



Digital Literacy Practice: Pedagogical Approach with CoPORA Model on Students' Performances in Writing Classroom

Moh. Hafidz^{1,2*}, Pratiwi Retnaningdyah¹, Ali Mustofa¹

¹ State University of Surabaya, Surabaya, Indonesia

² STKIP PGRI Bangkalan, Bangkalan, Indonesia



DOI: <https://doi.org/10.46245/ijorer.v5i5.657>

Sections Info

Article history:

Submitted: July 16, 2024

Final Revised: August 5, 2024

Accepted: August 6, 2024

Published: September 30, 2024

Keywords:

CoPORA model;

Digital literacy practices;

EFL university students;

Writing classroom.



ABSTRACT

Objective: This study aims to describe the impact of the CoPORA model on EFL university students' performances in accessing, communicating, integrating, evaluating, and creating information using social media in a writing classroom. **Method:** Data were collected using interview techniques from EFL university students and analyzed descriptively to achieve the study's objectives. **Results:** The CoPORA model in pedagogical digital literacy practices enables students to master English vocabulary, be motivated to communicate, develop social identity, and manage and evaluate information effectively. Key performances included creating and communicating argumentative texts with readers on social media platforms. Social media usage facilitated checking trusted sources and contents, communicating information with friends, lecturers, and followers, making cross-references among digital content and facts, proving the truth of contents, and writing and communicating argumentative texts. **Novelty:** The study found that pedagogical digital literacy practices using the CoPORA model positively contribute to students' mutual contributions to language learning, cognition, and social interaction in English essay-writing classrooms.

INTRODUCTION

Technology's growth proportionally thrives with the advance of social media usage in ELT (English Language Teaching), such as Facebook and Instagram. This situation is expected to change the ELT atmosphere so that students become digitally literate to develop technological development in ELT (Arif, 2019; Erarslan, 2019). The beneficial usage of digital platforms highly supports the practice of digital literacy because the students are familiar with the information to access, communicate, and create content (Akayoğlu et al., 2020; Moon & Bai, 2020). Many English teachers unconsciously neglect those students' competence in teaching writing skills; they only focus on students' improvement of content, organization, and vocabulary (Mauricio, 2020). If they implement digital literacy components, the student's critical thinking (Haerazi, 2020), motivation, and social awareness (Kacetyl & Klímová, 2019) are also automatically created. The learning activities conducted in various models are based on the student's demands in technological usage, and social media is well merged in the learning model (Rao, 2019).

The students' demands are outside the learning outcomes of writing, and the teacher unconsciously marginalizes their creativity in composing a text. Students automatically get a boarder to enrich their skills relating to writing skills, such as critical thinking; students who creatively write automatically gain a creative idea (Tham et al., 2021). The student's technical, creative, and cultural aspects of digital literacy practices are constructed from their family and school environments and experiences in screening the contents (Kumpulainen, 2020). Therefore, a pedagogical approach is required to

Develop digital literacy as academic practice writing skills with a CoPORA classroom model abbreviated from cognition, practice, observation, rationalization, and action (Ong et al., 2021). With this model, students' digital literacy practice is constructed to critically communicate and compose their ideas based on the previous multimodal texts, such as text, pictures, audio, and video they have read (Hamilton, 2019; Zhang et al., 2021).

Digital literacy as a social practice has a comprehensive discussion; the literate writer can perform a language skill, intellectuality, and emotional aspect to share his identity through the digital composition and make meaningful context. The literate writer is also called a critical writer who straightens a reflection practice by analyzing the discourse and connecting to the personal background experience and knowledge to compose an argumentative text (Akpur, 2020; Farahian et al., 2021). To support practicing reflection well, students should be able to apply literacy skills such as simulation, appropriation, judgment, transmedia navigation, and negotiation in the classroom. The reflection process appraises the reconceptualization and goals of the critical digital literacy practice in language learning, such as teaching, assessment, achievement, progression, discipline, and grade (Ribas, 2021).

To build students' criticalness to reflect on the existing texts in developing their language target, especially in writing skills through questioning the issue, offering tentative answers specifically, and proving the claim (Iskandar et al., 2022; Wu, 2020). Reflection practice can also be implemented through the CoPORA model, including cognition, practice, observation, rationalization, and action (Ong et al., 2021). Indeed, the students have background knowledge, values, and culture associated with texts that become meaningful written communication. The individual text descriptively performs the students' feelings, habits, and opinions in responding to some current issues to be drafted into public text; it can also called a critical text because of the appearance process of both behavior and description (Cáceres et al., 2020; Valentová & Brečka, 2019). In contrast, composition is not enough to be practically defined as critical text. It should contextually contribute as effectively as possible in real life (Schmidt, 2018), either locally or globally. Also, linguistics and multimodal influence students' critical skills in digital literacy, evaluating the interaction between humans and technological tools in discourses (Knight et al., 2023).

Critical writing negotiates meaning through analyzing and evaluating information when composing argumentative text. The students' problem with Information and Communications Technology (ICT) immersion through digital platforms in learning activities is the lack of unbalanced information accessed from social media platforms with academic skill in writing argumentative text. This study practically integrated the digital literacy development of mutual contribution to language learning, cognition, and social performance in the writing classroom. It was suggested by the previous researcher who theoretically reviewed academic literacy development (Li, 2022) because it only focused on the construction of academic literacy and expansion in EFL. Moreover, the development of digital literacy practices pedagogically is conducted by implementing the CoPORA model in writing argumentative text, which can make an accurate reflection of the prior knowledge and issues out of the classroom (Ong et al., 2021).

Digital literacy practices also closely relate to pedagogical, technological, and digital functions, which need to be investigated in pedagogical practices for the students (Abella & Rosa, 2023). Digital literacy competence appears in EFL university students'

performances in reflecting digital content with digital platforms in the classroom to improve pedagogical practices and linguistics competence and contribute to social context. In this case, the students digitally isolated the role of technology and pedagogy in using digital platforms. Also, they considered that reading and writing were personal activities separately conducted without a social contribution, and academic writing was only a set of rules for writing academic tasks without attention to social context. According to Sattam (2021), academic writing is also a crucial factor in digital literacy, in which self-development, interpretation, and elaboration of information are mainly performed in digital literacy as academic skills.

This study investigated EFL university students' digital literacy practices using the CoPORA model in a writing classroom. The research aimed to answer the question of how EFL university students practice pedagogical digital literacy with the CoPORA model in an essay-writing classroom. Findings show that the CoPORA model improves students' language learning, cognition, and social interaction by enabling them to effectively access, communicate, integrate, evaluate, and create information. This study demonstrates the CoPORA model's potential to improve students' critical thinking, digital literacy, and academic performance in English essay writing.

RESEARCH METHOD

Research design

This study employed qualitative research to investigate and analyze the performances of EFL university students in pedagogically digital literacy practices with the CoPORA model in the Essay writing classroom (Atmowardoyo, 2018).

Research setting and subjects

The researcher selected the students who studied English Essay Writing during the fourth and sixth semesters of the academic year 2022-2023 at the English Education Department of a private university in Bangkalan. Then, the researcher specifically focused on the students who joined official university organizations like the English Students' Association.

Research instrument

The data of this study was gained from semi-structured interviews; the subjects were previously and officially invited by the researcher to interview outside of the classroom. In this interview process, the researcher didn't record the answers from the subjects but directly noticed on the prepared paper of interview guidance based on the CoPORA model. The researcher interviewed the subjects of the research one by one. Each subject got five questions on pedagogical digital literacy practices with the CoPORA model, and the duration was 30 to 40 minutes. Their understanding of digital literacy influenced the duration; the more their understanding, the longer the time was taken to answer questions.

Moreover, the subjects who participated in this interview answered these five questions based on the CoPORA model in the English essay writing classroom, including 1) Cognition aspect: How do you access information to enrich your knowledge? 2) Practice aspect: How do you communicate information to practice your linguistic competence? 3) Observation aspect: How do you integrate your linguistic competence, knowledge (information), and social problems in the classroom? 4) Rationalization aspect: How do you evaluate the information to find the true and

accurate facts? 5) Action aspect: How do you create information to make meaningful text for social context?

Research procedures

The procedure of this research is described in the following flowchart.

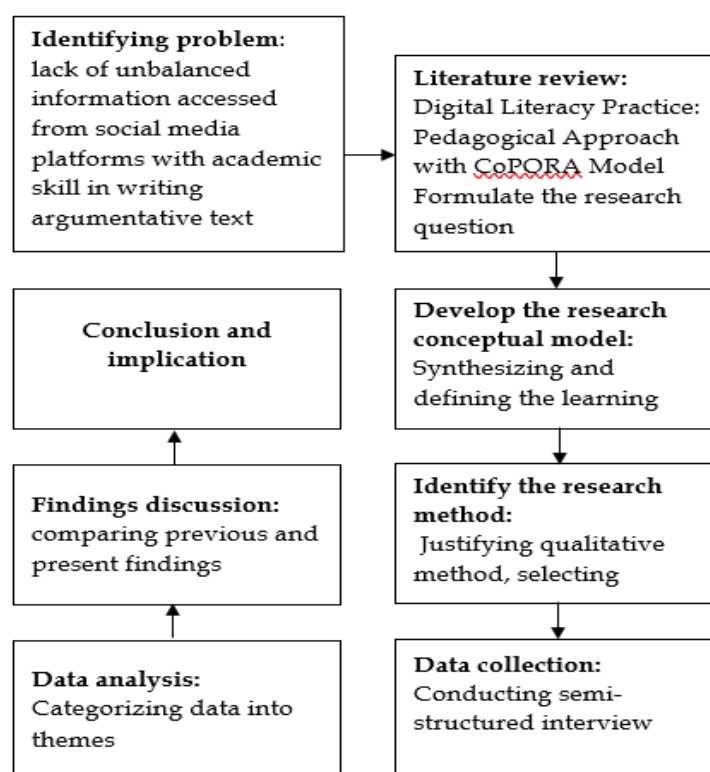


Figure 1. Flowchart of research procedure.

Research analysis

The data collected from the interview were analyzed in several steps. First, the researcher identified the ordinary and supplementary data. Second, the researcher displayed, named, proved, explained, and elaborated on the descriptive data to find some research findings. Lastly, the main findings were compared with previous studies.

RESULTS AND DISCUSSION

Results

In this section, the researcher displayed, organized, and analyzed the interview results. The data described the EFL university students' performances in pedagogical literacy practices with the CoPORA model. Table 1 summarizes the interview results.

Table 1. Pedagogical digital literacy practices.

Digital literacy practices	CoPORA model	EFL university performances
Access	Cognition	When I hear a new word or task from the university early (Int.1) I search for more information from social media by collecting a viral issue and then proving its truth from previous ones. (Int.2)

Digital literacy practices	CoPORA model	EFL university performances
Communicate	Practice	I often communicate with people of different cultures, races, and religions in international groups via Instagram. I like communicating with foreigners because I am an English student. (Int.3) I communicate with people from different cultures if I have an empty time. Usually, I use Instagram. (Int.4)
Integrate	Observation	I suggest finding a weakness in information, like not mentioning the place of the accident. My comment is, "This accident does not mention the place in detail. The comments were sent to social media accounts. (Int.5) I comment on the news politely and do not underestimate others; it can stimulate a fair discussion, such as the polygamy issue. Before criticizing, I read about the issue on various social media platforms like Instagram and Facebook. If a commentator feels the best, I directly comment, "Why do you feel better than others?". I regret this comment because I am ashamed of it. (Int.6)
Evaluate	Rationalization	By accessing information from various social media, I can identify the truth by synchronizing between them to find the facts I read. The most social media are TikTok, Instagram, YouTube, and Google. For example, regarding the sexual harassment issue, I permanently joined the latest TikTok post on its wall. Then, I chronologically ensure that the content is accurate by reading most of the comments on the Netzines and writing them if needed for college tasks. (Int.7) Now, there are many spreading hoaxes. I searched for more information on Google, Instagram, YouTube, and WhatsApp groups before believing it. I watched the COVID-19 on YouTube and Instagram in English. (Int.8)
Create	Action	I upload my essay-writing tasks to Instagram. (Int.9) I publish articles on Instagram and WhatsApp. (Int.10)

Table 1 identified some aspects of the CoPORA model that were intertwined with pedagogical digital literacy practices in the students' English Essay Writing Class performances. Four aspects, including cognition, practice, observation, rationalization, and action, were performed on digital literacy practices. The results are described in the following findings.

Cognitive performances in accessing information

Students performed the CoPORA model in the first activity of the English Essay writing classroom. They accessed information from what they had listened to around the

classroom. The materials were designed in the curriculum. The following statement on int. 1 showed.

When I hear a new word or task from the university early (Int.1).

Int. 1 showed that the student used critical language when he found a new vocabulary word. If he did not understand the meaning, he used Google Translate to search for the meaning in English. Besides, he has enriched his knowledge based on scheduled materials from his lecturers, which were administratively designed for one semester in the first meeting of the English Essay Writing subject.

Another student in int. two also used applications of digital platforms such as Google Search, Google Scholar, and social media like YouTube, Facebook, Instagram, and WhatsApp to access current topics supported by her argumentative composition. The following utterance stated.

I seek more information on social media by collecting a viral issue and proving its truth from previous ones (Int.2).

Int. 2 proved that she constantly updated information from social media. If she got a viral issue of an argumentative topic, she accessed it from more than one source to compare it with the others; then, she determined the best and most trusted information. She did not only search for information as much as possible, but she selectively received information appropriate to the facts or digital social media sources that mostly shared similar content.

In sum, the CoPORA model with cognitive reflection identified the students' performances in digital literacy practices. Students reflected by translating unfamiliar vocabulary into English, learning curriculum-based subjects, and adding related topics from social media with English Writing subjects. The students honestly considered reputable sources and trusted content from social media platforms. The students' knowledge development closely relates to English vocabulary mastery because they used digital platforms to access new vocabulary and information well in the class critically.

Practical performances in communicating information

The students used habitual and temporary communication to practice English competence with the CoPORA model. They also used social media to digitally communicate with people across the world. The int. three is illustrated below.

I often communicate with people from different cultures, races, and religions via Instagram in an international group. I like to communicate with foreigners because I am an English student (Int.3).

The int. 3 claimed that students' performance was practiced in their English habitation with the Instagram application. In this habit, the students identified the Instagram users as foreigners who had different cultures, races, and religions. He had a good motivation to share, comment on, and discuss a specific culture, race, and religion with his followers.

His high motivation to communicate in English is due to his awareness of English students. These performances were conducted to enhance a cross-cultural understanding that supported the students' varied argumentation in writing argumentative texts. In contrast, the low-motivation student performed differently, as expressed in the following int. 3.

I communicate with people from different cultures if I have free time. Usually, I use Instagram. (Int.4.)

Int. 3 showed that the student also communicated with foreigners in her spare time. She intended to use Instagram only for daily communication with her friends. Her demand to communicate culture with other people around the world was based on her understanding of culture. If she didn't understand it well, she skipped another topic and logged out of the application.

The temporary practice is always conducted with academic intention. She would prefer to read about iconic cultures on Instagram because the content presents attractive pictures and understandable descriptions. This performance contributed less to logical argumentation; the students' argumentation was monotonous in the content aspect of argumentative text.

So, practice performances of the CoPORA model appear in students' motivation to communicate their social identities in English on Instagram with foreigners. Their motivation affected the duration of the communication. The students with linguistic and discursive interests took longer than those with academic purposes and had good argumentation when composing argumentative text. Communication with the Instagram application became a favorite and affordable tool for implementing the practice aspect of the CoPORA model in the classroom.

Observant performances in integrating information

In this observation, the students read and observed the chronological events of a specific accident, discussed the content, and suggested both the author and the participant on social media communication. The int. 5 is described below.

I suggest finding a weakness in information, like not mentioning the place of the accident. I commented, "This accident does not mention the place in detail." The comments were sent to social media accounts. (Int.5).

Int. 5 described that students' observation was performed to identify the topic, subject, event, sequence, and location. Then, the student ensured that the accident was the accurate information. If the content was not valid, the student gave a comment based on the lack of information, like not mentioning the place of the accident. The student used social media to integrate one piece of information with the others because it rapidly spread on social media platforms. For instance, the following utterance (Int.5) said.

I commend the news politely and don't underestimate the others. It can stimulate a fair discussion, such as the polygamy issue. Before criticizing, I read the issue on various social media like Instagram and Facebook. There is a commentator who feels the best. I directly

commented, " Why do you feel better than others?". I regret this comment because I am ashamed of another (Int.5).

The int. 5 proved that Instagram and Facebook were digital platforms to integrate information on polygamy discourse. Students discuss these performances based on online cross-references. The online discussion was politely conducted in a fair. If the student found a negative or unfair statement, he directly confirmed it with a polite comment.

This means that the observation aspect of the CoPORA model encourages the students to manage the information. The integration technique trains students to comprehend information from various points of view. Social media helps the students coordinate spilled information with real facts and scattered information among social media presentations.

Rational performances of evaluating information

To express logical argumentation in writing argumentative text, the student digitally accessed, classified, and synchronized some information from social media platforms and social facts. Int.7 is explained below.

By accessing information from various social media, I can identify the truth by synchronizing between them to find the facts I read. The most popular social media are TikTok, Instagram, YouTube, and Google. For example, regarding the sexual harassment issue, I permanently joined the latest TikTok post on its wall. Then, I chronologically ensured that the content was accurate by reading most of the comments on the Netzines and writing them if needed for college tasks (Int.7).

The student read and evaluated the information about sexual harassment, which spread on TikTok, Instagram, YouTube, and Google to get accurate information. He considered some digital aspects of social media features, including a sequence of times it could be checked when the information was shared on each social media. If that information had been posted on the same day or week, the information from social media could be represented as a fact and cited in the argumentative text. Also, netzine comments became an aspect of determining accurate information because they supported proving the facts. This evaluation was able to protect students from hoaxes. For instance, the following statement is illustrated in int. 8.

There are many spreading hoaxes. I search for more information before believing them on Google, Instagram, YouTube, and WhatsApp groups. I watched the COVID-19 video from YouTube and Instagram in English entitled (Int.8).

Int. 8 proved that the process of evaluating information describes the student's ability to express reasonable argumentation in English essay writing. He could compare the contents from various social media to find trustful information and trusted himself to believe the information was not hoaxed.

As a result, the rationalization aspect of the CoPORA model constructs the students' performances by evaluating the content of social media usage in the classroom. The rationalization process embeds students in reflecting some digital information on their argumentative writing and meaningful texts.

Active performance in creating information

Action performance closed related to communication in the CoPORA model. Students created and communicated argumentative content on social media. The following Int. 9 and 10 stated.

I upload my essay-writing tasks to Instagram. (Int.9).

I publish articles on Instagram and WhatsApp. (Int.10).

The int. 9 and 10 showed that students used Instagram and WhatsApp platforms to communicate their argumentative composition. Instagram was the most familiar social media for students to share and comment on content because it has a public setting based on the user's intention in the classroom, and WhatsApp was only for personal communication. Both platforms were familiar for students to communicate their tasks in the essay writing classroom.

Discussion

This study aims to investigate EFL university students' pedagogical digital literacy practices using the CoPORA model in an essay writing classroom. The research question guiding this study was: How do EFL university students practice pedagogical digital literacy with the CoPORA model in an essay writing classroom?

The results of the interviews, adapted from Ong et al. (2021), revealed several key aspects of students' digital literacy practices. Firstly, students were found to translate new words into English and engage with topics related to their learning subjects. This indicates their active involvement in expanding their vocabulary and subject knowledge. Secondly, students displayed high motivation to communicate their social identities with foreigners, showing their motivation to use English in real-world interactions. Thirdly, students demonstrated the ability to manage information from various sources, highlighting their competence in navigating digital content. Fourthly, students were adept at evaluating information, ensuring the accuracy and reliability of the content they encountered. Lastly, students effectively composed and communicated argumentative texts, utilizing social media platforms for broader engagement.

The previous research by Li (2022) suggested the need for further investigation into digital literacy development in pedagogical practice, particularly regarding mutual contributions to language learning, cognition, and social context. Our findings confirm that the CoPORA model facilitates significant advancements in these areas. Students' cognitive development was evident through their mastery of English vocabulary and critical competence in accessing information. Their linguistic and critical competencies were further influenced by their motivation, academic writing skills, and the time invested in these activities (Ahmed et al., 2021; Bourdeaud'hui et al., 2021; Cutrim, 2022; Mirzaei et al., 2024; Sheffler et al., 2022). Moreover, the integration of technical skills for social media usage and the ability to reflect digital content and social facts within the classroom context were crucial for their progress.

The study by Abella and Rosa (2023) in a pre-service teacher education context also aligns with our findings. EFL university students in our study similarly used social media platforms such as Instagram, YouTube, Facebook, and WhatsApp in their English essay-writing classroom. These platforms were instrumental in checking

trusted sources and contents, communicating with friends, lecturers, and followers, making cross-references among digital content and facts, and proving the truth of the contents. This digital engagement culminated in the compelling writing and communication of argumentative texts (Hamman-Ortiz et al., 2023; Kleemola et al., 2022; Lawrence & Sherry, 2021; Taheri & Nazmi, 2021; VanDerHeide et al., 2023). Therefore, the CoPORA model significantly improves EFL university students' pedagogical digital literacy practices, fostering critical thinking, digital literacy, and academic performance in essay writing. This study underscores the importance of integrating digital literacy practices with the CoPORA model to support students' language learning, cognitive development, and social interaction in a writing classroom.

CONCLUSION

Fundamental Finding: Pedagogical Digital literacy practice with the CoPORA model is an effective model to encourage EFL university students' skills to access, communicate, integrate, evaluate, and create argumentative texts with social media platforms in the English Essay Writing classroom. These skills enable students to digitally perform English vocabulary mastery, motivation to communicate social identity and manage and evaluate information. These performances are expressed in writing argumentative text and communicating with online readers through social media. **Implication:** The results of this study. This model appropriately integrates language competence, cognitive development, and social context with social media in the writing classroom. **Limitation:** This study was conducted in local subjects and was limited to students who had studied English essay writing and had joined the English Students' Association. **Future Research:** Regarding digital literacy practice, the study suggests conducting digital literacy practice with the CoPORA model in other applied linguists in classrooms, such as reading, speaking, and listening.

REFERENCES

- Abella, J. L., & Rosa, E. D. (2023). Digital literacy and digital competence of selected filipino teachers: basis for a post-pandemic pedagogy. *IJORER : International Journal of Recent Educational Research*, 4(5), 548-569. <https://doi.org/10.46245/ijorer.v4i5.378>
- Ahmed, M. M. H., McGahan, P. S., Indurkha, B., Kaneko, K., & Nakagawa, M. (2021). Effects of synchronized and asynchronized e-feedback interactions on academic writing, achievement motivation and critical thinking. *Knowledge Management and E-Learning*, 13(3), 290-315. <https://doi.org/10.34105/j.kmel.2021.13.016>
- Akayoğlu, S., Satar, H. M., Dikilitaş, K., Cirit, N. C., & Korkmazgil, S. (2020). Digital literacy practices of Turkish pre-service EFL teachers. *Australasian Journal of Educational Technology*, 36(1), 85-97. <https://doi.org/10.14742/ajet.4711>
- Akpur, U. (2020). Critical, reflective, creative thinking and their reflections on academic achievement. *Thinking Skills and Creativity*, 37, 1-23. <https://doi.org/10.1016/j.tsc.2020.100683>
- Arif, T. (2019). The use of social media for english language learning: an exploratory study of EFL university students. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 224-233. <https://doi.org/10.31002/metathesis.v3i2.1921>
- Atmowardoyo, H. (2018). Research methods in TEFL studies: Descriptive research, case study, error analysis, and R&D. *Journal of Language Teaching and Research*, 9(1), 197. <https://doi.org/10.17507/jltr.0901.25>
- Bourdeaud'hui, H., Aesaert, K., & van Braak, J. (2021). Exploring the relationship between metacognitive awareness, motivation, and L1 students' critical listening skills. *The Journal of Educational Research*, 114(1), 40-51. <https://doi.org/10.1080/00220671.2021.1872474>

- Cáceres, M., Nussbaum, M., & Ortiz, J. (2020). Integrating critical thinking into the classroom: A teacher's perspective. *Thinking Skills and Creativity*, 37, 1-11. <https://doi.org/10.1016/j.tsc.2020.100674>
- Cutrim Schmid, E. (2022). 'I think it's boring if you now only speak English': enhancing learner investment in EFL learning through the use of plurilingual tasks. *Innovation in Language Learning and Teaching*, 16(1), 67-81. <https://doi.org/10.1080/17501229.2020.1868476>
- Erarslan, A. (2019). Instagram as an education platform for EFL learners. *Turkish Online Journal of Educational Technology – TOJET*, 18(3), 54-69.
- Farahian, M., Avarzamani, F., & Rajabi, Y. (2021). Reflective thinking in an EFL Writing course: To what level do portfolios improve reflection in writing? *Thinking Skills and Creativity*, 39, 1-11. <https://doi.org/10.1016/j.tsc.2020.100759>
- Haerazi, H., Utama, I. M. P., & Hidayatullah, H. (2020). Mobile applications to improve english writing skills viewed from critical thinking ability for pre-service teachers. *International Journal of Interactive Mobile Technologies (iJIM)*, 14(7), 58-72. <https://doi.org/10.3991/ijim.v14i07.11900>
- Hamilton, S. (2019). Reflection(s) in/on digital writing's hybrid pedagogy, 2010-2017. *Computers and Composition*, 52, 158-174. <https://doi.org/10.1016/j.compcom.2019.02.006>
- Hamman-Ortiz, L., Santiago Schwarz, V., Hamm-Rodríguez, M., & Gort, M. (2023). Engaging teachers in genre-based pedagogy for writing arguments: a case study of shifts in practice and understanding. *TESOL Quarterly*, 57(2), 402-432. <https://doi.org/10.1002/tesq.3156>
- Iskandar, I., Sumarni, S., Dewanti, R., & Asnur, M. N. A. (2022). Infusing digital literacy in authentic academic digital practices of english language teaching at universities. *International Journal of Language Education*, 6(1), 75-90. <https://doi.org/10.26858/ijole.v6i1.31574>
- Kacatl, J., & Klímová, B. (2019). Use of smartphone applications in english language learning – A challenge for foreign language education. *Education Sciences*, 9(3), 1-11. <https://doi.org/10.3390/educsci9030179>
- Kleemola, K., Hyytinen, H., & Toom, A. (2022). The challenge of position-taking in novice higher education students' argumentative writing. *Frontiers in Education*, 7, 1-14. <https://doi.org/10.3389/feduc.2022.885987>
- Knight, J., Dooly, M., & Barberà, E. (2023). Getting smart: Towards critical digital literacy pedagogies. *Social Semiotics*, 33(2), 326-349. <https://doi.org/10.1080/10350330.2020.1836815>
- Kumpulainen, K., Sairanen, H., & Nordström, A. (2020). Young children's digital literacy practices in the sociocultural contexts of their homes. *Journal of Early Childhood Literacy*, 20(3), 472-499. <https://doi.org/10.1177/1468798420925116>
- Lawrence, A. M., & Sherry, M. B. (2021). How feedback from an online video game teaches argument writing for environmental action. *Journal of Literacy Research*, 53(1), 29-52. <https://doi.org/10.1177/1086296X20986598>
- Li, D. (2022). A review of academic literacy research development: From 2002 to 2019. *Asian-Pacific Journal of Second and Foreign Language Education*, 7(5), 1-12. <https://doi.org/10.1186/s40862-022-00130-z>
- Kumpulainen, K., Sairanen, H., & Nordström, A. (2020). Young children's digital literacy practices in the sociocultural contexts of their homes. *Journal of Early Childhood Literacy*, 20(3), 472-499. <https://doi.org/10.1177/1468798420925116>
- Mirzaei, A., Shafiee Rad, H., & Rahimi, E. (2024). Integrating ARCS motivational model and flipped teaching in L2 classrooms: a case of EFL expository writing. *Computer Assisted Language Learning*, 37(5-6), 1136-1165. <https://doi.org/10.1080/09588221.2022.2068614>
- Moon, S. J., & Bai, S. Y. (2020). Components of digital literacy as predictors of youth civic engagement and the role of social media news attention: The case of Korea. *Journal of Children and Media*, 14(4), 458-474. <https://doi.org/10.1080/17482798.2020.1728700>

- Ong, W. A., Swanto, S., Alsaqqaf, A., & Ong, J. W. (2021). Promoting reflective practice via the use of 5-step copora reflective model: A case study of east malaysian esl pre-service teachers. *Teflin Journal*, 32(1), 72–96. <https://doi.org/10.15639/teflinjournal.v32i1/72-96>
- Rao, P. (2019). The impact of social media on learning english: a critical study in english language teaching (ELT) context. *Research Journal of English (RJOE)*, 845, 266–274.
- Ribas, F. C. (2021). Rethinking digital literacy practices and educational agendas in times of COVID-19 uncertainty. *Revista Brasileira de Linguística Aplicada*, 22(2), 399–431. <https://doi.org/10.1590/1984-6398202117285>
- Sattam, P. (2021). The relationship between language proficiency level and L2 digital literacy self-efficacy: A study of EFL university students. *International Journal of Arabic-English Studies (IJAES)*, 21(2), 1–11.
- Schmidt, T. (2018). How we talk about the work is the work. *Performance Research*, 23(2), 37–43. <https://doi.org/10.1080/13528165.2018.1464751>
- Sheffler, P., Rodriguez, T. M., Cheung, C. S., & Wu, R. (2022). Cognitive and metacognitive, motivational, and resource considerations for learning new skills across the lifespan. *WIREs Cognitive Science*, 13(2), 1–11. <https://doi.org/10.1002/wcs.1585>
- Taheri, P., & Nazmi, R. (2021). Improving EFL learners' argumentative writing ability: Teacher vs. peer scaffolding. *Teaching English Language*, 15(2), 299–333. <https://doi.org/10.22132/TEL.2021.143348>
- Tham, J. C. K., Burnham, K. D., Hocutt, D. L., Ranade, N., Misak, J., Duin, A. H., Pedersen, I., & Campbell, J. L. (2021). Metaphors, mental models, and multiplicity: Understanding student perception of digital literacy. *Computers and Composition*, 59, 1–10. <https://doi.org/10.1016/j.compcom.2021.102628>
- Valentová, M., & Brečka, P. (2019). Implementation of the critical thinking strategies in the school subject technology: A preliminary study. *TEM Journal*, 8(3), 998–1004. <https://doi.org/10.18421/TEM83-43>
- VanDerHeide, J., Newell, G. E., & Olsen, A. W. (2023). Conceptualizing dialogic literary argumentation: Inviting students to take a turn in important conversations. *Written Communication*, 40(2), 417–447. <https://doi.org/10.1177/07410883221148680>
- Wu, Z. (2020). Tracing EFL writers' digital literacy practices in asynchronous communication: A multiple-case study. *Journal of Second Language Writing*, 50, 1–11. <https://doi.org/10.1016/j.jslw.2020.100754>
- Zhang, M., Akoto, M., & Li, M. (2021). Digital multimodal composing in post-secondary L2 settings: a review of the empirical landscape. *Computer Assisted Language Learning*, 36(4), 694–721. <https://doi.org/10.1080/09588221.2021.1942068>

***Dr. Moh. Hafidz, M.Pd (Corresponding Author)**

English Education Department and Literature, Faculty of Language and Arts,
State University of Surabaya, Surabaya, Indonesia
Jl. Lidah Wetan, Surabaya, East Java, 60213, Indonesia
Email: moh.20003@mhs.unesa.ac.id / mohhafidz@stkippgri-bkl.ac.id

Prof. Dra. Pratiwi Retnaningdyah, M.Hum., MA., Ph.D

English Education Department and Literature, Faculty of Language and Arts,
State University of Surabaya, Surabaya, Indonesia
Jl. Lidah Wetan, Surabaya, East Java, 60213, Indonesia
Email: pratiwiretnaningdyah@unesa.ac.id

Dr. Ali Mustofa, S.S., M.Pd

English Education Department and Literature, Faculty of Language and Arts,
State University of Surabaya, Surabaya, Indonesia
Jl. Lidah Wetan, Surabaya, East Java, 60213, Indonesia
Email: alimustofa@unesa.ac.id
