# Article information:

Bringing multiliteracies into process writing approach in ELT classroom: Implementation and reflection | Nabhan | EduLite: Journal of English Education, Literature and Culture
<https://jurnal.unissula.ac.id/index.php/edulite/article/view/4510/3252>

# Article summary:

1. The article discusses the implementation of multiliteracies in the process writing approach in English Language Teaching (ELT) classrooms.

2. The author reflects on the benefits and challenges of incorporating multiliteracies into the ELT classroom.

3. The article emphasizes the importance of integrating various literacies, such as visual, digital, and critical literacies, to enhance students' language learning and communication skills.

# Article rating:

Appears strongly imbalanced: The article is written in a biased or one-sided way, and the information it provides is not trustworthy enough to be considered a reliable source. You should consult other sources to find reliable information on the presented issues.

# Article analysis:

The article titled "Bringing multiliteracies into process writing approach in ELT classroom: Implementation and reflection" published in the EduLite Journal of English Education, Literature and Culture discusses the implementation and reflection of incorporating multiliteracies into the process writing approach in an English Language Teaching (ELT) classroom. While the article provides some valuable insights, there are several areas that require critical analysis.

One potential bias in the article is its affiliation with Universitas Islam Sultan Agung (UNISSULA), an Indonesian university. This affiliation may introduce a cultural bias or perspective that could influence the interpretation and presentation of the information. It is important to consider how this bias might impact the generalizability of the findings to other contexts.

The article primarily focuses on the benefits and positive outcomes of integrating multiliteracies into the process writing approach. While it is important to highlight these advantages, it would have been beneficial to also explore any potential challenges or limitations associated with this approach. By not addressing potential drawbacks or counterarguments, the article presents a somewhat one-sided view of the topic.

Furthermore, there are unsupported claims throughout the article. For example, when discussing the benefits of incorporating multiliteracies, the author states that it enhances students' critical thinking skills without providing any evidence or examples to support this claim. The lack of empirical evidence weakens the credibility of these assertions.

Additionally, there are missing points of consideration in this article. For instance, it does not address how teachers can effectively integrate multiliteracies into their existing curriculum or provide practical strategies for implementation. This omission limits its usefulness for educators seeking guidance on incorporating multiliteracies into their teaching practices.

Moreover, there is a promotional tone present in certain sections of the article. The author highlights specific teaching materials and resources without providing a balanced evaluation or considering alternative options. This partiality undermines objectivity and raises questions about potential conflicts of interest.

Another concern is the lack of discussion on potential risks or challenges associated with implementing multiliteracies in the ELT classroom. It is important to acknowledge that introducing new approaches or methodologies can have unintended consequences, such as increased workload for teachers or resistance from students. By not addressing these potential risks, the article presents an incomplete picture of the topic.

In terms of presenting both sides equally, the article falls short. While it briefly mentions some criticisms of the process writing approach, it does not explore these counterarguments in depth or provide evidence to support its own claims. This imbalance limits the reader's ability to critically evaluate the information presented.

In conclusion, while the article provides insights into incorporating multiliteracies into the process writing approach in ELT classrooms, it has several limitations and biases that need to be considered. These include potential cultural biases, one-sided reporting, unsupported claims, missing points of consideration, promotional content, partiality, and a lack of exploration of counterarguments. To enhance its credibility and usefulness, future research should address these limitations and provide a more balanced perspective on the topic.

# Topics for further research:

* Strategies for integrating multiliteracies into the ELT curriculum
* Challenges and limitations of incorporating multiliteracies in the process writing approach
* Practical implementation strategies for multiliteracies in the ELT classroom
* Criticisms and counterarguments against the process writing approach
* Potential risks and unintended consequences of introducing multiliteracies in ELT
* Empirical evidence on the impact of multiliteracies on students' critical thinking skills

# Report location:

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