

TEACHER COGNITION AND EARLY MULTILITERACIES PEDAGOGY IMPLEMENTATION IN EFL CONTEXT

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Abstract

This study investigates the initial implementation of multiliteracies pedagogy (MLP) in an English as a Foreign Language (EFL) classroom in Indonesia. Although the increasing complexity of language learning requires innovative pedagogical approaches, many EFL classrooms continue to rely on conventional teaching practices. In addition, limited studies have explored how teachers initially understand and apply MLP proposed by the New London Group in EFL contexts. Using a single-case qualitative design, this study involved one English teacher at an Indonesian senior high school. Data were collected through pre- and post-implementation interviews, classroom observations, and lesson plan documentation. The data were analyzed thematically to examine changes in teacher cognition and instructional practices during the implementation process. The findings indicate that the teacher's understanding of pedagogy developed from a procedural focus on activities and media toward a more conceptual and pedagogically informed perspective. This shift was reflected in lesson design, questioning strategies, classroom interaction, and the teacher's role in facilitating students' meaning-making. Furthermore, the implementation process became a significant site for professional learning, fostering reflective and student-centered teaching practices. The study contributes to the growing discussion of MLP in EFL education by emphasizing the importance of supporting teachers in translating pedagogical frameworks into effective classroom practice and professional development.

Keywords: *EFL teaching; multiliteracies pedagogy; pedagogical shifting*

1. Introduction

Contemporary EFL learning requires teaching approaches that address complex student needs, extending beyond grammar and vocabulary to meaning-making across diverse contexts. EFL students are expected not only to master linguistic forms but also to interpret and produce meaning across multiple modes of communication that are socially and culturally situated (Anstey & Bull, 2018; Cope & Kalantzis, 2013; New London Group, 1996). This shift reflects a broader reorientation in EFL pedagogy toward contextualized, meaningful, and socially responsive teaching practices (Rajendram, 2020; Reyes-Torres & Raga, 2020; Sharma, 2025).

Despite these evolving demands, many EFL classrooms continue to rely on traditional practices that emphasize grammar drills and test-based assessment, often neglecting the contextual and communicative dimensions of language learning. Such approaches limit students' opportunities to engage flexibly with meaning in authentic situations and may inadequately prepare them for the critical and communicative challenges of a globalized world (Dewi et al., 2023; Sattarova, 2024; Toba & Noor, 2019). Consequently, many EFL students remain unprepared for the complexities of a globalized world that demands critical thinking, contextual understanding, and effective communication across diverse situations (Midgett et al., 2023; Özyer & Özcan, 2020; Sattarova, 2024). This highlights a mismatch between contemporary learning demands and dominant teaching practices, necessitating pedagogical innovation.

Multiliteracies Pedagogy (MLP) offers a conceptual framework to meet these demands. Unlike traditional methods, MLP integrates diverse communication forms and contexts, fostering critical and reflective engagement with meaning-making processes (Anstey & Bull, 2018; Cope & Kalantzis, 2015; Dewi et al., 2025; Kim et al., 2020). Previous research has shown that MLP can increase student participation, strengthen the connection between students' social experiences and learning materials, and expand their ability to interpret and produce meaning in various communication contexts (Akhtar et al., 2023; Chin & Yap, 2024; Dalia & Jamilah, 2024; Dewi et al., 2025; Misa, 2023; Rahman et al., 2022). By encouraging student engagement in diverse communicative situations, MLP directly addresses contemporary EFL needs (Misa, 2023; Papadopoulos & Bisiri, 2024).

On the other hand, the success of MLP implementation depends heavily on teachers' prior knowledge and pedagogical skills. Teachers' beliefs and prior knowledge shape how they interpret and apply MLP principles in classroom practice (Borg, 2003; Calafato, 2024; Lőrincz, 2022; Maia, 2022; Yap, 2023). To effectively integrate MLP, teachers must critically reflect on traditional methods (Hong & Tan, 2020; Lim et al., 2022; Maia, 2022; Sujati et al., 2024). Studies indicate that teachers often have partial or limited initial understandings of MLP, which creates challenges in aligning their instructional practices with complex pedagogical principles (Lim et al., 2022; Maia, 2022; Yap, 2022, 2023). Therefore, MLP implementation is not only a teaching stage but also a site of professional learning, enabling teachers to reflect on existing practices, adapt strategies, and adopt innovative approaches to contemporary learning demands (Akhtar et al., 2023; Esperat, 2024; Hong & Tan, 2020).

Although multiliteracies pedagogy has been widely discussed in the EFL literature, most existing studies primarily focus on instructional implementation or student learning outcomes (Lim et al., 2022; Yap, 2023; Maia, 2022). For instance, studies such as those by Joyce Lim et al. (2022) and Chin Yap (2024) largely examine how multiliteracies-based instruction supports student engagement and multimodal learning. While these studies provide important insights into the pedagogical potential of multiliteracies approaches, they offer limited attention to how teachers themselves develop pedagogical understanding during the early stages of implementation.

Furthermore, most existing studies have been conducted in contexts where multiliteracies pedagogy is already relatively established, leaving limited empirical evidence from underexplored contexts such as Indonesia and the broader Southeast Asian EFL setting. As a result, the process through which teachers interpret, negotiate, and refine multiliteracies pedagogy during initial implementation remains insufficiently understood. In particular, initial implementation is rarely conceptualized explicitly as a site of professional learning, where teachers actively reconstruct their pedagogical understanding through

classroom experience (Esperat, 2024; Papadopoulos & Bisiri, 2024). This gap calls for closer investigation of how teachers negotiate MLP during its initial stages of implementation.

Addressing this gap, this study explores how an EFL teacher's understanding of MLP changes after initial implementation and how these shifts are reflected in teaching practices. This study contributes to the literature in three ways. Theoretically, it extends research on teacher cognition by conceptualizing the early implementation of multiliteracies pedagogy as a process of professional learning in which teachers negotiate and reconstruct pedagogical understanding. Empirically, it provides qualitative insights into the interaction between teacher cognition and classroom practices during the early enactment of multiliteracies pedagogy. Contextually, it contributes evidence from the Indonesian EFL context, which remains underrepresented in current multiliteracies research. Specifically, this study is guided by the following research questions:

- (1) How does an EFL teacher's understanding of multiliteracies pedagogy change after initial implementation?
- (2) How are these pedagogical shifts reflected in the teacher's teaching practices?

2. Literature Review

2.1 Multiliteracies Pedagogy as a Pedagogical Framework

Multiliteracies Pedagogy (MLP) was developed in response to fundamental changes in communication and literacy practices in the era of globalization and digitalization. This approach marks a significant shift from the conventional language-learning paradigm, which focuses on mastery of reading and writing in standard languages, to a broader, more contextual understanding of literacy (Rajendram, 2020). Rather than limiting literacy to purely linguistic competence, multiliteracies pedagogy broadens its scope to encompass a range of skills relevant to contemporary communication practices, such as multimodal, critical, cultural, and media literacy (Esperat, 2024; Huot et al., 2025). This broadening of the concept of literacy aligns with the view that contemporary literacy practices are no longer singular or homogeneous. Instead, literacy exists in a variety of evolving texts and is embedded in diverse social, cultural, and technological contexts (Anstey & Bull, 2018; Esperat, 2024; New London Group, 1996).

Within this framework, multiliteracies pedagogy is not understood simply as an innovation in learning methods, but rather as a pedagogical framework that shapes how teachers interpret learning, language, and students' roles. As a pedagogical framework, multiliteracies pedagogy offers a learning orientation that equips students with the skills to navigate and communicate effectively in an increasingly complex, diverse, and global world (Esperat, 2024; Cope & Kalantzis, 2015; Papadopoulos & Bisiri, 2024). This framework emphasizes the importance of developing multiple forms of literacy, not only traditional print literacy but also digital, visual, and other forms of literacy that emerge along with technological developments and social practices (Dewi et al., 2023; Yelland, 2018). Thus, learning is viewed as a process of integrating various semiotic resources to build a more comprehensive understanding. While MLP broadens literacy to multimodal and cultural dimensions, challenges remain in teacher preparedness and institutional support.

Furthermore, multiliteracies pedagogy emphasizes that the learning process cannot rely solely on written texts. Meaningful learning utilizes multiple modalities, such as visual, auditory, gestural, and spatial, which complement each other in the process of creating meaning (Esperat, 2024; Mills, 2011). In the context of teaching English as a Foreign Language (EFL), this approach supports the development of more authentic communication

skills through the use of digital media, multimodal interactions, and engagement with diverse cultural experiences (Huot et al., 2025; Yap & Gurney, 2023). Therefore, multiliteracies pedagogy is highly relevant to EFL learning. Building on the theoretical foundations of multiliteracies pedagogy, the next subsection examines teacher cognition as a key factor in implementation.

2.1.1 Origins and Core Principles of Multiliteracies Pedagogy

The New London Group (1996) introduced multiliteracies as plural and multimodal, later expanded by Cope & Kalantzis (2015) into design/redesign principles. The shift from traditional literacy to multiliteracies reflects a paradigm shift in language education. While traditional literacy positions teachers as transmitters of linguistic knowledge, multiliteracies view learning as an active, future-oriented meaning-making process (Cope & Kalantzis, 2015; Huot et al, 2025). Within this framework, students are positioned as active learning agents, while teachers play a role in designing pedagogical conditions that enable this meaning-making process (Cope & Kalantzis, 2000; 2013). Therefore, multiliteracies pedagogy is not intended as a teaching recipe or rigid learning procedure. Instead, this approach functions as a way of thinking that shapes how teachers understand texts, learners, and the goals and processes of learning (Papadopoulos & Bisiri, 2024; Simpson & Walsh, 2010).

2.1.2 Multiliteracies Pedagogy and Pedagogical Decision-Making

Teachers act as designers of learning, making pedagogical decisions that integrate multimodal resources (Lim & Tan-Chia, 2022). This concept emphasizes that the application of multiliteracies pedagogy lies not solely in the use of multimodal media or texts, but rather in teachers' pedagogical decisions in designing learning (Lim & Tan-Chia, 2022; Yap, 2023). Previous research indicates that when teachers' conceptual understanding of multiliteracies is limited, this approach tends to be reduced to superficial use of technology without significant changes in pedagogical orientation (Kim et al., 2020; Lim et al., 2022). To support the reflective application of multiliteracies pedagogy, Cope and Kalantzis (2015) proposed a Learning by Design framework encompassing four knowledge processes: experience, conceptualization, analysis, and application. These processes are not intended as a fixed sequence of learning steps, but rather as flexible pedagogical categories that teachers can use to design and reflect on learning practices appropriate to the classroom context. Thus, multiliteracies pedagogy demands a deep conceptual understanding from teachers as a foundation for meaningful pedagogical change.

2.2 Teacher Cognition in the EFL Context

Teacher cognition provides an important theoretical foundation for understanding how teachers interpret multiliteracies pedagogy and how this understanding influences their teaching practices. In the EFL context, teacher cognition is shaped by the interaction between teaching experience, educational background, and the social and institutional context in which teachers work (Borg, 2003).

2.2.1 Teacher Beliefs, Knowledge, and Understanding

According to Borg (2003), teacher cognition encompasses teachers' beliefs, knowledge, perceptions, and assumptions about teaching and learning. These cognitive elements provide a framework that shapes how teachers interpret new pedagogical approaches and make instructional decisions in the classroom. Research shows that

teachers' beliefs often have a greater influence on practice than theoretical knowledge acquired through formal training (Calafato, 2024; Lőrincz, 2022; Rohmani & Andriyanti, 2022). In MLP, teacher cognition shapes how educators interpret literacy as multimodal and contextual, influencing whether implementation is superficial or transformative. Previous research shows that teachers often carry initial assumptions that are not fully aligned with multiliteracies principles, thus influencing how they interpret and apply this approach in their teaching practices (Yap, 2022; Lim et al., 2022).

2.2.2 Changes in Teacher Cognition through Practice

Teacher cognition evolves gradually through practice, reflection, and negotiation between initial assumptions and classroom realities. When teachers implement new pedagogical approaches, they encounter tensions between their initial understandings and classroom realities, which encourage reflection and pedagogical adjustment. However, the experience of implementing new pedagogical approaches in the classroom allows teachers to renegotiate their initial understandings and develop more contextualized pedagogical understandings (Calafato, 2024; Maia, 2022). In the context of multiliteracies pedagogy, initial implementation functions as a space for teachers' professional learning. Initial implementation is understood as a space for teachers' professional learning, where conceptual understanding develops through interactions with classroom realities, student responses, and pedagogical reflection (Loerts & Belcher, 2024). This process allows teachers' understanding of multiliteracies pedagogy to develop gradually and contextually (Maia, 2022; Loerts & Belcher, 2024). Therefore, changes in teachers' understanding of multiliteracies pedagogy are positioned as a process that develops through initial implementation, rather than as a fully formed state prior to practice. This change is not always immediate or linear, but rather emerges as a pedagogical shift that occurs gradually through experience and ongoing reflection.

2.3 Pedagogical Shifting and Teacher Professional Learning

Pedagogical shifting refers to gradual changes in teachers' orientations toward lesson design, classroom interaction, and learner agency (Fradale, 2024). This change is not instantaneous, but rather develops reflectively and contextually (Sharma, 2025). In the context of multiliteracies pedagogy, pedagogical shifting is characterized not only by the use of multimodal texts but by changes in how teachers view literacy, meaning, and learning as social and multimodal processes (Simpson & Walsh, 2010; Rajendram, 2020).

Despite recognition of pedagogical shifts, little research has examined how initial implementation of multiliteracies pedagogy functions as a site of professional learning in EFL contexts. To address this gap, the present study adopts the conceptual framework illustrated in Figure 1, which explains the dynamic relationships among teacher cognition, initial implementation, pedagogical shifts, and professional learning.

2.3.1 Pedagogical Change as a Gradual Process

Research on teacher professional development indicates that pedagogical change is a complex, gradual, and non-linear process. Teachers often change their practices first before experiencing deeper shifts in understanding and beliefs. This process is influenced by classroom experiences, reflection, and the support of the professional context (Loerts & Belcher, 2024; Maia, 2022). In the context of language education, pedagogical shifting involves a shift in orientation from transmission-based learning to learning oriented toward

the design of meaning, learner agency, and socio-cultural context (Rajendram, 2020; Simpson & Walsh, 2010).

2.3.2 Initial Implementation as a Trigger for Pedagogical Shifting

The initial implementation plays a central role in triggering pedagogical shifts. Through this, teachers confront tensions between pedagogical ideals and classroom realities, prompting critical reflection on their teaching assumptions and practices (Lim et al., 2022; Yap, 2023). This experience enables teachers to make gradual pedagogical adjustments and develop a deeper understanding of multiliteracies pedagogy. In the Indonesian EFL context, several studies have shown that implementing multiliteracies pedagogy presents both opportunities and challenges for EFL teachers, particularly regarding the curriculum, teacher preparedness, and institutional context (Lim et al., 2022; Rahman et al., 2022). Despite recognition of pedagogical shifts, little research has examined how the initial implementation of MLP functions as professional learning in EFL contexts, which this study addresses.

2.4 Conceptual Framework of the Study

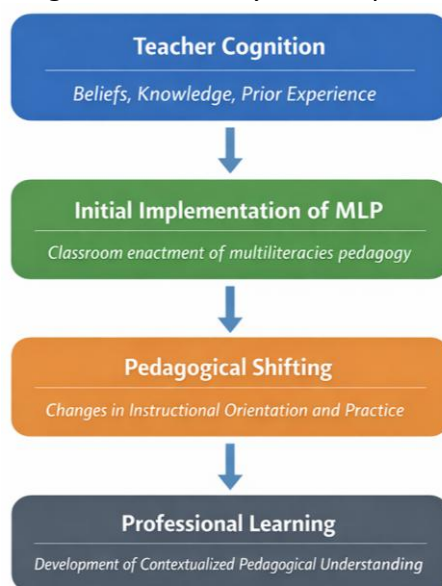
Building on the previous discussion of multiliteracies pedagogy, teacher cognition, and pedagogical change, this study adopts a conceptual perspective that positions teachers' cognitive processes as central to the enactment of pedagogical innovation. In the context of MLP, the teacher does not simply apply a predetermined instructional model; rather, she interprets and negotiates pedagogical principles through her existing beliefs, knowledge, and classroom experiences (Borg, 2003; Maia, 2022). Within this perspective, teacher cognition serves as the starting point for pedagogical enactment. Teachers' beliefs, prior knowledge, and professional experiences influence how she interprets MLP and shape her initial pedagogical decisions (Calafato, 2024; Lim et al., 2022). However, these initial understandings are often partial and continue to evolve through engagement with classroom practice.

Initial implementation, therefore, becomes a critical stage in which the teacher translates conceptual understanding into classroom practice. During this process, the teacher encounters various classroom dynamics, including student responses, instructional constraints, and contextual factors, which may challenge her initial assumptions about teaching and learning (Yap, 2023; Loerts & Belcher, 2024). Through these experiences, the teacher may begin to adjust their instructional approaches, resulting in what has been described as pedagogical shifting. This shift reflects gradual changes in how she conceptualizes learning, designs instruction, and engages students in meaning-making processes (Rajendram, 2020; Sharma, 2025). Importantly, these changes often occur incrementally as the teacher reflects on her classroom experiences and reconsiders her hermeneutical orientations.

As pedagogical shifting develops, the process simultaneously functions as a form of professional learning. The teacher constructs new pedagogical understandings by negotiating between theoretical principles and practical classroom realities (Maia, 2022; Loerts & Belcher, 2024). In this sense, early implementation of multiliteracies pedagogy can be understood not only as instructional practice but also as a site of professional learning. From this perspective, this study conceptualizes the relationship among teacher cognition, initial implementation, pedagogical shifts, and professional learning as an interconnected process, as illustrated in Figure 1.

Figure 1

Conceptual Model of Teacher Cognition and Early MLP Implementation



3. Research Method

This research employed a qualitative single-case design, descriptive and exploratory in nature. Case study design is widely recognized for its ability to explore complex educational phenomena (Creswell & Creswell, 2017; Stake, 2005; Yin, 2018). This design enabled intensive exploration of pedagogical change in a real-life EFL classroom, focusing on how an EFL teacher's understanding of multiliteracies pedagogy developed and how this development was reflected in instructional practice during initial implementation. The study was conducted at a high school that teaches English as a foreign language. The participant was purposively selected based on her active involvement in planning, implementing, and reflecting on multiliteracies-based instruction. To provide a clearer contextual description of the participant and the teaching environment, the teacher profile and classroom context are summarized in Table 1.

Table 1

Participant and Teaching Context

Aspect	Description
Participant	Female EFL teacher.
Teaching Experience	More than 20 years of teaching English at the secondary school level.
Educational Background	Master's degree in English Language Education.
Professional Role	Full-time English teacher responsible for teaching upper secondary students.
Prior Exposure to MLP	Limited prior familiarity; the teacher had not formally implemented multiliteracies pedagogy before this study.
School Type	A public senior high school where English is taught as a compulsory subject.
Student Level	Upper secondary students (Grade 12).
Student Demographics	Students represent a typical Indonesian EFL classroom with varied English proficiency and socio-academic backgrounds.

Data sources included interviews, lesson plans, and classroom observations, providing triangulated perspectives on teacher cognition and practice. To clarify the data collection procedures and the study duration, the sources of data and their characteristics are summarized in Table 2.

Table 2

Data Collection Procedures

Data Source	Description	Frequency / Amount	Duration
Interviews	Semi-structured interviews exploring teacher cognition before and after implementation	Two interviews (pre- and post-implementation)	Approximately [40–60] minutes each
Lesson Plans	Lesson plans prepared before and during multiliteracies implementation were analyzed to examine instructional design	Two lesson plans	During the implementation phase
Classroom Observations	Observations documenting how multiliteracies pedagogy was enacted in classroom practice	Six classroom sessions	Conducted across approximately six weeks of instruction

Semi-structured interviews were conducted before and after implementation to examine changes in the teacher’s pedagogical understanding. Lesson plans, both before and after the initial implementation, were analyzed as documentary evidence of instructional design. Classroom observations were conducted during the implementation phase. Observations focused on documenting the initial implementation rather than on a longitudinal comparison of practices (Patton, 2015).

Data were analyzed thematically through iterative coding of interviews, lesson plans, and observations following the framework proposed by Braun and Clarke (2006). The analysis involved multiple coding cycles. The first cycle applied inductive coding to identify emerging patterns across the data. In the second cycle, related codes were grouped into broader categories and themes representing patterns in teacher cognition and instructional practice. The coding process was iterative, with repeated review of the data to refine categories and ensure coherence among themes. Examples of initial codes included references to instructional decision-making, reflections on student engagement, and adjustments to lesson design during implementation. The coding process was documented as part of the study’s audit trail to ensure analytical transparency.

The validity of the research was maintained through triangulation of data sources, audit trails, and rich descriptions to ensure the trustworthiness of interpretations (Merriam & Tisdell, 2016). Additional strategies were applied to strengthen trustworthiness. Member checking was conducted by sharing preliminary interpretations with the participating teacher to confirm the accuracy of findings. Peer debriefing with academic colleagues was also carried out to discuss emerging interpretations and minimize potential researcher bias. Furthermore, the researcher maintained reflexive notes during data analysis to document assumptions and analytical decisions throughout the research process. Ethical procedures included informed consent, confidentiality, and respect for participant identity.

4. Results and Discussion

4.1 Changes in the Teacher's Understanding of Multiliteracies Pedagogy

Findings reveal a developmental trajectory in the teacher's understanding of multiliteracies pedagogy, shifting from procedural to conceptual orientation. Prior to initial implementation, the teacher's understanding was fragmented and activity-driven. Through implementation, this understanding evolved into a more coherent framework that guided instructional decision-making. This pattern aligns with studies of teacher cognition, which view teachers' pedagogical understanding as a dynamic construct formed through the interaction of knowledge, experience, and practical reflection (Borg, 2003; Lőrincz, 2022).

The analysis of interview data indicates that the teacher's understanding gradually shifted from a surface-level operational interpretation to a deeper conceptual engagement with multiliteracies pedagogy as a meaning-oriented framework. This transition reflects what Borg (2003) describes as the restructuring of teacher cognition through experiential engagement with classroom practice.

4.1.1 Procedural and Fragmented Understanding before the Initial Implementation

Pre-implementation interview data showed that initially, the teacher equated multiliteracies with varied media use, focusing on engagement rather than pedagogical goals. Multiliteracies pedagogy was perceived as a strategy to make learning more engaging by using videos, images, and digital text, rather than as a conceptual framework guiding meaning-making processes. For example, during the pre-implementation interview, the teacher explained:

"Multiliteracies pedagogy is a term I have read and heard about, describing a form of learning that involves various communication modalities, such as text, images, audio, and video. Judging from the term itself, "multi" refers to multimodality and literacy, which refers to students' literacy skills." (Pre-Interview)

This pattern of understanding reflects a general trend in EFL practice, where multiliteracies are often reduced to aspects of multimodality without deep conceptual integration (Hong & Hua, 2020; Kim et al., 2020).

The teacher's understanding of the core MLP components was not yet fully integrated; concepts such as multimodality and critical thinking were understood in isolation rather than as part of a coherent pedagogical framework. Another interview excerpt illustrates this procedural orientation:

"I don't yet fully understand the four main components. But I do remember explicit instruction and critical analysis. I haven't fully implemented them in class yet."

"The biggest challenge in getting children to think critically is that they're not used to being asked 'why' or 'how'. So, I have to continually encourage them to reflect and analyze more deeply." (Pre-Interview)

This is particularly evident in the teacher's understanding of critical framing, which is often the most challenging aspect of the teacher's initial understanding of MLP (Lim et al., 2022; Yap, 2023). At this stage, critical framing was understood narrowly as distinguishing fact from opinion, rather than analyzing purpose, audience, and social implications of texts.

The teacher also acknowledges the limits of her understanding and relies on external guidance, such as pre-existing teaching modules and learning formats.

“I usually follow the lesson format provided in the module and I have a text analysis template that they fill out every time they read a new text. But it's not MLP-based yet; it's still in separate terms.” (Pre-Interview)

This dependency indicates that, in its early stages, MLP was positioned as a set of steps or procedures to follow, rather than as a lens for thinking that guided instructional decision-making (Rajendram, 2020; Esperat, 2024).

From an analytical perspective, this orientation suggests that multiliteracies pedagogy was initially interpreted within a transmission-based epistemological framework, in which instructional decisions were driven primarily by activity management rather than by intentional knowledge design. Thus, prior to the initial implementation, MLP was understood more as an object of practical knowledge than a conceptual pedagogical framework.

4.1.2 Conceptual Tensions During the Implementation Process

As the teacher began to implement multiliteracies pedagogy in her learning practices, conceptual tensions emerged, marking a transitional phase in her understanding. The implementation process revealed a gap between their procedural understanding and the pedagogical demands of multiliteracies-based learning. Observation data illustrate moments when the teacher struggled to translate conceptual ideas into classroom interaction. For example, during one classroom discussion, the teacher initially asked a question about the main idea of a text but later reformulated it to encourage deeper interpretation:

“Why do you think the writer presents the issue in this way? What message do you think the writer wants the readers to understand?” (Classroom Observation)

This shift in questioning suggests an emerging awareness that meaning-making involves interpretive engagement rather than merely identifying textual information.

Tensions arose particularly in translating abstract concepts such as critical framing into concrete classroom practice. In the post-lesson reflection interview, the teacher described this challenge:

“So, I realized that I hadn't developed critical thinking skills in my students until I learned about multiliteracies pedagogy. And it turns out that critical thinking is crucial for students.” (Post-Interview)

This tension did not indicate a rejection of MLP, but rather reflected an ongoing reflective process where the teacher began to question her initial assumptions about learning. Analytically, this moment represents a transitional cognitive phase in which the teacher's pedagogical reasoning began to shift from activity-based instruction toward knowledge-oriented pedagogy. This finding strengthens the arguments of Maia (2022) and Papadopoulos and Bisiri (2024) that the initial implementation functions as a professional learning space that triggers the teacher's critical reflection on their pedagogical practices and beliefs.

4.1.3 Reconstruction of Pedagogical Understanding after the Initial Implementation

Post-implementation interview data indicate a reconstruction of the teacher's understanding of MLP. The teacher explained:

"Multiliteracy pedagogy is more flexible, exploring students' interests in relevant fields. Therefore, the meaning of the text is represented in a mode that students prepare. This allows for greater exploration and greater depth. This undoubtedly leads to more critical thinking and more relevant writing." (Post-Interview)

Post-implementation, the teacher reconceptualized multiliteracies pedagogy as a pedagogical orientation guiding planning, implementation, and reflection. Furthermore, critical framing evolved from distinguishing fact and opinion to analyzing the purpose, audience, and social impact of texts. For instance, during classroom discussion, students were encouraged to consider the social implications of the text being analyzed:

"Who do you think benefits from this message? Is there another perspective that might be missing?" (Observation excerpt)

This aligns with the MLP's conceptualization of analyzing the social functions and ideological implications of texts (Cope & Kalantzis, 2013, 2000). From a theoretical perspective, this development reflects the emergence of what Cope and Kalantzis (2015) describe as critical knowledge processes, in which learners engage not only with textual meanings but also with the social and ideological dimensions that shape discourse.

The teacher reflected on their changing role in the classroom, from a conveyor of knowledge to a facilitator of students' meaning-making processes (Rahman et al., 2022; Loerts & Belcher, 2024). This transformation indicates a shift in epistemological orientation from transmission-based pedagogy to dialogic knowledge construction, in which authority over meaning is distributed among participants in classroom discourse. Thus, these findings demonstrate that the initial implementation serves as a professional learning tool, enabling the teacher to develop a conceptual understanding of multiliteracies pedagogy through continuous practice and reflection.

4.2 Pedagogical Shifts in the Teacher's Learning Practices

The research findings show that the development of the teacher's understanding of MLP is clearly reflected in their learning practices during the initial implementation. Rather than representing isolated instructional adjustments, these pedagogical shifts indicate a broader transformation in the teacher's epistemological stance toward classroom learning. Learning practices are understood as a manifestation of changes in the teacher's pedagogical cognition (Borg, 2003; Calafato, 2024).

4.2.1 Changes in Learning Design

Analysis of lesson plans prior to the initial implementation indicates that learning was designed in a linear manner and oriented toward achieving a final product: a text. For example, the pre-implementation lesson plan stated:

"Students are able to write various hortatory exposition texts through the writing process by paying attention to the purpose of writing, writing scheme, and linguistic form of hortatory exposition texts." (Lesson Plan 1)

Learning objectives were formulated specifically around the outcomes, while students' meaning-making processes regarding the text and its social context were not yet a primary focus. Conversely, post-implementation lesson plans demonstrate a shift in the teacher's view of the function of lesson planning. A revised lesson objective illustrates this shift:

"Students are able to create hortatory exposition texts about environmental issues that include all required structural components and persuasive language features, and transform them into a multimodal product as assessed through rubric-based evaluation by the end of the learning unit." (Lesson Plan 2)

Activities were designed to be more open and flexible, allowing for diverse student responses. This change reflects a movement from product-oriented instructional design toward a meaning-making-oriented pedagogical framework consistent with multiliteracies theory. These findings also support research by Kim et al. (2020) and Rajendram (2020), which suggests that a growing understanding of multiliteracies encourages teachers to design lessons oriented toward students' meaning-making processes rather than solely toward linguistic products.

4.2.2 Changes in Question-Asking Practices

This pedagogical shift is also evident in the way the teacher asked questions during lessons. Observation excerpts illustrate the evolution of questioning practices:

Initial questioning pattern:

"What is the main idea of this paragraph?" (Observation)

Later questioning pattern:

"Why do you think the writer chooses this example? What perspective is the writer trying to highlight?" (Observation)

Initially, questions were closed-ended and literal; later, they became reflective and interpretive, encouraging critical engagement. This change indicates a restructuring of classroom discourse practices, where questioning functions not merely as an assessment tool but as a dialogic mechanism for constructing shared meaning. Thus, the shift in questioning practices reflects a shift in the teacher's orientation from evaluating understanding to facilitating critical thinking (Huot et al., 2025).

4.2.3 Changes in Teacher Position and Role in the Classroom

Classroom observation data indicate a change in the way the teacher facilitated discussions and student interactions. In initial practice, the teacher tended to steer discussions toward specific interpretations and to provide direct evaluations of student responses. However, during the implementation phase, the teacher increasingly positioned students as active contributors to classroom discourse. Observation notes recorded the following interaction:

Student A : "I think the writer wants readers to feel worried about the environment."

Teacher : "That is interesting. Does anyone see it differently?"

During the initial implementation, the teacher tended to withhold direct evaluations, allowing space for discussions among students to develop. This interaction illustrates a shift

in discursive authority within the classroom. Rather than positioning herself as the primary evaluator of meaning, the teacher facilitated peer-to-peer interpretation and collaborative knowledge construction. This shift reflects multiliteracies pedagogy's emphasis on dialogic learning and distributed pedagogical authority (Huot et al., 2025; Rahman et al., 2022; Loerts & Belcher, 2024).

4.2.4 Learning Practices as a Reflection of Changing Understanding

The observed learning practices reflect pedagogical shifts aligned with the teacher's developing understanding of MLP. Changes in lesson design, questioning practices, discussion facilitation, and the teacher's role demonstrate that evolving conceptual understanding materialized in their daily instructional decision-making. Importantly, these practices should not be interpreted as a mechanical application of multiliteracies stages. Instead, they represent an evolving pedagogical reasoning process in which the teacher selectively adapted multiliteracies principles within the constraints of the EFL classroom context. Thus, the pedagogical shifts in this study can be understood as manifestations of changes in the teacher's cognition, shaped through initial implementation and continuous reflection (Borg, 2003; Calafato, 2024). The findings, therefore, contribute to multiliteracies research by illustrating how initial implementation functions as a professional learning process through which teachers gradually reconstruct their epistemological orientation toward meaning-making, discourse, and knowledge construction in the classroom.

5. Conclusion

This study demonstrates that the initial implementation of MLP constitutes a critical site for teacher professional learning. The findings show that the teacher's understanding evolved from a fragmented, activity-oriented perception of multiliteracies to a more integrated conceptual orientation that informed instructional decision-making. Through reflective engagement with classroom practice, MLP gradually functioned not merely as a set of instructional activities but as a pedagogical framework guiding lesson design, questioning strategies, classroom dialogue, and the teacher's role in facilitating students' meaning-making processes. These findings indicate that teacher pedagogical understanding is dynamically constructed through the interaction of classroom experience, pedagogical experimentation, and reflective practice.

From a theoretical perspective, this study contributes to the literature on MLP and teacher cognition by illustrating how the conceptual understanding of multiliteracies develops through the initial classroom implementation process. While previous studies often focus on the structural stages of multiliteracies pedagogy, the findings of this study highlight the cognitive and epistemological shifts experienced by teachers as they engage with multiliteracies principles in practice. In this sense, the study extends teacher cognition research by demonstrating how the implementation of multiliteracies pedagogy can function as a professional learning process that reshapes teachers' pedagogical reasoning and knowledge construction in classroom discourse.

The findings also carry implications for teacher development and educational policy. Specifically, they suggest that professional development initiatives should move beyond short-term concept-based training and instead provide sustained opportunities for teachers to experiment with multiliteracies practices within authentic classroom contexts. Integrating reflective practice, collaborative lesson design, and classroom-based inquiry into teacher

development programs may better support teachers in translating multiliteracies principles into meaningful pedagogical practices in EFL classrooms.

Nevertheless, this study has several limitations. As a single-case study involving one teacher within a specific educational context, the findings cannot be generalized to all EFL settings. In addition, the study primarily focuses on the teacher's pedagogical understanding and classroom practices during the initial implementation phase, without examining long-term instructional development or direct impacts on student learning outcomes. Future research could expand this line of inquiry by examining the implementation of multiliteracies across multiple teachers and educational contexts, as well as by conducting longitudinal studies that investigate how sustained engagement with MLP influences both teacher cognition and student learning over time. Such studies may provide deeper insights into how multiliteracies-oriented teaching practices develop and become embedded within EFL classroom environments.

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