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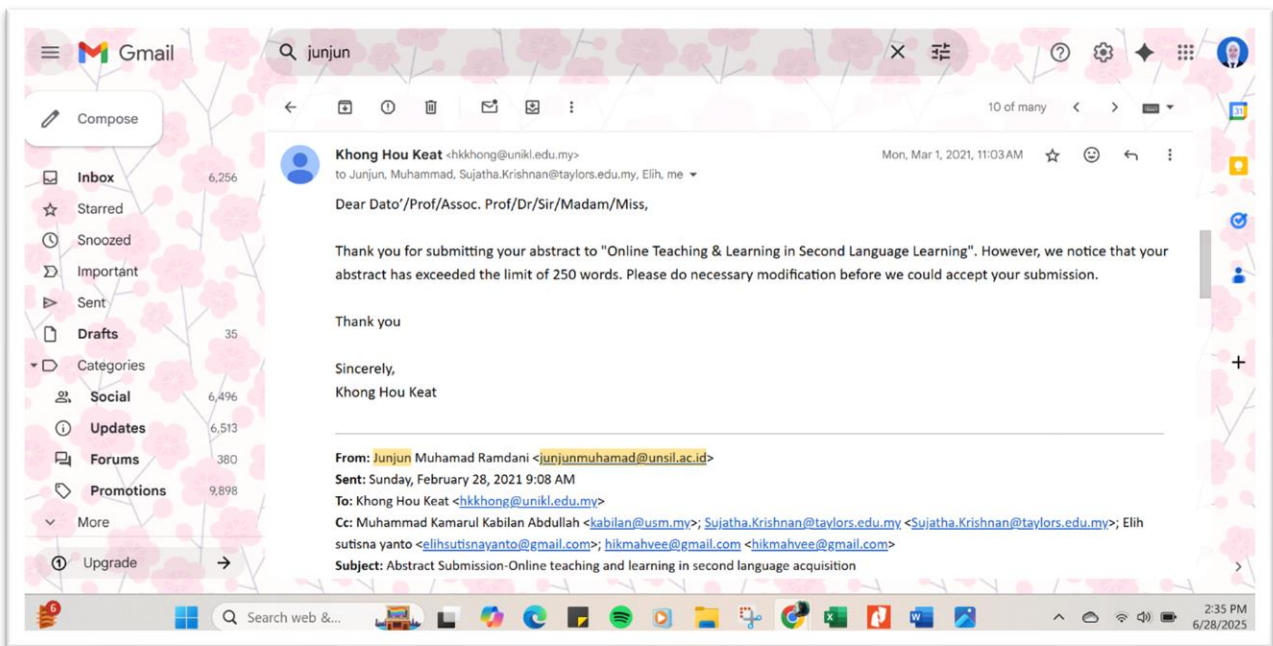
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Penulis   : Elih Sutisna Yanto, Hikmah Pravitasari, Junjun Muhamad Ramdani

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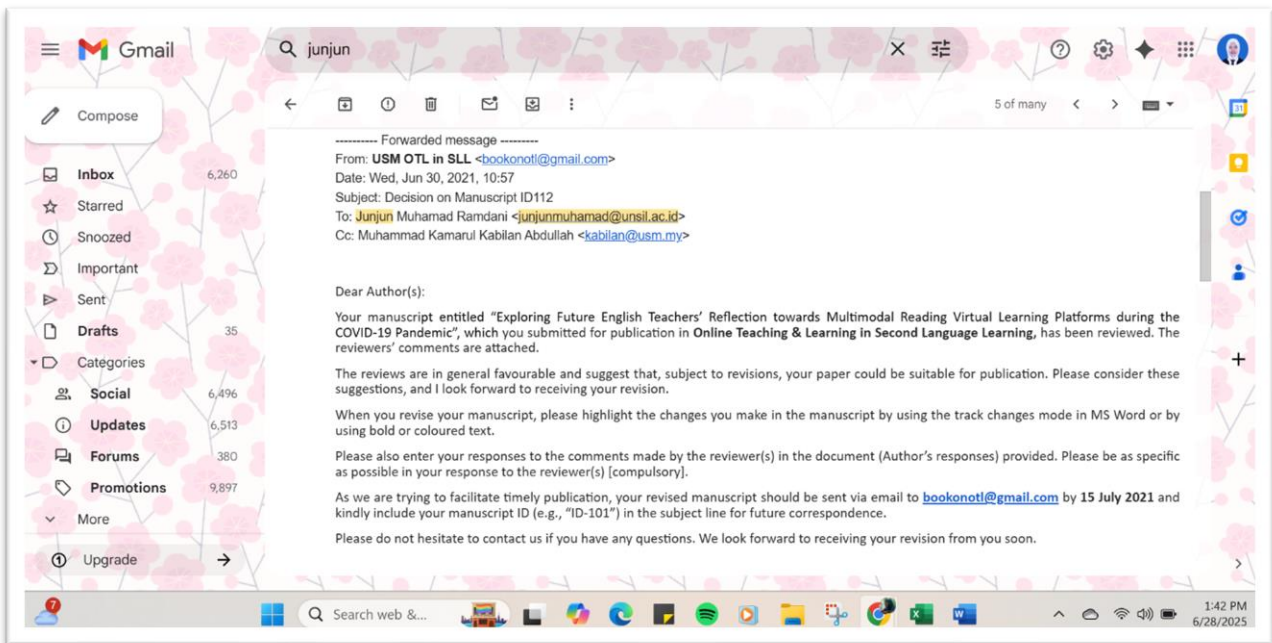
Review Result:

Your manuscript entitled "Exploring Future English Teachers' Reflection towards Multimodal Reading Virtual Learning Platforms during the COVID-19 Pandemic", which you submitted for publication in **Online Teaching & Learning in Second Language Learning,** has been reviewed. The reviewers' comments are attached.

The reviews are in general favourable and suggest that, subject to revisions, your paper could be suitable for publication. Please consider these suggestions, and I look forward to receiving your revision.

When you revise your manuscript, please highlight the changes you make in the manuscript by using the track changes mode in MS Word or by using bold or coloured text.

Please also enter your responses to the comments made by the reviewer(s) in the document (Author's responses) provided. Please be as specific as possible in your response to the reviewer(s) [compulsory].

As we are trying to facilitate timely publication, your revised manuscript should be sent via email to **bookonotl@gmail.com** by **15 July 2021** and kindly include your manuscript ID (e.g., "ID-101") in the subject line for future correspondence.

Khong Hou Keat

Editorial Committee

Project Schedules

● Submission of abstracts (250 words): 20 February 2021 – 1 March 2021

● Notice of acceptance: 5 March 2021 – 14 March 2021

● Submission of full chapters: 30 May 2021

● Feedback on chapters from the editors: 30 June 2021

● **Submission of revised chapters: 15 July 2021**

● Proofreading revised chapters: 15 July 2021 – 15 August 2021

● Submission of book manuscript to external reviewers: 30 August 2021

● Feedback from the reviewers: 30 October 2021

● Submission of final book manuscript to the publisher: 30 November 2021

● Expected date of publication: 1 July 2022

Requirement for all chapters:
· *At least 2-3 references of 2021 and references of 2017 and above should be present in the Introduction AND/OR the Literature Review.*
· *The study MUST be contextualized within the COVID-19 pandemic explicitly. This should run through the manuscript to fall in line with the book's theme.*

RESPONSE TO THE REVIEWERS
Dear Dr. Kong,

Thank you very much for your email and the opportunity given to us, so that we can still revise our manuscript. Please find our revised manuscript in the attachment, and we used coloured texts (blue) that indicate our revision. Besides, we also attach the authors' responses as requested.

We look forward to hearing from you for the update of this book chapter.

Exploring Future English Teachers' Reflection towards Multimodal Reading Tasks on Virtual Learning Platforms during the COVID-19 Pandemic

by

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Abstract
Drawing on a narrative case study, the study reports on future English teachers' (FETs') reflection towards multimodal reading tasks through virtual learning platforms (i.e., Edmodo, Zoom Conference, WhatsApp Group). It investigates FETs' learning outcomes after engaging in multimodal reading tasks through five-step learning cycles such as knowledge building, text deconstruction, joint-text construction, independent-text construction, and review and assessment. Situated in the state university in West Java, Indonesia, this case study recruited twenty five Indonesian FETs (20 females and 5 males). The data were collected from FETs' reflective journals and graphic organizers during the second academic term (March until May 2020) and analyzed using Braun and Clark's thematic analysis. The findings show that FETs gained some benefits from these virtual learning platforms such as the availability of myriad online sources from Edmodo, a global education network that helps connect FETs' with resources needed to reach their full potential which they could access at their flexible and convenient time. Additionally, FETs' autonomy, agency, engagement, confidence, skill-set, and the ability to collaborate through online discussion are the important points that they experienced during their learning reading through multimodal reading tasks. Finally, the research suggests that teacher educators should encourage FETs' to develop their own online professional learning to leverage a range of advantages, driven by the authentic, diverse, and accessible materials encountered in these virtual multimodal learning platforms.

Keywords: *five step learning cycles; multimodal reading; student teachers' autonomy; thematic analysis; virtual learning platforms*

Introduction

Globally the pandemic of COVID-19 caused by the novel virus SARS-CoV-2 has changed social interaction and organization, in the education sectors, such as universities, and initial teacher education (ITE) program has not been excepted. Across the world, educational institutions have transformed their learning platform, from face-to-face classes to virtual classrooms in order to mitigate the spread of COVID-19 and to slow the spread of the virus. As a result, in Indonesia, for example, policy maker i.e., Ministry of Education and culture was to close schools, as early as mid-March 2020. To prevent learning loss during the period of this pandemic, Initial Teacher Education (ITE) program should adapt a new educational framework, i.e., virtual digital learning platform that may contribute to learning continuity for the students though faced with the uncertainties of the new normal and the escalating pandemic.

In one hand online learning has potential benefits for example, increased access, improved quality of learning, better preparation of students for a knowledge-based society, lifelong learning opportunity, saving time, money and efforts and many more (Appana, 2008). For example, through these learning platforms students can access the lectures anytime and anywhere. On the other hand, this virtual learning platforms show their limitations. Among them are: (a) online learning start-up funding, (b) organizational preparedness, and (c) student readiness. Additionally, not all students are equipped with good internet connectivity. Some students underwent network problems, lacking high-quality learning devices.

Even though there are still some practical problems that challenge teachers and students , Virtual learning, learning facilitated and supported by digital technologies, is considered as a vital part of formal education during the COVID-19 pandemic, and countries around the world have integrated used of digital technologies into their national curricula (Harju, Koskinen & Pehkonen,2019). In the same vein, Chen, Zou, Cheng, & Xie (2020) argue that "technologies have been widely applied to the teaching and learning of various disciplines, including language education. And the quantity, quality, and diversity of the technologies that have been integrated into language learning are significant" (p.1). Teacher educators worldwide currently have a choice of diverse technological tools to store, manage, and present information and support various multi-modal and nonlinear teaching approaches. For example, they choose such as a Learning Management System (LMS), a Course Management System (CMS), a Virtual Learning Environment (VLE) or even a Knowledge Management System (KMS) (see Khan, 2001; Nichols 2003; Wilen-Daugenti, 2009). To the extent that the terms are used synonymously, some see each term differently.

Gagné, Wager, Golas, and Keller (2005) delineate "a CMS as having tools associated with the development and delivery of courses which are placed onto the Internet, further defined as a Collaborative Learning Environment" (2005, p. 219), but the authors define "an LMS as more of management system for the delivery of online learning" (2005, p. 339). Nichols (2003) coincides that the LMS is mainly used for online courses and components, yet reverts to the use of the term eLearning to identify the tools used to deliver the learning experience. Two authors denote to some of the terms synonymously. WilenDaugenti (2009) interchanges the terms CMS, LMS and VLE, whereas Wagner (2001) used LMS, KMS and Knowledge Content Distributors (KCD), a term stated as the prototype of all, as the same.

In daily academic life university students engage in discussing and interpreting illustrated fiction, images, films, course book materials, websites, digital learning materials and their own personal learning environment, they are expected to demonstrate an extraordinary level of analytical and critical understanding of multimodal texts (Nagy,N,2020). Therefore, university students are assumed to have a comprehensive understanding of different modalities. Since the main focus of these tertiary students is to become sophisticated language users and teachers, the visual dimensions of their communication and meaning-making often remain downplayed (Nagy, N,2020).

In contrast, the need for multimodality literacy is especially important FETs, who are expected to rely on their voice, gestures and bodies for making meaning, and they are encouraged to deliver their lessons through both traditional teaching aid tools such as whiteboard and interactive whiteboard work and ICT tools such as the internet,e-dictionaries, audio-video materials, virtual television, audio graphics, podcasting, which demands knowledge of the meaning potential in paralanguage (non-verbal communication) (Hood, 2011; Martin & Zappavigna, 2019).

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Through Future English Teachers' Reflection, this research explores on FETs' experiences of the benefits and challenges of virtual learning, FETs' motivation and engagement and FETs' autonomy in their multimodal reading tasks on virtual learning during the current global pandemic and the feasible resources and solutions that can be provided to overcome these phenomena in the future. The significance of the present study is to explore the influence of the COVID-19 pandemic on the FETs' multimodal reading learning process. Beauchamp (2015) asserts that learning to reflect is a key component of ITE programs both for theoretical and practical course components. Without the key ability to reflect on practice, FETs may not be able to overcome the potentially harmful effects of inappropriate views of education formed during their history of learning (Miller & Shiet, 2016). Many studies (see Jewitt, 2005; Kim, 2014; Lee, 2010; Oskoz & Elola, 2016) have documented the benefits of incorporating reflective journals into foreign

language education at the university level, however, investigating how student teachers' reflection towards multimodal reading tasks through virtual digital platforms remains scantily examined.

The implementation of this digital instructional learning in the initial teacher education context (ITE) remains under-explored. To fill this gap, this article reports findings drawing on a virtual learning project on the multimodal reading tasks during the COVID-19 pandemic. Additionally, through this paper, the authors tried to capture the existence of such changes. A research question guiding this study is: What is FETs' reflection toward multimodal reading tasks through virtual learning platform?

Literature Review

Learner Autonomy

The notion of learner autonomy is an elusive construct and intricate to define. A range of terms about learner autonomy used by researchers include "self-instruction" (Hughes, 1997), "self-regulation" (Bown, 2009), "independent learning" (White, 2008), "self-access learning" (Reinders, 2000), and "self-directed learning" (Holec, 1996). The most important thing about learner autonomy of a range definition that has been proposed by the researchers is the importance of learners' engagement in learning. With this in mind, learners are required to take partial or total ownership of their learning processes (e.g., deciding on learning objectives, selecting learning methods and evaluating progress), which are traditionally assumed to be the role of the teacher (Littlewood, 1999).

A review of the literature shows learner autonomy has been recognized as learners' ability to create reflective, rational, conscious and valuable decisions in their learning process, and has been considered as a preferred education goal by many researchers (Jacobs, Renandya, & Power, 2016; Morgan, 1996; Tatzl, 2016; Teng, Feng, 2019; Winch, 2002). Additionally, Dearden (1972) described autonomy as the degree to which an individual is able to reflect upon his or her desires, wishes, and thoughts, make decisions on their own and take responsibility for oneself. It tallies with Simard's information (2004) that learner autonomy literatures have proved that supporting students' autonomy in their learning process offers benefits such as stimulating creative thinking and encouraging positive views towards lifelong learning. In the same vein, Sharples, Corlett, and Westmancott (2002) maintain that "the most successful learning comes when the learner is in control of the activity, able to test ideas by performing experiments, ask questions, collaborate with other people, seek out new knowledge, and plan new actions"(p. 225). In the language classroom, self-autonomy helps students to take responsibility for their own progress, become more aware of how language works, respond better towards the target language, set clear goals, and adopt the use of strategies and resources available in order to optimise their strengths and manage their weaknesses (Villamizar, & Mejía, 2019).

Defining and conceptualizing self-reflection

Dewey (1933), in his inspiring work *How We Think*, defined self-reflection as the "active, persistent and careful consideration or any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends" (p. 9).

Cirocki & Farrell (2017a) and Richards & Farrell (2005) assert that reflective practice can be advocated in various ways. One of them is used to write reflective journals/diaries. The term of reflective journals, also known as teacher logs or diaries, are valuable tools as they furnish "a place for teachers to experiment, criticize, doubt, express frustration, and raise questions" (Bailey, 1990, p. 218). The aim of journal writing not only in clarifying one's understanding but also in engaging in deep critical thinking about a subject.

Teachers or future teachers' can reflect upon what they do in the classroom, as well as how they do certain things, and why they perform them the way they perform. By consistently engaging in journal writing, teachers or future teachers "become more aware of the teaching-learning process and see its strengths and weaknesses" (Cirocki & Farrell, 2017b, p. 10). Such reflective writing plays a vital role in professional development, both in initial teacher preparation and in-service training (Kabilan, 2007). Additionally, in the language education sectors, teachers or future teachers take advantage of advances in technologies that are present in and outside classrooms. These are used as platforms to engage learners in reflection through writing (Jewitt, 2005; Kim, 2014; Lee, 2010; Oskoz & Elola, 2016).

Defining and conceptualizing multimodal literacy

The notion multimodal literacy refers to "explores the design of discourse by investigating the contributions of different semiotic resources (for example, language, gesture, image) co-deployed across various modalities (for example, visual, aural, somatic [physical]) as well as their interaction and integration in constructing a coherent text. (O'Halloran & Lim ,2001,p.14). With this in mind, many educational texts are multimodal, where meaning is communicated through combinations of two or more modes. Modes consist of written language, spoken language, and patterns of meaning that are visual, audio, gestural, tactile and spatial. The examples of multimodal texts include picture books, text books, graphic novels, comics, and posters, where meaning is expressed to the reader through varying combinations of visual (still image) written language, and spatial modes. Digital multimodal texts, such as film, animation, slide shows, e-posters, digital stories, and web pages, communicate meaning through combinations of written and spoken language, visual, audio, gestural and spatial modes. Live multimodal texts, for example, dance, performance, and oral storytelling, convey meaning through combinations of modes such as gestural, spatial, spoken language, and audio. Every single mode uses special semiotic resources to create meaning (Kress, 2010).

The exclusive term 'multimodal literacy' bestows us with a framework which approaches literacy through multiple modes of meaning-making. One of its simplest definitions is 'the ability to interpret linguistic, visual and audio resources as they com bine in traditional and new media' (O'Halloran et al., 2017, p. 18). van Leeuwen (2017, p. 5) comprehensively defines the notion 'multimodal literacy as "who points out the importance of knowledge of semiotic modes and communicative contexts apart from the ability to combine different modes creatively". Such needs necessitate the advancement multimodal pedagogy at all levels of education, as it has been suggested by extensive research in multimodal education (e.g., De Silva & Feez, 2018; Jewitt, 2008; Unsworth, 2008).

Multimodal reading tasks in the classroom

The course was built on the principles of the text-based pedagogical approach which aim to "incorporate an increasing understanding of how language is structured and how language is used in social context" (Feez, S., & Joyce.H,1998, p.3). In this context, the characteristics of the text-based approach discussed below were the guiding pedagogical principle. Language is viewed as whole texts which are embedded in the social context in which they are used. With this in mind, language learners learn language through working with whole text. In the past language teaching approaches have considered language as a collection of isolated *building blocks*, for example, individual grammatical forms and structures, vocabulary elements or pronunciation elements. As a result, a language teaching materials was constructed by selecting from lists of these building blocks (Feez, S., & Joyce.H,1998). The selected materials were then sequenced along with perceived levels of difficulty. The rules for situating these building blocks were often

demonstrated for language learners in artificial, isolated sentences. The structures and rules were learnt through repetition, drills and other of rote learning.

Nowadays language is viewed as communicative resources. As a result, language pedagogy approaches have focused on educational discourse in authentic contexts of use. Thus, what language learners do with language is mainly concerned with whole texts in context. Halliday (1978,p.1) ,the God Father of Systemic Functional Linguistics (SFL) contends "Language arises in the life of the individual through an onogoing exchange of meanings with significant others". He proposes the main concepts of social theory of language as follows.

- language is a resource for making meaning
- the resource of language consists of a set of interrelated systems
- language users create texts to make meaning
- texts are shaped by the social context in which they are used
- the social context is shaped by people using language

The content of a text-based pedagogy is specified in terms of texts which language learners need to understand, produce and distribute to participate effectively in social contexts. To learn a text type (genre), social purpose, text organisation (generic structure and lexicogrammatical features, language learners then engage in cycles of teaching and learning activities.
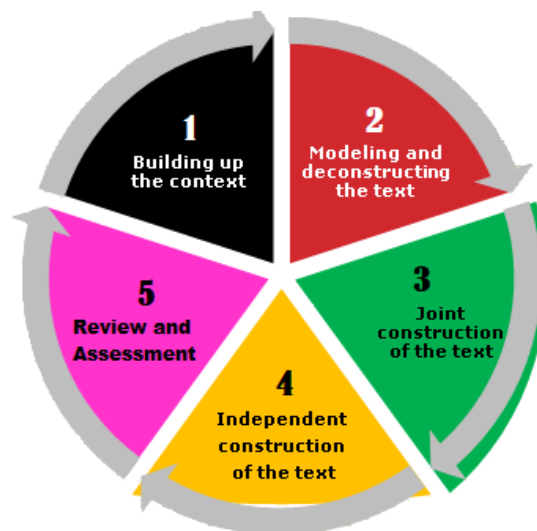

Figure 1: The Teaching-Learning Cycle of genre-based literacy pedagogy adopted from Rothery, 1994,p.8).

The cycle of teaching and learning activities in the genre pedagogy consists of a number of phases which both the teacher and students experience in order to create gradually students to gain independent control of a particular text-type (genre). Each of the five phases of the teaching-learning cycle is designed to achieve a different objective within the cycle of teaching and learning. Each phase, hence, is related with different types of activities. In this research, FETs went through five stages i.e., building knowledge, modelling text (scaffolding), joint construction, independent construction and review and assessment (see figure 2, table 1 and instructional procedures).

Previous Research in Virtual Learning

Technologically, digital learning can be defined as web-based learning which effectively makes use of the information technology to impart knowledge to the students. In the literature, previous studies have confirmed some result of teaching and learning activities from face to face interaction changed into online classroom during the spreading of COVID-19 pandemic all around the world. As reported by Moorhouse (2020) the adaptations from face to face instruction to online classroom are made due to the suspension of face to face classes caused by the COVID-19 pandemic at a Hong Kong university. It describes the adaptations the tutor made, and the challenges faced adapting to the new mode of delivery. The online content includes the dissemination and storage of readings and session materials on a learning management system (LMS) and the use of an instant messaging platform (IMP) to facilitate out of class communication (Moorhouse 2018). He added that a combination of asynchronous and synchronous modes of instruction was adopted during the online class. The asynchronous online instruction involves the dissemination and storage of readings and session materials on the LMS with the addition of annotated PowerPoints, with the tutor providing voice-over narration. Meanwhile the synchronous online teaching involves one-hour long real-time live lessons delivered through video conferencing software (VCS).

Nguyen (2020) explored the readiness to use Information and Communications Technology (ICT) in collaborative writing held by teachers and students in a university EFL learning context in Vietnam. Collaborative writing in this study means students collaborate to do the writing tasks in groups as required by their teachers. The objective of this study can also be understood as the investigation of whether teachers were ready to conduct ICT supported collaborative writing among their students and whether students were ready to use ICT for collaborative writing with other students. This study employed a mixed methods case study with two phases. The focus on this article included phase 1 in which quantitative data were collected though online surveys. The findings suggest that Both the teachers and the students revealed that they had experienced using ICT in teaching and learning English. All teachers informed that they used ICT in their teaching. The teachers tended to use ICT primarilly when they were teaching vocabulary, listening skills and grammar. The results of the surveys indicated that although both the teachers and students possessed a high range of technological devices, especially laptops and smartphones, they mainly employed ICT in learning and teaching input skills such as vocabulary, grammar, and reading, but not output skills such as speaking, and writing.

Nagy, N (2020) conducted multimodal literacy development in a higher education English Studies. She designed a course called 'Making Meaning with Visual Narratives for undergraduate English Studies students at a Hungarian university. She designed the course called 'Making Meaning with Visual Narratives'. She collected data during the courses including writing tasks, questionnaires, multimodal texts, and teaching notes The aim of her research is to explore how a course on multimodal literacy development was designed and implemented to enable pre-service teachers to make meaning with and produce multimodal texts. The findings show that multimodal literacy development in higher education context is important and possible. "First, understanding some significant aspects of multimodal literacy proved essential for mapping relevant knowledge areas for the course objectives. The explicit pedagogical approach adapted from the Teaching-Learning Cycle and concepts such as mediation and scaffolding from sociocultural theory contributed to the creation of a multimodal classroom which simultaneously engaged and informed students. Second, the learning materi discussed are mostly paper-based multimodal

resources, but it is necessary to discuss multimodal literacy skills development in digital environments. Finally, multimodality includes a variety of semiotic modes, other than images and writtentexts, and to obtain a complete picture of what multimodal literacy entails, research into a combination of modes need to be"(Nagy, N, 2020,p.15).

Lewis III,D.R., & Lewis.T.Y (2020) conducted a mixed methods study investigating the effect of a multimodal reading intervention on EFL reading achievement and intercultural awareness of students (n = 20) at a Japanese university They employeda cross-culturally themed graphic novel [comic book] to overcome language barriers and cultural mores and promote higher-order literacy. For evidence of higher order literacy and intercultural awareness development , they analysed asynchronous discourse on the e-learning platform (Edmodo). Thematic analysis of an open-ended survey was conducted to gather student perceptions of the graphic novel. Results revealed a significant effect on reading achievement but no significant improvement of intercultural awareness (at α = 0.05). Survey analysis indicated a high degree of student satisfaction with the multimodal literacy instruction and asynchronous computer-mediated discourse (ACMC), as well as other emergent themes. This study also shows, low-level EFL reading students can contribute thoughtful opinions about serious literature when teachers exploit multimodal reading and delivery vehicles, such as ACMC platforms.These findings suggest reading instructors of low-level EFL university students should consider employing non-traditional reading and learning modalities, especially for students with high cognitive maturity and low reading proficiency.

In short, many factors can impact teaching and learning process from face to face into online classroom during the COVID-19 pandemic from the policy level to institutional and teacher levels as the factors have been documented in the above literatures. This current study reports on future English teachers' (FETs') reflection towards multimodal reading tasks through virtual learning platforms (i.e., Edmodo, Zoom Conference, WhatsApp Group). The study investigates FETs' learning outcomes i.e., reflective journals and graphic organizers after engaging in multimodal reading tasks through five-step learning cycles such as knowledge building, text deconstruction, joint-text construction, independent-text construction, and review and assessment. Following Marchetti and Cullen (2016), multimodal approach is multifaceted, due to its interdisciplinary nature, drawing on diverse fields of enquiry, such as educational history, sociolinguistics, design, and perhaps primarily social semiotics. "Multimodality expresses the complexity and interrelationship of more than one mode of meaning, combining linguistic, visual, auditorial, gestural or spatial modes" (Mills, 2009, p.106).

Additionally, FETs' autonomy, agency, engagement, confidence, skill-set, and the ability to collaborate through online discussion are the important points that will be investigated through their reflection and the use of the Graphic organisers (here after GOs). GOs are visual devices that can be used to describe information in various ways (Ellis & Howard, 2007), thereby providing visual representations of knowledge and ways of structuring information or arranging essential aspects of an idea or topic into a pattern using labels (Bromley, Irwin-DeVitis, & Modlo, 1995). They have become familiar tools for engaging with, developing, and scaffolding reading and writing skills, including argumentative writing skills (Ellis & Howard, 2007; see also papers in Kirschner, Buckingham Shum, & Carr, 2003). GOs can decrease cognitive load (Adcock, 2000), helping learners concentrate on comparing, diagnosing, and operating on aspects of rhetorical problem they are addressing (Flower & Hayes, 1981).

Methodology

Research Design

The research question guiding this study was 'What are future English teachers' reflections toward multimodal reading tasks through virtual digital platform learning?' To address this question, the qualitative approach was adopted as it informed individual understandings, meanings, and experiences (Kingley, Philips, Townsend, & Henderson-Wilson, 2010). It was also used to guide us to examine FETs' reflection multimodal reading tasks through virtual digital learning platform situated in the online classroom. Framed under a narrative case study, this study examined the non-hypothetical question and naturally occurring phenomena as well as attempted to understand multiple constructions of meanings and knowledge situated in a higher education context (Stake, 2010). The adoption of the narrative case study was to capture such a micro-social reality showing lived experiences of FETs who experimented with multimodal reading tasks. In this study, the authors used the term 'digital learning' to refer to FETs using digital technology as a part of instruction in a formal educational context. FETs used personal laptops or other types of personal computing devices for studying and learning i.e., smart phone.

Participants and research context

This study was situated in the English Education program engaging the first year FETs because of two considerations. First of all, the authors obtained entry access to this university, in which the second author played a role as the teacher educator in the university. Secondly, the course was relevant with the curriculum set by the university. Although the participants were FETs under one of the authors, the negotiation process became critical to be considered because it made them more humanized as they were engaged in whole process of this research. Therefore, they also obtained the details of the research, and how it impacted personally and institutionally.

This study was conducted for two months, from March to May 2020. Twenty-five of the first year FETs as participants were recruited voluntarily in this study. They were trained to become primary or secondary English teachers. Out of twenty five FETs (5 males and 20 females) joined the online classroom, eight of them voluntarily agreed to submit their learning reflection during the online learning. The participants' age ranged from 19 to 21 years old, and their English language level was intermediate. For the ethical purpose, pseudonyms were employed in this article. Before the study commenced, the authors convened a meeting with the twenty-five FETs, distributed informed consent form sheets, and explained the details of an informed consent form. The authors asked them to read through and sign off the form to ensure that all of the data would be kept confidential and be used for publication purposes. They agreed to sign the consent form as a legal document of their participation in this study. They also deserved the right to withdraw from the study without any penalty.

Instructional procedures

In this study, sessions were held one evening a week, and each session lasted for ninety minutes. The course introduced text types, meaning, grammar, expression, and assessment embedded in the current mandated curriculum context. The authors collaboratively designed multimodal reading tasks including the dissemination and storage of readings and session materials on a learning management system (LMS) i.e., Edmodo and the use of an instant messaging platform (IMP). We also employed a well-known messanger apps (WhatsApp) which aimed to facilitate out-of-class communication. Genre-based reading instruction was employed to facilitate FETs to apply the process of meaning-making in their virtual learning environment. All FETs went through five-step learning activities, such as building knowledge, scaffolding or modeling, joint construction, independent construction and review, and assessment (see Figure 1 and Figure 2) inspired by the Teaching-Learning Cycle (Rothery, 1994). While the second author served as an

online classroom teacher educator, the first author, the second author and the third author wrote the materials and learning activities (see Figure 2).

At the outset, FETs were requested to explore multimodal texts that referred to the multimodal digital composition genre, including text, audio, and visuals on the emerging topics of the COVID19 pandemic through YouTube. While selecting the video, they were also asked to understand the content and jot down the reasons why they chose it. This aimed to develop their navigating, viewing, and critical thinking skills. In the second week, the teacher provided FETs with virtual scaffolding about the concepts of text types and multimodal texts. The objective of this learning stage was to help them develop their literacy skills of texts and multimodal texts. The instructions and discussion were given through virtual class using Zoom application. Later on, FETs were put in small groups in Edmodo to discuss their chosen video, analyzed the text type, and reported the result of the discussion in the reading log. This third-week learning aimed to tailor FETs collaboration and critical thinking skills. In the fourth week, the teacher demonstrated how to complete the reading log and gave feedback on their reading logs through virtual scaffolding. The session of discussion was carried out using Zoom as a virtual learning platform. In the fifth week, the students were required to revise their reading log to help them create a graphic organizer based on the multimodal texts they selected. While they could develop their writing skills through experiencing revision, they also benefited the development of creativity throughout the sixth-week learning. After FETs had submitted their graphic organizer, the teacher provided them with feedback on their work particularly on the content and lexico-grammar resources virtually through the Zoom meeting. In the seventh and eighth weeks, they submitted their revised graphic organizer and posted it for small group discussion in the Edmodo. This two-week learning aimed to help students develop their collaboration skills such as the sense of respect, responsibility, and authorship.

The sessions were completed by engaging the students in reflective practice and assessment on week nine and ten respectively. They learned to reflect on their learning experience of multimodal texts to help them understand what they learned, why they learned, how they learned, what they could do to learn better in the future. In addition, the assessment including reading quizzes and e-portfolios (reading log, graphic organizers, and reflective journals) was used to see both individual and collaborative performance.
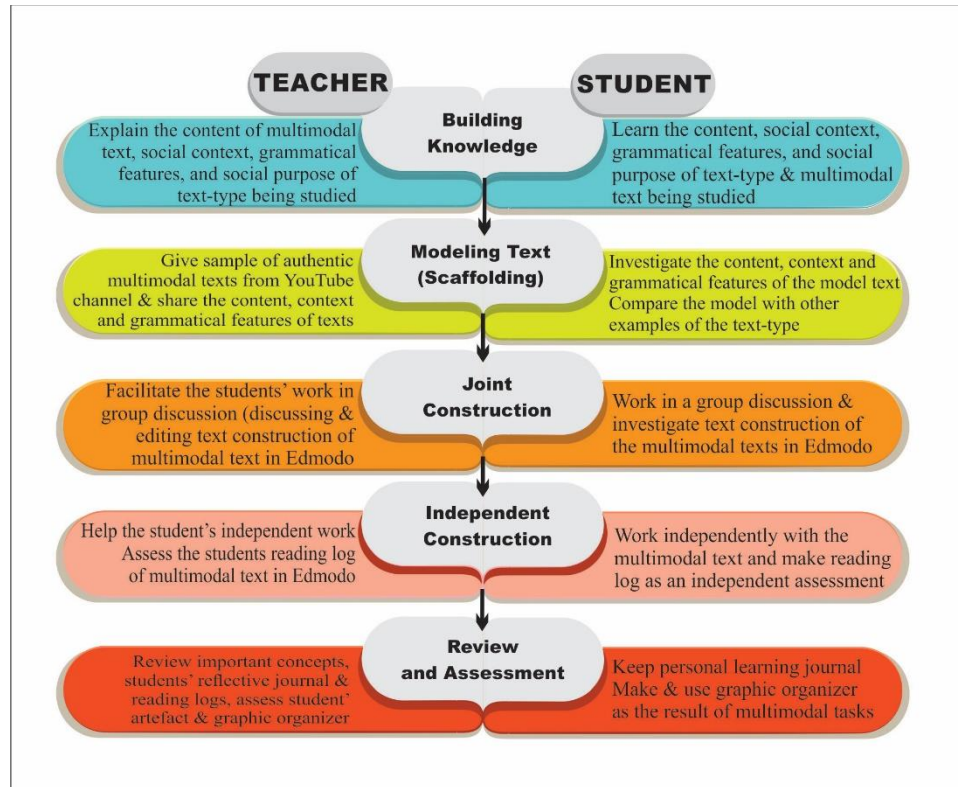
Figure 2: Steps in Reflective Multimodal Reading Tasks on Virtual Digital Learning Platform

Table 1. Instructional Procedures on Virtual Class Activities

Job description	Responsibility	Technological tools	Language/ skill focus
(Building knowledge) **Student** Explore multimodal texts topics: COVID19 pandemic	To develop students navigating and viewing skills and critical thinking skills in reading multimodal text.	Edmodo, YouTube channel, Zoom meeting	• Reading comprehension through content, context, grammatical features of the text • Critical thinking
Teacher Share and explain the concepts of text types and multimodal texts	To help students develop their literacy skills of texts and multimodal texts.		
(Modeling text) **Student** Investigate the content, context, grammatical features, social purposes from the model text provided by the teacher	To develop students navigating and analyzing text skills and critical thinking skills in reading multimodal text.	Edmodo, YouTube channel	• Reading comprehension through content, context, grammatical features of the text

Teacher Provide the authentic model text from BBC Learning English with the structure of the text, grammatical features, context of the text (register), social purposes of the text	To encourage and scaffold the students navigating and analyzing text skills and critical thinking skills in reading multimodal texts.		• Text analysis skill • Critical thinking
(Joint construction) **Student** Work in a group discussion discuss their selected video, analyze the text type, text content, grammatical features and context of the text and reported the result of the discussion	To develop students collaboration and critical thinking skills	Edmodo, Zoom meeting	• Peer review • Collaboration and critical thinking skill
Teacher Provide several questions and table of text construction and grammatical features of the text in students tasks form Give feedback on the students' work group through virtual scaffolding	To facilitate and scaffold the students group work in analyzing the content of the multimodal texts		
(Independent construction) **Student** Work independently through selected multimodal text by completing the reading log	To develop students independent skill of text analysis and critical thinking	Edmodo	• Peer review • Text analysis skill • Critical thinking
Teacher Provide the model of reading long for the students independent work and assist the student's work Give feedback on the students' reading logs through virtual scaffolding	To assist the students independent work and assess the reading log		
(Review and assessment) **Student** Revise their reading log to help them create a graphic organizer based on the multimodal texts they selected	to develop collaboration skills such as sense of respect, responsibility, and authorship	Edmodo	• Peer review • Interpersonal skill (sense of respect, responsibility, and authorship)

Make personal learning journal by following the table of student's reflective journal	
Teacher	
Review important concept of text type (content, context, grammatical features, social purposes) Review the student's reading log and graphic organizer Review and give feedback on the student's reflective journal Assess the student' reading artefact	To see the student's progress of reading works in multimodal texts and reach the learning goals

Data collection and analysis

To investigate FETs' reflection toward multimodal reading tasks through virtual learning platform, empirical data were collected through FETs' reflective journals and their graphic organizers as an assessment. Reflection serves to understand personal and professional stories as lived experience (Hagevic, Aydeniz, & Rowell, 2012). This reflection wass also a tool for action and change because it helped to enhance self-awareness of experience (see Widodo, 2015). In this study, to enable reflection, FETs wrote reflective journals as a tool for reflecting on what they experienced in their engagement of online classroom learning activities. They also wrote a reflective diary as a tool for documenting their learning journey and for increasing awareness of their autonomous learning (see, Widodo, 2015). As the researchers, the authors also wrote reflective journals, which documented our interactions with all the research participants and to record our research journey over period of two months. Thus, reflective journals or diaries helped the research participants and the authors understand our own experiences and practices and become more reflective, critical and analytical about what the authors did.

Graphic organizers (GOs) were visual displays making information easier to understand and learn (Dye, 2000). It provided a holistic representation of facts and concepts and their relationships within an organized frame. GOs have been applied across a range of curriculum subject areas, and research-based applications have demonstrated their classroom utilization in the sciences, social studies, language arts, and mathematics. Coburn (2003) defines graphic organizers as diagrams that represent the relationships between facts, ideas, and concepts. They come in many forms, including flowcharts, webbing, concept mapping, and matrixes. They are not organized in a linear format according to a sequence like traditional outlines; instead, they convey relationships through a visual format that are linked and ordered through a conceptual framework. By completing these tasks, the teacher hoped that FETs could use English as a tool for honing their academic language (see Yanto & Kusrin, 2020).

Qualitative data garnered from the reflective journals was analyzed using Braun & Clarke's thematic content analysis to identify, analyze, and report patterns of this present study (see Figure 2). The authors reviewed the collected data, took notes, and began to group the data into classifications. All the data were coded and labeled using critical words or phrases highlighted. Six steps in thematic analysis fluctuated between these phase: familiarizing the collected data, generating initial coding, searching for themes, reviewing themes, defining and naming themes, and writing up the final report (See Braun & Clarke, 2006, p.97 for a thorough description of each step). To finalize the emerging themes, the data were classified and coded with regard to the frequent themes. Therefore, this phase helped to portray the arising findings, which were relevant to the aims of this research. Although the authors analyzed and categorized the journal entries submitted by all 25 participants (using pseudonyms here to procure anonymity), we provided excerpts from only five digital journals. Having finished the online course, the second author collected the data from the participants. All of the authors collaboratively analyzed the data and wrote the research report. To prevent the bias, the authors collaborated with the participants in order to comprehensively portray and report the findings. The phases of data analysis are presented in Figure 3.

Figure 3: Phases of Reflective Data Analysis (Adopted from Braun & Clarke, 2006, p. 97)

Findings and Discussion

Based on selective student teachers' reflection data analysis and graphic organizers, four finding themes were identified, such as (1) FETs' experiences of the benefits and challenges of a digital learning, (2) FETs' Motivation and Engagement, (3) FETs' autonomy in their digital learning process and (4) FETs' reflection towards multimodal reading tasks using graphic organizers. These themes reflect to the question under study stated earlier.

FETs' experiences of the benefits and challenges of a digital learning

All participants expressed in their reflections that learning reading digital texts was a useful task as it allowed them the time for studying the topics anytime and anywhere and this helped minimize feelings of anxiety. They also considered it as a fun and creative exercise that is very different compared to face-to-face classroom. Regarding students' experiences, they had both positive and negative experiences, while learning reading digital texts on their computer tools or smart phones. The students reported that they had positive experience learning reading through virtual learning. Most of students enjoyed their online learning process. For example, Putra (pseudonym) said:

> I could understand deeply the materials since I learned them through WhatsApp. It was simple and easy than Edmodo website. We could discuss every materials learned by casual chatting and put much attention on the important discussions. I had learned a lot from online discussion. I could see how my classmates organized their graphic organizers. For me, working on graphic organizers was something new. I never did it before. We regularly posted our quiz answer and graphic organizers and invited our classmates to provide feedback on the topic discussed.

> Further UMI (pseudonym) wrote

> Learning reading through virtual made my learning activities fun and interesting. Through online discussion I could post and comment my opinion freely toward the materials learned. I could repeat and learn the materials as I wanted. This learning process helped me built my confidence of learning reading that I felt uneasy in the face-to-face classroom. This learning process made me realize the potential of social media for language learning. I was very happy the way my teacher encouraged me and my friends to contribute to online discussion. The source materials are available there; I didn't have to look anywhere else so I could save time. There were articles, PowerPoint slides, and videos. Those were very helpful.

The two students' reflections indicate that learning reading through virtual learning were positive for them because this platform allowed them to post, comment on, share, and discuss the topics learned. Students' voices here reveal that flexibility, agency, engagement, confidence, skill-set, and the ability to collaborate through online discussion are the important point that the students experienced during their learning reading digital texts. In this platforms they could read the source materials at their own time. They read through the materials to have a good understanding of the topics learned so that they felt more confident to participate in the online classroom. These benefits are also articulated in previous studies by e.g., Aslan & Zhu, 2016; Hinostroza, 2018; Kilinc et al., 2018; Lawrence & Tar, 2018) that similarly focused on the perceived usefulness of integrating ICT in teaching and learning process. The availability of myriad sources online which the students could access at their flexible and convenience time was reflected by the students to be helpful in their effort to understand a topic. This statement is in line with Al-Dosari's (2011) finding that online course users considered accessibility to be the greatest advantage of online learning. Online learning is developing as a winner of the games among this COVID-19 pandemic. Consequently, the quality enhancement of online teaching–learning is crucial at this time. Carey (2020) contends that In Chinese Universities Online education has augmented exponentially after the Covid-19 outbreak. He added that there was a rapid shift of normal classrooms into e-classrooms. In other words, educators have changed their entire pedagogical approach to deal with new normal conditions and adapt to the changing situations. During this challenging time, the involvement is not about whether online teaching–learning methods can provide excellence education; it is rather how academic institutions will be able to adopt online learning in such a massive manner.

Even though the participants felt that learning reading digitally was useful and attractive, they also described the challenging factors that made them inconvenient. One of these involved frequent disturbances. Due to unstable internet connection, there was difficult to access the learning materials and students were difficult

to join the online discussion. Nani (pseudonym) said, "To me the frequent constraints in the learning teaching activity process are the problem of unstable internet connection. Especially when the weather in the area is slightly dark, it will certainly affect the good quality of a signal in the area and cause uncertainty to access the learning materials". Regarding this, Lawrence and Tar (2018) asserted that teachers in using technology are frustrated when the Internet is slow and inaccessible; when clicking on a link, it needs a very long time to open it and when the page is open, it is not useful anymore. Nani added "I think the quality of learning process become ineffective because in online learning sometimes there is a distance between students and a lecturer that make the virtual class interaction was passive. I got a boring time when I should learn online all day. I cannot meet face to face with my friends and my lecturer as in the traditional classroom. Yeti (pseudonym) added that "online class sometimes is not effective because during the discussion I cannot share my difficulties toward the material of grammatical features of the text type due to the limited time and overlap comments from my classmate. And I can't stop loving face-to-face classroom. Personally, I miss the time to learn face to face in the classroom and I hope we can be back to normal situation soon." Nguyen (2020) suggests that the most frequently used ICT by The teachers primarily when they were teaching vocabulary, listening skills and grammar. She contends in her research that more than 81% of the teachers used ICT in teaching vocabulary on a daily basis and 75% used it daily for teaching listening and grammar. Nearly 63% reported using ICT for teaching speaking daily. The use of ICT in teaching reading or writing was the less popular. Only 56% used ICT to teach these skills every day (p.247).

FETs' Motivation and Engagement

The classification of 'affection, attitude, and motivation' collective results associated to feelings, willingness, and attitudes to a certain object or activity. It also included results related to students' engagement in the learning process or motivation to participate in certain learning activities in terms of learning reading digital texts. At the outset, all the student teachers (FETs) felt pressured to do the activities of reflective multimodal reading through virtual digital platform learning because they had to study, understand, access and download, participate and keep personal learning journal and make and use graphic organizers. As they got accustomed to five tasks: studying the topic learned, understanding the new platform of multimodal text, accessing and downloading the online materials through email, WhatsApp and Edmodo website, participating and keeping personal learning journal and making and using graphic organizers as a tool to help the students in organizing ideas and concepts into a meaningful visual which is easier to remember than a long piece of text. The students felt that the learning activities virtual digital platform enabled them to engage in three mutually reinforcing tasks: reading, reflection and writing. They admitted that they wrote reflective journal and made graphic organizers for their peers and the teacher educator as a tool for reflecting on what they experienced in their class activities and their engagement in the course. The students also wrote a reflective journal or diary as a tool for documenting their learning tour and for increasing alertness of their own learning.

Chan (pseudonym) admitted that

"after a month I joined online learning, I felt it was not yet effective, but it was the best way to keep going on the learning activities and to keep in touch between students and the teacher during pandemic of Covid-19. I was very eager to participate in the online learning. I could understand the materials provided by the teacher in Edmodo website. And we discussed respective materials by casual chatting and put much attention on the discussions. Reflective journal and graphic organizers motivated me to share and discuss what I understood after joining the online classroom. I felt at ease that I could discuss what I did not understand with my friends and teacher in online classroom. This online classroom platform helped me learn reading in different way. This helped me build my confidence of learning English that I felt uneasy in the face-to-face classroom. The

teacher always reminded me that I needed to read through the materials in order to understand better. I was motivated to learn because I wanted to understand. I thought that it was a good idea and the solution to keep in touch with the learners at this time. But for future may be it would be better to return to the traditional".

The FETs also viewed that video viewing were convinced. All of the participants enjoyed watching the video provided in Edmodo website featuring several important modes in terms of the visual, text, and audio. FETs used the videos in learning multimodal texts. In FETs' reflective journals, they wrote that video viewing contained authentic vocabulary that made sense the tasks. The participants implemented meaning-making-oriented readings tasks using both printed texts and digital texts as efforts to complete the reading tasks. The ultimate aim of the tasks was to expose the participants to various texts and engage them in different meaning-making activities (see Widodo, 2015).

The FETs' view of multimodal reading activities was convinced. All of the FETs engaged with these activities. The most significant finding of this study is that virtual learning has a greater influence on learners' motivation compared to conventional pedagogy (Wong, Sahandri & Goh, 2016). In this study FETs were engaged in the virtual classroom activities such as accessing and downloading the online materials, video viewing, keeping personal reflective journal and making graphic organizers that stimulated their motivation and engagement in the virtual learning. This finding leads to the teacher educators' concern in considering their methods in delivering the materials to their students in the pandemic of COVID-19. As Nouri, J (2019,p.695) reported, "the way university students make meaning and build knowledge during self-study have changed; that technology make available other semiotic resources for them than the text thus transforming monomodal learning practices into multimodal learning practices." In other words, "the historical dominating text as a semiotic resource is no longer of paramount importance, neither when consuming preexisting digital learning material nor when producing digital learning material in knowledge building activities (p.695). Nouri J added that "in terms of knowledge acquisition and consumption of existing digital learning material, video as a semiotic resource was more popular and more frequently used among the students than texts. In addition, the use of audio and images were incorporated in many students' learning habits. In terms of the students' own production of digital learning material and supportive representations of various kinds during self-study, it can be noted that the activity of taking pictures was almost as popular as the production of digital texts. A reasonable portion of the students also produced video and audio recordings to support their learning of course content, regularly supported by mobile technology" (p.695).

Therefore, the most frequently used students' construction and consumption of learning material is mainly taking place in a multimodal way. Echoing what Kress (2010) agues, "different modes offer different potentials for meaning making" (p. 79), and that students employ the affordances of different modes (audio, video, pictures, etc.) because these modes assist them better construct knowledge than when exclusively restricted to the mode of text. By being able to do different semiotic work with different modes, enhanced opportunities to make meaning out of course content and course activities are offered.

FETs' autonomy in their digital learning process
All participants agreed that learning multimodal reading through virtual digital platform was time consuming and it needed efforts. But self-directed task had encouraged them to be independent learners or autonomous learners. Hu and Du, 2013 assert that learner autonomy or a self-directed studying ability refers to learners in a learning activity having acquired subject consciousness and self-awareness which later constantly.

Nevertheless one-third of them were frustrated by tools issues while trying to download and upload and share the tasks for submission. Most of them said that they faced the challenges in accessing the online class by using mobile phone not by using personal computer (PC). Additionally, the facilities of internet access were poor regarding both speed and stability. This suggests that access to computers and the Internet is limited and uneven in Indonesia (Wahid, Furuholdt, & Kristiansen, 2004). In other words, the diverse backgrounds students come from should not be taken for granted, and it should not be assumed that all university students have internet access.

Sam (pseudonym) wrote that the internet was helpful in enriching his knowledge on related subjects. He could find a lot of references and materials that were useful for his learning tasks. With the use of the Internet, he no longer only relied on books and handouts since he could search other sources from the Internet. He added that:

> "I focused on a self-led learning environment. The lack of dependence on face-to-face communication allowed me to think in abstract ways and make me push myself to work hard and innovate in order to understand the information the lecturer provided online course. The scope of learning was totally depended on my self-discipline and initiative and that could be a great development experience for my individual learning.

> Farouk (pseudonym) told that fortunately, my lecturer uploaded a voice recorder to help us understand some theories of text type. It made me understand better about the grammatical features of procedure text and context of the text.

> ESY (pseudonym) wrote that

> When I was learning about extensive reading this semester, I got new knowledge about multimodal text that I accessed it every day in social media. This topic of multimodal text opened my mind that reading was not just read a long text, but it could be a mixed text within audio and pictures. I loved the way my lecturer taught me during pandemic by guiding us in virtual group discussion. I learned that a good teamwork was the key to success in virtual learning when time and resources were limited. As everyone had their own point of view, many different ideas could be produced, and I found that the energy of group participation made me feel more energetic in analysing the structure and language features of a text. I discovered that even the simplest text has its own meaning that the author try to share information to the reader and this social purpose of the text make it different with another text. With WhatsApp, Edmodo and Zoom meeting, we could keep in touch one another like a face to face classroom. I learned that every design of graphic organizer of a multimodal text has its weaknesses and strengths and working with a group could help discover what they were and I could prepare myself to work individually. We challenged each other's preconceptions about what would and would not work during virtual and online guiding from my lecturer. We could also see the reality of the way changing design learning in reading multimodal text by using reading log and graphic organizer that actually affected our performance and understanding the structure and meaning of the texts.

Kumaravadivelu (2003) maintains that autonomy does not mean entire independence or being alone during the learning process. On the contrary, autonomy is a condition that the students must be scaffolded at the outset by the teacher who gives strategies to students in order to enhance critical thinking, decision making and independent action. An autonomous student can decide their self-learning processes: What, how and why they learns something. This means that students are accountable for their own learning, establish self-control and discipline, actively and deliberately monitor and analyse the use of methods to achieve learning goals, and explore their own ability by addressing limitations and shortcomings in order to resolve them. In

this regard, the use of technology i.e. WhatsApp, Edmodo and Zoom meeting, helps students create their own learning paths towards proficiency in the target language and, thus, go beyond teachers' instructions (Allford & Pachler, 2007).

Additionally, Schunk and Zimmerman (1998) contend that when students become more efficient at self-regulating their learning over time, these actions appear to be an expression of autonomy. The change in students' autonomous learning could be particularly affected by the availability of the content and access to the learning activities in the Edmodo website. In other words, control over their learning resources reflects to the basis of students' autonomy not only attempting to do it but also actually managing it successfully. However, student attitudes to learning autonomously vary in terms of their cultural background, as well as according to the personality of the individual. The stage of learner autonomy of any student will always be at a certain point along a continuum. By asking learners to explore the resources available to them in the Edmodo website, as well as encouraging them to take responsibility for their own learning, the authors set the students on the path to full independence .With this in mind, students probably could not stop learning and start the activities without the teacher's teaching, and asking questions for clarification when in doubt. In addtion, Villamizar, & Mejía (2019) contend that self-autonomy assists students to take responsibility for their own progress. With this reason, students become more aware of how language works, respond better towards the content of multimodal texts, set clear goals to understand social purpose of multimodal text types, grammatical features of the multimodal texts being studied, and adopt the use of strategies and resources available in order to optimise their strengths and manage their weaknesses. As a result, the authors confirm that learning multimodal reading tasks through virtual classroom had a great influence on learners' autonomy compared to the face-to-face classroom pedagogy.

FETs' reflection towards multimodal reading tasks using graphic organizers

This section highlights three main points. Firstly, the challenges of the use of graphic organizer for FETs. Secondly, the implication of using graphic organizer for EFL classroom. Based on FETs' experiences expressed in their reflective journal, there are three challenges in using graphic organizer in their online learning process. Firstly, 60% of students agreed that in creating graphic organizers during online learning they needed strong internet connection to access *the app.creately.com/* (see Figure 3). Secondly, 40% of students were not highly familiar with graphic organizers. They had never created graphic organizer for reading activity therefore they had to struggle in creating it. Thirdly, FETs had some misunderstanding about the instruction given by the lecturer during online learning. Therefore, the lecturer made some backup instructions to arrange the FETs' graphic organizer by online scaffolding individually. The individual online scaffolding helped them in accomplishing their graphic organizers properly. However, due to serving 25 students, the individual online scaffolding was time consuming.

The following is the sample of FETs' graphic organizer journal in multimodal reading text. Kurt (pseudonym) wrote that the graphic organizer helped him summarize his reading using charts and pictures. At the first time, this task challenged him a lot. The lecturer gave him a COVID-19 topic to navigate his multimodal reading in BBC Learning English YouTube channel. He chosen the sub-topic about "COVID-19: *A New Era for Cyclists?"* (see Figure 4). He wrote several information in the reading log (see Figure 5). He had to complete his reading log to arrange his graphic organizer. When making the graphic organizer he got some challenges in putting the information inside the charts. Although the lecturer gave him clear instruction in making the graphic organizer, he needed individual scaffolding from the lecturer. After getting individual scaffolding, he could accomplish his graphic organizer thoroughly (see Figure 6).
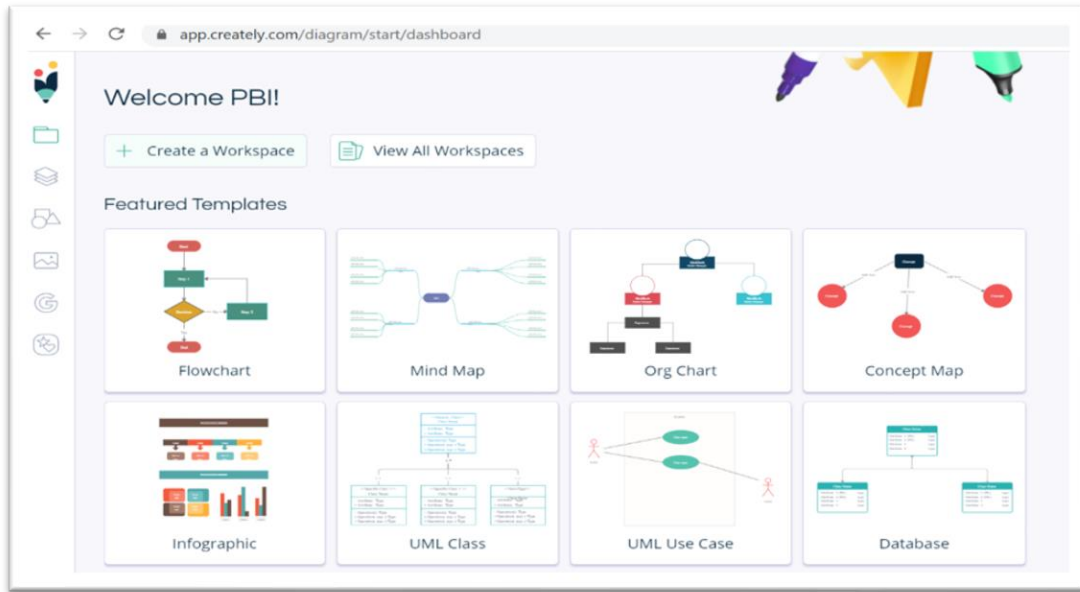
Figure 4: Graphic Organizer Online Application

Figure 5: Multimodal Reading Text

Figure 6: Reading Log

Figure 7: Graphic Organizer

Conclusion

This article has presented the FETs' reflection towards multimodal reading tasks through virtual digital platform learning. The context of our study was higher education, particularly Future English Teachers' education program during the pandemic of COVID-19 but the findings might be implemented in the general context of digital-driven learning. All the participants went through five-step learning activities such as knowledge building, text deconstruction, joint-text construction, independent-text construction, and review and assessment to focus on making explicit and direct links between past learning related to the students'

schemata and new concepts, comprehensible input to consider adjusting teacher modelling multimodal reading to enhance comprehension, practice and application and review and assessment to assess students' learning, and provided feedback to students on their output. In this article, as our findings showed, FETs get some benefits from this digital platform learning such as the availability of myriad sources online which the FETs could access at their flexible and convenience time. Additionally, findings stress that FETs' autonomy, agency, engagement, confidence, skill-set, and the ability to collaborate through online discussion are the important points that they experienced during their learning reading digital texts. Findings also indicate that the short time of the studies included in exploration might also indicate the strong need for further longitudinal research on the topic. One drawback of this study is the short time-span of two months. The authors believe that the development of this virtual digital platform learning in this study is guided by sound pedagogical practice rather than driven by technology.

Furthermore, In terms of making graphic organizer in FETs' online learning, there are three implications can be drawn here. Firstly, GOs helps FETs improve their participation and communication skills in multimodal reading texts. By engaging in creating a graphic organiser, FETs get their understanding of the text, as well as receiving guided practice both in how to complete graphic organisers and how to use them to increase comprehension (Smith, 2010).

Secondly, GOs make the FETs more confidence in delivering their opinion about the topics discussed. GOs depict the discourse structure by representing the interrelationship among ideas and patterns of the text (Jiang, 2012). With this in mind, GOs play an important role in representing the text structure from a mere text to content suitable for discussion in classroom instructions (Jiang, 2012). In synchronous meeting using Zoom, the lecturer asked her students to show their graphic organisers by presenting their argument based on online discussion. For passive students, the prior knowledge will be useful for them because they have preparation in delivering their own opinion in their graphic organisers. Therefore, the FETs feel confidence when their lecturer asked them about the reading text that had been read before.

The next implication of using GOs in multimodal reading text is that it increases the student's creativity in reading activities. The use of GOs helps the teachers in hooking the students towards the reading comprehension passage by using reading log. The FETs find it more interesting to work on a GOs and fill them with information collected from the reading log. Thus, Creating GOs makes it a task-oriented session. When lecturer demonstrated GOs as a summary of reading tasks, it indirectly motivates the FETs in creating their own GOs for the passages they read and comprehend. This improves FETs' creativity in reading class.

In conclusion, This study suggests the professional lecturers or teachers to use GOs in order to develop their navigating and viewing skills and critical thinking skills during the lesson. Moreover, GOs will help students to be independent learners. In conducting online scaffolding GOs, teachers should consider some tools or digital platforms such as smartphone or computer and also internet connection. Moreover, teacher also can use Learning Management System (LMS) and Social Networking System (SNS) as learning media to improve students' productive and receptive language skills.

Limitation of the study and future work

The work presented here has several limitations. First, we used the narrative case study approach to acknowledges FETs' reflexivity as a main instrument for gathering, interpreting and re-presenting the 'data' (i.e. stories of FETs' lived experience with their engagement of online classroom learning activities), and views knowledge and knower as interdependent and embedded within history, context, culture, language, experience, and understandings (Etherington, 2004). The accuracy of this research design strongly relies on FETs' ability to track their thought process and to report their experience with multimodal reading task activities. Because of the narrative case study design, we decided not to include too much participants. In

this study, we recruited 25 participants eight of them voluntarily agreed to submit their learning reflection during the online learning. Moreover, the study does provide statistical representation. In this case, It only provides research data prom FETs' perspective only. Responses with this kind of data cannot usually be measured and this tends to create duplication and subjectivity or bias over time. Another limitation of this study is that our interpretation is limited to the specific course context (in the one of English Education program in Indonesia).

The findings of the study focussed on the experiences of FETs as learners of English in higher education in Indonesia in which their language competence is intermediate with high motivation. Hence, further study is required on other populations, particularly second to fourth year FETs at an advanced proficiency level in order to gain a more comprehensive evidence of multimodal reading tasks on virtual learning platforms. First, this paper focussed on the multimodal development of students of English as a foreign language at an advanced proficiency level, which calls for research into the multimodal literacy development of higher education students with a lower level of English proficiency.

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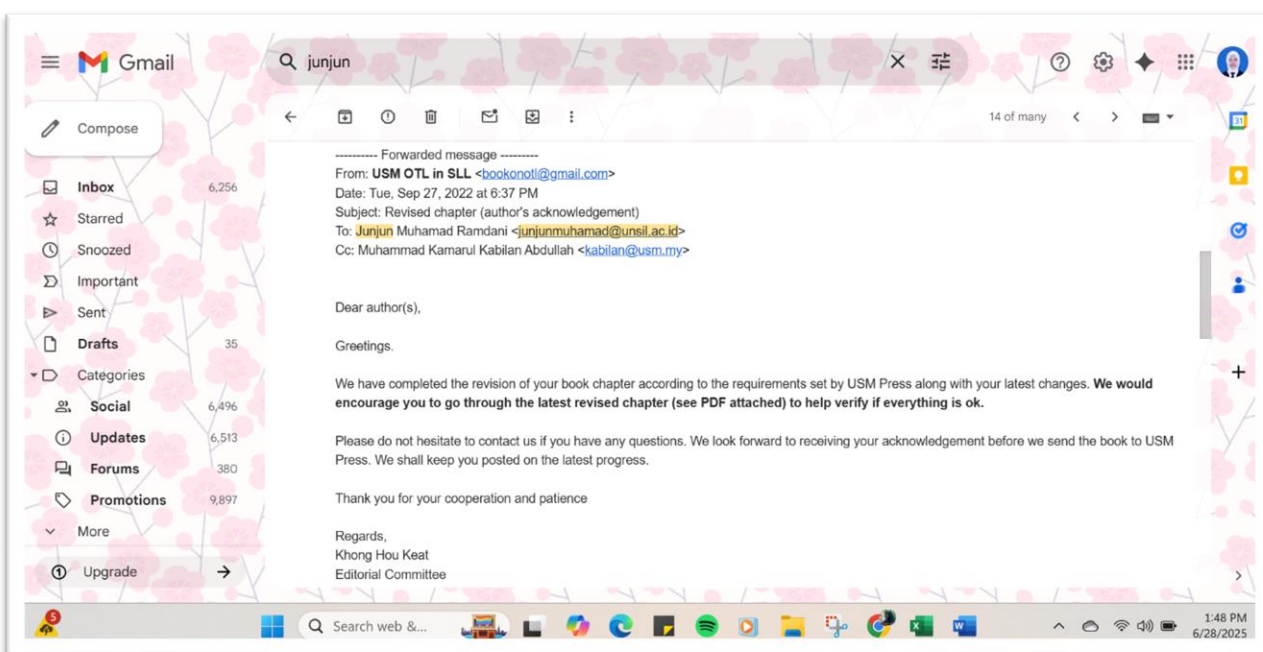
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3. Bukti hasil proofread dan Perbaikan hasil proofread (27 September 2022)

4. Final Proof Review Before Publication (1 Oktober 2024)

Dear Authors,

Greetings!

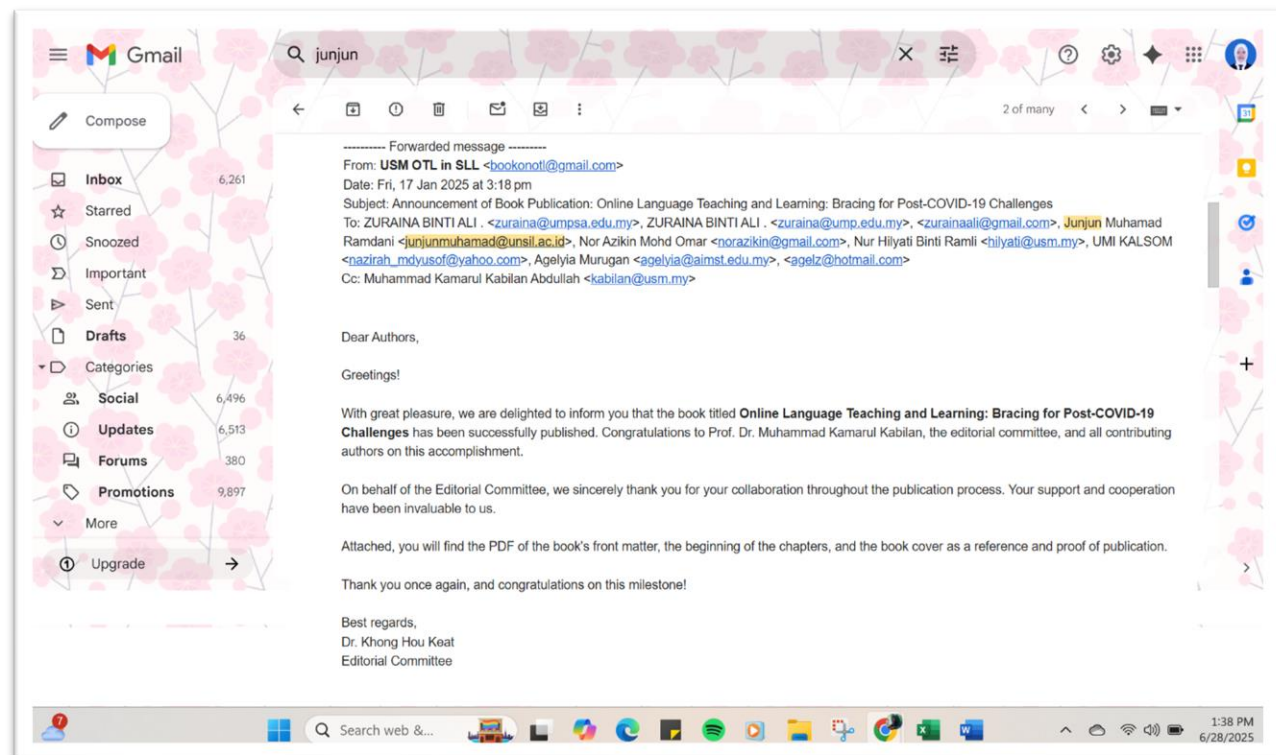We are pleased to inform you that the manuscript titled **Online Language Teaching and Learning: Bracing for Post-COVID-19 Challenges** is ready for review and author action. Attached are the final proof manuscript, along with the index and book cover, for your reference and action.

The University Sains Malaysia (USM) Press requests the cooperation from all authors in reviewing and confirming the final proof manuscript, along with the index and book cover for the mentioned title. Please note that this is the last review by the author before the manuscript is sent for printing. The next step after this will be for the manuscript to be sent for final review and approval for printing by the top management of USM Press.

We kindly request that the review feedback be returned to USM Press (via email) by or before October 9, 2024. We hope that the author does not make any major changes that could affect the overall content of the manuscript. **If no feedback is received from the author regarding this matter, we will proceed with the publication of the manuscript as is.**

If there are any issues regarding the manuscript, please do not hesitate to contact us.

Thank you.

Regards,
Dr. Khong Hou Keat
Editorial Team

5. Bukti konfirmasi diterima artikel publish secara online (17 Januari 2025)

---------- Forwarded message ----------
From: **USM OTL in SLL** <bookonotl@gmail.com>
Date: Fri, 17 Jan 2025 at 3:18 pm
Subject: Announcement of Book Publication: Online Language Teaching and Learning: Bracing for Post-COVID-19 Challenges
To: ZURAINA BINTI ALI . <zuraina@umpsa.edu.my>, ZURAINA BINTI ALI . <zuraina@ump.edu.my>, <zurainaali@gmail.com>, Junjun Muhamad Ramdani <junjunmuhamad@unsil.ac.id>, Nor Azikin Mohd Omar <norazikin@gmail.com>, Nur Hilyati Binti Ramli <hilyati@usm.my>, UMI KALSOM <nazirah_mdyusof@yahoo.com>, Agelyia Murugan <agelyia@aimst.edu.my>, <agelz@hotmail.com>
Cc: Muhammad Kamarul Kabilan Abdullah <kabilan@usm.my>

Dear Authors,

Greetings!

With great pleasure, we are delighted to inform you that the book titled **Online Language Teaching and Learning: Bracing for Post-COVID-19 Challenges** has been successfully published. Congratulations to Prof. Dr. Muhammad Kamarul Kabilan, the editorial committee, and all contributing authors on this accomplishment.

On behalf of the Editorial Committee, we sincerely thank you for your collaboration throughout the publication process. Your support and cooperation have been invaluable to us.

Attached, you will find the PDF of the book's front matter, the beginning of the chapters, and the book cover as a reference and proof of publication.

Thank you once again, and congratulations on this milestone!

Best regards,
Dr. Khong Hou Keat
Editorial Committee

2

Exploring Future English Teachers' Reflection towards Multimodal Reading Tasks on Virtual Learning Platforms

Elih Sutisna Yanto, Hikmah Pravitasari & Junjun Muhamad Ramdani

Introduction

Globally the pandemic of COVID-19 affected by the new virus SARS-CoV-2 has changed social interaction and organisation in the education sectors, such as universities, and the initial teacher education (ITE) programme has not been excepted. Across the world, educational institutions have transformed their learning platform from face-to-face classes to virtual classrooms to mitigate the spread of COVID-19 and to slow the spread of the virus. As a result, in Indonesia, for example, the policymaker, i.e., Ministry of Education and Culture, was to close schools as early as mid-March 2020. To prevent learning loss during the period of this pandemic, ITE programme should adapt a new educational framework, i.e., a virtual digital learning platform that may contribute to learning continuity for the students though faced with the uncertainties of the new normal and the escalating pandemic.

On the one hand, online learning may have advantages, including increased accessibility, higher learning quality, better preparing students for a knowledge-based society, a chance for lifelong learning, and many more (Appana, 2008). For example, through these learning platforms, students can access the lectures anytime and anywhere. In contrast, many online learning platforms reveal their limitations. Among

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MANUSCRIPT REVIEW FORM

Manuscript ID	112
Manuscript Title	Exploring Future English Teachers' Reflection towards Multimodal Reading Virtual Learning Platforms during the COVID-19 Pandemic
Reviewer	1

A. Reviewer's Evaluation

1. Introduction
- Introduction is well-written as the gap is clearly explained.
- This line "For example, they choose such as a Learning Management System (LMS), a Course Management System (CMS), a Virtual Learning Environment (VLE) or even a Knowledge Management System (KMS) (see Khan, 2001; Nichols 2003; Wilen-Daugenti, 2009)" is hanging.

2. Literature Review
- Literature review is presented clearly.
- Under the section of "previous research in virtual learning", could add the key findings from Nguyen (2020).

3. Methods

- Methods are explained thoroughly especially on the data collection and analysis procedures.

4. Findings and Discussion
- Findings from the qualitative data were explained with good comparison with previous studies.
- Can add two or three recent studies (2017-2021) in discussing some of the findings.

5. Implication
- Implications are well-elaborated.

6. Conclusion
- Could add the limitations of the study.

B. Reviewer's Recommendation (mark "X" where appropriate)

	Accept the manuscript as it is (no changes or revisions are necessary)
X	Accept the manuscript with revisions.
	Reject (not suitable for publication in the Book)

C. Reviewer's Suggestions (for improving the manuscript's quality, if any)

- The Title "Exploring Future English Teachers' Reflection towards Multimodal Reading Virtual Learning Platforms during the COVID-19 Pandemic" could be revised to improve clarity – (E.g. ….Multimodal Reading *Tasks on* Virtual Learning Platforms….)
- Check through the citations and references so that they are formatted according to APA 7th edition (E.g. the use of "and" instead of "&" when authors' names are used as part of the sentence)

MANUSCRIPT REVIEW FORM

Manuscript ID	*112*
Manuscript Title	Exploring Future English Teachers' Reflection towards Multimodal Reading Virtual Learning Platforms during the COVID-19 Pandemic
Reviewer	2

A. Reviewer's Evaluation

1. **Title**
   - Is there a grammatical mistake in the title?

2. **Introduction**

   - While the title is interesting as it focuses on reading skills specifically, the introduction is too general to online instructions and not on the skills. Many important concepts pertinent to the paper are not presented, e.g. five step learning cycles, multimodal reading, etc. are not established. Since there are many existing studies on learning autonomy, engagement, and confident in online learning, the paper needs to be unique by exemplifying the aspects of multimodal reading skills.
   - There is no definition of multimodal reading.
   - The transition from general students to FET is not justified.
   - Reading through the manuscript, I believe that the authors need to expand their research questions to be more inclusive of the aspects they are looking at (e.g. autonomy, collaborative engagement, etc.) rather than just making it too general as reflection towards multimodal reading tasks.
   - (Please refer to the manuscript for more detailed comments.)

3. **Literature Review**
   - The need to introduce first the concepts that will be discussed as sub-topics in literature review section, and establish their relationship to each other and to the study.
   - Some references are dated.
   - The write-up of the literature review is rather superficial, a bit too general, and does not support the study. The important concepts of the study – e.g. multimodal reading, five-steps learning cycle, reflective method – are not established. No studies on online reading are presented too to contextualise the study; and the previous studies do not help substantiate the need for this study too much.
   - Some issues with grammar too.

4. **Methods**
   - Please refer to manuscript for more specific comments.
   - Generally the writing is okay; but, some repetitive information.
   - The organisation of Figure 1 and Figure 2 is a bit off. The Figures should be where they are mentioned to make reading easier. E.g. Figure 2 should be in data analysis sub-section.

- What is genre-based reading?
- Who introduced the five steps learning activities?
- I do not quite understand the relationship between the video and the text type. Are the activities involving the video and text type related?
- Table 1 needs to be presented in a much neater form.

5. **Findings and Discussion**

- Generally, I enjoy reading the findings and discussions. While I understand that the nature of the study is qualitative, and indeed the authors have done well in creating themes and summarising them, I cannot help but feel that the findings lack evidence to justify and ground them.
- Some findings too like internet connectivity issue, the longing for face-to-face classes, though important; are already well-established across hundreds of research; thus, perhaps are a bit expected and repetitive. Perhaps, the researchers can capitalise on other unique features/findings of the study instead of the common weaknesses/limitations of online learning? I enjoy reading about the FETs' perceptions of reading activity.
- There are some language issues. Please refer to manuscript for more detailed comments.

6. **Implication**

- Fair.

7. **Conclusion**
- Fair.

B. Reviewer's Recommendation (mark "X" where appropriate)

	Accept the manuscript as it is (no changes or revisions are necessary)
X	Accept the manuscript with revisions.
	Reject (not suitable for publication in the Book)

C. Reviewer's Suggestions (for improving the manuscript's quality, if any)

The manuscript would be further improved in its quality if it focuses more on the reading aspect/skills rather than making it more generalised to online learning, to set it apart from other articles.

Exploring Future English Teachers' Reflection towards Multimodal Reading Virtual Learning Platforms during the COVID-19 Pandemic

Abstract

Drawing on a narrative case study, the study reports on future English teachers' (FETs') reflection towards multimodal reading tasks through virtual learning platforms (i.e., Edmodo, Zoom Conference, WhatsApp Group). It investigates FETs' learning outcomes after engaging in multimodal reading tasks through five-step learning cycles such as knowledge building, text deconstruction, joint-text construction, independent-text construction, and review and assessment. Situated in the state university in West Java, Indonesia, this case study recruited twenty five Indonesian FETs (20 females and 5 males). The data were collected from FETs' reflective journals and graphic organizers during the second academic term (March until May 2020) and analyzed using Braun and Clark's thematic analysis. The findings show that FETs gained some benefits from these virtual learning platforms such as the availability of myriad online sources from Edmodo, a global education network that helps connect FETs' with resources needed to reach their full potential which they could access at their flexible and convenient time. Additionally, FETs' autonomy, agency, engagement, confidence, skill-set, and the ability to collaborate through online discussion are the important points that they experienced during their learning reading through multimodal reading tasks. Finally, the research suggests that teacher educators should encourage FETs' to develop their own online professional learning to leverage a range of advantages, driven by the authentic, diverse, and accessible materials encountered in these virtual multimodal learning platforms.

Keywords: *five step learning cycles; multimodal reading; student teachers' autonomy; thematic analysis; virtual learning platforms*

Introduction

Globally the pandemic of COVID-19 caused by the novel virus SARS-CoV-2 has changed social interaction and organization, in the education sectors, such as universities, and initial teacher education (ITE) program has not been excepted. Across the world, educational institutions have transformed their learning platform, from face-to-face classes to virtual classrooms in order to mitigate the spread of COVID-19 and to slow the spread of the virus. As a result, in Indonesia, for example, policy maker i.e., Ministry of Education and culture was to close schools, as early as mid-March 2020. To prevent learning loss during the period of this pandemic, Initial Teacher Education (ITE) program should adapt a new educational framework, i.e., virtual digital learning platform that may contribute to learning continuity for the students though faced with the uncertainties of the new normal and the escalating pandemic.

In one hand online learning has potential benefits for example, increased access, improved quality of learning, better preparation of students for a knowledge-based society, lifelong learning opportunity, saving time, money and efforts and many more (Appana, 2008). For example, through these learning platforms students can access the lectures anytime and anywhere. On the other hand, this virtual learning platforms show their limitations. Among them are: (a) online learning start-up funding, (b) organizational preparedness, and (c) student readiness. Additionally, not all students are equipped with good internet connectivity. Some students underwent network problems, lacking high-quality learning devices.

Even though there are still some practical problems that challenge teachers and students , Virtual learning, learning facilitated and supported by digital technologies, is considered as a vital part of formal education during the COVID-19 pandemic, and countries around the world have integrated used of digital technologies into their national curricula (Harju, Koskinen & Pehkonen,2019). In the same vein, Chen, Zou, Cheng, & Xie (2020) argue that "technologies have been widely applied to the teaching and learning of various disciplines, including language education. And the quantity, quality, and diversity of the technologies that have been integrated into language learning are significant" (p.1). Teacher educators worldwide currently have a choice of diverse technological tools to store, manage, and present information and support various multi-modal and nonlinear teaching approaches. For example, they choose such as a Learning Management System (LMS), a Course Management System (CMS), a Virtual Learning Environment (VLE) or even a Knowledge Management System (KMS) (see Khan, 2001; Nichols 2003; Wilen-Daugenti, 2009). To the extent that the terms are used synonymously, some see each term differently.

Gagné, Wager, Golas, and Keller (2005) delineate "a CMS as having tools associated with the development and delivery of courses which are placed onto the Internet, further defined as a Collaborative Learning Environment" (2005, p. 219), but the authors define "an LMS as more of management system for the delivery of online learning" (2005, p. 339). Nichols (2003) coincides that the LMS is mainly used for online courses and components, yet reverts to the use of the term eLearning to identify the tools used to

deliver the learning experience. Two authors denote to some of the terms synonymously. WilenDaugenti (2009) interchanges the terms CMS, LMS and VLE, whereas Wagner (2001) used LMS, KMS and Knowledge Content Distributors (KCD), a term stated as the prototype of all, as the same.

Through Future English Teachers' Reflection, this research explores on FETs' experiences of the benefits and challenges of virtual learning, FETs' motivation and engagement and FETs' autonomy in their virtual learning during the current global pandemic and the feasible resources and solutions that can be provided to overcome these phenomena in the future. The significance of the present study is to explore the influence of the COVID-19 pandemic on the FETs' learning process. Beauchamp (2015) asserts that learning to reflect is a key component of ITE programs both for theoretical and practical course components. Without the key ability to reflect on practice, FETs may not be able to overcome the potentially harmful effects of inappropriate views of education formed during their history of learning (Miller & Shiet, 2016). Many studies (see Jewitt, 2005; Kim, 2014; Lee, 2010; Oskoz & Elola, 2016) have documented the benefits of incorporating reflective journals into foreign language education at the university level, however, investigating how student teachers' reflection towards multimodal reading tasks through virtual digital platforms remains scantily examined.

The implementation of this digital instructional learning in the initial teacher education context (ITE) remains under-explored. To fill this gap, this paper reports findings drawing on a virtual learning project on the multimodal reading tasks during the COVID-19 pandemic. Additionally, through this paper, the authors tried to capture the existence of such changes. A research question guiding this study is: What is FETs' reflection toward multimodal reading tasks through virtual learning platform?

Literature Review

Learner Autonomy

The notion of learner autonomy is an elusive construct and intricate to define. A range of terms about learner autonomy used by researchers include "self-instruction" (Hughes, 1997), "self-regulation" (Bown, 2009), "independent learning" (White, 2008), "self-access learning" (Reinders, 2000), and "self-directed learning" (Holec, 1996). The most important thing about learner autonomy of a range definition that has been proposed by the researchers is the importance of learners' engagement in learning. With this in mind, learners are required to take partial or total ownership of their learning processes (e.g., deciding on learning objectives, selecting learning methods and evaluating progress), which are traditionally assumed to be the role of the teacher (Littlewood, 1999).

A review of the literature shows learner autonomy has been recognized as learners' ability to create reflective, rational, conscious and valuable decisions in their learning process, and has been considered as a preferred education goal by many researchers (Jacobs, Renandya, & Power, 2016; Morgan, 1996; Tatzl, 2016; Teng, Feng, 2019;

Winch, 2002). Additionally, Dearden (1972) described autonomy as the degree to which an individual is able to reflect upon his or her desires, wishes, and thoughts, make decisions on their own and take responsibility for oneself. It tallies with Simard's information (2004) that learner autonomy literatures have proved that supporting students' autonomy in their learning process offers benefits such as stimulating creative thinking and encouraging positive views towards lifelong learning. In the same vein, Sharples, Corlett, and Westmancott (2002) maintain that "the most successful learning comes when the learner is in control of the activity, able to test ideas by performing experiments, ask questions, collaborate with other people, seek out new knowledge, and plan new actions"(p. 225). In the language classroom, self-autonomy helps students to take responsibility for their own progress, become more aware of how language works, respond better towards the target language, set clear goals, and adopt the use of strategies and resources available in order to optimise their strengths and manage their weaknesses (Villamizar, & Mejía, 2019).

Defining and conceptualizing self-reflection

Dewey (1933), in his inspiring work *How We Think*, defined self-reflection as the "active, persistent and careful consideration or any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends" (p. 9).

Cirocki & Farrell (2017a) and Richards & Farrell (2005) assert that reflective practice can be advocated in various ways. One of them is used to write reflective journals/diaries. The term of reflective journals, also known as teacher logs or diaries, are valuable tools as they furnish "a place for teachers to experiment, criticize, doubt, express frustration, and raise questions" (Bailey, 1990, p. 218). The aim of journal writing not only in clarifying one's understanding but also in engaging in deep critical thinking about a subject. Teachers or future teachers' can reflect upon what they do in the classroom, as well as how they do certain things, and why they perform them the way they perform. By consistently engaging in journal writing, teachers or future teachers "become more aware of the teaching-learning process and see its strengths and weaknesses" (Cirocki & Farrell, 2017b, p. 10). Such reflective writing plays a vital role in professional development, both in initial teacher preparation and in-service training (Kabilan, 2007). Additionally, in the language education sectors, teachers or future teachers take advantage of advances in technologies that are present in and outside classrooms. These are used as platforms to engage learners in reflection through writing (Jewitt, 2005; Kim, 2014; Lee, 2010; Oskoz & Elola, 2016).

Previous Research in Virtual Learning

Technologically, digital learning can be defined as web-based learning which effectively makes use of the information technology to impart knowledge to the students. In the literature, previous studies have confirmed some result of teaching and learning activities from face to face interaction changed into online classroom during the

spreading of COVID-19 pandemic all around the world. As reported by Moorhouse (2020) the adaptations from face to face instruction to online classroom are made due to the suspension of face to face classes caused by the COVID-19 pandemic at a Hong Kong university. It describes the adaptations the tutor made, and the challenges faced adapting to the new mode of delivery. The online content includes the dissemination and storage of readings and session materials on a learning management system (LMS) and the use of an instant messaging platform (IMP) to facilitate out of class communication (Moorhouse 2018). He added that a combination of asynchronous and synchronous modes of instruction was adopted during the online class. The asynchronous online instruction involves the dissemination and storage of readings and session materials on the LMS with the addition of annotated PowerPoints, with the tutor providing voice-over narration. Meanwhile the synchronous online teaching involves one-hour long real-time live lessons delivered through video conferencing software (VCS).

Nguyen (2020) explored the readiness to use ICT in collaborative writing held by teachers and students in a university EFL learning context in Vietnam. Collaborative writing in this study means students collaborate to do the writing tasks in groups as required by their teachers. The objective of this study can also be understood as the investigation of whether teachers were ready to conduct ICT supported collaborative writing among their students and whether students were ready to use ICT for collaborative writing with other students.

Another case about online learning during the COVID-19 pandemic comes from Philippine. Talidong & Toquero (2020) revealed that teachers practice virtual learning, communicate with the professional community, adhere to quarantine requirements, and find purposeful activities to deal with anxiety due to the suspension of national school-related activities in the country brought by the pandemic. In case of an extension of the suspension of face to face education on the school year 2020–2021 due to the pandemic, the Department of Education launched the DEPED Commons Project to serve as an online platform for virtual lessons that teachers and even students nationwide can use as an alternative, but this is still on its trial stage and is not compulsory. Likewise, the Commission on Higher Education (CHED) also suspended the classes on the same month, but advised to deploy available distance learning and alternative modes, but which is not yet realized as of this moment since virtual learning is still new to the educational system in the Philippines. Talidong & Toquero (2020) focus on an online survey about the experiences, attitudes, and practices of the teachers to deal with anxiety due to the COVID19 pandemic.

Waluyo (2020) conducted teaching and learning general English using ICT integrating concepts of smart classroom and active learning into course design in Walailak University, Thailand. The general English courses adopted theme-based learning with integrated-skills approach, as instructed in the curriculum, which was used as the foundation during the course design process. The focus is on the concepts of ICT integration into language teaching to facilitate synchronous and asynchronous learning, extend teacher-student interactions in and outside classroom, develop autonomous learning, and improve learning outcomes and achievement. Among the activities, for

instance, are think-pair-share and thinking aloud pair problem-solving, which make students work individually and in pair, then share their responses in class.

In short, many factors can impact teaching and learning process from face to face into online classroom during the COVID-19 pandemic from the policy level to institutional and teacher levels as the factors have been documented in the above literatures. In this current study, the authors employ multimodal reading tasks. The study reports on future English teachers' (FETs') reflection towards multimodal reading tasks through virtual learning platforms (i.e., Edmodo, Zoom Conference, WhatsApp Group). The study investigates FETs' learning outcomes i.e., reflective journals and graphic organizers after engaging in multimodal reading tasks through five-step learning cycles such as knowledge building, text deconstruction, joint-text construction, independent-text construction, and review and assessment. Following Marchetti and Cullen (2016), multimodal approach is multifaceted, due to its interdisciplinary nature, drawing on diverse fields of enquiry, such as educational history, sociolinguistics, design, and perhaps primarily social semiotics. "Multimodality expresses the complexity and interrelationship of more than one mode of meaning, combining linguistic, visual, auditorial, gestural or spatial modes" (Mills, 2009, p.106).

Additionally, FETs' autonomy, agency, engagement, confidence, skill-set, and the ability to collaborate through online discussion are the important points that will be investigated during their learning reading through multimodal reading tasks including the use of the Graphic organisers (GOs, hereafter). GOs are visual devices that can be used to describe information in various ways (Ellis & Howard, 2007), thereby providing visual representations of knowledge and ways of structuring information or arranging essential aspects of an idea or topic into a pattern using labels (Bromley, Irwin-DeVitis, & Modlo, 1995). They have become familiar tools for engaging with, developing, and scaffolding reading and writing skills, including argumentative writing skills (Ellis & Howard, 2007; see also papers in Kirschner, Buckingham Shum, & Carr, 2003). GOs can decrease cognitive load (Adcock, 2000), helping learners concentrate on comparing, diagnosing, and operating on aspects of rhetorical problem they are addressing (Flower & Hayes, 1981).

Methodology

Research Design

The research question guiding this study was 'What are future English teachers' reflections toward multimodal reading tasks through virtual digital platform learning?' To address this question, the qualitative approach was adopted as it informed individual understandings, meanings, and experiences (Kingley, Philips, Townsend, & Henderson-Wilson, 2010). It was also used to guide us to examine FETs' reflection multimodal reading tasks through virtual digital learning platform situated in the online classroom.

Framed under a narrative case study, this study examined the non-hypothetical question and naturally occurring phenomena as well as attempted to understand multiple constructions of meanings and knowledge situated in a higher education context (Stake, 2010). The adoption of the narrative case study was to capture such a micro-social reality showing lived experiences of FETs who experimented with multimodal reading tasks. In this study, the authors used the term 'digital learning' to refer to FETs using digital technology as a part of instruction in a formal educational context. FETs used personal laptops or other types of personal computing devices for studying and learning i.e., smart phone. In this study, twenty-five FETs (5 males and 20 females) participated voluntarily. The participants were FETs from undergraduate degree program who were trained to become primary or secondary English teachers. The age of the participants ranged from 19 to 21 years old. The course introduced text types, meaning, grammar, expression, and assessment embedded in the current mandated curriculum context. The authors collaboratively designed multimodal reading tasks including the dissemination and storage of readings and session materials on a learning management system (LMS) i.e., Edmodo and the use of an instant messaging platform (IMP). We also employed a well-known messanger apps (WhatsApp) which aimed to facilitate out-of-class communication.

Participants and research context

This study was situated in the English Education program engaging the first year FETs because of two considerations. First of all, the authors obtained entry access to this university, in which the second author played a role as the teacher educator in the university. Secondly, the course was relevant with the curriculum set by the university. Although the participants were FETs under one of the authors, the negotiation process became critical to be considered because it made them more humanized as they were engaged in whole process of this research. Therefore, they also obtained the details of the research, and how it impacted personally and institutionally.

This study was also conducted for two months, from March to May 2020. Twenty-five FETs as participants were recruited voluntarily in this study. Out of twenty five FETs who joined the online classroom, eight of them voluntarily agreed to submit their learning reflection during the online learning. The participants' age ranged from 19 to 21 years old, and their English language level was intermediate. For the ethical purpose, pseudonyms were employed in this article. Before the study commenced, the authors convened a meeting with the twenty-five FETs, distributed informed consent form sheets, and explained the details of an informed consent form. The authors asked them to read through and sign off the form to ensure that all of the data would be kept confidential and be used for publication purposes. They agreed to sign the consent form as a legal document of their participation in this study. They also deserved the right to withdraw from the study without any penalty.
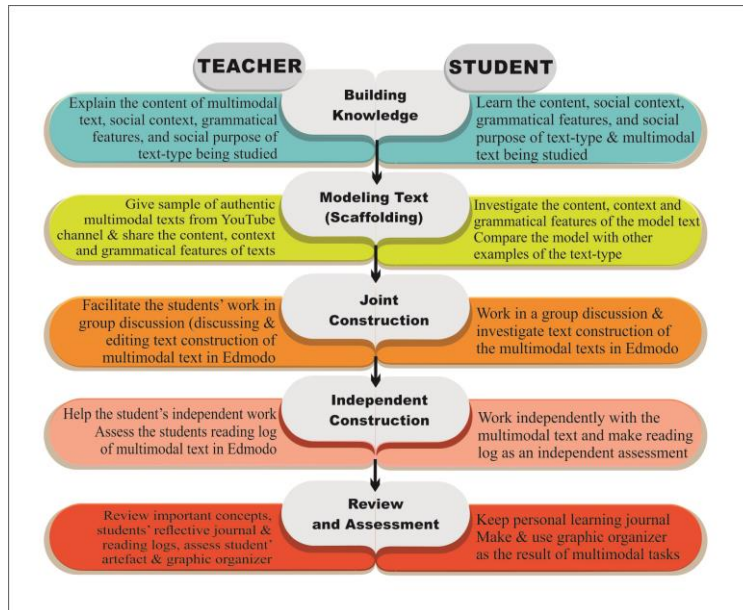
Figure 1: Steps in Reflective Multimodal Reading Tasks through Virtual Digital Learning Platform
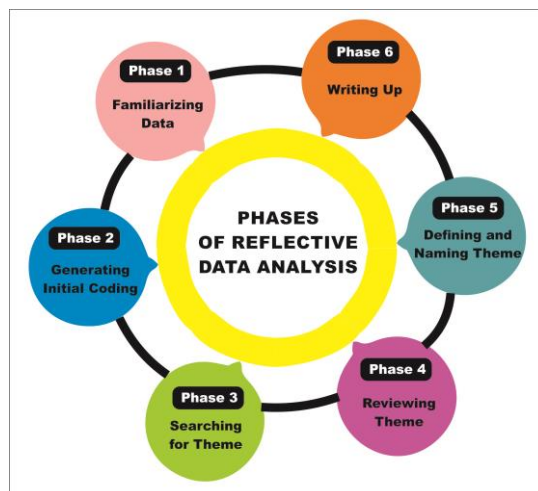

Figure 2: Phases of Reflective Data Analysis (Adopted from (Braun & Clarke, 2006, p. 94)

Instructional procedures

In this study, sessions were held one evening a week, and each session lasted for ninety minutes. Genre-based reading instruction was employed to facilitate FETs to apply the process of meaning-making in their virtual learning environment. All FETs went through five-step learning activities, such as building knowledge, scaffolding or modeling, joint construction, independent construction and review, and assessment (see Figure 1). While the second author served as an online classroom teacher educator, both the first author and the second author wrote the materials and learning activities (see Figure 1).

At the outset, FETs were requested to explore multimodal texts that referred to the multimodal digital composition genre, including text, audio, and visuals on the emerging topics of the COVID19 pandemic through YouTube. While selecting the video, they were also asked to understand the content and jot down the reasons why they chose it. This aimed to develop their navigating, viewing, and critical thinking skills. In the second week, the teacher provided FETs with virtual scaffolding about the concepts of text types and multimodal texts. The objective of this learning stage was to help them develop their literacy skills of texts and multimodal texts. The instructions and discussion were given through virtual class using Zoom application. Later on, FETs were put in small groups in Edmodo to discuss their chosen video, analyzed the text type, and reported the result of the discussion in the reading log. This third-week learning aimed to tailor FETs collaboration and critical thinking skills. In the fourth week, the teacher demonstrated how to complete the reading log and gave feedback on their reading logs through virtual scaffolding. The session of discussion was carried out using Zoom as a virtual learning platform. In the fifth week, the students were required to revise their reading log to help them create a graphic organizer based on the multimodal texts they selected. While they could develop their writing skills through experiencing revision, they also benefited the development of creativity throughout the sixth-week learning. After FETs had submitted their graphic organizer, the teacher provided them with feedback on their work particularly on the content and lexico-grammar resources virtually through the Zoom meeting. In the seventh and eighth weeks, they submitted their revised graphic organizer and posted it for small group discussion in the Edmodo. This two-week learning aimed to help students develop their collaboration skills such as the sense of respect, responsibility, and authorship.

The sessions were completed by engaging the students in reflective practice and assessment on week nine and ten respectively. They learned to reflect on their learning experience of multimodal texts to help them understand what they learned, why they learned, how they learned, what they could do to learn better in the future. In addition, the assessment including reading quizzes and e-portfolios (reading log, graphic organizers, and reflective journals) was used to see both individual and collaborative performance.

Table 1. Instructional Procedures of Virtual Class Activities

Job description	Responsibility	Technological tools	Language/ skill focus
(Building knowledge) **Student** Explore multimodal texts topics: COVID19 pandemic	To develop students navigating and viewing skills and critical thinking skills in reading multimodal text.	Edmodo, YouTube channel, Zoom meeting	• Reading comprehension through content, context, grammatical features of the text • Critical thinking
Teacher Share and explain the concepts of text types and multimodal texts	To help students develop their literacy skills of texts and multimodal texts.		
(Modeling text) **Student** Investigate the content, context, grammatical features, social purposes from the model text provided by the teacher	To develop students navigating and analyzing text skills and critical thinking skills in reading multimodal text.	Edmodo, YouTube channel	• Reading comprehension through content, context, grammatical features of the text • Text analysis skill • Critical thinking
Teacher Provide the authentic model text from BBC Learning English with the structure of the text, grammatical features, context of the text (register), social purposes of the text	To encourage and scaffold the students navigating and analyzing text skills and critical thinking skills in reading multimodal text.		
(Joint construction) **Student** Work in a group discussion discuss their selected video, analyze the text type, text content, grammatical features and context of the text and reported the result of the discussion	To develop students collaboration and critical thinking skills	Edmodo, Zoom meeting	• Peer review • Collaboration and critical thinking skill
Teacher Provide several questions and table of	To facilitate and scaffold the students		

text construction and grammatical features of the text in students tasks form	group work in analyzing the content of the multimodal text		
Give feedback on the students' work group through virtual scaffolding			
(Independent construction)		Edmodo	- Peer review - Text analysis skill - Critical thinking
Student			
Work independently through selected multimodal text by completing the reading log	To develop students independent skill of text analysis and critical thinking		
Teacher			
Provide the model of reading long for the students independent work and assist the student's work	To assist the students independent work and assess the reading log		
Give feedback on the students' reading logs through virtual scaffolding			
(Review and assessment)		Edmodo	- Peer review - Interpersonal skill (sense of respect, responsibility, and authorship)
Student			
Revise their reading log to help them create a graphic organizer based on the multimodal texts they selected	to develop collaboration skills such as sense of respect, responsibility, and authorship		
Make personal learning journal by following the table of student's reflective journal			
Teacher			
Review important concept of text type (content, context, grammatical features, social purposes)	To see the student's progress of reading works in multimodal text and reach the learning goals		

Commented [u19]: Could be presented in a neater form.

Review the student's reading log and graphic organizer	
Review and give feedback on the student's reflective journal	
Assess the student' reading artefact	

Data collection and analysis

To investigate FETs' reflection toward multimodal reading tasks through virtual learning platform, empirical data were collected through FETs' reflective journals and their graphic organizers as an assessment. Reflection serves to understand personal and professional stories as lived experience (Hagevic, Aydeniz, & Rowell, 2012). This reflection wass also a tool for action and change because it helped to enhance self-awareness of experience (see Widodo, 2015). In this study, to enable reflection, FETs wrote reflective journals as a tool for reflecting on what they experienced in their engagement of online classroom learning activities. They also wrote a reflective diary as a tool for documenting their learning journey and for increasing awareness of their autonomous learning (see, Widodo, 2015). As the researchers, the authors also wrote reflective journals, which documented our interactions with all the research participants and to record our research journey over period of five months. Thus, reflective journals or diaries helped the research participants and the authors understand our own experiences and practices and become more reflective, critical and analytical about what the authors did.

Graphic organizers (GOs) were visual displays making information easier to understand and learn (Dye, 2000). It provided a holistic representation of facts and concepts and their relationships within an organized frame. GOs have been applied across a range of curriculum subject areas, and research-based applications have demonstrated their classroom utilization in the sciences, social studies, language arts, and mathematics. Coburn (2003) defines graphic organizers as diagrams that represent the relationships between facts, ideas, and concepts. They come in many forms, including flowcharts, webbing, concept mapping, and matrixes. They are not organized in a linear format according to a sequence like traditional outlines; instead, they convey relationships through a visual format that are linked and ordered through a conceptual framework. By completing these tasks, the teacher hoped that FETs could use English as a tool for honing their academic language (see Yanto & Kusrin, 2020).

Qualitative data garnered from the reflective journals was analyzed using Braun & Clarke's thematic content analysis to identify, analyze, and report patterns of this present

study (see Figure 2). The authors reviewed the collected data, took notes, and began to group the data into classifications. All the data were coded and labeled using critical words or phrases highlighted. Six steps in thematic analysis fluctuated between these phase: familiarizing the collected data, generating initial coding, searching for themes, reviewing themes, defining and naming themes, and writing up the final report (See Braun & Clarke, 2006, p.97 for a thorough description of each step). To finalize the emerging themes, the data were classified and coded with regard to the frequent themes. Therefore, this phase helped to portray the arising findings, which were relevant to the aims of this research. Although the authors analyzed and categorized the journal entries submitted by all 25 participants (using pseudonyms here to procure anonymity), we provided excerpts from only five digital journals. Having finished the online course, the second author collected the data from the participants. All of the authors collaboratively analyzed the data and wrote the research report. To prevent the bias, the authors collaborated with the participants in order to comprehensively portray and report the findings. The phases of data analysis are presented in Figure 2.

Findings and Discussion

Based on selective student teachers' reflection data analysis and graphic organizers, three finding themes were identified, such as (1) FETs' experiences of the benefits and challenges of a digital learning, (2) FETs' Motivation and Engagement, (3) FETs' autonomy in their digital learning process and (4) FETs' reflection towards multimodal reading tasks using graphic organizers. These themes reflect to the question under study stated earlier.

FETs' experiences of the benefits and challenges of a digital learning

All participants expressed in their reflections that learning reading digital texts was a useful task as it allowed them the time for studying the topics anytime and anywhere and this helped minimize feelings of anxiety. They also considered it as a fun and creative exercise that is very different compared to face-to-face classroom. Regarding students' experiences, they had both positive and negative experiences, while learning reading digital texts on their computer tools or smart phones. The students reported that they had positive experience learning reading through virtual learning. Most of students enjoyed their online learning process. For example, Putra (pseudonym) said:

> I could understand deeply the materials since I learned them through WhatsApp. It was simple and easy than Edmodo website. We could discuss every materials learned by casual chatting and put much attention on the important discussions. I had learned a lot from online discussion. I could see how my classmates organized their graphic organizers. For me, working on graphic organizers was something new. I never did it before. We regularly posted our quiz answer and graphic organizers and invited our classmates to provide feedback on the topic discussed.

Further UMI (pseudonym) wrote

Learning reading through virtual made my learning activities fun and interesting. Through online discussion I could post and comment my opinion freely toward the materials learned. I could repeat and learn the materials as I wanted. This learning process helped me built my confidence of learning reading that I felt uneasy in the face-to-face classroom. This learning process made me realize the potential of social media for language learning. I was very happy the way my teacher encouraged me and my friends to contribute to online discussion. The source materials are available there; I didn't have to look anywhere else so I could save time. There were articles, PowerPoint slides, and videos. Those were very helpful.

The two students' reflections indicate that learning reading through virtual learning were positive for them because this platform allowed them to post, comment on, share, and discuss the topics learned. Students' voices here reveal that flexibility, agency, engagement, confidence, skill-set, and the ability to collaborate through online discussion are the important point that the students experienced during their learning reading digital texts. In this platforms they could read the source materials at their own time. They read through the materials to have a good understanding of the topics learned so that they felt more confident to participate in the online classroom. These benefits are also articulated in previous studies by e.g., Aslan & Zhu, 2016; Hinostroza, 2018; Kilinc et al., 2018; Lawrence & Tar, 2018) that similarly focused on the perceived usefulness of integrating ICT in teaching and learning process. The availability of myriad sources online which the students could access at their flexible and convenience time was reflected by the students to be helpful in their effort to understand a topic. This statement is in line with Al-Dosari's (2011) finding that online course users considered accessibility to be the greatest advantage of online learning.

Even though the participants felt that learning reading digitally was useful and attractive, they also described the challenging factors that made them inconvenient. One of these involved frequent disturbances. Due to unstable internet connection, there was difficult to access the learning materials and students were difficult to join the online discussion. Nani (pseudonym) said, "To me the frequent constraints in the learning teaching activity process are the problem of unstable internet connection. Especially when the weather in the area is slightly dark, it will certainly affect the good quality of a signal in the area and cause uncertainty to access the learning materials". Regarding this, Lawrence and Tar (2018) asserted that teachers in using technology are frustrated when the Internet is slow and inaccessible; when clicking on a link, it needs a very long time to open it and when the page is open, it is not useful anymore. Nani added "I think the quality of learning process become ineffective because in online learning sometimes there is a distance between students and a lecturer that make the virtual class interaction was passive. I got a boring time when I should learn online all day. I cannot meet face to face with my friends and my lecturer as in the traditional classroom. Yeti (pseudonym) added

that "online class sometimes is not effective because during the discussion I cannot share my difficulties toward the material of grammatical features of the text type due to the limited time and overlap comments from my classmate. And I can't stop loving face-to-face classroom. Personally, I miss the time to learn face to face in the classroom and I hope we can be back to normal situation soon."

FETs' Motivation and Engagement

The classification of 'affection, attitude, and motivation' collective results associated to feelings, willingness, and attitudes to a certain object or activity. It also included results related to students' engagement in the learning process or motivation to participate in certain learning activities in terms of learning reading digital texts. At the outset, all the student teachers felt pressured to do the activities of reflective multimodal reading through virtual digital platform learning because they had to study, understand, access and download, participate and keep personal learning journal and make and use graphic organizers. As they got accustomed to five tasks: studying the topic learned, understanding the new platform of multimodal text, accessing and downloading the online materials through email, WhatsApp and Edmodo website, participating and keeping personal learning journal and making and using graphic organizers as a tool to help the students in organizing ideas and concepts into a meaningful visual which is easier to remember than a long piece of text. The students felt that the learning activities virtual digital platform enabled them to engage in three mutually reinforcing tasks: reading, reflection and writing. They admitted that they wrote reflective journal and made graphic organizers for their peers and the teacher educator as a tool for reflecting on what they experienced in their class activities and their engagement in the course. The students also wrote a reflective journal or diary as a tool for documenting their learning tour and for increasing alertness of their own learning.

Chan (pseudonym) admitted that

"after a month I joined online learning, I felt it was not yet effective, but it was the best way to keep going on the learning activities and to keep in touch between students and the teacher during pandemic of Covid-19. I was very eager to participate in the online learning. I could understand the materials provided by the teacher in Edmodo website. And we discussed respective materials by casual chatting and put much attention on the discussions. Reflective journal and graphic organizers motivated me to share and discuss what I understood after joining the online classroom. I felt at ease that I could discuss what I did not understand with my friends and teacher in online classroom. This online classroom platform helped me learn reading in different way. This helped me build my confidence of learning English that I felt uneasy in the face-to-face classroom. The teacher always reminded me that I needed to read through the materials in order to understand better. I was motivated to learn because I wanted to understand. I thought that it was a good idea and the solution to keep in touch with the learners at this time. But for future may be it would be better to return to the traditional".

The FETs also viewed that video viewing were convinced. All of the participants enjoyed watching the video provided in Edmodo website featuring several important modes in terms of the visual, text, and audio. FETs used the videos in learning multimodal texts. In FETs' reflective journals, they wrote that video viewing contained authentic vocabulary that made sense the tasks. The participants implemented meaning-making- oriented readings tasks using both printed texts and digital texts as efforts to complete the reading tasks. The ultimate aim of the tasks was to expose the participants to various texts and engage them in different meaning-making activities (see Widodo, 2015).

The FETs' view of multimodal reading activities was convinced. All of the FETs engaged with these activities. The most significant finding of this study is that virtual learning has a greater influence on learners' motivation compared to conventional pedagogy (Wong, Sahandri & Goh, 2016). In this study FETs were engaged in the virtual classroom activities such as accessing and downloading the online materials, video viewing, keeping personal reflective journal and making graphic organizers that stimulated their motivation and engagement in the virtual learning. This finding leads to the teacher educators' concern in considering their methods in delivering the materials to their students in the pandemic of COVID-19.

FETs' autonomy in their digital learning process

All participants agreed that learning multimodal reading through virtual digital platform was time consuming and it needed efforts. But self-directed task had encouraged them to be independent learners or autonomous learners. Hu and Du, 2013 assert that learner autonomy or a self-directed studying ability refers to learners in a learning activity having acquired subject consciousness and self-awareness which later constantly.

Nevertheless one-third of them were frustrated by tools issues while trying to download and upload and share the tasks for submission. Most of them said that they faced the challenges in accessing the online class by using mobile phone not by using personal computer (PC). Additionally, the facilities of internet access were poor regarding both speed and stability. This suggests that access to computers and the Internet is limited and uneven in Indonesia (Wahid, Furuholdt, & Kristiansen, 2004). In other words, the diverse backgrounds students come from should not be taken for granted, and it should not be assumed that all university students have internet access.

Sam (pseudonym) wrote that the internet was helpful in enriching his knowledge on related subjects. He could find a lot of references and materials that were useful for his learning tasks. With the use of the Internet, he no longer only relied on books and handouts since he could search other sources from the Internet. He added that:

> "I focused on a self-led learning environment. The lack of dependence on face-to-face communication allowed me to think in abstract ways and make me push myself to work hard and innovate in order to understand the information the lecturer provided online course. The scope of learning was totally depended on my

self-discipline and initiative and that could be a great development experience for my individual learning.

Farouk (pseudonym) told that fortunately, my lecturer uploaded a voice recorder to help us understand some theories of text type. It made me understand better about the grammatical features of procedure text and context of the text.

ESY (pseudonym) wrote that

When I was learning about extensive reading this semester, I got new knowledge about multimodal text that I accessed it every day in social media. This topic of multimodal text opened my mind that reading was not just read a long text, but it could be a mixed text within audio and pictures. I loved the way my lecturer taught me during pandemic by guiding us in virtual group discussion. I learned that a good teamwork was the key to success in virtual learning when time and resources were limited. As everyone had their own point of view, many different ideas could be produced, and I found that the energy of group participation made me feel more energetic in analysing the structure and language features of a text. I discovered that even the simplest text has its own meaning that the author try to share information to the reader and this social purpose of the text make it different with another text. With WhatsApp, Edmodo and Zoom meeting, we could keep in touch one another like a face to face classroom. I learned that every design of graphic organizer of a multimodal text has its weaknesses and strengths and working with a group could help discover what they were and I could prepare myself to work individually. We challenged each other's preconceptions about what would and would not work during virtual and online guiding from my lecturer. We could also see the reality of the way changing design learning in reading multimodal text by using reading log and graphic organizer that actually affected our performance and understanding the structure and meaning of the texts.

Kumaravadivelu (2003) maintains that autonomy does not mean entire independence or being alone during the learning process. On the contrary, autonomy is a condition that the students must be scaffolded at the outset by the teacher who gives strategies to students in order to enhance critical thinking, decision making and independent action. An autonomous student can decide their self-learning processes: What, how and why they learns something. This means that students are accountable for their own learning, establish self-control and discipline, actively and deliberately monitor and analyse the use of methods to achieve learning goals, and explore their own ability by addressing limitations and shortcomings in order to resolve them. In this regard, the use of technology i.e. WhatsApp, Edmodo and Zoom meeting, helps students create their own learning paths towards proficiency in the target language and, thus, go beyond teachers' instructions (Allford & Pachler, 2007).

Additionally, Schunk and Zimmerman (1998) contend that when students become more efficient at self-regulating their learning over time, these actions appear to be an

expression of autonomy. The change in students' autonomous learning could be particularly affected by the availability of the content and access to the learning activities in the Edmodo website. In other words, control over their learning resources reflects to the basis of students' autonomy not only attempting to do it but also actually managing it successfully. However, student attitudes to learning autonomously vary in terms of their cultural background, as well as according to the personality of the individual. The stage of learner autonomy of any student will always be at a certain point along a continuum. By asking learners to explore the resources available to them in the Edmodo website, as well as encouraging them to take responsibility for their own learning, the authors set the students on the path to full independence .With this in mind, students probably could not stop learning and start the activities without the teacher's teaching, and asking questions for clarification when in doubt. As a result, the authors confirm that learning reading through virtual classroom had a great influence on learners' autonomy compared to the face-to-face classroom pedagogy.

FETs' reflection towards multimodal reading tasks using graphic organizers

This section highlights three main points. Firstly, the challenges of the use of graphic organizer for FETs. Secondly, the implication of using graphic organizer for EFL classroom. Based on FETs' experiences expressed in their reflective journal, there are three challenges in using graphic organizer in their online learning process. Firstly, 60% of students agreed that in creating graphic organizers during online learning they needed strong internet connection to access *the app.creately.com/* (see Figure 3). Secondly, 40% of students were not highly familiar with graphic organizers. They had never created graphic organizer for reading activity therefore they had to struggle in creating it. Thirdly, FETs had some misunderstanding about the instruction given by the lecturer during online learning. Therefore, the lecturer made some backup instructions to arrange the FETs' graphic organizer by online scaffolding individually. The individual online scaffolding helped them in accomplishing their graphic organizers properly. However, due to serving 25 students, the individual online scaffolding was time consuming.

The following is the sample of FETs' graphic organizer journal in multimodal reading text. Kurt (pseudonym) wrote that the graphic organizer helped him summarize his reading using charts and pictures. At the first time, this task challenged him a lot. The lecturer gave him a COVID-19 topic to navigate his multimodal reading in BBC Learning English YouTube channel. He chosen the sub-topic about "COVID-19: *A New Era for Cyclists?"* (see Figure 4). He wrote several information in the reading log (see Figure 5). He had to complete his reading log to arrange his graphic organizer. When making the graphic organizer he got some challenges in putting the information inside the charts. Although the lecturer gave him clear instruction in making the graphic organizer, he needed individual scaffolding from the lecturer. After getting individual scaffolding, he could accomplish his graphic organizer thoroughly (see Figure 6).
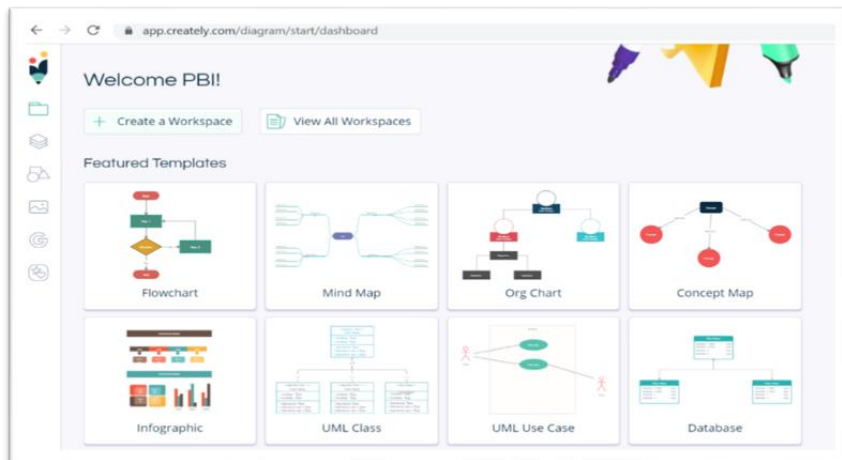
Figure 3: Graphic Organizer Online Application

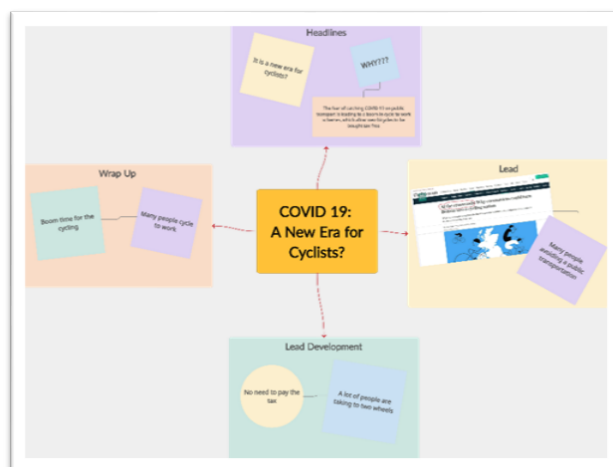Figure 4: Multimodal Reading Text

Figure 5: Reading Log

Figure 6: Graphic Organizer

Conclusion

This article has presented the FETs' reflection towards multimodal reading tasks through virtual digital platform learning. The context of our study was higher education, particularly Future English Teachers' education program during the pandemic of COVID-19 but the findings might be implemented in the general context of digital-driven learning. All the participants went through five-step learning activities such as knowledge

building, text deconstruction, joint-text construction, independent-text construction, and review and assessment to focus on making explicit and direct links between past learning related to the students' schemata and new concepts, comprehensible input to consider adjusting teacher modelling multimodal reading to enhance comprehension, practice and application and review and assessment to assess students' learning, and provided feedback to students on their output. In this article, as our findings showed, FETs get some benefits from this digital platform learning such as the availability of myriad sources online which the FETs could access at their flexible and convenience time. Additionally, findings stress that FETs' autonomy, agency, engagement, confidence, skill-set, and the ability to collaborate through online discussion are the important points that they experienced during their learning reading digital texts. Findings also indicate that the short time of the studies included in exploration might also indicate the strong need for further longitudinal research on the topic. One drawback of this study is the short time-span of two months. The authors believe that the development of this virtual digital platform learning in this study is guided by sound pedagogical practice rather than driven by technology.

Furthermore, In terms of making graphic organizer in FETs' online learning, there are three implications can be drawn here. Firstly, GOs helps FETs improve their participation and communication skills in multimodal reading texts. By engaging in creating a graphic organiser, FETs get their understanding of the text, as well as receiving guided practice both in how to complete graphic organisers and how to use them to increase comprehension (Smith, 2010).

Secondly, GOs make the FETs more confidence in delivering their opinion about the topics discussed. GOs depict the discourse structure by representing the interrelationship among ideas and patterns of the text (Jiang, 2012). With this in mind, GOs play an important role in representing the text structure from a mere text to content suitable for discussion in classroom instructions (Jiang, 2012). In synchronous meeting using Zoom, the lecturer asked her students to show their graphic organisers by presenting their argument based on online discussion. For passive students, the prior knowledge will be useful for them because they have preparation in delivering their own opinion in their graphic organisers. Therefore, the FETs feel confidence when their lecturer asked them about the reading text that had been read before.

The next implication of using GOs in multimodal reading text is that it increases the student's creativity in reading activities. The use of GOs helps the teachers in hooking the students towards the reading comprehension passage by using reading log. The FETs find it more interesting to work on a GOs and fill them with information collected from the reading log. Thus, Creating GOs makes it a task-oriented session. When lecturer demonstrated GOs as a summary of reading tasks, it indirectly motivates the FETs in creating their own GOs for the passages they read and comprehend. This improves FETs' creativity in reading class.

In conclusion, This study suggests the professional lecturers or teachers to use GOs in order to develop their navigating and viewing skills and critical thinking skills during the lesson. Moreover, GOs will help students to be independent learners. In conducting online scaffolding GOs, teachers should consider some tools or digital platforms such as smartphone or computer and also internet connection. Moreover, teacher also can use Learning Management System (LMS) and Social Networking System (SNS) as learning media to improve students' productive and receptive language skills.

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2

Exploring Future English Teachers' Reflection towards Multimodal Reading Tasks on Virtual Learning Platforms

Elih Sutisna Yanto, Hikmah Pravitasari & Junjun Muhamad Ramdani

Introduction

Globally the pandemic of COVID-19 affected by the new virus SARS-CoV-2 has changed social interaction and organisation in the education sectors, such as universities, and the initial teacher education (ITE) programme has not been excepted. Across the world, educational institutions have transformed their learning platform from face-to-face classes to virtual classrooms to mitigate the spread of COVID-19 and ~~to~~ slow the spread of the virus. As a result, in Indonesia, for example, the ~~policymaker~~political decision maker, i.e., Ministry of Education and Culture, was to close schools as early as mid-March 2020. To prevent learning loss during the period of this pandemic, the ITE programme should ~~adapt~~ introduce a new educational framework, i.e., a virtual digital learning platform that ~~may~~ can contribute to students' learning continuity ~~for the students though faced~~even as they faced with the uncertainties of the new normal and the escalating pandemic.

On the one hand, online learning ~~may~~ can have ~~advantages~~benefits, including ~~increased~~ better accessibility, higher quality of learning~~quality~~, better prepar~~ation~~ing of students for a knowledge-based society, an ~~chance~~ opportunities for lifelong learning, and ~~many~~ much more (Appana, 2008). For example, ~~through~~ students can use these learning platforms~~, students can~~to access ~~the~~lectures anytime and anywhere. In contrast, many online learning platforms reveal their limitations. Among

these are (1) startup funding for online learning, (2) organisational readiness, and (3) student preparation. Additionally, not all students have ~~access to~~ an adequate Internet connection. Some students ~~experienced~~ had network ~~issues problems~~ and ~~lacked good~~did not have good learning devices.

Virtual learning, learning supported by digital technologies, is ~~considered~~ seen as vital during the COVID-19 pandemic, despite some practical problems. Digital technology is included in global curricula (Harju et al., 2019). Chen et al. (2020) argued that "technologies have been widely applied to teaching and learning, including language education. And the quantity, quality, and diversity of the technologies that have been integrated into language learning are significant" (p. 1). ~~Globally, t~~Teacher educators worldwide are ~~usi~~ng~~e~~ technology to store, organize, and present information and to support multimodal and nonlinear teaching strategies. They ~~may~~ can choose a learning management system (LMS), a content management system (CMS), a virtual learning environment (VLE)~~,~~ or a knowledge management system (KMS) (Khan, 2001; Nichols, 2003; Wilen- Daugenti, 2009). To the extent that the terms are used ~~synonymously~~interchangeably, some ~~see~~ view each term differently.

Gagné et al. (2005) ~~delineated~~ defined "a CMS as having tools associated with the development and delivery of courses which are placed onto the Internet, further defined as a Collaborative Learning Environment" (p. 219). ~~Still~~Nevertheless, the authors define "an LMS as more of management system for the delivery of online learning" (p. 339). Nichols (2003) confirmed that the LMS is primarily ~~utilised~~ used for online courses and components, but he uses the word 'eLearning' to refer to the tools used to ~~offer~~ deliver the learning experience. Two authors use the following terminology interchangeably: Wilen-Daugenti (2009) used CMS, LMS, and VLE interchangeably, but Wagner (2001) used LMS, KMS, and Knowledge Content Distributors, a phrase described as ~~the~~ a prototypical term for all three.

Students must have a deep understanding of multimodal texts ~~when~~ as they discuss~~ing~~ and interpret~~ing~~ illustrated fiction, images, films, course book materials, websites, digital learning materials, and their own personal learning environment (Nagy, 2020). Therefore, they understand multiple modalities. ~~Since~~ As these students ~~are learning~~learn to use and teach language, their visual communication and ~~understanding~~ comprehension are often overlooked (Nagy, 2020). Future English teachers (FETs) who use voice, gestures, and bodies to convey meaning require~~, need~~ multimodality literacy. They must use traditional teaching aids such as whiteboards and interactive whiteboards as well as information and communication technology (ICT)

tools such as internet, e-dictionaries,

audio-video materials, virtual television, audio graphics, and podcasting, which requires understanding paralanguage (nonverbal communication) (Hood, 2011; Martin & Zappavigna, 2019).

In the era of multimodal literacy, university students have access to richly illustrated textbooks and multimedia components. Studies on the connections between the two domains (e.g., Early et al., 2015; Kress, 2000) show that the connection between language and other semiotic systems ~~did not~~only ~~become~~ became clear ~~until~~ when multimodality ~~became a topic of discussion~~was discussed in language teaching. Without explicit knowledge of semiotic systems, the educational affordances of the resources may remain unreached, and the meaning potential of the students may remain unequal. As Camiciottoli and Campoy-Cubillo (2018) revealed, the priority now is to "find ways to adapt and integrate multimodal and multimedia resources for classroom materials and activities" (p. 1).

Through FETs reflection, this research explores FETs' experiences of the benefits and challenges of virtual learning, FETs' motivation, engagement, and autonomy in their multimodal reading tasks on virtual learning during the current ~~worldwide~~ global pandemic, and the resources and solutions that in the current global pandemic can be offered in the future to address these inciden~~tees~~ts. ~~Hence~~Therefore, this study ~~examines~~ investigates how COVID-19 affects FETs' multimodal reading learning. According to Beauchamp (2015), academic and practical ITE programmes emphasize reflection. Without the ability to reflect on practice, FETs may ~~not~~ be unable to overcome the harmful effects of inappropriate learning perspectives ~~without the ability to reflect on practice~~ (Miller & Shiet, 2016). ~~Including~~ Incorporating reflective journals in~~to~~ ~~university level~~ foreign language instruction at the university level has been ~~shown~~ proven~~to be~~ beneficial (Jewitt, 2005; Kim, 2014; Lee, 2010; Oskoz & Elola, 2016). ~~Besides~~Furthermore, the literature ~~reveals~~ shows that FETs' reflection on multimodal reading tasks on virtual digital platforms ~~is poorly studied~~has been insufficiently inverstigated and the implementation of this digital instructional learning in the ITE context ~~remains under explored~~is still insufficiently researched. To fill this gap, this chapter reports ~~findings~~ results drawing on a virtual learning project on the multimodal reading tasks during the COVID-19 pandemic. ~~Additionally~~Furthermore, in this chapter ~~through this paper~~, the authors have attempted to capture the existence of such changes. A research question guiding this study is: What is FETs' reflection toward multimodal reading tasks through virtual learning platforms?

The following subsections ~~present~~ provide a thematic ~~review~~ overview of the

relevant literature and highligh~~ting~~ the variables ~~under study~~examined including their emerging trends and issues in the relevant areas including learner autonomy, self-reflection, and multimodal literacy.

Learner Autonomy

The notion of learner autonomy is an elusive construct and ~~intricate~~ difficult to define. A ~~range of terms~~number of ~~about~~ learner autonomy terms used by researchers include~~s~~ 'self- instruction' (Hughes, 1997), 'self-regulation' (Bown, 2009), 'independent learning' (White, 2008), 'self-access learning' (Reinders, 2000), and 'self- directed learning' (Holec, 1996). The most important thing about learner autonomy from this ~~range~~ set of definitions is the importance of the learners' engagement in learning. With this in mind, learners are required to take partial or total ownership of their learning processes (e.g., deciding on learning objectives, selecting learning methods~~,~~ and ~~evaluating~~ assessing progress), which are traditionally ~~assumed to be~~viewed as the role of the teacher (Littlewood, 1999).

Learner autonomy is the ability to make reflective, rational, conscious, and valuable decisions in the learning process. Many researchers consider it a preferred education goal (Jacobs et al., 2016; Morgan, 1996; Tadl, 2016; Teng, 2019; Winch, 2002). Dearden (1972) defined autonomy as the ability to reflect on one's desires, wishes, and thoughts, make independent decisions, and take responsibility. Promoting students' autonomy in the learning process inspires thinking and develops positive attitudes toward lifelong learning, as Simard (2004) ~~asserts~~claims. Sharples et al. (2002) suggested that the most effective learning occurs when the learner ~~is in~~has -control ~~of~~over the activity and can experiment, ask questions, ~~engage~~ share with others, seek ~~out~~ new knowledge, and plan new actions. Self-autonomy in ~~the~~ language ~~classroom~~ teaching helps students take responsibility for their progress, learn how language works, respond better to the target language, set clear goals, and use available strategies and resources to ~~enhance~~ strengthen their strengths and resolve their weaknesses (Villamizar & Mejía, 2019).

Self-Reflection

Dewey (1933) defined self-reflection as "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of its grounds and further conclusion" (p. 9). ~~Founded upon~~Based on the work ~~by~~ Dewey, Kolb (1984) ~~foregrounded~~ emphasized that individual reflections on their experiences lead to learning and that this reflective observation ~~forms~~ is part of ~~the~~ Kolb's model of experiential learning. Other scholars also ~~assert~~ claim that reflective practice in the form~~s~~ of journal and diary can be advocated in various ways (Cirocki & Farrell, 2017a; Richards & Farrell, 2005). Reflective journals, also called teacher logs or diaries, allow teachers to "experiment, criticize, doubt, express frustration, and ~~raise~~ ask questions" (Bailey, 1990, p. 218). Journal writing helps clarify understanding and ~~engage~~

promote ~~in~~ deep critical thinking. Teachers or future teachers can ~~reflect~~ think ~~on~~ about what they do, how they do it, and why. By keeping

a journal, teachers or future teachers "become more aware of the teaching-learning process" (Cirocki & Farrell, 2017b, p. 10). Such reflective writing is important in initial teacher education and in-service training (Kabilan, 2007). In language ~~education~~teaching, teachers or future teachers use ~~in- and outside- classroom technologies~~technology inside and outside the classroom. These platforms (WhatsApp and Edmodo) ~~engage~~ encourage students in writing reflection (Jewitt, 2005; Kim, 2014; Lee, 2010; Oskoz & Elola, 2016).

Multimodal Literacy

Multimodal literacy "explores the design of discourse by investigating the contributions of different semiotic resources (e.g., language, gesture, image) co-deployed across various modalities (e.g., visual, aural, somatic [physical]) as well as their interaction and integration in constructing a coherent text" (O'Halloran & Lim, 2001, p. 14). According to Hines (2014), multimodal literary which is a subset of critical literacy theory, ~~intends~~ claims to transform students into active agents ~~to~~ who engage with the world. Multimodal texts ~~communicate~~ convey meaning through two or more modes. Written, spoken, visual, audio, gestural, tactile~~,~~ and spatial meaning patterns are modes. Picture books, textbooks, graphic novels, comics, and posters are multimodal texts that express meaning through visual, written, and spatial modes. Film, animation, slide shows, e-posters, digital stories~~,~~ and web pages use written and spoken language~~,~~ as well as visual, audio, gestural~~,~~ and spatial modes. Dance, performance, and oral storytelling are live multimodal texts that combine gestural, spatial, spoken, and audio modes. Each mode creates meaning using semiotic resources (Kress, 2010).

The exclusive term 'multimodal literacy' provides us with a framework that approaches literacy through multiple modes of meaning-making. One of its simplest definitions is "the ability to interpret linguistic, visual and audio resources as they combine in traditional and new media" (O'Halloran et al., 2017, p. 18). Van Leeuwen (2017) comprehensively defined the notion of multimodal literacy as "who points out the importance of knowledge of semiotic modes and communicative contexts apart from the ability to combine different modes creatively" (p. 5). Extensive research in the field of multimodal education has ~~demonstrated~~ shown that such requirements require the ~~growth~~ further development of multimodal pedagogy at all educational levels (e.g., De Silva & Feez, 2018; Jewitt, 2008; Unsworth, 2008).

Nowadays, language is viewed as a communicative resource. Language pedagogicaly approaches ~~have~~ focused on educational discourse in authentic contexts of use. Thus, what language learners do with language is mainly

concerned with whole texts in context. Halliday (1978), the God Father of systemic functional linguistics contends, "language arises in the life of the individual through an ongoing exchange of meanings with significant others" (p. 1). He proposed the main concepts of the social theory of language as follows:

1. Language is a resource for making meaning.
2. The resource of language consists of a set of interrelated systems.
3. Language users create texts to make meaning.
4. Texts are shaped by the social context in which they are used.
5. The social context is shaped by people using language.

In this study, the course was based on the text-based pedagogical approach, which aims to "increase understanding of language structure and social context" (Feez & Joyce, 1998, p. 3). The guiding pedagogical principle was the text-based approach which specifies texts that language learners must understand, produce, and ~~distribute~~ disseminate in order to participate effectively in social contexts. Language learners engage in teaching-learning cycles to learn text type (genre), social purpose, text organisation (generic structure), and lexico-grammatical features. The cycle of teaching and learning activities in genre pedagogy consists of a number of phases that both the teacher and students experience to gradually create independent text-type control (genre). Each phase of the teaching-learning cycle has a different goal. Each phase include~~volves~~ different activities. FETs went through five stages: building knowledge, modelling text (scaffolding), joint construction, independent construction, and review and assessment (Figure 1).
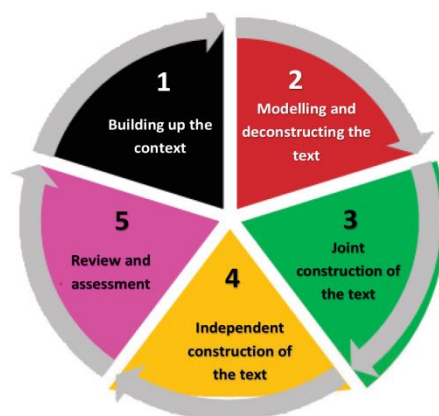

Figure 1 The teaching-learning cycle of genre-based literacy pedagogy
Source: Adapted from Rothery (1994, p. 8)

Previous Research in Virtual Learning

Digital learning is web-based learning ~~that uses~~in which students are taught using IT ~~to teach students~~. Previous studies have confirmed some results of face-to-face interaction ~~turned into~~converted to online ~~classroom~~ instruction during the COVID-19 pandemic. Due to the COVID-19 pandemic, a Hong Kong university has switched from face-to-face to online instruction, according to Moorhouse (2020). It highlights the ~~lecturer's~~ changes faced by lecturers and the difficulties adapting to the new method. ~~The o~~Online content includes readings and session materials on a learning management system (LMS) and an instant messaging platform (IMP) to support outside-class discussion (Moorhouse, 2018). He added that the online course used both asynchronous and synchronous teaching methods ~~were used in the online course~~. Asynchronous online instruction includes readings, session materials, annotated PowerPoints, and instructor voice-over narration. The ~~s~~Synchronous online ~~instruction~~ lessons consist~~s~~ of one-hour video-conferencing lessons.

Nguyen (2020) ~~explored~~ examined the readiness to use ICT in collaborative writing held by teachers and students in a university English as a foreign language (EFL) learning context in Vietnam. In this study, ~~c~~Collaborative writing ~~in this study~~ means that students ~~collaborate~~ work together to ~~do the~~complete writing tasks in groups as required by their teachers. The ~~objective~~ aim of this study can also be understood as ~~the investigation~~examining ~~of~~ whether teachers ~~were~~ are willing~~ready~~ to conduct ICT~~-~~ supported collaborative writing among their students and whether students ~~were ready~~are willing to use ICT for collaborative writing with other students. This study ~~employed~~ used a mixed-methods case study with two phases. The focus of this chapter included phase 1, in which quantitative data were collected through online surveys. The findings ~~suggest~~ indicate that both ~~the~~ teachers and the students ~~revealed~~ reported that they had experienced of using ICT in teaching and learning English. All teachers were informed that they used ICT in their teaching. ~~The t~~Teachers tended to use ICT primarily when ~~they were~~ teaching vocabulary, listening~~ skills~~, and grammar. The results of the surveys ~~indicated~~ showed that although both ~~the~~ teachers and students ~~possessed~~ had a wide~~a high~~ range of technological devices, ~~especially~~ particularly laptops and smartphones, they ~~mainly~~ did not primarily ~~employed~~use ICT ~~in~~ to learn~~ing~~ and teach~~ing~~ input skills such as vocabulary, grammar~~,~~ and reading, but not output skills such as speaking, and writing.

Nagy (2020) implemented multimodal literacy in high school English. She taught "Making Meaning with Visual Narratives" to Hungarian English

majors. She collected writing assignments, questionnaires, multimodal texts, and teaching notes. Her research investigates how a multimodal literacy course was created and implemented to help pre-service teachers comprehend and create multimodal texts. The rResults show that multimodal literacy

Development in higher education is relevant and feasible ~~in higher education~~. She ~~found~~ noted that course preparation requir~~s~~ed multimodal literacy ~~knowledge~~skills. A multimodal classroom was created u~~U~~sing the teaching-learning cycle and sociocultural theor~~etical~~y concepts ~~like~~ such as mediation and scaffolding~~, a multimodal classroom was created~~. She emphasised that most of the ~~discussed~~ resources discussed ~~are~~ were paper-based multimodal resources, and that digital multimodal literacy ~~is needed~~was required. She concludes that semiotic modes other than ~~pictures~~ images and words are part of multimodality and that research into multiple modes is ~~needed~~ required to fully understand multimodal literacy (Nagy, 2020).

Lewis and Lewis (2020) conducted a mixed-methods study on 20 Japanese university students on~~'~~ EFL reading ~~achievement~~ skills and intercultural awareness. They used a cross-cultural graphic novel to overcome language and cultural barriers and ~~boost~~ promote literacy. They examined asynchronous e-learning discourse for evidence of higher-order literacy and intercultural sensitivity (Edmodo). Student opinions were ~~gathered~~ collected using ~~a~~ thematic analysis of an open-ended survey. Reading ~~achievement~~ performance improved, but intercultural awareness did not ($p = 0.05$). Student satisfaction ~~was high~~ with multimodal literacy training, asynchronous computer-mediated discourse (ACMC), and other emerging topics was high. This study shows that low-level EFL readers can ~~contribute~~ provide well-reasoned opinions ~~about serious~~on reputable literature when teachers use ACMC platforms. These results suggest that ~~low-level EFL~~ university reading instructors with low levels of EFL should use non-traditional reading and learning modalities, especially for students with high cognitive maturity and low reading skills.

In short, many policy, institutional, and teacher-related factors ~~can~~ may impact face-to- face and online teaching and learning during the COVID-19 pandemic, as documented in the ~~above~~ literature~~s~~ references above. This study reports FETs' ~~reflections~~ consideration on multimodal reading tasks on virtual learning platforms (i.e., Edmodo, Zoom conference, WhatsApp group). The study examines ~~FETs'~~ the learning outcomes of FETs, such as reflective journals and graphic organisers, ~~after~~ following multimodal reading tasks through five-step learning cycles such as knowledge-building, text deconstruction, joint-text construction, independent-text construction, and review and assessment. Marchetti and Cullen (2016) said a multimodal approach is complex because it draws from educational history, sociolinguistics, design, and social semiotics. Multimodality combines linguistic, visual, auditory, gestural, and spatial modes of meaning (Mills, 2009, p. 106).

Through reflection and graphic organisers, FETs' autonomy, agency, engagement, confidence, skill set, and ability to collaborate online ~~will be investigated~~are explored through graphic organisers (GOs). GOs ~~offer~~ provide visual representations of knowledge and methods ~~of~~ for structuring information or

grouping essential components of a concept or topic using labels (Ellis & Howard, 2007; Bromley et al., 1995). They are standard tools for fostering reading and writing skills, especially argumentative writing (Ellis & Howard, 2007; see also papers in Kirschner et al., 2003). Adcock (2000) ~~asserted~~ claimed that GOs reduce cognitive load and~~,~~ allow~~ing~~ students to compare, diagnose, and use parts of the rhetorical problem they are solving (Flower & Hayes, 1981).

The Study

The research question ~~guiding~~ underlying this study ~~was~~ is 'what are future English teachers' reflections toward multimodal reading tasks through virtual digital platform learning?' To address this question, the qualitative approach was ~~adopted~~ chosen as it informed individual understandings, meanings, and experiences (Kingley et al., 2010). It ~~was~~ has also been used ~~to~~ as a guide ~~us to examine~~for exploring ~~FETs' reflection~~ multimodal reading tasks to reflect FETs using ~~through~~ virtual digital learning platform situated in the online classroom. ~~Framed under~~Through a narrative case study, this study examined the non-hypothetical question and naturally occurring phenomena ~~as well as~~and sought ~~attempted~~ to understand ~~multiple~~ diverse constructions of meaning~~s~~ and knowledge ~~situated~~ in ~~a~~ the higher education context (Stake, 2010). The adoption of the narrative case study was to capture such a micro-social reality showing lived experiences of FETs who experimented with multimodal reading tasks. In this study, the authors used the term 'digital learning' to refer to FETs using digital technology as ~~a~~ part of ~~instruction~~ teaching in a formal educational context. FETs used personal laptops or other types of personal comput~~ing~~ers devices for studying and learning, i.e., smart phone.

This study was ~~situated~~ conducted as part of~~in~~ the English ~~Education~~ education programme ~~engaging~~ with the first-~~-~~year FETs ~~because of~~for two ~~considerations~~reasons. First~~ of all~~, the authors ~~obtained~~ gained ~~entry~~ access to this university, ~~in which~~with the second author ~~played a role~~working as ~~the~~ a teacher educator in the university. Secondly, the course was ~~relevant~~ consistent with the curriculum set by the university. Although the participants were FETs under one of the authors, the negotiation process ~~became critical to be considered because it made them more~~was crucial as it humanized them as they were ~~engaged in whole~~involved in the entire process of this research. Therefore, they also ~~obtained~~ received ~~the~~ details ~~of~~ about the research~~,~~ and ~~how~~ it~~s~~ impact~~ed~~ on personal~~ly~~ and institutional~~ly~~ aspects.

This study was conducted for two months, from March to May 2020. About

25 of the first year FETs as participants were recruited voluntarily in this study. They were trained ~~to become~~as English teachers for primary or secondary ~~English teachers~~schools. Out of 25 FETs (5 ~~males~~men and 20 ~~females~~women) who participated ~~joined~~in the online classroom, 8 ~~of them voluntarily~~volunteered ~~agreed~~to submit their learning reflection during ~~the~~ online learning. The participants' age ranged from 19 to 21 years old, and their English

language level was intermediate. For ~~the~~ ethical ~~purpose~~reasons, pseudonyms were ~~employed~~ used in this chapter. Before the study commenced, the authors convened a meeting with the 25 FETs, distributed ~~informed~~ consent form ~~sheets~~, and explained the details of an ~~informed~~ consent form. The authors asked them to read ~~through~~ and sign ~~off~~ the form to ensure that all ~~the~~ data would be kept confidential and ~~be~~ used for publication purposes. They agreed to sign the _informed_ consent form as a legal document of their participation in this study. They also ~~deserved~~ earned the right to withdraw from the study without ~~any~~ penalty.

In this study, sessions ~~were held~~took place one evening ~~a~~ per week, and each session lasted ~~for~~ ninety minutes. The course introduced text types, meaning, grammar, expression, and assessment embedded in the current ~~mandated~~ prescribed curricul~~arum~~ context. The authors collaboratively ~~designed~~ developed multimodal reading tasks including ~~the~~ dissemination and storage of reading~~s~~ and session materials on a~~n~~ LMS, i.e., Edmodo and ~~the use~~using of an IMP. ~~We~~ the authors also ~~employed~~ used a ~~well-known~~popular messenger apps (WhatsApp) ~~which aimed~~ to facilitate ~~out of class~~ communication _outside of class_. Genre-based reading instruction was ~~employed~~ used to facilitate FETs' ~~to apply~~application of the ~~process of~~ meaning-making _process_ in their virtual learning environment. All FETs _under_went ~~through~~ five-step learning activities, such as building knowledge, scaffolding, or modelling, joint construction, independent construction and review, and assessment (Figure 1 and Figure 2) inspired by the teaching-learning cycle (Rothery, 1994). While the second author served as an online classroom teacher educator, the first author, ~~the~~ second author and ~~the~~ third author wrote the materials and learning activities (Figure 2).

~~At the outset~~To bedin, FETs were asked to search YouTube for multimodal texts ~~on~~ related to the COVID-19 pandemic, including text, audio, and visuals. They had to understand the ~~video's~~ content _of the video_ and ~~write~~ wrote down why they chose it. This helped them navigate, view, and think critically. In the second week, the teacher provided _the_ FETs with _a_ virtual scaffolding about the concepts of text types and multimodal texts. This stage aimed to improve their text and multimodal literacy. The virtual class_es_ ~~was~~ were held using Zoom. Later, _the_ FETs discussed their ~~chosen~~ selected video in small groups on Edmodo, analysed the text type, and reported the result in the reading log in the third week. This third- week learning aimed to tailor FETs collaboration and critical thinking skills. In the fourth week, the teacher demonstrated how to complete the reading log and ~~gave~~ provided virtual feedback. Zoom was used for the online discussion. In the fifth week, students revised their reading logs to create a graphic organiser based on

their multimodal texts. While they could develop their writing skills through experiencing revision, they also benefited the development of creativity throughout the sixth-week learning. In the seventh and eighth

weeks, they submitted their revised graphic organiser for Edmodo discussion. This two-week learning aimed to help students develop their collaboration skills such as the sense of respect, responsibility, and authorship.

The sessions were completed by engaging ~~the~~ students in reflective practice and assessment ~~on week~~in the nin~~the~~ and ten~~th weeks~~ respectively. They learned to reflect on their learning experience ~~of~~ with multimodal texts to ~~help them~~better understand what they learned, why they learned, how they learned, and what they could do to learn better in the future. In addition, ~~the~~ assessment including reading quizzes and e-portfolios (reading log, graphic organisers, and reflective journals) ~~was~~ were used to ~~see~~ monitor both individual and collaborative performance. Table 1 summarises the instructional procedures ~~on~~ for virtual class~~room~~ activities.

To investigate FETs' reflection ~~toward~~ on multimodal reading tasks ~~through~~ via virtual learning platform, empirical data were collected ~~through~~ using FETs' reflective journals and their graphic organisers as ~~an~~ assessment. Reflection serves to understand personal and professional stories as lived experiences (Hagevic et al., 2012). This reflection was also a tool for action and change ~~because~~ as it helped to ~~enhance~~ increase self-awareness of experience (Widodo, 2015). ~~In this study, to~~To enable reflection, FETs in this study wrote reflective journals as a tool for reflecting on what they experienced ~~in their engagement of~~while participating in online learning in the classroom ~~learning activities~~. They also ~~wrote~~ kept a reflective diary as a tool for documenting their learning journey and for increasing awareness of their autonomous learning (Widodo, 2015). As ~~the~~ researchers, the authors also wrote reflective journals, which documented our interactions with all ~~the~~ research participants and recorded our research journey over two months. ~~Thus~~In this way, reflective journals or diaries helped ~~the~~ research participants, and ~~the~~ authors understand our own experiences and practices and to become more reflective, critical~~,~~ and analytical about what the authors ~~did~~were doing.
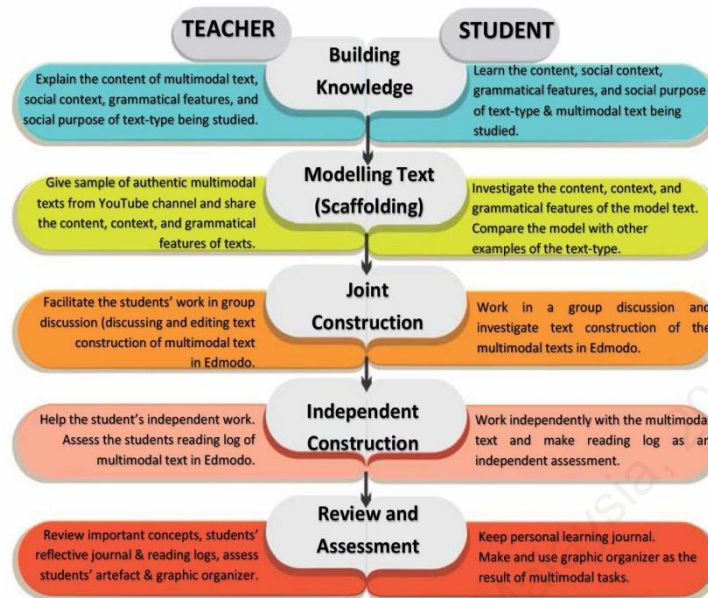
Figure 2 Steps in reflective multimodal reading tasks on virtual digital learning platform
Source: Adapted from Rothery (1994)

Table 1 Instructional procedures on virtual class activities

Job descriptions	Responsibility	Technological tools	Language/skill focus
Building knowledge Student: Explore multimodal texts topics: COVID-19 pandemic.	To develop students navigating and viewing skills and critical thinking skills in reading multimodal text.	Edmodo, YouTube channel, Zoom meeting	• Reading comprehension through content, context, grammatical features of the text • Critical thinking
Teacher: Share and explain the concepts of text types and multimodal texts.	To help students develop their literacy skills of texts and multimodal texts.		
Modelling text Student: Investigate the content, context, grammatical features, social purposes from the model text provided by the teacher.	To develop students navigating and analysing text skills and critical thinking skills in reading multimodal text.	Edmodo, YouTube channel	• Reading comprehension through content, context, grammatical features of the text • Text analysis skill • Critical thinking

Table 1 (*continued*)

Job descriptions	Responsibility	Technological tools	Language/skill focus
Teacher: Provide the authentic model text from BBC Learning English with the structure of the text, grammatical features, context of the text (register), social purposes of the text.	To encourage and scaffold the students navigating and analysing text skills and critical thinking skills in reading multimodal texts.		
Joint construction Student: Work in a group discussion discuss their selected video, analyse the text type, text content, grammatical features and context of the text and reported the result of the discussion.	To develop students' collaboration and critical thinking skills.	Edmodo, Zoom meeting	• Peer review • Collaboration and critical thinking skill
Teacher: Provide several questions and table of text construction and grammatical features of the text in students tasks form. Give feedback on the students' work group through virtual scaffolding.	To facilitate and scaffold the students group work in analysing the content of the multimodal texts.		
Independent construction Student: Work independently through selected multimodal text by completing the reading log.	To develop students' independent skill of text analysis and critical thinking.	Edmodo	• Peer review • Text analysis skill • Critical thinking
Teacher: Provide the model of reading log for the students' independent work and assist the student's work. Give feedback on the students' reading logs through virtual scaffolding.	To assist the students independent work and assess the reading log.		

Table 1 (*continued*)

Job descriptions	Responsibility	Technological tools	Language/skill focus
Review and assessment Student: Revise their reading log to help them create a graphic organiser based on the multimodal texts they selected. Make personal learning journal by following the table of student's reflective journal.	To develop collaboration skills such as sense of respect, responsibility, and authorship.	Edmodo	• Peer review • Interpersonal skill (sense of respect, responsibility, and authorship)
Teacher: Review important concept of text type (content, context, grammatical features, social purposes). Review the student's reading log and graphic organiser. Review and give feedback on the student's reflective journal. Assess the student' reading artefact.	To see the student's progress of reading works in multimodal texts and reach the learning goals.		

Qualitative data ~~garnered~~ from the reflective journals ~~was~~ were analysed using Braun and Clarke's thematic content analysis to identify, analyse, and report patterns ~~of~~ in this study (Figure 3). The authors reviewed the collected data, took notes, and began ~~to~~ grouping the data into classifications. All ~~the~~ data were coded and labelled using critical words or phrases highlighted. Six steps ~~in~~ of thematic analysis fluctuated between these phases: familiarising the collected data, generating initial coding, searching for themes, reviewing themes, defining and naming themes, and writing up the final report (Braun & Clarke, 2006, p. 97 for a thorough description of each step). To finalise the emerging themes, the data were classified and coded with regard to the frequent themes. Therefore, this phase ~~helped portray the arising findings, which~~ contributed to presenting the lesson learned that were relevant to the ~~aims~~ objectives of this research. Although the authors analysed and categorised the journal entries submitted by all 25 participants (here using pseudonyms ~~here~~ to ~~procure~~ ensure anonymity), we provided excerpts from only five digital journals. ~~Having finished~~ After completing the online course, the second author collected the data from the participants. All ~~the~~ authors ~~collaboratively~~ jointly analysed the data and wrote the research report. To prevent ~~the~~ bias, the authors ~~collaborated~~ worked with ~~the~~ participants ~~in~~

order to comprehensively ~~portray~~ present and report the ~~findings~~results. The phases of data analysis are presented in Figure 3.
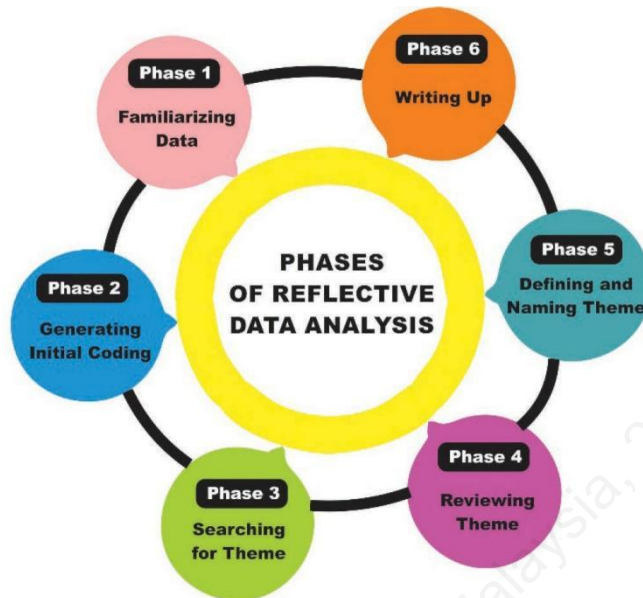
Figure 3 Phases of reflective data analysis
Source: Adapted from Braun and Clarke (2006, p. 97)

Results and Discussion

Based on selective FETs' reflection data analysis and graphic organisers, four ~~finding~~ insight themes were identified, such as (1) FETs' experiences ~~of~~ weith the benefits and challenges of ~~a~~ digital learning, (2) FETs' motivation and engagement,
(3) FETs' autonomy in their digital learning process, and (4) FETs' reflection toward~~s~~ multimodal reading tasks using graphic organisers. These themes reflect the question ~~under study stated earlier~~presented previously.

FETs' experiences of the benefits and challenges of digital learning

All participants expressed in their reflections that learning to read~~ing~~ digital texts was a ~~useful~~ meaningful task. It allowed them the opportunity to study the topics anytime and anywhere, this helped minimise feelings of anxiety. They also ~~considered~~ viewed it as a fun and creative exercise ~~that is~~was very different ~~compared to the face-to-face classroom~~from in-person classes. ~~Regarding~~ As for FETs' experiences, they had both positive and negative experiences ~~while~~ learning to read~~ing~~ digital texts on their computer tools or smart phones. They reported ~~that they had~~having positive experience learning to read~~ing~~ through virtual learning. Most ~~of~~ FETs enjoyed their

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online learning process. For example, Putra (pseudonym) said:

> I could understand deeply the materials since I learned them through WhatsApp. It was simple and easy than Edmodo website. We could discuss every material learned by casual chatting and put much attention on the important discussions. I had learned a lot from online discussion. I could see how my classmates organised their graphic organisers. For me, working on graphic organisers was something new. I never did it before. We regularly posted our quiz answer and graphic organisers and invited our classmates to provide feedback on the topic discussed.

Further UMI (pseudonym) wrote:

> Learning reading through virtual made my learning activities fun and interesting. Through online discussion I could post and comment my opinion freely toward the materials learned. I could repeat and learn the materials as I wanted. This learning process helped me built my confidence of learning reading that I felt uneasy in the face-to-face classroom. This learning process made me realize the potential of social media for language learning. I was very happy the way my teacher encouraged me and my friends to contribute to online discussion. The source materials are available there; I didn't have to look anywhere else so I could save time. There were articles, PowerPoint slides, and videos. Those were very helpful.

The ~~two FETs'~~ reflections of the two FETs show ~~indicate~~ that learning to read~~ing~~ through virtual learning ~~were~~ was positive for them ~~because~~ as this platform allowed them to post, comment on, share, and discuss the topics learned. The voices of FETs'~~ voices~~ here ~~reveal~~show that flexibility, agency, engagement, confidence, skill ~~set,~~ and the ability to collaborate through online discussion are the important point that the students experienced during their learning ~~reading~~ while reading digital texts. ~~In~~ On these platforms, they could read the source materials at their ~~own time~~leisure. They read through the materials to ~~have~~ gain a good understanding of the topics learned, so ~~that~~ they felt more confident ~~to~~ about participat~~ing~~e in ~~the~~ online classroom. These benefits are also ~~articulated~~ expressed in previous studies that similarly focused on the perceived ~~usefulness~~ benefits of integrating ICT in~~to~~ the teaching and learning process (Aslan & Zhu, 2016; Hinostroza, 2018; Kilinc et al., 2018; Lawrence & Tar, 2018). Students found t~~T~~he availability of myriad online sources ~~online~~ that ~~the~~ students could access at ~~their~~ a flexible and convenient time ~~was reflected by the students~~ to be helpful in their effort to understand a topic. This statement is ~~in line~~consistent with Al-Dosari's (2011) finding that online course users ~~considered~~ viewed accessibility ~~to be~~as the greatest advantage of online learning. Online learning is ~~developing~~ emerging as ~~a~~ the winner of ~~the games among~~ this COVID-19 pandemic. ~~Consequently, the quality~~

~~enhancement~~<ins>Therefore, improving the quality</ins> of online teaching and learning (OTL) is <ins>currently</ins> crucial ~~at this time~~. Carey (2020) ~~contended that in Chinese universities, online education has augmented~~<ins>claimed that online education in Chinese universities increased</ins> exponentially after the COVID-19 outbreak. He added that

there was a rapid shift of normal classrooms ~~in~~to e-classrooms. In other words, educators have changed their entire pedagogical approach to deal with new normal conditions and adapt to the changing situations. ~~During~~ In ~~this~~ these challenging time, ~~the involvement~~participation is not about whether OTL methods can provide excellence education; it is rather how academic institutions will be able to adapt and adopt online learning in such a massive manner.

~~Even~~ ~~Al~~though ~~the~~ participants ~~felt~~ found ~~that~~ learning to read~~ing~~ digitally ~~was~~ useful and attractive, they also described the challenging factors that made them ~~inconvenient~~unconfortable. One of ~~these involved frequent disturbances~~them was associated with frequent disruption. Due to unstable internet connection, ~~there~~ it was difficult to access the learning materials and students ~~were~~ found it difficult to ~~join~~ participate in the online discussion. Nani (pseudonym) said, "to me the frequent constraints in the learning teaching activity process are the problem of unstable internet connection. Especially when the weather in the area is slightly dark, it will certainly affect the good quality of a signal in the area and cause uncertainty to access the learning materials". ~~Regarding this~~In this regard, Lawrence and Tar (2018) ~~asserted~~ claimed that teachers ~~in using technology~~ are frustrated in using technology when the internet is slow and inaccessible; when clicking on a link, it ~~needs a very~~takes a long time to open ~~it~~ and ~~when~~ once the page is open~~,~~ it is not ~~useful anymore~~longer useful. Nani added, "I think the quality of learning process become ineffective because in online learning sometimes there is a distance between students and a lecturer that make the virtual class interaction was passive. I got a boring time when I should learn online all day. I cannot meet face-to- face with my friends and my lecturer as in the traditional classroom". Yeti (pseudonym) added that, "online class sometimes is not effective because during the discussion I cannot share my difficulties toward the material of grammatical features of the text type due to the limited time and overlap comments from my classmate. And I can't stop loving face-to-face classroom. Personally, I miss the time to learn face to face in the classroom and I hope we can be back to normal situation soon." Nguyen (2020) ~~revealed~~ found that teachers u~~tili~~sed ICT most frequently when teaching vocabulary, listening ~~skills~~comprehension~~,~~ and grammar. She stated that over 81% of the teachers daily utilised ICT to teach vocabulary, and 75% of the teachers daily used it to teach listening and grammar. Nearly 63% acknowledged the everyday use of ICT for teaching speaking. The use of ICT in teaching reading or writing was less popular. Only 56% used ICT to teach these skills every day (p. 247).

FETs' motivation and engagement

The classification of 'affection, attitude~~,~~ and motivation~~'~~ yielded collective ~~results associated~~ outcomes related to feelings, willingness~~,~~ and attitudes to~~ward~~ a ~~certain~~ particular object or activity. It also included results related to students' engagement in the learning

process or motivation to participate in ~~certain~~ specific learning activities ~~in terms of~~related to learning ~~to~~ read~~ing~~ digital texts. At the outset, all ~~the~~ student teachers (FETs) felt pressured to ~~do~~ carry out the activities of reflective multimodal reading through learning on virtual digital platform~~s learning because they had to~~as they study, understand, access and download, participate and keep a personal learning journal ~~and~~ as well as create~~make~~ and use graphic organisers. As they got ~~accustomed~~ used to five tasks: they learned~~studying~~ the learned topic ~~learned~~, underst~~ood~~anding the new ~~platform of~~ multimodal text platform, access~~ed~~ing and download~~ed~~ing the online materials ~~through~~ via email, WhatsApp and the Edmodo website, participat~~ed~~ing and ~~keeping~~ implemented personal learning journal and ~~making~~ created and us~~ed~~ing graphic organisers as a tool to help ~~the~~ students ~~in organising~~ organise ideas and concepts into a meaningful visual which is easier to remember than a long piece of text. ~~The s~~Students felt that ~~the learning activities~~ virtual digital platform for leaning activities enabled them to engage in three mutually reinforcing tasks: reading, reflection, and writing. They admitted that they wrote a reflective journal and ~~made~~ created graphic organisers for their peers and the teacher educator as a tool for reflecting on what they experienced in their class activities and on their engagement in the course. ~~The s~~Students also wrote a reflective journal or diary as a tool for documenting their learning ~~tour~~ journey and ~~for~~ increas~~eing~~ alertness of their own learning.

Chan (pseudonym) admitted that:

> After a month I joined online learning, I felt it was not yet effective, but it was the best way to keep going on the learning activities and to keep in touch between students and the teacher during pandemic of COVID-19. I was very eager to participate in the online learning. I could understand the materials provided by the teacher in Edmodo website. And we discussed respective materials by casual chatting and put much attention on the discussions. Reflective journal and graphic organisers motivated me to share and discuss what I understood after joining the online classroom. I felt at ease that I could discuss what I did not understand with my friends and teacher in online classroom. This online classroom platform helped me learn reading in different way. This helped me build my confidence of learning English that I felt uneasy in the face-to-face classroom. The teacher always reminded me that I needed to read through the materials in order to understand better. I was motivated to learn because I wanted to understand. I thought that it was a good idea and the solution to keep in touch with the learners at this time. But for future maybe it would be better to return to the traditional.

The FETs ~~also viewed that video viewing were convinced. All of~~were also impressed by the video viewing. All ~~the~~ participants enjoyed watching the video provided ~~in~~ on the Edmodo website ~~featuring several important modes in terms of the visual~~, which included several key modes related to image, text~~,~~ and audio. FETs used the videos ~~in~~ to learn~~ing~~ multimodal texts. In FETs' reflective journals, they wrote that ~~video viewing contained~~watching videos provided authentic vocabulary that ~~made sense~~gave meaning to the tasks. ~~The p~~Participants implemented meaning-making-oriented readings tasks using both printed texts and digital texts ~~as efforts~~ to complete the reading tasks. The ultimate ~~aim~~ goal of the tasks was to ~~expose~~ familiarise the participants ~~to~~ with various texts and engage them in ~~different~~ various meaning-making activities (Widodo, 2015).

The FETs' ~~view~~ perspective on~~f~~ multimodal reading activities was convinc~~ed~~ing. All FETs engaged with these activities. The ~~most significant~~main finding of this study is that virtual learning has a greater ~~influence~~ impact on learners' motivation compared to conventional pedagogy (Wong et al., 2016). In this study, FETs were engaged in ~~the~~ virtual classroom activities such as accessing and downloading ~~the~~ online materials, watching video ~~viewing~~, keeping a personal reflective journal, and ~~making~~ creating graphic organisers that ~~stimulated~~ demonstrated their motivation and engagement in the virtual learning. This finding leads to the teacher educators' concern~~ed about how to deliver material to~~ in considering their ~~methods in delivering the materials to their~~students ~~in~~ during the ~~pandemic~~ of COVID-19 pandemic. As Nouri (2019) reported ~~that because of technology~~, the way university students' ~~self-study in~~ constru~~cing~~ or understand~~ing~~ knowledge during self-study has evolved from monomodal learning practice to multimodal learning practice due to technology. ~~Thus, t~~Texts are therefore ~~viewed~~ not only viewed linguistic~~ally~~ ~~mode~~. They ~~are made up primarily~~consist mainly of letters and words. However, most ~~of~~ texts are multimodal such as comics/graphic novels, picture books, newspapers, brochures, print advertisements, posters, storyboards, digital slide presentations (e.g., PowerPoint), e-posters, e-books~~,~~ and social media.

Therefore, the ~~most frequently used students'~~ construction and consumption of learning material ~~mainly take place~~most frequently used by students is predominantly in a multimodal way. ~~Like what~~As Kress (2010) argued, "different modes offer different possibilities for meaning making" (p. 79), and students use the affordances of different modes (audio, video, images, etc.) because these modes help them construct knowledge more effectively than ~~when restricted~~if they were limited to ~~the~~ text mode ~~of text alone~~only. By engaging in varied semiotic work ~~with a variety~~using different ~~of~~ modalities, students ~~are afforded~~gain greater opportunities to interpret

course content and course activities.

FETs' autonomy in their digital learning process

All participants agreed that learning multimodal reading through virtual digital platform was time consuming, and it needed efforts. But self-directed tasks had encouraged them to be independent learners or autonomous

learners. Learner autonomy, or the capacity for self-directed study, according to Hu and Du (2013), is the acquisition of subject consciousness and self-awareness throughout a learning activity. However, ~~one~~ a third of them were frustrated by tool difficulties ~~while attempting~~when trying to download, upload~~,~~ and distribute submission ~~chores~~tasks. The majority of respondents indicated that mobile phones, ~~not~~ rather than desktop computers, were problematic while attempting to access the online class. In addition, the internet access facilities were inadequate in terms of both speed and dependability. These indicate that Indonesians have limited and uneven access to computers and the internet (Wahid et al., 2004). In other words, it should not be assumed that all university students have internet access, nor should it be assumed that all students come from varied backgrounds.

Sam (pseudonym) wrote that the internet was helpful in ~~enriching~~ exapanding his knowledge ~~on~~ of related ~~subjects~~topics. He ~~could~~ was able to find ~~a lot of~~many references and materials that were useful for his learning tasks. ~~With the use of~~By using the ~~internet~~Internet, he no longer ~~only~~ relied solely on books and handouts ~~since he could~~but was also able to search for other sources ~~from~~ on the ~~internet~~Internet. He added that:

> I focused on a self-led learning environment. The lack of dependence on face-to-face communication allowed me to think in abstract ways and make me push myself to work hard and innovate in order to understand the information the lecturer provided online course. The scope of learning was totally depended on my self-discipline and initiative and that could be a great development experience for my individual learning.

> Farouk (pseudonym) told that fortunately, my lecturer uploaded a voice recorder to help us understand some theories of text type. It made me understand better about the grammatical features of procedure text and context of the text.

> ESY (pseudonym) wrote that:

> When I was learning about extensive reading this semester, I got new knowledge about multimodal text that I accessed it every day in social media. This topic of multimodal text opened my mind that reading was not just read a long text, but it could be a mixed text within audio and pictures. I loved the way my lecturer taught me during pandemic by guiding us in virtual group discussion. I learned that a good teamwork was the key to success in virtual learning when time and resources were limited. As everyone had their own point of view, many different ideas could be produced, and I found that the energy of group participation made me feel more energetic in analysing the structure and language features of a text. I discovered

> that even the simplest text has its own meaning that the author try to share information to the reader and this social purpose of the text make it different with another text. With WhatsApp, Edmodo and Zoom meeting, we could keep in touch one another like a face-to-face classroom. I learned that every design of graphic organiser of a multimodal text has its weaknesses and strengths and working with a group could help discover what they were and I could prepare myself to work individually. We challenged each other's preconceptions about what would and would not work during virtual and online guiding from my lecturer. We could also see the reality of the way changing design learning in reading multimodal text by using reading log and graphic organiser that actually affected our performance and understanding the structure and meaning of the texts.

According to Kumaradivelu (2003), autonomy does not ~~imply~~ mean complete independence or being alone during the learning process. In contrast, autonomy ~~is dependent~~ depends on the teacher scaffolding students' critical thinking, decision-making, and independent action from the beginning. A learner with autonomy can determine their own self-learning processes, including what, how, and why they learn something. This ~~signifies~~ mean that students ~~are accountable~~take responsibility for their own learning, develop self-control and discipline, actively and consciously monitor and examine the use of methods to ~~attain~~ achieve learning goals, and explore their own ~~capability~~ abilities by addressing limitations and deficiencies and finding solutions. In this way, through the us~~eing~~ technology ~~like~~ such as WhatsApp, Edmodo, and Zoom meetings, students can ~~lets students~~ plan their own ways to learn~~ing~~ the target language and go ~~above and~~ beyond what their teachers tell them ~~to do~~ (Allford & Pachler, 2007).

~~Additionally~~Furthermore, Schunk and Zimmerman (1998) ~~contended~~ argued that ~~when students become more efficient at self-regulating their learning over time,~~ these actions appear to be an expression of autonomy as students become more efficient at self-regulating their learning over time. The change in students' autonomous learning could be particularly affected by the availability of the content and access to the learning activities in the Edmodo website. In other words, control over their learning resources reflects to the basis of students' autonomy not only attempting to do it but also actually managing it successfully. However, student attitudes to learning autonomously vary in terms of their cultural background and according to the personality of the individual. ~~The stage~~Each student's level of learner autonomy ~~of any student~~ will always ~~be~~ lie at a certain point along a continuum. By ~~asking~~ encouraging learners to explore the resources available to them in the Edmodo website~~, as well~~while ~~as~~ encouraging them to take responsibility for their own learning, the authors set ~~the~~ students on the path

to ~~full~~ complete independence. ~~With this in mind~~Given this, students would probably ~~could~~ not be able to stop learning and start ~~the~~ activities without ~~the~~ teacher~~s~~'s teaching and asking questions for clarification when in doubt. ~~In addition~~Furthemore, Villamizar and Mejía (2019) ~~contend~~ claim that self-

autonomy assists students in taking responsibility for their own progress. For this reason, students become more aware of how language works, respond better to~~wards~~ the content of multimodal texts, set clear goals to understand the social purpose of multimodal text types and the~~,~~ grammatical features of the multimodal texts ~~being~~ studied, and adopt the use of strategies and resources available in order to optimise their strengths and manage their weaknesses. As a result, the authors confirm that learning multimodal reading tasks ~~through~~ in virtual classrooms ~~greatly~~ strongly ~~influenced~~ influences learners' autonomy compared to face- to-face classroom pedagogy.

FETs' reflection towards multimodal reading tasks using graphic organisers

This section highlights three main points. First~~ly~~, the challenges of ~~the use~~using of graphic organiser for FETs. Secondly, the implication of using a graphic organiser for EFL classroom. Based on FETs' experiences expressed in their reflective journal, there are three challenges in using the graphic organiser in their online learning process. First~~ly~~, 60% of students agreed that ~~in~~ when creating graphic organisers during online learning, they need~~ed~~ a strong internet connection to access the https://app.creately.com (Figure 4). Secondly, 40% of students were not highly familiar with graphic organisers. They had never created the graphic organiser for reading activity; therefore, they had to struggle in creating it. Thirdly, FETs had some misunderstandings about the instruction given by the lecturer during online learning. Therefore, the lecturer made some backup instructions to arrange the FETs' graphic organiser by online scaffolding individually. The individual online scaffolding helped them in accomplishing their graphic organisers properly. However, due to serving 25 students, the individual online scaffolding was time consuming.

GOs are graphic displays that make information simpler to comprehend and remember (Dye, 2000). It provides an organised, comprehensive portrayal of facts and ideas and their interrelationships. The use of GOs has been established in the sciences, social studies, language arts, and mathematics through research-based classroom applications. According to Coburn (2003), visual organisers are diagrams that depict the links between facts, ideas, and concepts. They are available in numerous formats, including flowcharts, webs, concept maps, and matrices. They are not organised in a linear style according to a sequence, as is the case with traditional outlines; rather, they reveal relationships through a visual structure that is linked and ordered by a conceptual framework. The teacher believes that by completing these assignments, FETs may use English as a means of refining their academic

language (Yanto & Kusrin, 2020).

The following is the ~~sample~~ example of FETs' graphic organiser journal in multimodal reading text. Kurt (pseudonym) wrote that the graphic organiser helped him summarise his reading using charts and pictures. At the first time, this task challenged him a lot. The lecturer gave him a COVID-19 topic to navigate his multimodal reading in BBC Learning English YouTube channel. He chosen the sub-topic about "COVID-19: A New Era for Cyclists?" (Figure 5). He wrote several information in the reading log (Figure 6). He had to complete his reading log to arrange his graphic organiser. When making the graphic organiser he got some challenges in putting the information inside the charts. Although the lecturer gave him clear instruction in making the graphic organiser, he needed individual scaffolding from the lecturer. After getting individual scaffolding, he could accomplish his graphic organiser thoroughly (Figure 7).
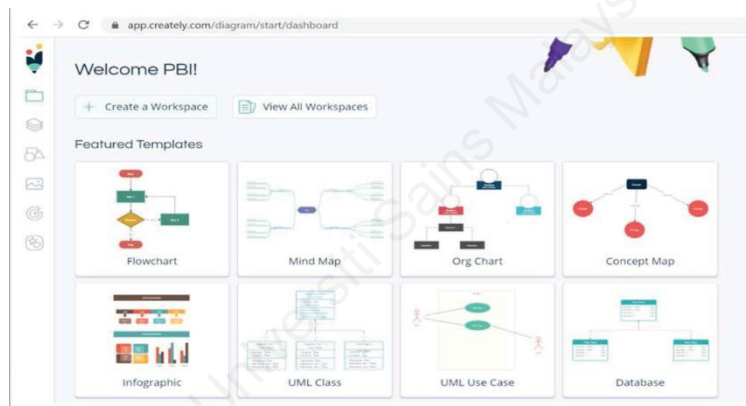
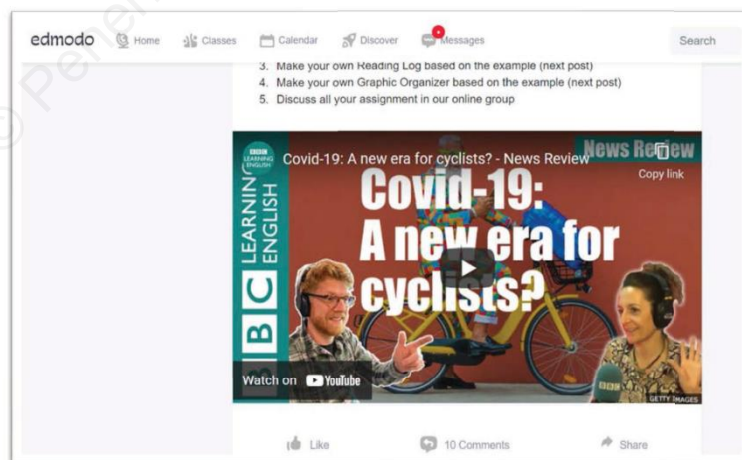**Figure 4** An example of graphic organiser online application

Figure 5 An example of multimodal reading text

Figure 6 An example of reading log

Summary of findings and implications

This chapter has presented the FETs' reflection towards multimodal reading tasks through <u>learning on</u> virtual digital platform ~~learning~~. The context of our study was higher education, ~~particularly~~ <u>specifically the</u> future English teachers' education programme during the pandemic of COVID-19 but the ~~findings~~ <u>results</u> could be implemented in the general context of digital-driven learning. All ~~the~~ participants ~~went through~~<u>underwent</u> five-step learning activities such as knowledge-building, text deconstruction, joint-text construction, independent-text construction, and review and assessment to focus on making explicit and direct links between past learning related to the students' schemata and new concepts, comprehensible input to consider adjusting teacher modelling multimodal reading to enhance comprehension, practice and application and review and assessment to assess students' learning and provided feedback to students on their output.

FETs ~~were~~ benefited from this digital platform<u>, for example through</u> ~~such as~~ the availability of ~~myriad~~ <u>countless</u> online sources ~~which~~ <u>that</u> they could access ~~at their~~ flexibl<u>y</u>e and convenien<u>tly</u>ce <u>at any</u> time. More importantly, autonomy, agency, engagement, confidence, skill set, and the ability to collaborate through online discussion are significant experiences during the multimodal reading tasks. Furthermore, three implications can be drawn in terms of making graphic organiser in FETs' online learning. Firstly, GOs (Figure 7) helps FETs improve their participation and communication skills in multimodal reading texts. By engaging in creating a graphic organiser, FETs get their understanding of the text, as well as receiving guided practice both in how to complete graphic organisers and how to use them to increase comprehension (Smith, 2010).
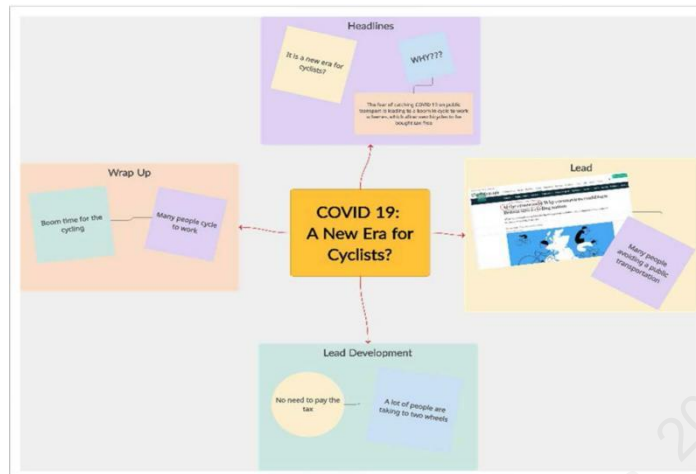
Figure 7 An example of graphic organiser

Secondly, GOs ~~make~~ give the FETs more confidence in ~~delivering~~ expressing their opinion ~~about~~ on the topics being discussed. GOs ~~depict~~ represent~~the~~ discourse structure by ~~representing~~ depicting the interrelationship ~~among~~ between ideas and patterns of the text (Jiang, 2012). With this in mind, GOs play an important role in representing the text structure from a mere text to content suitable for discussion in classroom instructions (Jiang, 2012). In synchronous meeting using Zoom, the lecturer asked her students to show their graphic organisers by presenting their argument based on online discussion. For passive students, the prior knowledge will be useful for them because they have preparation in delivering their own opinion in their graphic organisers. Therefore, the FETs ~~feel~~ are ~~confidence~~ confident when their lecturer asked them about the reading text that ~~had been~~have previously read ~~before~~.

The ~~last~~ final implication of using GOs in multimodal reading of texts is that it increases ~~the~~ student's creativity in reading activities. ~~The use~~Using ~~of~~ GOs helps ~~the~~ teachers ~~in~~ engag~~eing~~ ~~the~~ students ~~with~~in the reading comprehension passage ~~by~~ using the reading log. The FETs find it more interesting to work on a GOs and fill them with information collected from the reading log. Thus, Creating GOs makes it a task-oriented session. When lecturer demonstrated GOs as a summary of reading tasks, it indirectly motivates ~~the~~ FETs ~~in~~ to creat~~eing~~ their own GOs for the passages they read and ~~comprehend~~understand. This improves FETs' creativity in reading class.

Conclusion

In conclusion, this study suggests that language lecturers or teachers should ~~exploit~~ take advantage of the usability of GOs to ~~enhance~~ improve their navigating, viewing, and critical thinking skills in future OTL even in the post-pandemic era based on the following reasonings: (1) GOs help foster autonomous learners, (2) GOs can be easily scaffolded by various digital tools or platforms such as smartphone or computer and internet connection. Considering the fact that OTL will become a norm in the near future, language teachers should consider LMS and social networking system as learning media to improve students' productive and receptive language skills.

There are several limitations in this study. The authors ~~employed~~ used the narrative case study approach to acknowledge FETs' reflexivity as a main instrument. The use of data sources ~~was for gathering~~served to collect, interpret~~e~~ing, and re-present~~ing~~ the 'data' (i.e., stories of FETs' lived experience with their engagement of online classroom learning activities), and views knowledge and knower as interdependent and embedded within history, context, culture, language, experience, and understandings (Etherington, 2004). The accuracy of this research design strongly relies on FETs' ability to track their thought process and report their experience with multimodal reading task activities. ~~Moreover~~Furthermore, the study does not provide any statistical representation but only collects data ~~solely~~ from a FETs' perspective only~~s~~, hence the interpretation may suffer from subjectivity or bias over time. Another limitation is that the study focused on a specific course context which occurred in the one of ~~the~~ English Education programmes in Indonesia.

To ~~gain~~ obtain more comprehensive evidence ~~of~~ for multimodal reading tasks on virtual learning platforms, future studies ~~may~~ could focus on different populations and different proficiency levels, for instance, second to fourth year FETs at an advanced proficiency level. It is also suggested that future research may conduct longitudinal studies on the topic as a response to the call for minimising small-scale studies which may not help ~~move the~~advanced research ~~forward~~.

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