

INCORPORATING MULTILITERACY PEDAGOGY ELEMENTS INTO EFL SPEAKING CLASS THROUGH DIGITAL STORYTELLING

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ABSTRACT

In a globalised world where cross-cultural communication is becoming increasingly important, the ability to communicate effectively in various contexts through spoken language is crucial. Multiliteracy enables individuals to communicate effectively and confidently in a variety of contexts, both within their own culture and across cultures. Digital storytelling utilises diverse modes of communication, promotes creativity and global communication, and integrates technology in the learning process, making it a valuable tool for multiliteracy pedagogy. Thus, the study aims to show how multiliteracy pedagogy elements are incorporated into English as a Foreign Language speaking class through digital storytelling. This is a pilot study in which thematic analysis is used to find the themes within four knowledge processes of multiliteracy pedagogy in digital storytelling activity. The findings show that through experience, the students can practise speaking in an authentic context, develop their language skills through conceptualising and analysing their stories, and receive feedback from peers and teachers. Therefore, digital storytelling achieves the purpose of representing all four elements of multiliteracy

pedagogy, namely, situated practice, overt instruction, critical framing, and transformed practice which facilitate the growth of speaking proficiency.

Keywords: multiliteracy; teaching pedagogy; digital storytelling; EFL speaking

Introduction

In contemporary education, students learn not only through reading and writing, but also through visual engagement, auditory processing, and practical application. Traditional conceptions of literacy must be reconsidered in light of the modern complexities arising from globalisation and technological progress. As the world becomes more interconnected, a specific form of literacy, known as multicultural literacy, becomes essential. The concept of multiliteracies emerges as an approach to address the variation of meaning-making across cultural, social, and domain-specific contexts. This implies that focusing only on the norms of basic structures of the national language is no longer adequate for literacy instruction. Instead, in today's context of interaction and meaning representation, learners need to be able to navigate variations in meaning patterns across different contexts.

One area where the development of multiliteracy can be particularly valuable is in the realm of speaking skills. In the past, speaking skills were often taught through memorisation and recitation of texts. However, nowadays, effective communication often involves the ability to create and deliver messages using a variety of modalities, including verbal, nonverbal, and visual elements (Rubini et al., 2019). In Indonesia, the prevalent method for teaching speaking is the communicative approach. This approach has been a part of the English as a Foreign Language (EFL) curriculum in Indonesia since 1984 and aims to develop students' communicative competence by providing opportunities to use the language meaningfully and appropriately in various contexts to students (Hakim, 2022). Digital storytelling is one example of a multimodal approach to speaking that can help students develop these skills (Fu et al., 2022).

Digital storytelling provides an excellent opportunity for students to practise speaking skills. When creating a digital story, students need to think about how they will present their ideas and use their voices to convey emotion and tone (Kallinikou & Nicolaidou, 2019). Students can also practise their speaking skills when providing feedback to their peers on their digital stories. By providing constructive feedback, students can learn to communicate their thoughts clearly and effectively. Furthermore, digital storytelling can serve as a platform for students who struggle to speak in a foreign language (Fu et al., 2022). Through digital storytelling, students can gain confidence in speaking as they work to tell their stories in a compelling and engaging way.

The current study aims to address a gap in the literature regarding how the incorporation of multiliteracy pedagogy into EFL speaking class in Indonesia through digital storytelling. One potential research gap in the field of language education is the

extent to which multiliteracy pedagogy can develop learners' speaking skills. While there has been some research on the use of multiliteracy approaches in language teaching, only a few studies emphasise the need to explore the potential benefits of digital storytelling on students' speaking skills in EFL classrooms, with a focus on the four stages of knowing processes of multiliteracy pedagogy, especially in Indonesia. Given the increasing importance of oral communication skills in a globalised world, it is important to explore how multiliteracy pedagogy might support the development of students' speaking skills. Furthermore, this study could have significant implications for language education practice and policy by exploring the relationship between multiliteracy pedagogy and speaking skill development. Related to that, the current study addresses the following research question: How are multiliteracy pedagogy elements (i.e., situated practice, overt instruction, critical framing, and transformed practice) incorporated into English as a Foreign Language speaking class through digital storytelling to develop students' speaking skills?

Literature Review

Multiliteracy Pedagogy Framework

According to Cope and Kalantzis (2000), there are two concepts of "multi" in multiliteracy, i.e., multilingual, and multimodal. Multimodal literacy is the way of developing meanings from the perspective of multimodal texts, including written form, visual elements, and design, from multiple perspectives to meet the demands of particular social contexts. The other "multi" dimension is multilingual, it is an immense and significant difference in environments and communication patterns (Cope & Kalantzis, 2000). Multiliteracies pedagogy broadens classroom instruction by incorporating what is novel in the current environment (Cope & Kalantzis, 2015).

Multiliteracies pedagogy encourages multimodal teaching and learning, with six different modes of meaning being important in this approach, including linguistics, visual, audio, gestural, spatial awareness, and multimodal as the medium to strengthen students' multiliteracies (Nabhan & Hidayat, 2018; Nabhan, 2019; New London Group, 1996). Incorporating multiple modes, such as adding visual or animation elements to language learning, enhances students' attention and facilitates information retention (Dewi et al., 2022). Also, as the multiliteracy approach promotes learner autonomy through ICT integration, the teacher acts as a facilitator that supports a learner-centred classroom as well as helps students to move across various modes and media to accomplish specific goals, shifting away from the traditional teaching format (Borsheim et al., 2008; Kaur & Sidhu, 2007). Moreover, the new literacy pedagogies include the concept of empowering students in their learning journey through project-based inquiries, as encapsulated by the term "multiliteracy", which clearly identifies the diversity of media, discourses, and languages (Hong & Hua, 2020; New London Group, 1996; Yelland et al., 2008). Designing a multiliteracy project can help the students have better learning environments by

integrating both traditional print-based resources and multimodal resources (Puteh-Behak & Ismail, 2018).

The pedagogy of multiliteracies consists of four elements; situated practice, overt instruction, critical framing, and transformed practice (Cope & Kalantzis, 2000; New London Group, 1996). The concept of situated practice suggests that learners should be encouraged to acquire new knowledge while also receiving support based on their existing knowledge and skills. Overt instruction highlights the significance of explicit teaching and learning of abstract concepts and theories to enable learners to gain a more profound comprehension of a specific subject. Meanwhile, critical framing refers to the importance of comprehending how social and cultural elements impact the creation and interpretation of knowledge. Finally, transformed practice can be recognised through two indicators: effectively applying knowledge in unfamiliar contexts and creatively transferring and combining knowledge in new situations (Yelland et al., 2008).

Digital Storytelling in Speaking Context

Digital storytelling is a form of media production in which students use technology to create their own stories and complete multimodal tasks (Greenwood, 2008; Lee, 2014; Rohayati, 2020). Digital storytelling, with the support of computer networking technology, permits and empowers arts learners to nurture and utilise their numerous literacy, creativity, and critical abilities to speak their minds (Borsheim et al., 2008). It helps students represent their ideas in multiple ways including narration and visual performance (Ruppert et al., 2017). This digital story project provides students with new tools for sharing and discussing their life experiences as well as exploring their ideas. This demonstrates that the creation of digital stories allows students to create a story using a variety of modalities (Rohayati, 2020). By incorporating new media into the classroom, the students can be more engaged. (Greenwood, 2008).

Huang (2023) argued that completing digital storytelling tasks can improve English speaking proficiency as it requires students to engage in various speaking activities. The activities include discussing the content of the story with group members, presenting the storyboard, practising their speech, recording their voice-over, and sharing the digital story. Moreover, Al-Amri (2020) suggests that digital storytelling can be used as a tool to provide more opportunities for EFL learners to practise their speaking skills in several ways. Digital storytelling provides a platform for students to practice their oral skills. It also encourages them to engage in discussions of each stage in which they have opportunities for more communication and polish the content of the story. In line with this, Rubini et al. (2019) argue that digital storytelling provides opportunities for peer feedback and collaboration in which they can improve their ideas as well as communication skills. Meanwhile, Arroba and Acosta (2021) assert that repetition and practice in digital storytelling activity, in which it allows students to avoid errors in the speaking process.

Digital storytelling processes usually consist of five steps (Gregori-Signes, 2008). First, students will create a storyline for their digital narrative. Subsequently, they will select appropriate images and music to illustrate the story. Following this, they will enhance their public speaking skills by presenting their narrative to their peers. Afterward, students will record the story, concentrating on refining their pronunciation and intonation. Finally, with guidance from their teachers, they will assemble the digital story with technical support. On the other hand, Reinders (2011) explained two main stages of implementing digital storytelling projects in speaking classrooms. In the preparation stage, the objective, the types of stories and the framework of the story, the genre and the structure of the text are stated. Next, students plan the story by finding and deciding on a topic they are going to tell. Providing several brainstorming questions will help activate their memory of a story that is worth telling. Also, having a discussion to preview the topic. The next stage is the production stage in which the students create the storyboard and the final product.

Related Studies of the Use of Digital Storytelling in EFL Speaking Classroom

Studies on the use of digital storytelling in speaking context date back to Eissa (2019) that found a significant improvement in vocabulary choice, correct grammar usage, pronunciation, fluency and performance, and stress and intonation usage from statistical analysis of pre- and post-test. The learners' perceptions were also analysed through a questionnaire, which showed that they felt more confident in their speaking abilities after using digital storytelling as a pedagogical tool in Arabic teacher training curricula. Subsequently, Fu et al. (2022) reported that digital storytelling had a positive impact on learners' speaking competence in terms of fluency and language use, as the experimental group outperformed the control group. Similarly, Arroba and Acosta (2021) used a quantitative approach to determine the effectiveness of digital storytelling as an alternative strategy for developing English-speaking skills in Thai undergraduate students in two phases: survey administration and the application of a quasi-experimental method. The results showed that learners who used digital storytelling demonstrated significant improvement in their speaking skills compared to those who received conventional teaching methods. The ability to modify output allowed learners to practice the spoken language by asking for help in pronunciation, stress, or intonation patterns in certain individual words or merely repeating complete sentences.

In a different EFL context, Abdolmanafi-Rokni and Qarajeh (2014) reported similar results in which the students in the experimental group who were exposed to digital storytelling had better speaking skills in terms of pronunciation, grammar, vocabulary, and fluency. Al-Amri (2020) explored the benefits of communicative language teaching and provides examples of classroom activities using digital storytelling. Using qualitative content analysis to identify themes and patterns related to EFL learners' communicative competence, he found that improvements in phonology, grammar, and vocabulary were the most notable. Another important finding is that learners made fewer mistakes in their

speech, and there was a statistically significant improvement in grammar, as well as an improvement in learners' motivation towards speaking activities after the intervention (Kallinikou & Nicolaidou, 2019). Rubini et al. (2019) reported the results of an action research study that investigated the effectiveness of digital storytelling in improving students' speaking skills. The study used a paired sample t-test to compare the results of pre-tests and post-tests and found that digital storytelling improved the speaking skills and communication skills of most participants through peer feedback and collaboration. Similarly, Roza and Rustam (2023) reported that digital storytelling helped to make students' speech more coherent and cohesive, resulting in significant improvements in fluency, coherence, and cohesion of academic public speaking performances. While prior research has shown that digital storytelling is beneficial for improving students' speaking abilities, it is still necessary to understand how digital storytelling is conducted. Moreover, previous research has mostly used quantitative methods, and there is a lack of studies investigating the classroom activities of digital storytelling as a multiliteracy pedagogical tool for developing speaking skills.

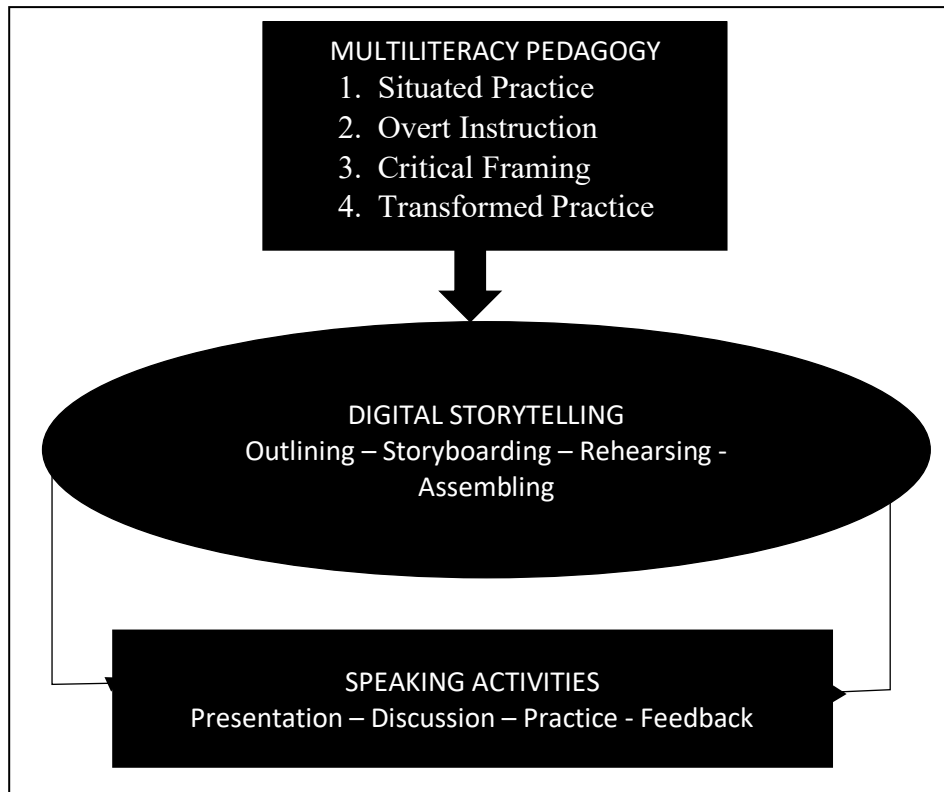
Theoretical Framework

The theoretical framework for Digital Storytelling incorporates the elements of Multiliteracy Pedagogy into the learning process. It also fosters various speaking activities, enabling students to actively participate in the EFL Speaking class. This framework serves as a guide for understanding the underlying principles and elements of Digital Storytelling in EFL speaking classrooms, which is grounded in multiliteracy pedagogy theory.

The framework shows that digital storytelling involves three main activities: finding topics, storyboarding, and assembling the digital story. In finding topics and storyboarding, the students present their work and receive feedback from the teacher and other students. The storyboarding activity includes gathering materials and organising the story, with classroom discussions to discuss the content of the story. Assembling the digital story also includes the activity of voice-over recording. The students check their pronunciation through several apps and work on their tone and intonation through feedback. The activities provide EFL students with ample opportunities to use English during speaking classes. It is in line with the communicative approach, an integral component of the EFL curriculum in Indonesia since 1984. The research site, EFL Speaking class in Universitas Riau Kepulauan, aims to equip students with the necessary skills to communicate effectively in English, particularly in everyday, academic, and work contexts at an intermediate level as explained in the Speaking II course's syllabus. The course utilises various teaching methods such as small-group discussions, role plays, simulations, and project-based learning. Through these methods, students learn how to use appropriate and effective oral expressions to describe themselves and others, jobs, and hobbies, as well as their opinions on various topics. Therefore, to further support students in developing their speaking abilities, the speaking course incorporates digital storytelling into the curriculum and syllabus to provide

engaging and meaningful communicative activities for the students. Students can also express their own voices through the stories they create. It can provide students with an engaging and meaningful way to practice and improve their English-speaking abilities.

Figure 1
Digital Storytelling's Framework



Methodology

The study is a pilot study of a larger qualitative case study in which thematic analysis is used according to the four concepts of multiliteracy pedagogy, situated practice (experiencing), overt instruction (conceptualising), critical framing (analysing), and transformed practice (applying). A deductive approach of thematic analysis was used in this study. It is an approach in which themes are identified based on pre-existing theories or frameworks (Braun & Clarke, 2006). The analytic process consists of reading and re-reading to identify initial codes based on keywords and phrases; sorting out the codes to meet the requirement of each research question, as this study is a theory-driven; sorting the codes into categories, which are then interpreted to form themes; and representing the themes (Braun & Clarke, 2006).

Participants

The participants of the study are 10 students taking the Speaking II course at Universitas Riau Kepulauan, Batam, Indonesia. The objective of the course is to equip students with the essential skills for effective communication in English, particularly in everyday, academic, and work contexts at an intermediate level, as outlined in the syllabus for the Speaking II course. Indonesia is an archipelago nation that consists of more than 17.000 islands. The site, Batam, is a multicultural city, with a population composed of migrants from varied regions in Indonesia as a result of its fast-growing urban and industrial development. The participants are from different social and cultural backgrounds. Their average English proficiency is A2 level of CEFR (Common European Framework of Reference).

Table 1
Demographic Information of the Participants

Demographic features		N	Percentage (%)
Gender	Male	1	10
	Female	9	90
Age	17-23	7	70
	24-30	2	20
	31-37	1	10
Ethnicity	Javanese	3	30
	Malay	3	30
	Minang	1	10
	Batak	1	10
	Sundanese	1	10
	Moluccans	1	10

Data Collection and Analysis

Ethical approval for the study and to report this case was obtained from Faculty of Education Universitas Riau Kepulauan where the study was conducted (009/D-FKIP/UNRIKA/III/2023).

To collect the data, an open-ended questionnaire and observation field notes were used as well as students' artefacts to enrich the data corpus. The themes of identification and classification to select the data set were based on the indicators of the Knowing Process (Yelland et al., 2008). The indicators of knowing processes in multiliteracy pedagogy were incorporated into Braun and Clarke's (2006) thematic analytic process as follows:

- 1) Guiding the analysis focus on specific aspects of the data that relate to the research questions and identify themes that reflected these aspects based on the process

orientation as seen in Initial Analytical Template (Table 2). In the familiarisation stage, the indicators of situated practice, overt instruction, critical framing, and transformed practice were used to identify examples in the data that reflected the processes.

- 2) Then, the initial codes that reflect these processes were generated.
- 3) The codes that relate to the same process were grouped and developed into themes.
- 4) Finally, the themes were organised and presented in the findings in a way that reflected the research questions and the processes identified in the data.

Table 2 presents an analytical template based on the Knowing Process indicators (Yelland et al., 2008) to analyse the incorporation of multiliteracy pedagogy in digital storytelling for the development of EFL students' speaking skills.

Table 2
Initial Analytical Template of Multiliteracy Pedagogy's Knowledge Processes (Yelland et al., 2008)

Knowledge Process	Process Orientation's Indicator	Question/Prompt
Situated practice/ Experiencing	Identify, retrieve, recall, clarify, check, locate, restate, illustrate, and verify	How did you select the interesting story to share? Did you face any challenges or difficulties in finding an engaging story? (Interview)
Overt Instruction/ Conceptualising	Define, give examples, classify, generalise, synthesise, abstract, structure, organise	How are students defining and naming keywords and terminology in their story? How are students giving examples related to their story? (Field Notes)
Critical Framing/Analysing	Compare, contrast, explain, infer, interpret, argue, differentiate, and evaluate	Can you recall any specific thoughts or assumptions you had during that time? How did they influence your perception of the situation? (Interview)
Transformed Practice/Applying	Apply, use, produce, transfer, translate, design, create	How did you apply and integrate different modes to communicate your ideas? (Interview)

Findings

The data collected from the open-ended questionnaire, observation, and artefacts revealed how digital storytelling incorporated multiliteracy pedagogy in EFL speaking by analysing the stages of the digital storytelling project, as conveyed in student activities that involved different semiotic modes, as the unit of analysis.

Situated Practice (Experiencing)

One of the stages of multiliteracy pedagogy is situated practice or experience. It focuses on utilising the student’s existing knowledge, life experience, and cultural background. The themes of the situated practice stage were developed by identifying initial codes as can be seen in Table 3.

Table 3
Example of Initial Coding and Themes in Situated Practice

Excerpt	Coding	Theme
<i>Interviewer:</i> How did you select your story? Was there any challenges or difficulties in finding an engaging story? Respondent 4: “I was having a difficulty to find an interesting story at first so I put a lot of thought ² first before I decided which story that I want to share ¹ . But then I started discussing it with my classmates ³ . We had a lot of conversations about our ideas and it really helped me less anxious ⁴ and more comfortable with speaking in English.	¹ Identifying experiences	Drawing on the learner’s prior knowledge and life experience
	² Recalling memories	
	³ Discussion with classmates	Facilitating speaking skill development
	⁴ Reducing anxiety	

In the digital storytelling project, the students tried to identify personal experiences that they thought were worth telling and had a moral value for the audience. After finding some choices of story, they decided on one topic as their story. Then, the students retrieved their background knowledge about the topic by answering some

“They smashed the *Pinang*
and mixed it with *kapur*
sirih”(S6)
“So elderly people overthere
have a strong teeth”(S8)

As shown in Table 4, activities that represent overt instruction in digital storytelling consist of defining local culture, giving examples, classifying, organising the story, and synthesizing. The integration of conceptualising stage in the digital storytelling project according to the excerpts above, is seen through students’ activities in defining the local culture and giving examples and organising their story into a structure of a narrative. Furthermore, to stimulate the students to generalise and synthesise their discussion results of local culture, the teacher also prompted some questions.

Critical Framing (Analysing)

The next stage of multiliteracy pedagogy is critical framing or analysing. It focuses on analysing the functions of any form of communication that conveys meaning (Cope & Kalantzis, 2015). The themes of critical framing are seen in Table 5.

Table 5
Example of Initial Codes and Themes in Critical Framing

Excerpt	Coding	Theme
Interviewer: Can you recall any specific thoughts or assumptions you had during that time? How did they influence your perception of the situation?	¹ Evaluating political state ² Influence of societal assumption	Analysing the intentions and purposes of events in the stories
Respondent 4: I read a lot of news related to terrorism at that time ³ . It makes me think straight to terrorism (because of political condition) ¹ . And...probably because it was dark, my mind wandered ⁴ ..., ...there are a lot assumption of terrorism in society ² .	³ Evaluate information ⁴ Expressing opinions	Presenting opinions and arguments

In this study, critical framing involved students comparing various cultural contexts and purposes, analysing the intentions and purposes of events in the stories, and identifying and inferring the reason and value of the stories through their personal and cultural perspectives. In response to a student's narrative about her experience in a failed attempt of rappelling, the student inferred that it was not because she is a woman that she was afraid to do rappelling. She argued that a woman is as capable as a man as she believes in gender equality. She expressed her opinion as follows:

"It is not because I am a woman. My friend is also a woman and she did it well. I think I didn't have enough exercise before rappelling" (S1)

Another respondent told an interesting narrative of how she wrongly accused someone as a terrorist and how embarrassing it was. She recalled her memories of the experiences, her feeling and her thought at that time. It led her to evaluate the political state at that time and her stance towards the act of terrorism. The other excerpts showed that a student picked a story of a culture shock that she experienced during her journey to an island in Maluku, her father's origin. In constructing the story, she compared and contrasted habits and culture between her homeland, Pulau Karimun and Maluku. The discussion about local culture in Maluku invited other students to interpret the culture of eating Pinang in other regions such as Java and Sumatera, based on their different perspectives, and then compared it through a class discussion. Other students responded to the story by giving opinions about the topic, an assumption of how the story could happen. It led them to evaluate the problem that occurred in complication and identified the value of the story. Therefore, activities in the stage included identifying and inferring the reason and value of the story through interpretation of their personal and cultural perspective, giving arguments of the events that happened in the story by analysing the purposes and intentions and comparing one culture with another to make a synthesis.

Transformed Practice (Applying)

In transformed practice, learners are expected to apply their knowledge, create meaning, and make a practical impact on the world (Yelland et al., 2008).

During the presentation, the students had a discussion related to the content of their story. They also received feedback from both the teacher and their peers on aspects such as their word choices, pronunciation, and intonation. The feedback and interaction were documented in the observation field notes. The last stage of the digital storytelling activity was assembling their materials into a video. The participants used various software and apps to create their digital storytelling, such as Kinemaster, Inshot, and Instagram. In the final stage, their digital story was published on social media platforms such as Instagram and Youtube, to try to reach a larger audience.

Table 6

Example of Initial Codes and Themes Based on Knowing Process Indicators in Transformed Practice

Excerpt	Coding	Theme
Field Note: During the presentation ¹ , respondent 2 suggested respondent 8, "I think you must say, 'I forgot to take the ticket with me', not 'bring the ticket with me'" ²	¹ Presentation ² Feedback ³ Making multimodal text ⁴ Assembling digital story	Enhancing communication ability through presentation and feedback Creatively transferring and/or recombining knowledge in new settings
Interviewer: How did you apply and integrate different modes to communicate your ideas? Respondent 4: I must say that the process of making the imagination into a real video ⁴ was the hardest part, I chose Inshot and Instagram to combine the picture and animation, I record my voice directly in Inshot. I also used gifts for expressions. ³		

Discussion

The integration of the multiliteracy pedagogy framework into the EFL speaking class through digital storytelling, as explored in this study, proves the potential of this approach to language learning. By creating digital stories using multiple modes of communication, such as text, images, and sound, students are provided with an engaging and dynamic context to develop their speaking skills (Eissa, 2019). Additionally, the acquisition of digital literacy skills can help students become more confident and effective communicators in a range of contexts (Rajendran & Yunus, 2021).

Multiliteracy pedagogy consisted of four knowing processes, namely, situated practice, overt instruction, critical framing, and transformed practice (Cope & Kalantzis, 2015). In situated practice, learning activities focus primarily on personal knowledge, concrete experience, evidence, and data (Yelland et al., 2008). In identifying the topics,

some students had already found the moral value and the bigger picture that they were portraying through their stories. This is in line with Puteh-Behak and Ismail (2018) that students use multimodal resources to explore their existing knowledge and skills in situated practice. Another benefit of this approach is that it encourages students to actively engage in class discussions and develop their oral communication skills (Al-Amri, 2020; Rubini, 2019). By identifying a specific topic and crafting a narrative framework, students learn how to structure their thoughts and organise their ideas effectively (Fu et al., 2022; Roza & Rustam, 2023). The process of recalling memories and experiences related to the topic of their story requires students to use descriptive language and engage in learning activities (González Mesa, 2020).

Through the class discussion forum, students are encouraged to share their personal experiences and knowledge with their classmates, allowing them to practise expressing their ideas in a clear and concise manner (Fu et al., 2022; Kallinikou & Nicolaidou, 2019). They generated more ideas and got feedback on their own ideas, leading to a sense of comfort, reduced anxiety, and build confidence when speaking in English (Cope & Kalantzis, 2015). Moreover, students also learn how to structure their thoughts and organise their ideas effectively (Rubini et al., 2019). The integration of multiliteracy pedagogy into the learning process is not just a means of transferring information, but also a way of constructing knowledge and meaning through interaction with others (Cope & Kalantzis, 2015).

Learning activities that reflected the stage of overt instruction or conceptualising focused on constructing the concepts and synthesizing theory. This includes defining and applying concepts and linking them into a visual representation. (Yelland et al., 2008). The development of speaking skills is promoted by encouraging students to actively engage in class discussions, brainstorming, and sharing personal experiences (Arroba & Acosta; 2021). The teacher's role in posing questions that stimulate students to generalise and synthesize their discussion results, for example by relating local culture to broader contexts also promotes critical thinking and communication skills, as students are challenged to articulate their ideas and defend their arguments (Lee, 2014).

By interpreting the students' personal and cultural perspectives on the story, the students construct the story in a bigger frame rather than just a slice-of-life story (Roza & Rustam, 2023). Analysing the point of view represented in the story revealed the big message that was hidden in the narrative. Those messages are the values of the story derived from their judgment toward an event and are believed to be crucial to inform the audience. Those activities and interactions provide students with opportunities to develop their speaking skills and build cultural competency as it encourages students to express their thoughts, opinions, and evaluations of the events presented in the stories (Gonzalez Mesa, 2020). Through questioning and discussion, students are pushed to elaborate on their ideas and articulate their reasoning (Eissa, 2019). The ability to present ideas, opinions, and arguments to others in a clear and persuasive way is an essential aspect of effective communication (Lee, 2014). Speaking skills include not only the ability

to produce sounds and communicate orally but also the capacity to organise and structure ideas, use persuasive language, and engage with an audience.

Transformed practice refers to the application of knowledge and understanding in real-world situations. The data suggested that students create texts and put them to use in communicative actions, thereby developing students' ability to communicate effectively in various contexts (Lee, 2014). Additionally, the development of students' speaking skills was also supported by opportunities to practice using language in real-world situations and receiving feedback on their performance (Cope & Kalantzis, 2015). The data also showed that the students were assigned to present their ideas and receive feedback on that assignment (Reinders, 2011). Presentation and feedback provide a powerful combination for enhancing communication ability. When the students are skilled at presenting ideas, they can communicate effectively and confidently in various contexts (Lee, 2014; Nabhan, 2019).

It was also found that the students creatively transferred and/or recombined knowledge in a new setting. In the context of multiliteracy pedagogy, this theme refers to the ability of learners to transfer and/or recombine knowledge from different literacies (e.g., linguistic, visual, digital, etc.) and use it in creative ways in new contexts (Lee, 2014). The students are encouraged to move beyond the traditional view of literacy as reading and writing and instead adopt a more expansive view of literacy as a set of skills and practices that enable effective communication in diverse contexts (Fu et al., 2022). From the data, the students were able to present information using both visual and written elements in a multimedia presentation or create a digital story that combines text, images, and sound to convey a message. Through creatively transferring and recombining knowledge, learners can effectively communicate their ideas and messages in diverse contexts (Rubini et al., 2019).

According to Cope and Kalantzis (2001), multiliteracy pedagogy is about transforming the learner into an active designer rather than just acquiring competence. Digital storytelling allows students to think about their identities, as well as others, and how their backgrounds reflect those (Ruppert et al., 2017). Thus, the digital storytelling project could be an appropriate representation of multiliteracy pedagogy, as multiliteracy concerns include how cultural variations might be considered when developing learning instructions (Cope & Kalantzis, 2015). The activity of creating a digital storytelling project improves speaking skill as students have to use their language skills to narrate their story and explain their choices of modes used. In voice recording activity, repeated practice will help them to improve their tone, intonation, and pronunciation through self, peer, and teacher feedback (Arroba & Acosta, 2021). Also, by publishing their story on social media platforms, students are expected to overcome their fear of public speaking and gain confidence in expressing their thoughts to a wider audience (Huang, 2023).

Conclusion

The study explored the incorporation of multiliteracy pedagogy elements into an EFL speaking class through digital storytelling. The purpose of the study was to demonstrate how digital storytelling could effectively incorporate the four elements of multiliteracy pedagogy (i.e., situated practice, overt instruction, critical framing, and transformed practice) to facilitate the development of speaking proficiency. The study used thematic analysis as the methodology to identify themes within the four knowledge processes of multiliteracy pedagogy and speaking skill development. The result indicated that incorporating multiliteracy elements through digital storytelling engaged the students in authentic speaking practices. It provides insights into how teachers can use the findings to inform their instructional practices and design activities that encourage students' active participation in EFL speaking classes. However, it is important to acknowledge the limitation of this study as it is a pilot study employing a case study method. Consequently, the findings may not be generalisable to other contexts or populations. Additionally, the study only focuses on EFL speaking skills and does not take into account other important skills such as reading and writing. Related to the validity and reliability of the design, some challenges such as technical difficulties with the digital storytelling software and the time allotted for the project may not be sufficient for all students to complete their stories in the classroom. Thus, it recommends for future studies improve the feasibility and practicality of the research design by providing more training on the software to the participants and allowing more time for the project.

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