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**UNIVERSITY EFL TEACHERS' STANCE AND ENGAGEMENT IN DIGITAL
MULTIMODAL COMPOSING AS MULTIMODAL LITERACY PRACTICES**

Novia Trisanti^{1*}, Didi Sukyadi², and Budi Hermawan³
English Language Education Department, Universitas Pendidikan Indonesia

*Corresponding Author's email address: novia.trisanti76@upi.edu

ABSTRACT

Recent years have witnessed an increasing attention on multimodal literacy practices, particularly digital multimodal composing (DMC) in EFL classrooms. However, the ability of EFL teachers to design and carry out multimodal literacy practices that accurately reflect the performance of EFL learners and promote active learning becomes a challenging demand. This study aims to look at Indonesian EFL teachers' stance and engagement in implementing DMC during the completion of the students' writing project in higher education context. A case study method was applied in an EFL environment in Indonesian context using field notes, and an interview as the teacher's reflection. The results demonstrate that the EFL teacher was involved in remediation stance for the DMC tasks designed to encompass students produce multimodal texts using Canva, for example, reading response and biography recount text mind mapping. It reveals that the teacher used the DMC task alongside another media as an assessment tool. While using DMC as the learners' projects for the assessment, the teacher's engagement was ambivalent, meaning that the teacher was fond of using DMC as the learning evaluation. More research is therefore required to better understand how DMC helps teachers develop their knowledge regarding the practice of multimodal literacy in the EFL context.

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1. INTRODUCTION

The variety of instructional resources available for constructing meaning in text composition has been impacted by technological advancement and led to the development of multimodal pedagogical approaches, particularly in English as a foreign language (EFL) reading and writing skills. Involving digital literacies that embrace reading and writing on electronic appliances and the internet has been amplified in this digital era (Ware, Kern, and Warschauer, 2016). The term Digital Multimodal Composing (DMC) as multimodal practice in EFL teaching and learning context has been becoming renowned due to the use of digital tools to construct texts by combining words and other semiotic resources in the classroom (Jian et al., 2019; Li, 2021). Therefore, teacher stance and engagement in utilizing digital multimodal texts in the classroom need to be reinforced as a significant prerequisite to deal with understanding and composing various modes of meaning-making in their learning, such as language, sounds, gestures, and images (Jiang et al., 2019; Hafner & Ho, 2020; Li, 2020; Tour & Barner, 2021).

The skills of composing digital multimodal text correlate to the modes of expression used in the writing process as they can assist the learners with the meaning-making construction of the text (Hafner & Ho, 2020). Teacher stances and engagement also correlate with maximizing the benefits of the DMC application because the teacher has a role in the interaction of learners' understanding and working with the digital composing text in the instructional process (Jian, 2017). Therefore, the present study describes the teacher's stances and engagements with DMC usage in the EFL context.

The term DMC correlates to multimodality, which is about figuring out how each semiotic resource makes sense on its own and in combination (Lim and Tan, 2018). Students who wish to study meaning must pay attention to all semiotic sources needed to create an overall whole (Jewitt et al., 2016; Kern, 2018). With the improvement of technology devices, learners are gradually creating multimodal texts in digital formats such as blogs, digital stories, and documentaries that include texts, images, audio, and videos (Yi & Angay-Crowder, 2016 as cited in Li, 2020; Bateman et al., 2017).

In Indonesian EFL classes, teachers have unwittingly employed multimodality in their instructional medium, and learners have become accustomed to reading multimodal materials, including in DMC tasks. DMC is a method of utilizing digital tools to combine semiotic modalities, such as words, images, and audio, to produce texts and regular writing styles (Jiang, 2017).

DMC is beneficial to elevating multimodal literacy since its assignment leads to novel ways of displaying content in digital media that offer exceptional opportunities for learners' engagement in digital composition (Jiang, 2017; Hafner & Miller, 2019; Hafner & Ho, 2020). Examples of DMC tasks are advertisements and video creations, which illustrate the quality of students' projects in group collaboration (Ilmi, Ratnaningdyah, & Munir, 2020).

DMC exercises can encourage student autonomy and enhance their writing style (Jiang, Yu, and Zhao, 2019). Meanwhile, DMC activities in the instructional process consider how teachers design and their engagement in the tasks, which is still less attention to (Yi et al., 2017; Hafner & Ho, 2020). Teachers' engagement and stances with DMC projects in a classroom are significant requirements to assist learners in multimodal literacy activities (Jiang et al., 2019; Hafner, 2020).

The importance of teacher's stances and engagement in DMC usage occurs when students get involved in the creation of digital movies, podcasts, infographics, posters, brochures, and comic strips, as well as an integration of visual and written academic genres (Jiang, 2017; Jiang et al., 2019). Video composition and audio podcasting are two examples of DMC becoming more prevalent among today's English language learners. However, the use of DMC can be more beneficial in maximizing technology when there is an affordance for teachers and learners to engage in it (Jiang, 2017). A lot of previous studies related to multimodality in the instructional process, including its assessment and DMC used in EFL teaching and learning, have been conducted, such as Jiang (2017), Jiang et al. (2019), Hafner and Ho (2020), Silseth and Gilje (2017), Miller and Cochran, (2017), Lim and Tan (2018), Lawrence and Mathis (2020), Ross et al. (2020), and Li (2020).

Teachers may now investigate the benefits of DMC tasks in EFL learning to the rising of digital technology significance in Indonesia's shifting pedagogic scene. Therefore, given the growing presence of DMC in the shifting circumstances of the language instructional process, there is a critical need to raise ELT teacher's consciousness of the valuable literacy opportunities DMC provides for language learning. DMC can motivate students in constructive meaning production using verbal, auditory, visual, spatial, and gestural modes, supporting the need for its pedagogical usage in teaching and learning (Jiang et al., 2019; Hafner, 2020).

Research findings show the students' perception of DMC (Kim & Belcher, 2018; Jiang, 2018), the majority of learners found that the DMC task was more enjoyable, they showed more struggles in doing the DMC tasks although they had a perception that they needed more attention on linguistics form in their writing's products. As a result, teachers who want to use DMC assignments in their classes should consider some of these perspectives while planning their lessons/courses.

Teachers should provide the learners with appropriate multimodal literacy activities when using DMC in the classroom. Therefore, teacher engagement in DMC tasks is needed. The teacher's stance and engagement, generally indicate the degree to which learners and teachers are endowed or committed to their teaching or learning (Fredricks, 2013, as cited in Jiang et al., 2019). It is a broad domain term that draws together learners' and teachers' points of awareness, desire to engage, and optimism to embrace various skills, strategies, or initiatives that promote progress.

In this study, the teacher's stances and engagement relate to the teacher's pedagogical aspects and efforts in using DMC in the EFL teaching context. Leander (2009), as mentioned in Jiang et al. (2019), provides a helpful beginning point for understanding teacher stance with DMC usage. **Resistance, replacement, return, and remediation** are four ways teachers might take stances involving new literacies like DMC.

Teachers who take a '**resistance**' posture regard DMC as interfering with print literary techniques and are hesitant to shift from conventional literacy to multimodal learning. Teachers with a '**replacement**' position are inclined to see print-based literacy in classrooms as outmoded and unnecessary, emphasizing a demand to substitute traditional reading and writing with DMC. Teachers who take a '**return**' posture regard DMC as subordinate to print-based literacy. These teachers look not merely at how students utilize text and language in their multimodal work but more at using DMC as media with traditional ones (Graphin, 2019). Teachers who take a '**return**' stance are a weakened form of multimodality since they favor language and use non-linguistic modes as scaffolds for L2 learners' language progress. The final is a '**remediation**' perspective, in which diverse media are not seen as competing or replacing one another but as critical issues forming meanings using semiotic resources and their consequences on audiences. They both use a similar pedagogy, which establishes how traditional and contemporary literacy practices, such as teaching print and visual texts, can collaborate rather than the former as a significant contributor to the latter.

Meanwhile, the investigation by Jiang et al. (2019) revealed three categories of teacher engagement using DMC in the context of EFL. Those are **incidental**, **ambivalent**, and **integral**. **Incidental** engagement entails paying little to no attention to the digital combination of multimodal resources and merely using DMC as a tool for textbook-based linguistic training. **Ambivalent** means enjoyed using DMC in teaching yet were uncertain about its means and end. **Integral** refers to using DMC as a core strategy for learning multiple literacies while paying attention to the learner's language use and the digital production of multimodal resources.

From a sociocultural perspective, the teacher's engagement in a certain stance using DMC practice is intervened by the teacher and contextual factors (Jiang et al., 2019). Therefore, from the references stated, the current study used the framework of Jiang et al. (2019) to investigate teachers' engagement with DMC in the instructional process in an EFL classroom. The three categories of teacher engagement were studied during the instructional process, and DMC was used as a project for the learners.

Many of DMC's previous studies show that learners are aware of the importance of using technology to resolve significant social issues (Jiang & Gao, 2020; Kim & Belcher, 2020). In EFL classroom contexts, there have been researchers of DMC implementation in the instructional process (Hafner et al., 2015; Hafner & Ho, 2020; Jiang, 2017; Kim & Belcher, 2020). However, from those previous studies, the study of DMC implementation in the Indonesian EFL context and how teacher engagement in using it has not been investigated yet. The current investigation explores the teacher's stance and engagement in DMC integrated with the EFL context of higher education where the student teachers gain pedagogical learning experiences.

Therefore, the study's research question is, "*How did the EFL teacher partake in stance and engage in designing and using DMC tasks to shape the learner's writing skills in the Indonesian EFL classroom context?*". This paper reports on the results of EFL teachers' stance and engagement when they designed DMC tasks in their assessment and promoted their learners in composing multimodal texts in the EFL context. The significance of this present study is in the area of multimodal pedagogy contribution, digital multimodal assessment practicality, and assistance provision to EFL teachers in giving opportunities for their learners to improve their writing ability.

2. METHOD

The qualitative case study design was applied in this study. As defined by Yin (2014) and Hollweck (2015), a case study is an empirical analysis of a contemporary occurrence in detail and within its real-life context, mainly when the line between the phenomenon and environment is visibly blurred. The study setting was undertaken in one of the Islamic higher education colleges where EFL student-teachers gain pedagogical learning experiences in Semarang, Central Java, Indonesia, in 2021. The second-semester students in the writing class were chosen because DMC was determined to be used to pilot multimodal literacy practice in the course.

The study's participant was one EFL teacher who preferred using technology in her teaching at the college, which means that the participant was selected using purposive sampling with specific requirements from the study setting. It was also based on the research question addressed, which aims to reveal the EFL teacher's engagement and stances in using DMC in higher education.

This study aims to examine how the teacher engaged and showed her stances in using DMC to teach writing skills by designing digital text to promote the students' writing ability. Therefore, field notes were used to observe the teacher when incorporating multimodal texts and technology-based media into their instruction. For the DMC activity, the teacher utilized the digital application Canva to produce projects.

Field notes comprised of significant activities showing teacher's engagement and stances using DMC were in the form of descriptions and checklists. The checklist in the field note was filled to get the percentage data of multimodality availability on the teacher's stance and engagement in using DMC. A semi-structured interview was also used to gather the data. The following is the table of field notes modified from Jiang et al. (2019) used in the study.

Table 1.

Checklist Instrument of Teacher's Stance and Engagement toward DMC usage

Significant Class Activities/ Procedures	Multimodality Availability
Providing learning materials	
Using multimedia in the instructional process	

The modality used in the tasks
 Project tasks instruction and activities
 Critical thinking and problem-solving
 Exchange information related to the multimodal texts given.
 Learners' involvement in determining the multimodal task
 Visual, Aural/ Auditory tasks, Reading/ writing tasks

The teacher's stance and engagement in using DMC were investigated using the field notes during the process of instruction. The online meetings were recorded via Zoom because the instructional process was done online during the pandemic of covid 19. Those data were analyzed carefully to get detailed information in the field. Data analysis was validated using expert validity by reviewing the data simultaneously.

Additionally, the interview sheet was designed and used to support the analysis results, and the questions were related to the cognitive perspective of the teacher about the DMC tasks process. The interview was administered for a few minutes using a semi-structured interview. The teaching documents were also analyzed to get more information on how the teacher planned the course and designed the multimodal assignments. In addition, the students' products were also analyzed as they were necessary to give supporting analysis.

The writing rubric, which comprised the organization and content, visual creativity, and language, was designed. Those criteria were evaluated to obtain further information on how DMC improved the learners' ability to compose multimodal texts. DMC-related data were collected from documents of the teacher's course plan, field notes during the instructional process, and semi-structured interviews to acquire the teacher's reflections on using DMC as a multimodal literacy practice.

The checklist of field notes comprised multimodality availability in the teaching and learning process, such as materials, media, learning tasks, and various modes used in the classroom. The teaching documents were also analyzed by coding and describing the specific existence of DMC in the teaching and learning process using the framework of DMC (Jiang, 2017; Hafner, 2020) and the teacher's stance and engagement (Jiang et al., 2019).

Meanwhile, the teacher's stances were coded and analyzed using resistance, replacement, return, and remediation. The teacher's engagement analysis was described as incidental, ambivalent, and integral engagements in using DMC (Jiang et al., 2019). The teacher's stances were first investigated to support the findings of engagement.

3. RESULTS AND DISCUSSION

The study findings were presented through analysis results and discussion based on the problem statement in this study, *How an EFL teacher took part in stance and engaged in designing and using DMC tasks to shape the learner's writing skills in the Indonesian EFL classroom context*. First, the analysis results were based on the field notes, teaching documents, and the interview. Second, the results of the analysis were then interpreted in the discussion. The teacher's engagement and stances in designing and using digital multimodal composing (DMC) were crucial factors in elevating the learner's writing skills as multimodal literacy practices, as revealed through the analysis results and discussion.

Field Notes Analysis Results of the DMC Usage

The first finding regarding DMC manipulation in the instruction process is shown in the field notes, which covered the significant activities in the classroom and the availability of multimodal media and materials in the instructional process regarding DMC usage. The instructional practice was done using Zoom, which means the teacher and pupils communicated over the Internet. The learners in this study encountered some hybrid learning, so the DMC tasks were done inside and outside of the classroom. The description of the simplified field notes description analysis is presented in Table 2.

Table 2.

The presence of multimodality in the DMC

Significant Procedures	Class	Activities/	Multimodality Availability
Providing learning materials			The video contains moving images of biography recount text, interactive PowerPoint viewing the generic structure using written words, and attracting colors and pictures.
Using multimedia in the instructional process			Using video, digital Canva, and interactive PowerPoint.
The modality used in the tasks			Pictures/ images, audio, speech, written and verbal, music, movement, gestures, colors.
Project tasks instruction and activities			Canva: Digital multimodal Composing, Recount mind mapping as DMC task.

Critical thinking and problem-solving	Learners respond to digital composing using Canva.
Exchange information related to the multimodal texts given.	In the class discussion, learners showed the PowerPoint they designed containing the moving image, sounds, and colors.
Learners' involvement in determining the multimodal task	Learners work in groups to compose reading responses after the teacher presents the online magazine.
Visual, Aural/ Auditory tasks, Reading/ writing tasks	Representing from multimedia brought by the teacher, such as video, digital magazine, and interactive PowerPoint.

Table 2 above describes DMC activities used in the teaching and learning process by showing the multimodal elements inserted in the media and materials prepared by the teacher. The first column gave information on significant class activities, and the second described multimodality availability. The availability of multimodality in DMC refers to the range of resources and modes accessible for creating multimodal compositions. They are significant to be presented in this study since DMC involves using different modes, such as textual, aural, linguistic, spatial, and visual, for communication in meaning-making. It allows students to freely express their ideas by combining various resources such as texts, images, hyperlinks, and drawings (Pham & Li, 2022). Those components in the field notes in Table 2 highlight the potential effectiveness as an engaging tool.

The components, such as student- and teacher-centered activities, project-based instructions and assignments, exchanging information, and visual and aural reading and writing tasks, were presented in the online classroom. Multimedia was also varied to be used. Varied semiotic modes, such as pictures, audio, video, verbal, and gestures, were used in the teaching and learning activities. There were also several activities that made the learners think critically and solve problems when they discussed the text given, as well as exchange information related to the topic of the texts, such as the biography of a famous person.

Teacher's Stances and Engagement from Documents Analysis Result

Likewise, the investigation into the use of DMC relied on documents obtained from both the teacher's documents, such as the course plan and the students' artifacts. The DMC can be seen in the tasks designed and prepared by the teacher. The field notes analysis results also showed how the teacher had stances and engaged by captivating multimodality presence during the teaching and learning process, such as composing recount text mind mapping in PowerPoint and reading response using Canva as the DMC assignments. The DMC assignment investigation in this current study was done on the Canva composing task. Table 3 shows the results of DMC usage and presents how the teacher and learners engaged in its design and activities.

Table 3.

DMC Use and Teacher's Stances and Engagement in Instructional Activities

Modes	Topics/ Form	Activity
Writing and presentation of reading responses from the online short story	Recount and the biography of famous people	The teacher used and enjoyed using multimodal text in the class to explain further information. The learners were given text from an online magazine. The learners completed DMC by writing reading responses to the short story as the recount text comprehension using the digital Canva application.
Digital composing using Canva	Reading responses from magazines	The teacher used multimodal text (magazine) to give more information. The learners composed reading responses of the recount (short story) they had explored in the group using Canva from their gadget.
Digital Composing using Canva (word, image, colours)	Biography (Recount text)	The teacher used video as the media to give examples to the students to help them do the DMC task. The learners did digital multimodal composing related to the recount text they had read and browsed before.

Table 3 exhibits the simplified description of teachers' stances and engagement that can be stated as multifaceted in the instructional process, for example, in the mode of writing and presentation of reading response from the digital short story. The teacher had engaged in the activities of delivering the instruction by using multimodal text from the online magazine to explain the organization of recount text. After the teacher showed her stance, the learners responded using Canva. The rest of the activities can be seen in Table 3, where the teacher's engagement in the DMC usage was multifaceted in modes, topics, and elements of multimodality.

The activities for DMC tasks were varied, such as reading responses verbally in front of the class after they composed digitally, story-telling, and creating mind-mapping using Canva. It shows how the teachers applied DMC task instruction using varied topics in the learning process. It also depicts that the new literacies are used in the assessment activities. The modes used for the tasks are written, audio, verbal, graphics, and images.

Further usage of DMC can be seen in Table 4, which represents the results of multimodality, which involves using different modes as tools to assist the teacher's stance and engagement in DMC tasks during the instructional process.

Table 4.
Multimodal Elements Used in DMC

Multimodal types	The existence of multimodal types in DMC
Linguistic	Written texts contain Recount text of biographies that show generic structure, specific vocabularies, and grammar.
Visual	Image with colors, moving images of the famous person in recount text biography from the video provided
Audio	The video's accent, music, and sound effects showed a famous person's biography.
Gestural	The way the person in the video showed her facial expression in the recount text and the teacher acted her facial expression in retelling the text from the video.
Spatial	The position of a famous person's image (placed in the middle) is mixed with the recounted text to get a clear learner's understanding of the text.

Table 4 above shows how semiotic resources are implemented using multimodality. The various semiotic resources were audio, video, visual, verbal, and written in interactive PowerPoint and short stories from YouTube. The teacher used a film video to show the multimodal texts during the teaching process. One meeting was used to provide the Reading texts, the texts were a *recount of experience* and *biography*. In another meeting, the teacher also utilized interactive PowerPoint to exhibit the task's instruction related to the topic delivered in the class. The teacher used a variety of modes to compose digital multimodal worksheets for students following the goal of learning. The finding also shows that the teacher has developed the competence of using technology in compelling DMC instruction and converting it into digital task instruction that can be accessed online.

Further, there are two elaborations of the analysis results in the discussion. The first deals with the teacher's stances, and the second is the teacher's engagement in using DMC during the instruction. The teaching and learning process was administered in hybrid ways, which means that at that time, the class used Zoom as the platform of instruction and utilized the classroom when it was needed to exhibit the students' products of learning tasks.

Teacher's Stances in Using DMC

Some elements in each stance and engagement were analyzed in percentages, and the categorization of teachers' stances in using DMC is not static. Thus, Fig. 1 exhibits the information related to the teacher's stance in using DMC either in teaching or giving assessments based on the categories of the teacher's stance in using multimodality during the instructional process and DMC in the assessment.

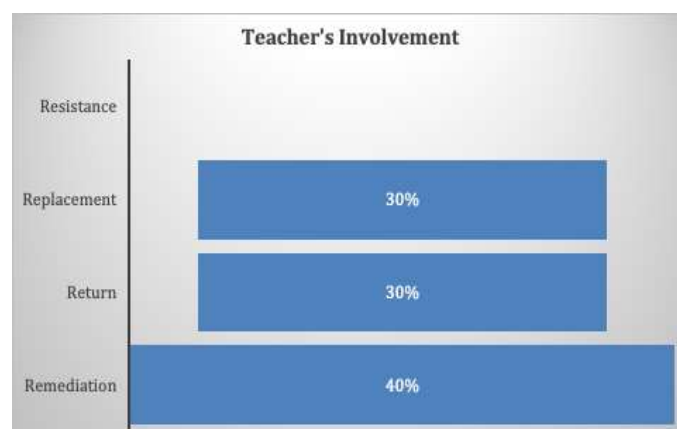


Fig. 1 Teacher's Stance or Involvement Using DMC

The percentage results in Figure 1 were based on the field notes checklist of the teacher stances via recorded Zoom meetings at that time. The supported or additional elements to be considered in the checklist, as well as the one already designed, were 1) the teacher uses multimodal elements from the beginning; 2) the teacher employs DMC as the only media and material; 3) the teacher always relies on DMC as the significant media to explain the assessment; 4) teacher cannot move from the teacher-centered when involving in the DMC process explanation. Therefore, it can be seen from the figure that during the course, the teacher's stances varied from replacement to 30% in usage, return to 30% for some meetings, and remediation to the most frequently used by the teachers.

Resistance, as described in the instructional context, prevents teachers from switching from traditional to multimodal teaching methods, yet digital media cannot be disregarded at the higher education level. Hence, there was no percentage for Resistance. Regarding the Replacement position, it was about 30% since the instructor in this situation was required to replace printed materials with digital or other semiotic resources, such as verbal, audio, and photos, and even employ video in the classroom to present more text information.

During the instruction, digital multimodal texts have replaced traditional or paper-based texts in the classroom, such as online worksheets and reading materials from e-books, which contain visual and audio designed by the team of EFL teachers in the college where this present study was conducted. The stance of replacement was presented obviously in the DMC usage since the teacher provided the learners with digital composition projects when using Canva application after the text modeling phase.

Similar to the Return stance, it was 30% during the instructional process, which means that the teacher participant employed DMC as a secondary of print-based materials. In this case, the teacher gave DMC materials and assignments as the new literacies to change the old ones, but she just gave learners little attention to the metalanguage, such as specific term mastery (lexical), grammar usage, and functional word usage. The results of the open-ended interview revealed that the EFL teacher used DMC to replace the traditional way of providing text and media with more attractive ones to the learners to improve motivation and comprehension. This is supported by the following interview response:

“I used the Canva application to motivate my students to do digital writing assignments or use technology.”

“I saw that my students were more enthusiastic when I brought digital materials, like online games, Kahoots, and quizzes, and I also watched YouTube in front of the class. It could somehow entertain them to learn the text.”

From the interview above, the participant was in the stances of Return and Replacement, which, in this case, the teacher preferred using DMC as the digital tool and additional media of teaching in substituting the printed texts to alleviate the learner’s motivation and trigger them to learn the text. So, the digital multimodal texts were used as the secondary resources.

Meanwhile, from the Remediation stance, it was 40%. This stance had the highest frequency of occurrence during the instructional process, which means that DMC materials and assignments were indeed needed when the teacher would like to explain inherently and further related to the topic chosen and discussed in the instructional process. In this case, in the beginning, the teacher provided learners with the topics to be selected by them. After choosing the topic, they were supplied with digital multimodal texts which could aid them in comprehending and finally able to make meaning of the text content. In this study, the teacher finally agreed to the chosen topics, which were feminism, the biography of famous person, and personal experiences story. The DMC task using Canva, as determined by the teacher, was the reading response to a famous person’s biography. The following is the teacher’s remediation stance in the instructional process based on the result of interview responses.

“I asked my students to select the topics based on their interest or texts they liked to read online.”

“I tried to find digital texts, for example, online magazines, podcasts, and online short stories as the digital text materials, and Canva was used to promote my students’ ability in writing.”

“Yes, I employed the digital materials and explained the texts using inductive or deductive ways to make my students comprehend the texts I gave.”

The responses above exhibit that the participant utilized digital multimodal texts as significant materials to gain learners’ comprehension of the learning materials provided in the class to achieve instructional goals. The teacher has consciously shifted from old to new modes of literacy activities in the instructional process. In this stance (Remediation), the teacher has created a digital worksheet containing various modes (multimodal) that can be accessed online.

The teacher’s stances on return, replacement, and remediation were also included in the assessment. The utilization of DMC as assessment followed the treatment given, for example, asking the students to compose reading responses using Canva from the online magazine they read as extensive reading outside the class. The topics of their task in reading responses were based on the selected ones they had discussed in the class previously. The results of students’ reading responses were then evaluated using the rubrics of writing skill, which contain text organization (coherence), text content, visual creativity, grammar (including the writing technique), and vocabulary.

Teacher’s Engagement in DMC Tasks

Regarding the teacher’s engagement, in this present study, three categorizations of engagement are to be analyzed: *incidental*, *ambivalent*, and *integral*. Those three categorizations experienced by the participant during the DMC were applied. The analysis was also illustrated in the frequency occurrence percentage based on the checklist of field notes regarding the elements of teacher engagement. The percentage of the teacher’s engagement was then described to get the apparent findings of teacher’s engagement toward DMC in this study. Therefore, the findings of the analysis are shown in Fig. 2 below.

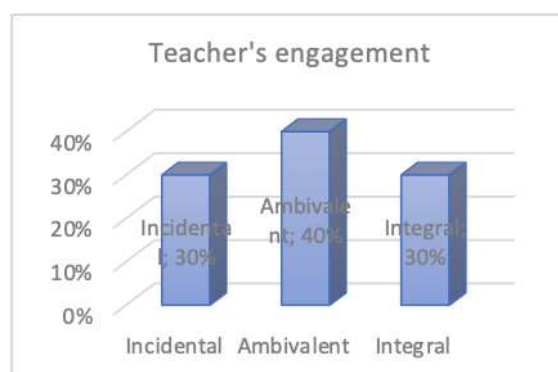


Fig. 2 Teacher's Engagement in Using DMC

Fig. 2 illustrates the teacher's engagement in using DMC in the instructional process, both in the teaching and its assessment, comprising *incidental* 30%, *ambivalent* 40%, and *integral* 30%. As Jiang et al. (2019) assert, incidental engagement means that teachers mostly use DMC as an additional instrument to help learners with linguistics skills. When particular information was connected to crucial phrases in paragraphs that needed to be understood by the learners, the teacher in this study employed video as a multimodal text medium. This allowed the students to understand the text message more incidentally. The following is one of the interview responses regarding the engagement:

"I used interactive PowerPoint to assist my students besides using a printed textbook."

Meanwhile, the ambivalent engagement was 40%, indicating that the instructor continued to utilize DMC without paying attention to the modes employed during instruction or the evaluation component. On the other hand, the teacher used the DMC optimally in this study as in the return and replacement stances. Learners were exposed to PowerPoint, Canva, video, and a few websites throughout the semester. The teacher also gave assessment education in both hybrid and online formats. However, the teacher was unsure of the accurate usage of DMC into the assignments she designed. The following is one of the interview responses regarding ambivalent engagement.

"At first, I gave writing tasks for my students to motivate them to do it. I think because it is challenging, my students could compose texts like infographics using Canva."

"I also used online magazines and video to show the story of a famous person. It is a biography or recount text. The purpose is to attract my students to understand the text."

"The worksheet I designed was simple because I don't know whether it is DMC or not for the individual or group task, so the students prefer designing reading responses using Canva in the group."

The use of DMC can be considered in the ambivalent engagement since the teacher was not certain about the use of it, but it was implemented during the instructional process to help learners make meaning of the texts. For example, when the teacher used an online magazine and video to explain certain vocabulary, she pointed out the words to assist the learners' understanding of the meaning based on the context of the text. However, the teacher did not know whether the DMC she designed was appropriate for an individual or group task, although finally, she decided to put it into a group project DMC task.

In the meantime, the teacher's engagement of *Integral* was 30% to be used during the instructional process. In using *integral* stance, the teacher employed various semiotic resources integrated with DMC to assist the learner's comprehension of meaning-making. Although it had 30% occurrence, an integral part of the teacher's engagement is essential for the learners since the teacher also pays attention to the language used by the learners. The teacher also succeeded in producing the digital worksheet comprising instructions in active learning steps and some activities of assignment related to the DMC project. The teacher's engagement in designing DMC for assessment was well-prepared since she is competent in information technology in developing digital multimodal books. Some instructions written in DMC designed by the teacher were practiced in the class. This could be helpful for learners to have opportunities in assessment to improve their writing ability.

DMC used in Assessment

In this study, DMC was also used as the project task for the learners. The learners were asked to compose a short article related to the text they had read. Another project was re-composing, using Canva, the short story from the topic selected by the class discussion. The instruction from the teacher has been very beneficial in using DMC as a project task. Teacher and learners' engagement would depend on the instruction or involvement of the teacher in designing and delivering the projects. The results of students' artifacts showed respectable performance of

multimodal composing written via Canva. Fig. 3 shows an example of students' artifacts/ works derived from some DMC project tasks instructed to them. The example was taken from reading response task instructions.



Fig. 3 Learner's Reading Response Using Canva

During the DMC tasks, the topics were chosen through discussion among students and between the teacher and students. The instructional process also used active learning steps, in which the evaluation was done, from observing the students' activities regarding the project to how the learners communicated the products to their peers in the class, either through hybrid or online learning. The weakness was discovered in the content of the students' artifacts as the *Return* stance of teacher involvement and *Ambivalent* as the teacher's engagement occurred in the instructional process, which means that the teacher's stance in providing additional metalanguage for the learners is minimal. The teacher's engagement in using DMC is limited to giving learners text comprehension without further discussion of the significant text essence. However, learners appeared to like and have a favorable outlook on using DMC to help them better grasp multimodal texts.

4. CONCLUSION

This research explores the EFL teacher's stance and engagement in designing and using DMC in teaching writing in Indonesia. The DMC projects supply the students with multiple points of experience to open spaces for critical thinking and creativity. The benefits of employing DMC in English as a foreign language (EFL) teaching and learning have been demonstrated in this research, where the teacher's stances and engagement play a crucial role. The findings of this present study seem to support the fact that the teacher's stances and engagement in using DMC in the EFL context have strengths and weaknesses.

As stated from the findings, the teacher's stances on using DMC showed that they had the perspective of transferring from the conventional approach of delivering texts into multimodal texts, which have various semiotic resources that help learners be more critical. They employed replacement, return, and remediation stances, meaning that DMC was prepared and provided in the classroom. Meanwhile, for the teacher's engagement, ambivalent engagement mainly occurred at the school using DMC. The teacher continuously used DMC in the instructional process to assist learners with text comprehension to be critical and creative in the meaning-making of the provided texts. The weakness of all the teachers' stances and engagement in using DMC was related to the awareness of exploiting digital multimodal composition based on the precise function to alleviate the learner's text comprehension, and the use of metalanguage in the texts was lacking.

In brief, the teacher stance and engagement in integrating digital multimodal composition into their classrooms is a multifaceted and varied undertaking. Digital multimodal composition (DMC) has been proposed as an interactive tool for language learning, allowing students to engage with and understand materials learned. It is recommended that EFL teachers be equipped to manage the integration of DMC in the classroom context, emphasizing the preparation of materials and the cognitive aspects of utilizing DMC during instruction. Additionally, a qualitative analysis of EFL teachers who implemented DMC tasks yielded valuable insights into adopting DMC in the EFL curriculum.

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