



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 (Kaceti & 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

4. 657-Moh. Hafidz.doc

ORIGINALITY REPORT

5%

SIMILARITY INDEX

4%

INTERNET SOURCES

2%

PUBLICATIONS

1%

STUDENT PAPERS

PRIMARY SOURCES

1

philpapers.org

Internet Source

1%

2

ijmmu.com

Internet Source

1%

3

www.researchgate.net

Internet Source

<1%

4

journal.ia-education.com

Internet Source

<1%

5

Ade Siti Haryanti, Sholeh Hidayat, Dase Erwin Juansah, Friza Youlinda Parwis. "The effect of the POE2WE model and students' critical thinking on the ability to write argumentations", International Journal of ADVANCED AND APPLIED SCIENCES, 2024

Publication

<1%

6

Cui, Wenqi. "Transfer Across Media: Learning Transfer in Digital-Mediated Multimodal Writing in First-Year Composition", Indiana University of Pennsylvania, 2023

Publication

<1%