimodal Text (Tik Tok, films, animations)	37	37	26	3	45	39	11	3
9	Multimodal Text (Podcast)	11	39	34	18	21	24	42	11

Table 2 Students' reading activities for Academic Purposes in daily life.

No	Academic Types of Reading (Genres)	Indonesian (percentage %)				English (percentage %)			
		Always	Often	Smtimes	HrEver	Always	Often	Smtimes	HrEver
FICTION									
1	Novels and Short Stories	5	26	45	21	24	53	16	8
2	Fairy Tales	5	24	42	26	21	34	26	18
3	Poems or Drama	5	24	37	34	24	21	39	16
4	History, Science Fiction, Adventures	8	26	39	24	26	34	32	8
NON-FICTION									
1	Academic Journals	11	24	34	26	16	24	42	18
2	Advertisements	3	37	37	21	11	32	42	16
3	Biographies	0	21	42	34	13	37	18	29
4	Cultural textbooks	5	32	39	18	11	45	34	8
5	Encyclopaedia	8	16	47	26	11	21	42	26
6	ELT textbook	0	26	45	24	26	29	39	5
7	Linguistic	0	16	34	47	18	26	34	21
8	Literature	0	13	45	37	21	29	37	13
9	Magazines	3	5	47	42	8	11	42	37
10	Movie or Product Reviews	11	37	34	16	34	32	21	11
11	NewsFeed	5	11	45	34	16	18	34	29
12	Speech (text, audio, video)	5	32	45	16	29	32	34	5
13	Thesis/Term Paper	3	8	34	53	11	8	37	45

Table 3 Time Spent on Reading Habits

No	Hours spent in a day for:	In Indonesian				In English			
		Less <1hr	1-3 hrs	3-5 hrs	5 hrs/ day	Less <1hr	1-3 hrs	3-5 hrs	5 hrs/ day
		Percentage % (38 students)				Percentage % (38 students)			
1	Reading non-academic texts	39	29	21	11	26	45	18	11

2	Reading academic texts	47	47	0	0	34	53	8	5
3	Reading from printed books	71	24	5	0	50	34	16	0
4	Reading from an E-books	58	21	21	0	37	42	21	0
5	Reading from my laptop	55	32	13	0	47	39	11	3
6	Reading from my phone/Tab	39	21	29	11	21	29	32	18
7	Viewing digital multimodal texts	13	45	26	16	5	47	34	13
8	Reading multimodal text in social media	29	32	26	13	16	34	32	18

Table 4 – Perspective Regarding Criticality

No	When you come across difficult text, what do you usually do with the text?	Indonesian Texts				English texts			
		Always	Often	Smtimes	Never	Always	Often	Smtimes	Never
		Percentage % (38 students)				Percentage % (38 students)			
1	I look for friends who have read the text.	5	13	58	24	4	9	20	5
2	I look for the meaning of the difficult words.	16	32	37	16	10	19	9	0
3	I ask a friend.	3	26	50	21	5	11	15	7
4	I look for the Indonesian version of the text	5	26	34	34	6	14	13	5
5	I use Google Translate.	5	37	18	39	8	16	9	5
6	I look for videos with similar topic	8	21	39	32	3	11	18	6

Table 5 The frequency of Activities in Situated Practice

No	Class Activities	Students Perception			
		Always	Often	Sometimes	Never
1	My teacher asks us to make small group discussions to share ideas in class.	8 (21%)	21 (55%)	7	2
2	My teacher teaches me some strategies as active readers to understand the text	13 (34%)	20 (53%)	4	1
3	My teacher uses media and technology to teach reading	22 (58%)	13 (34%)	3	0
Class Activities		Teacher Perception			

		Always	Often	Sometimes	Never
1	I let the students make small group discussions to share ideas		1		
2	I give some strategies for students to be active readers to make them understand the text		1		
3	I use media and technology to teach reading	1			

Table 6 The frequency of Activities in Overt Instruction

No	Class Activities	Students Perception			
		Always	Often	Sometimes	Never
1	My teacher uses a graphic map and pictures to make meaningful concept	7	12	14 (37%)	5
2	My teacher gives me guidance to understand materials systematically.	12 (31%)	20 (53%)	6	0
3	My teacher gives me guidance to understand materials analytically.	11 (29%)	20 (53%)	7	1
4	My teacher discusses the method of classroom activities with the students in the class	11 (29%)	24 (63%)	3	0
5	My teacher gives us sample images or learning media in reading activities	6	25 (66%)	6	1
	Class Activities	Teacher Perception			
		Always	Often	Sometimes	Never
1	I give students a graphic map and pictures to make meaningful concept		1		
2	I give students guidance to understand materials systematically	1			
3	I give students guidance to understand materials analytically.	1			
4	I discuss the method of classroom activities with the students in the class	1			
5	I give students sample images or learning media in reading activities		1		

Table 7 The frequency of Activities in Critical Framing

No	Class Activities	Students Perception			
		Always	Often	Sometimes	Never
1	My teacher allows me to share the ideas that I learn from reading in class activities	11 (61%)	23 (61%)	4	1
2	My teacher motivates me to think and apply my ideas for class activities	9 (53%)	20 (53%)	8	1
3	My teacher allows me to connect my life experiences with class activities or reading tasks	9 (53%)	20 (53%)	5	4
Class Activities		Teacher Perception			
		Always	Often	Sometimes	Never
1	I let my students communicate the ideas that they learn from reading in class activities		1		
2	I motivate my students to think and apply their ideas for class activities		1		
3	I let my students connect their life experiences with class activities or reading tasks		1		

**APPENDICES: Data Collection Instruments**

**Appendix 1: Student Interview Questions**

1. What kind of books do you like to read?
2. The use of multimodal text
  - a. Do you prefer reading printed or digital texts for academic purposes? Why?
  - b. Do you prefer reading printed or digital texts for non-academic purposes? Why?
3. What do you usually do if you find difficulties in reading?
4. What class activities do you think are helpful for increasing your reading interest, creativity, and critical thinking skills?
5. How do you relate your personal experiences with reading class materials?
6. What do you like or dislike about using
  - a. Newsela
  - b. X-Reading
  - c. EdPuzzle
  - d. Pecha Kucha presentation
  - e. Storyboard

Which one(s) do you like the most and the least? Why?

**Appendix 2: Student Questionnaire: Four components (Adapted from Syam, 2020)**

1: Always      2: Often      3: Sometimes      4: Never

No	Statements	1	2	3	4
<b>In my Factual Reading class:</b>					
1	My teacher asks us to make small group discussions to share ideas in class.				
2	My teacher teaches me some strategies as active readers to understand the text				
3	My teacher uses media and technology to teach reading				
<b>In my Analytical Reading class:</b>					
4	My teacher uses a graphic map and pictures to make meaningful concept				
5	My teacher gives me guidance to understand materials systematically.				
6	My teacher gives me guidance to understand materials analytically.				
7	My teacher discusses the method of classroom activities with the students in the class				
8	My teacher gives us sample images or learning media in reading activities				
<b>In my Applied Reading class:</b>					
9	My teacher allows me to share the ideas that I learn from reading in class activities				
10	My teacher motivates me to think and apply my ideas for class activities				
11	My teacher allows me to connect my life experiences with class activities or reading tasks				
<b>In my Critical Reading class:</b>					
12	I let my students communicate the ideas that they learn from reading in class activities				
13	I motivate my students to think and apply their ideas for class activities				
14	I let my students connect their life experiences with class activities or reading tasks				

**Appendix 3: Teacher Interview questions**

- a. How do you evaluate the reading habits of the students in these classes?
- b. What have you done to motivate the reading interest' of the students?
- c. What do you usually tell your students if they find difficulties in reading?
- d. How does the Internet influence you to design reading activities for class assignments and exams?
- e. What class activities do you think are helpful for increasing the students' reading interests, creativity, and critical thinking skills?
- f. How do you encourage the students to relate their personal experiences with reading class materials?
- g. What are the purposes of having group discussions in the class and how effective is the implementation so far?
- h. What are the strengths and weaknesses of using X-Reading, Newsela, Pecha Kucha Presentation, EdPuzzle, and Storyboard?

**Appendix 4: Teacher Questionnaire: Four components (Adapted from Syam, 2020)**

1: Always            2: Often            3: Sometimes            4: Never

No	Statements	1	2	3	4
<b>As a teacher in Factual Reading class:</b>					
1	I let the students make small group discussions to share ideas				
2	I give some strategies for students to be active readers to make understand the text				
3	I use media and technology to teach reading				
4	I give students a graphic map and pictures to make meaningful concept				
5	I give students guidance to understand materials systematically				
6	I give students guidance to understand materials analytically.				
7	I discuss the method of classroom activities with the students in the class				
8	I give students sample images or learning media in reading activities				

9	I let my students to communicate the ideas that we learn from reading in class activities				
10	I motivate my students to think, observe, interpret and apply our ideas for class activities.				
11	I let my students to connect their life experiences with class activities or reading tasks.				
12	I let my students to connect our learning experiences with my reading class tasks.				
13	I give my students reading text with graphics and audio-visual elements				
14	I let my students to be design makers for their reading activities.				