



Digital Literacy Practices: Expressing Multiple Identity Constructions in Writing Classroom

Moh. Hafidz^{1,2}; Pratiwi Retnaningdyah³; Ali Mustofa⁴

¹ English Education Department and Literature, Faculty of Language and Arts, State University of Surabaya, Surabaya, Indonesia

² English Education Department, STKIP PGRI Bangkalan, Bangkalan, Indonesia

³ English Education Department and Literature, Faculty of Language and Arts, State University of Surabaya, Surabaya, Indonesia

⁴ English Education Department and Literature, Faculty of Language and Arts, State University of Surabaya, Surabaya, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v11i6.5898>

Abstract

This study investigated multiple identity constructions are expressed by English as Foreign Language university students' in writing argumentative process. The qualitative research explains students' identities communicated in argumentative writing process, including academic, organization, citizenship, religion and gender. The data were obtained from qualitative interviews with ten students, they had different communities outside university in East Java, Indonesia. The results found that students use their community background's identity to access, evaluate, create and communicate their own experiences and contents from digital sources in argumentative writing process. The particular communication enables students to develop their academic writing of argumentative text and social skill with social media supports.

Keywords: *Digital Literacy Practices; Identity Construction; Writing Classroom*

1. Introduction

The development of literacy from traditional to modern understanding, usage, and practice well-moved in cross-contexts, it in line with the growth of Information and Communication Technologies (ICTs) to used. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has standardized the competences for digital teacher and students in employing ICTs in education [1]. Currently, digital literacy requires multi-skills and competences to applied in personal and professional development including in English as Foreign Language (EFL) classroom, technical skill is the main ability to operate digital tools to access information and identify online resources [2], this ability determines the quantity and quality of internet usage, which depends on social, cultural and economic

backgrounds [3]. Additionally, social media emerged on internet based information which enlarges the field of digital literacy practice, it also needs some specific skills to communicate information, how the students' construct and express personal empathy, moral values and social interaction integrated into technical skills [4].

In Indonesia, especially for rural students having no boarders of the technological and digital usages, although there are little bit of students prohibited to use digital tools, because the family and social community still believe on its negative effects, its usually for conservative family and social environment [5]. In contrast, the use of social medias like Facebook, WhatsApp, Instagram, YouTube, and Twitter become favorite platforms to facilitate an effective English Language Teaching (ELT) because more than 90% people in Indonesia are the users [6].

It means that Indonesian students have a good technical skill in operating digital tools and consuming contents in academic purposes, but they rarely appear to express identities in communication interaction between contents and context, because language classroom has boundaries to practice digital literacy in social context. Even though, social media are affordable platforms to communicate behavioral, emotional and ideological identities through updating, sharing, and commenting status with text, video, and picture formats [7]. Therefore, English as Foreign Language university students' don't only use social media to create digital learning environment, but also constructing identities as digital literacy practice expression in writing argumentative process [8].

This study is interested in how tenth multi-community background of English as Foreign Language University students' express identity construction in process of writing argumentative text. The subjects are students with different community backgrounds out of the collage, which digitally focus on current and controversial issues spreading on social media. The newsfeeds consumed are various topics based on identity constructions. In contrast, the students with mono-community or without community background out of collage tends to only practice digital literacy as technical skills in the classroom[9].

While the interview conducted in the collage when they have spare time to gain a data of community backgrounds and digital literacy practice in writing argumentative process. When the literacy practices of social community are in line with classroom, students practices are relevant and continuous activities which support to success of language learning outcomes [10], and digital media platforms facilitate students to access information quickly, evaluate the accurate and relevant information, create a logic argumentation and communicate identities into social practice through writing argumentative process and digital environments [5], [7], [8].

In this study, what described in our focus that students' multi-community background communication straightens linguistics competence in classroom context, those appeared on students' expression on their argumentation. Absolutely, digital literacy linguistically practices in more varied communication with social media support. Based on this interest, the purpose of this study is to highlight how multiple community situated some expressions of English as Foreign Language university students' identity construction through practicing digital literacy on personal digital platforms. The students' problem was digital literacy understood as technical skill only, which communication is the main aspect of digital literacy practices in social and academic contexts to express identities in writing argumentative text. Instead, they tend to access viral and controversial topics and share a hoax information without considering the sources, and neglected an academic purpose.

Conceptualization of digital literacy in 21st century always developed as a set of skill and competences in social community context and technological usage, which the cognitive and affective components digitally frame educational, social, cultural, economic, and ideological beliefs to particularly behave in making meaning with electronic devices and internet based [11]–[17].

In this field, the core of literacy as “writing and reading” activity by making sense of language awareness and meaning enables to contribute on social practices using digital tools [18]. The immersivity of technology in literacy practice enables to persuade users to master technical, academic and soft skills in consuming and communicating digital contents in a cross-context to solve the community problems [19]. The previous studies, situate digital literacy practices with social media usages has conducted through various approaches including: Duek & Nilsberth [8] investigated digital literacy practice with multilingualism approach to capture students’ multilingualism description in practicing digital literacy.

Then, Zhang et al., [20] studied the students’ communication with multimodality approach to find the dominant and fact on linguistics development in second language classroom. And, Jakaza [7] researched the relation of age, gender, political orientation, general mood of an individual or group, and cultural background constructed identities in digital literacy practice. Instead, English as Foreign Language university students situated literacy with cognitive and metacognitive skills to individually react and express each identity to direct a goal of social action. They access, evaluate, create, and communicate their beliefs with multimodal resources in writing process among online and offline classroom to compose argumentative text [21].

The basic of this study is multiple community backgrounds considering numbers of multiple identities construction through accessing, evaluating, creating and communicating digital contents with social media usage in composing argumentative text for English as Foreign Language students at Universities [7], [8], [10]. In line with the theories, this study specifically focuses on the students’ multi-identity constructed from multi-community out of learning community beyond language expression in writing argumentative process with social media supports.

From social perspectives, the students’ interaction among multiple community tends to mentally represents each languages performance in communicating with others through different identities constructed [7] including [22]: Professional associations, it integrates students’ language skill demands, academic environment, and institutional behavior to engage learning community [23]. The triadic determinants influence the students to develop language competence with digital tools to administratively express their belief in professional community whether in university, faculty, and affiliate organizations. Social community is social setting with different contexts, which the students participate in social networks as the member of organization with goal-oriented based [24].

In this communication, the students use technological tools to enrich the cognitive and social competences to be more literate in social practice, and clarify professional and social identities involving gender identity reconstructing norms, and patriarchy system to avoid hegemonic of woman in all of contexts [25]. Civic group, online community enlarges the students’ to express digital citizenship identity, and participate in online society to communicate social, cultural, and political issue and practices like civil rights, social activism and security to solve the social problems [5], [26]. Religious organization, social community which functioned to associate, organize, and employ students within particular context for Islamic norms. The religious identity construction digital expressed in responding controversial topic to practice in social community with Islamic doctrines such as quoting religious messages, and basic of reasonable argumentation [7], [27].

Based on the post constructivist perspective, school and family are the core communities that shape the students’ different experiences with multi-identities to communicate in various expressions because of multi, flexibility of time and space, and site of battle. The expressed identities individually constructed by social setting where their positions take a place in the diversity of social setting, and particularly behave to show specific identities in communication and interaction patterns in social communities [28, p. 171]. Designing communication and interaction in pedagogical approach, digital literacy can be seen in the classroom performances which the teacher digitally students develop cognitive,

meta-cognitive, and socio-emotional competences integrated in academic community with different backgrounds to achieve a qualified learning outcomes [29].

For English as Foreign Language students' background found that making meaning process of digital literacy practice in writing classroom identified as individual distinctions, perception, and decision making of appropriate resources [12]. The context of individual differences of this research is multiple community and multiple identities expressed in consuming, creating, and communicating some discourses with other social network users, and the linguistics choice appears on the composition as expressions of both personal and collective identity [7].

According to McKinney & Norton, [10] stated that language is a part of institutional practice and construct the students' subjectivities as individual and social context, which identities process situated in language learning process, the motivations encourage the diversity of experience interrelated with target language involved culture capital, race, gender, religious and nationalism identities. Additionally, the students' subjectivities in expressing identity process closely influenced by out of academic community which straighten to access, evaluate, create and communicate specific topics in language learning communities such as professional associations social communities, civic groups, and religious organizations [22].

The previous studies have focused on languages construct social identities on social media [7], multilingual positioned in digital literacy practices to keep a heritage, nationality and acculturation [8], and in Indonesia, digital literacy is defined as ICT skill [9]. However, students require to situated digital literacy practice through positioning themselves based on their community background[10], and those constructed their multiple identity expressed in writing argumentative process. Moreover, this study conducted to answer the research problem of how multiple community of English as Foreign Language university students' express identity construction through digital literacy practice in writing argumentative process?

2. Methodology Section

2.1. Sample and Data Collection

This study conducted at the university in Indonesia by interviewing ten English as Foreign Language university students and different outside academic community backgrounds in argumentative writing process. There are eight communities constructed the students' identity expression in composing argumentative texts. The numbers of multi-community were gathered to gain information about the aim and design of the study, and ten of students accorded to be participants.

The interview process took time for about two days, each student had an hour to answer all of semi-structured questions. Taking notes of students' description was transcribed in block notes before administratively inputting into a notebook. The semi-structure interview focuses on students' social media usage in accessing, evaluating, creating, and communicating digital contents to express identities in making argumentation process. The selected expressions represented students' identity which constructed by each variety of community backgrounds outside academic, and most students were members of English organization at the university. The students were five semester and consist of four males and six females, and several of them had similar community background inside and outside English academic community.

2.2. Instrumentation

The interviews contained questions on students' digital literacy practice beyond English as Foreign Language university students in writing argumentative text with different contexts digital tools. The students expressed how they used mobile phone with social media support, and they stated when, in what ways, and what for aims they used their different community backgrounds through digital media accessed.

2.3. Data Analysis

In this exploration, we descriptively started to display our interesting on English as Foreign Language university students' multi-community of digital literacy practice in academic contexts. As long as the process of analysis, we found that there was a unique gap between the students who expressed their own identity construction with mono-community and multi-community backgrounds in argumentative writing process. Absolutely, digital literacy practice with multi-community backgrounds had more identity variations expressed in their compositions. This gap motivated us to investigate the identity construction that students' multi-community backgrounds engage in these practices.

Firstly, the method of analyzing data used a qualitative content analysis of the interviews [30] to focus on English as Foreign Language university students' intention for different community backgrounds which different types of digital literacy practices in argumentative writing process.

In this analysis, we found the mainly used technological tools in academic and social life included computer, laptop, LCD (Liquid Crystal Display), Handphone, and projector. In practices, we also found two categories of digital literacy practices in students' argumentation of digital media usages. For academic, students used digital medias like What's App, Instagram, YouTube, online news, zoom, google meet, and e-Learning, these digital media usages for accessing, evaluating, communicating and creating information, and also interactive learning such as presenting material, giving feedback, and submitting tasks. For social life included family, friends, and community or organization, students utilized What's App, Instagram, messenger, Facebook, Twitter, and Telegram to communicate in their lives. It was clear enough analysis that digital literacy practices positioned in students' daily lives and personally constructed their expression in argumentative writing process, who were they? and who did they want to become?

The argumentation that expressed digital literacy practices were the interaction between the lecturer and students in operating Laptop, LCD (Liquid Crystal Display), Handphone with hotspot based to activate a What's App group, and download a content to be presented, e-learning system of academic, and appropriate digital media to be browsed. Creating argumentation with Word documents, and communicating based on the instruction (Planning, drafting, revising, and publishing). The community used in this context was academic community. The literacy practice that students stated in interviews were various community backgrounds. For this reason, we decided to investigate inside and outside academic community background constructed the identity expression in argumentative writing process.

McKinney & Norton [10] considered that literacy practice has a wide conceptualization, but the main points from across theories that straighten understanding of particular interaction is identity construction with different contexts such gender, race, religion and nationalism. The students' different expressions showed that who were they, and how did they want to be expressed considered digital literacy practices. They tried to communicate information, and positioned themselves to directly engaged in digital media included social community background and critical awareness to behave in English as Foreign Language learning and personal experience. We realized that students' expressions as personal identity positions communicated in academic context, it was supported by Harris [22] and Jakaza [7] as the next step of analysis, we then considered to positioning theories [5], [23]–[27].

The purpose of positioning theory to convince students' professional associations (academic), social community (gender), civic group (Citizenship), religious organization (religion) constructed their identity expressions. Based on this theoretical conceptualization, we investigated how interviewed students positioned themselves to participate in digital literacy practices. Our point of view, the interviews are conversational communication between interviewers and students to make references of community practice and select the identity construction in particular contexts.

In this analysis, we used the model of positioning expression, which the students positioned themselves in their community background to show their rights and social responsibilities in specific contexts, and expressed themselves to perform a meaningful argumentation. We found in interview process that the students' expression appeared themselves and used digital sources in different community contexts, and their positions were appropriate with those situations. Nevertheless, in this analytical interview, we can notice some identity construction that are expressing in the data collection. The following results enable us to identify the students' general position backgrounds, which we present further in the next section.

3. Results

The results of interviews, English as Foreign Language university students describe their digital resources usages in various contexts involved inside and outside academic communities. In academic community, students used computer, laptop, LCD (Liquid Crystal Display), Handphone, projector, What's App, Instagram, YouTube, online news, zoom, google meet, and e-Learning for learning requirements, and completing tasks to achieve leaning outcomes of argumentative writing task. Also, for the other purposes in daily demands. Handphone doesn't support well to make argumentative proficiencies especially in mechanic aspect and needs more time to revise in giving feedback process.

In these cases, laptop is more compatible technological tools than others. Social medias are important platform to support digital literacy practice as long as argumentative writing process, that appeared on accessing, evaluating, creating and communicating digital contents. Mostly, each student has different community backgrounds outside academic context, which absolutely construct different identity expression in arguing their beliefs in the classroom. It was interesting interview that different community backgrounds possibly construct students' identity construction in argumentative writing process, and in the analysis, we could identify the students' variety of constructed identity expression including academic, organization (gender), citizenship, and religious construction. These four identity constructions are analyzed and discussed in the following sections.

3.1. Positioning in Academic

In the interviews, English as Foreign Language university students used some social medias to access the most viral topics, which were relevant their contexts. The context of this topic was academic works, accessing information process conducted to make a unity, proven, and coherent in making argumentation. Currently, they indirectly consumed the contents because the considered background experiences to evaluate the current topics were able to support the academic skills. Instead, students positioned themselves and communicated in the classroom to constitute their beliefs on their academic performances.

I select the most related information with the issue. Lastly, determining the truth or hoax.” (S1)

He tells how many information related to his academic topics that similarly present contents to be read and written as a prior information, but he selectively choices the most related and trusted contents for academic demands. This technique required to avoid consuming fake information from social media. If he

is lack of carefulness of determining the true information, he automatically feed hoaxes contents because of misleading information from social media sources.

"I always join the latest post of TikTok on its wall. Then, I chronologically make sure that content is true through reading the most of netzines comments and writing it if needed in college tasks." (S2)

He describes that TikTok is one of social media platform frequently used to access information, because it directly posts the user's contents whether in video, audio, or picture with attractive caption. Event though, he can directly communicate with online users. But he watches the latest contents which appears on the screen based on the time and date of post. Interestingly, he evaluates the true contents through reading the comments from the most netzines periodically, if he doesn't find the clear yet, he waits in a view day to retrieve and identify that the information is meaningful content for academic duties.

Both students socially perform responsibility attitude in academic expression which constructed by outside academic communities like English Students' Association, The International English Language Testing System (IELTS), and Indonesian volunteers to make meaningful argumentation. Their reactive positioning appears on creating academic tasks and trusting public through communicating the true information with digital media supports before composing argumentative texts.

3.2. Positioning in Organization

Then, community construction outside academic always expressed in interviews, students tell some social inequality and criminal accidents around their environment that speared on their social media. Students prefer to use social media to access controversial topics, they try to evaluate, create and communicate the content. Their different community backgrounds appear on their different expression in evaluating, creating, and communicating information, and also variety of social media usages.

"I have an elementary school friend; she tags an information on my Instagram account about sexual harassment at university in Surabaya. I directly call one of member of student's legislator faculty via WhatsApp. The victim is my friend, I call him to clarify the real accident." (S3)

She states that she has joined outside academic community or organization with her old friends who have been studying in Surabaya. They frequently communicate with Instagram to share urgent information each other, because they still live in a national students' organization. At the time, she read a sexual harassment form her Instagram that was tagged by her friends, but he doesn't believe before getting comparative information from the other resources in both digital and offline sources. She directly calls her friend who active student via WhatsApp, as the member of students' legislator faculty at those university to make sure that the tagged information on Instagram is real or not. She is sympathy, because the she knows the victim well.

"A H is one member in organization with me, it is a Moslem students association. After that, I read and share it in my WhatsApp account with a caption " Hopefully, having benefits". to make sure that the information is true, I pay attention to its content, writer's profile and emotional factors." (S4)

He describes his communication with his close friend in organization with social media platforms, he is more interested in reading his friends' posts on WhatsApp status. When he gets controversial issues in society, he reads the content carefully before judging and claiming that the information is true. He has personal consideration to analyze the contents considering writers' profile and emotional factors, then he gives a new caption likes "Hopefully, having benefits" to communicates the content on social media. Additionally, he uses the content as supporting resources in writing argumentative text.

Students' positioning represents digital literacy practices in community, she uses a power relation to communicate their belief that the woman has a right and equality in social life. She battles for the discriminated woman from hoax information of sexual harassment that was shared on social media, her communication with her friend in her community enables to rise her dignity and reputation that was desecrated in the society. Also, student' power relation actively expressed on social media to influence netizens that the information is fake. Both students have similar empathy to perform their identities in social and digital contexts, and their different expression appear their evaluation, creation and communication, and social media usages.

3.3. Positioning in Citizenship

Also, we find in interviews how the students express their argumentation to show identity constitutes their community in digital literacy practice. They critically react some controversial topics with prior knowledge to create meaningful texts although it has contrasted with public interests but it accords with the facts, and the exist national regulations. Their communication enables to encourage citizenship awareness, and clarify the function of religious belief and regulative norms in the society. Students' positioning as responsible citizens expressed in logic and law perspectives to communicate in their argumentative writing process.

"I criticize the status from comments column. For everyone who disagree to polygamous families, don't judge them as long as they obey both regulation of religion and government, and have a harmonious family because they more understand to their family life". In offline, I directly comment on their judgement." (S7)

She reads and comments a digital content of polygamous family that is doubtful topic on social media. She highlights the negative responses of topic, which only considers the regulations as a basic reason without enough argumentation. She digitally communicates the core of polygamous problems, which the most factor of polygamy is not on a pro and contra opinion, but on the harmony of family. The harmony family with one or more wives is no doubtful in both law and religion point views. Whatever argumentation with particular case and real facts (social and regulation) is more understandable for the reader in across digital and social contexts. She prefers to response a polygamous family with reasonable and factual argumentation that empowers functional national law in the society.

"I sometimes criticize information contrasting with my feel, irrational information and hoaxes such as President for three periods. I emotionally criticize it, because it contrasted with the regulation. My comment is "No statement of president for three periods, why doesn't the president obey it." (S1)

He says that he personally responses the dubious topic of president for tree periods to express some constructed belief and knowledge. He searches more than one's digital sources relates to the topic, and considers belief, logic, and regulation in evaluating digital contents. Instead, he subjectively consumes the fake information which contrasts with his personal perspective creates his argumentation of rejecting three periods of president with regulation based.

Both students positioned themselves as critical students to perform their responsible citizens in digital and social community. Their citizenship identity constructed by beliefs built from specific and factual experiences represent a good social community, prior knowledges gained from reputable digital sources with evaluation process, and regulative construction as definite rules to express ideas and perform in digital and social contexts.

3.4. Positioning in Religion

We notice the students' performance with digital media in interviews how they express their identity construction, they use Islamic perspectives supports on social problems in digital literacy practices. They read and watch Islamic digital sources to post and communicate in online, and basically argue with netizens in social media and in argumentative text.

"I pay attention to the developed effect of polygamy from religion perspective, starting from netzines' comments from each post on social media. Besides, I also observe its effect on family life and conclude that polygamy has positive effect on the society alike avoiding adultery, practice patience, have offspring, and solve big problems like barren wife." (S7)

She states that she identifies the netizens' comments of polygamy effects on social media and in the society. She believes that religion perspective of polygamy is one of way to solve the problem of marriage such as avoiding adultery, practice patience, have offspring, and barren wife in the society which required to communicate in online and offline communities.

"I have ever posted a quote of Islamic reading, recitation after praying". There were some comments such as Masya Allah, love, and sticker of tumble." (S8)

She says that she reads digital Islamic quotations and text of praying to share on her What's App status, she communicates with her friend to. Her Islamic expression gets some positives responses from her friends many types of expression such as praising her with "Masya Allah", feeling love with sticker, and expressing like with sticker of thumb.

Both students' expressions appear that positioning in religion is a part of students' identity constructions. the doctrines of religion become a basic preference to perform with digital media and compose argumentative texts. They believe that the content of Islamic doctrines expressed to prevent some household problems, juvenile delinquencies, and strengthen the friendship communication. Their community backgrounds constructing identity expression are Woman Muslim Association and Islamic Boarding School Association.

3.5. Positioning in Gender

We see the students' expressions in interviews of students' identity construction from gender perspective in particular position. We notice how students play a gender as a role to express their voices of discriminated sex among the patriarchy system in the society. Their voices represent a woman as a part of community which discrimination likes getting a legal standing for rules of religion, but they are speechless when patriarchy becomes accidentally behavior in social community, and humanism neglected for desires of husband. They try to express their voices in digital media and academic community through argumentative writing process.

"I comment it critically on the site through comment column. If it is an offline information, I directly criticize the informants. I don't have any interest to comment but it is my soul as a woman such as the murder conducted by her couple suing an alcohol. My comment is " Why is he so cruel to his girlfriend?" (S9)

She describes her expressions on social media and in the society, she read a topic of a woman became victim of murder. Her against performance of the cruel man who killed her couple after drinking alcohol. As a woman, she has a right to make a voice and against to the arbitrariness of men on women, she has a bravery to directly influence the society, and criticizes all of types of arbitrariness to build an awareness and respect on women rights. She also uses digital media to communicate her voice in order to opposite the tyranny for all of women.

"I prefer to identify the conflict, person (doer) and its factors. For instance, polygamy. I criticize the polygamous family " the most justice of polygamous family in behave, he can't do it in his feeling". (S10)

She explains how she critically response on the discriminated woman who becomes the second, third, and fourth wife. She believes that the women in the polygamous family categorized into victims of discrimination although it is legalized in citizen regulation and religion, because they emotionally get pressure to express feeling free in the family.

Those students' expressions constitute the women voice who believe that woman is still the second line in social interaction. This identity appears on their expressions constructed by two factors, include woman as object of man means that the men naturally tend to be selfish in serving woman, sometime he acts some arbitrariness to show his ego either in family or social contexts, and woman as human who's basic is equality of rights and social practices. These identity construction positioned themselves in digital media and social communication to express their voice in academic community, and their outside communities are English Students Association, *Karang Taruna* (The youth organization in the Village), and Woman Moslems students Association.

4. Discussion

The subjects of this study above are students from a heterogenous community backgrounds outside university, but in common in academic community with English classroom and identity in varied constructions. In the interviews, all of them perform how they express in various type of identities of digital literacy practices for similar purposes. The differences of social media usage enable communication across different expressions and constructions in classroom context. Practices related to access, evaluate, create, and communicate controversial topics are principally performed in the students' identity process as they express themselves as part of different community backgrounds.

Digital practice considers that they can provide, improve their language learning and new identities with various community contexts. our findings indicate that students' communication with social media tools clarify their positions themselves socially construct their identities, because Instagram, WhatsApp, and YouTube represent a new experience are performed to the netizens. Also, Jakaza [7, p. 20] found that the use of social media represents a new reality in digital interaction, can personally control the people of what, who and with whom they communicate with unclear identity. in Academic context, Heiss [5, p. 8] suggests that digital literacy practice required particular skills to integrate individual dimensions in higher education as his findings. Meanwhile, Duek & Nilsberth [8, p. 14] show their findings that multilingual students backgrounds with different social, cultural and linguistic community in digital literacy practices enable to encourage their global citizenship and cosmopolitan identities, but these personal skills are lack of contribution on academic purposes. In contrast, this research findings declare that multi-community community backgrounds construct academic, organization, citizenship, religious and gender identities. Those expressions appear on accessing, evaluating, creating and communicating controversial digital contents from reputable sources with different expressions based on their identities. Students' digital literacy practices outside the academic community accorded with academic purposes especially in argumentative writing process. As a result, the students with a clear identity construction are able to develop academic writing skill, because they able communicate their personal experiences (identity construction) with related digital information in creating logic and reasonable argumentation in writing argumentative text. Communicating argumentative texts on become alternative digital contents to make a better linguistic competence. The lack of this study shows the usage of social media with limited features only straighten social practices to communicate with others in online.

Based on the conceptualization, in the analysis section, that there are differences between identity constructions and types of expression beyond English as Foreign Language university students in argumentative writing process, we only focus on analysis process of students' expression in digital literacy practices with different community backgrounds inside and outside academic with digital medias. Their specific interactions in their communities contributes on identity constructions, those are potentials for them to perform different positions and use particular identities, and also expression in making argumentations. We think that our findings present about the students' diversity experiences in daily community, and how community background is important on students' academical intention. As previous studies stated, research has revealed [5], [7], [8], [10] that specific interaction in social and online interaction enable students to use particular social identity, and express digital contents in all of contexts including academic context. This research findings proved that the students' communication on social media with identity construction are able to evaluate trustful resources, publishers and verified profiles. Additionally, their online communication with academic, organization (social), citizenship, religious and gender identities make students having a good social empathy, because they try to solve the problems of academics and social problem on social media discourses. Further, positioning themselves as responsible citizen to synthesize social facts and digital content with national regulation perspectives. Besides, positioned themselves as follower of religion, who believe that religious values are effective solution to solve the social problems. The last, they make human rights positioned in social practices, they feel that women have equal position in social and professional contexts, and they deny all of types of discrimination and patriarchy system.

Conclusion

Digital literacy practices are set of skill to digitally access, evaluate, create and communicate information based on identity construction to develop academic writing and social skill. The identity constructions are academic, organization, citizenship, religious and gender. Expressing identities through communicating argumentative text on social media help English as Foreign Language students to develop writing skills, and encourage students to have a good social empathy, responsible and religiously citizen.

This research is relevant for English as Foreign Language teacher to manage the students' writing tasks with social media usage. The subjects of study are limited on English as Foreign Language university students in East Java. For further, researchers need to study a similar topic with more subjects in Indonesia, in order to make a continuity and understandable concept of digital literacy practices in all areas of English Language Teaching.

References

- [1] N. Law, D. Woo, J. de la Torre, and G. Wong, *A Global Framework of Reference on Digital Literacy*, no. 51. 2018.
- [2] E. M. Meyers, I. Erickson, and R. V. Small, "Digital literacy and informal learning environments: An introduction," *Learn. Media Technol.*, vol. 38, no. 4, pp. 355–367, Dec. 2013, doi: 10.1080/17439884.2013.783597.
- [3] S. J. Moon and S. Y. Bai, "Components of digital literacy as predictors of youth civic engagement and the role of social media news attention: the case of Korea," *J. Child. Media*, vol. 14, no. 4, pp. 458–474, 2020, doi: 10.1080/17482798.2020.1728700.
- [4] T. Blakemore and K. Agllias, "Social media, empathy and interpersonal skills: social work students' reflections in the digital era," *Soc. Work Educ.*, vol. 39, no. 2, pp. 200–213, 2020, doi: 10.1080/02615479.2019.1619683.

- [5] R. Heiss, A. Nanz, and J. Matthes, "Social media information literacy: Conceptualization and associations with information overload, news avoidance and conspiracy mentality," *Comput. Human Behav.*, vol. 148, pp. 1–12, Nov. 2023, doi: 10.1016/j.chb.2023.107908.
- [6] A. Agustrianita, "Teachers Perceptions towards Social Media Use to Improve Professional Development and Integration in English Language Teaching," *English Language and Literature International Conference (ELLiC) Proceedings*. pp. 17–22, 2017.
- [7] E. Jakaza, "Identity construction or obfuscation on social media: a case of Facebook and WhatsApp," *African Identities*, vol. 20, no. 1, pp. 3–25, 2022, doi: 10.1080/14725843.2020.1804829.
- [8] S. Duek and M. Nilsberth, "Languages and identity constructions in multilingual students' digital literacy practices," *Educ. Inq.*, vol. 00, no. 00, pp. 1–17, 2022, doi: 10.1080/20004508.2022.2109561.
- [9] M. W. Habibi, I. G. Putu, A. Buditjahjanto, and T. Rijanto, "Digital literacy ability of private vocational students in Surabaya City," vol. 18, no. 3, pp. 745–752, 2024, doi: 10.11591/edulearn.v18i3.21104.
- [10] C. McKinney and B. Norton, "Identity in Language and Literacy Education," *Handb. Educ. Linguist.*, pp. 192–205, 2008, doi: 10.1002/9780470694138.ch14.
- [11] K. Y. Jin, F. Reichert, L. P. Cagasan, J. de la Torre, and N. Law, "Measuring digital literacy across three age cohorts: Exploring test dimensionality and performance differences," *Comput. Educ.*, vol. 157, Nov. 2020, doi: 10.1016/j.compedu.2020.103968.
- [12] Z. Wu, "Tracing EFL writers' digital literacy practices in asynchronous communication: A multiple-case study," *J. Second Lang. Writ.*, vol. 50, Dec. 2020, doi: 10.1016/j.jslw.2020.100754.
- [13] W. Jiang and Z. R. Eslami, "Effects of computer-mediated collaborative writing on individual EFL writing performance," *Comput. Assist. Lang. Learn.*, vol. 35, no. 9, pp. 2701–2730, 2022, doi: 10.1080/09588221.2021.1893753.
- [14] E. Tour, "Understanding Digital Literacy Practices: What Can Be Learnt with Visual Methods?," *Chang. English Stud. Cult. Educ.*, vol. 24, no. 4, pp. 413–425, Oct. 2017, doi: 10.1080/1358684X.2017.1304815.
- [15] G. Polizzi, "Digital literacy and the national curriculum for England: Learning from how the experts engage with and evaluate online content," *Comput. Educ.*, vol. 152, p. 103859, Jul. 2020, doi: 10.1016/j.compedu.2020.103859.
- [16] H. A. Spires, C. Medlock Paul, and S. N. Kerkhoff, "Digital Literacy for the 21st Century," 2018, pp. 12–21. doi: 10.4018/978-1-5225-7659-4.ch002.
- [17] A. List, "Defining digital literacy development: An examination of pre-service teachers' beliefs," *Comput. Educ.*, vol. 138, pp. 146–158, Sep. 2019, doi: 10.1016/j.compedu.2019.03.009.
- [18] F. B. Sørensen, P. Bichel, and A. Jakobsen, "Stereological estimates of nuclear volume in squamous cell carcinoma of the uterine cervix and its precursors," *Virchows Arch. A Pathol. Anat. Histopathol.*, vol. 418, no. 3, pp. 225–233, 1991, doi: 10.1007/BF01606060.
- [19] C. Joynes, S. Rossignoli, and E. F. Amonoo-Kuofi, *21st century skills: Evidence of issues in definition, demand and delivery for development contexts*, no. August. 2019. [Online]. Available: <https://opendocs.ids.ac.uk/opendocs/handle/20.500.12413/14674>.

- [20] M. Zhang, M. Akoto, and M. Li, "Digital multimodal composing in post-secondary L2 settings: a review of the empirical landscape," *Computer Assisted Language Learning*, vol. 36, no. 4. Routledge, pp. 694–721, 2023. doi: 10.1080/09588221.2021.1942068.
- [21] L. Jiang and J. Gao, "Fostering EFL Learners' Digital Empathy through Multimodal Composing," *RELC J.*, vol. 51, no. 1, pp. 70–85, Apr. 2020, doi: 10.1177/0033688219898565.
- [22] B. R. Harris, "Communities as Necessity in Information Literacy Development: Challenging the Standards," *J. Acad. Librariansh.*, vol. 34, no. 3, pp. 248–255, 2008, doi: 10.1016/j.acalib.2008.03.008.
- [23] J. Huang and J. Yip, "Understanding ESL Teachers' Agency in Their Early Years of Professional Development: A Three-Layered Triadic Reciprocity Framework," *Front. Psychol.*, vol. 12, Sep. 2021, doi: 10.3389/fpsyg.2021.739271.
- [24] O. Ferenz, "EFL writers' social networks: Impact on advanced academic literacy development," *J. English Acad. Purp.*, vol. 4, no. 4, pp. 339–351, 2005, doi: 10.1016/j.jeap.2005.07.002.
- [25] M. Dunne and B. Crossouard, "Introduction: pluralising Muslim youth identities: intersections of nation, religion and gender," *Soc. Identities*, vol. 26, no. 3, pp. 287–297, 2020, doi: 10.1080/13504630.2020.1765759.
- [26] M. M. Gu, C. F. Huang, and C. K. J. Lee, "Investigating university students' digital citizenship development through the lens of digital literacy practice: A Translingual and transemiotizing perspective," *Linguist. Educ.*, vol. 77, no. November 2022, p. 101226, 2023, doi: 10.1016/j.linged.2023.101226.
- [27] K. Fincham and M. Dunne, "Fracturing the nation: Muslim youth identities in multi-religious states," *Soc. Identities*, vol. 26, no. 3, pp. 330–344, 2020, doi: 10.1080/13504630.2020.1765762.
- [28] K. M. B. & R. M. Damerow, "'This volume offers a significant collection of international perspectives on how and where educational language policy happens,'" 2018.
- [29] I. Blau, T. Shamir-Inbal, and O. Avdiel, "How does the pedagogical design of a technology-enhanced collaborative academic course promote digital literacies, self-regulation, and perceived learning of students?," *Internet High. Educ.*, vol. 45, Apr. 2020, doi: 10.1016/j.iheduc.2019.100722.
- [30] S. Elo, M. Kääriäinen, O. Kanste, T. Pölkki, K. Utriainen, and H. Kyngäs, "Qualitative Content Analysis," *SAGE Open*, vol. 4, no. 1, p. 215824401452263, 2014, doi: 10.1177/2158244014522633.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).