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Teaching Narrative Texts in Young Learners' Classroom During Pandemic Covid-19: an Analysis From a Multiliteracies Perspective

Iffianti Azka Atsani[1], Ika Lestari Damayanti[2]
[1,2]Universitas Pendidikan Indonesia, Bandung Indonesia
Email: iffiantiazkas@gmail.com

Abstract

There is an urgency in education to situate literacy instruction in practices that are responsive to the globalized, multilingual world we live in. The New London Group (1996) has predicted the situation and conceptualized multiliteracies, which view literacy as supplemental, continual, and modifying established literacy teaching and learning rather than replacing traditional teaching and learning practices (Rowsell, Kosnik, & Beck, 2008). With the pandemic Covid-19 outbreaks, all schools were forced to be online, encompassing the principles of more than just a traditional literacy pedagogy. Thus, this study aims to see types of teaching and learning resources and pedagogical acts conducted in the classroom seen from multiliteracies perspective during the online classroom. This qualitative study explored the teaching and learning resources and the pedagogical acts based on the multiliteracy pedagogy perspective. The data was collected from classroom observation, interview with the teacher and document analysis. The results showed that the teacher in this study mostly focused on Situated Practice and Overt Instruction in teaching narrative texts in an online classroom. This indicated that the teaching and learning practices only focused on the knowledge process of experiencing and conceptualising. The teacher did not really promote the process of analysing-both functionally and critically- and applying creatively.

Keywords Multiliteracies, Narrative texts, COVID-19, English for Young learners

INTRODUCTION

To fully function in the 21st century, where students are exposed to a bunch of information in various modes at once, literacy teaching and learning need to change because the world is changing (Cope & Klantzis, 2009). There is an urgency in education to situate literacy instruction in practices responsive to our globalized, multilingual world. The New London Group (1996) has predicted the situation and conceptualized multiliteracies, which view literacy as "supplemental, continual, and modifying established literacy teaching and learning rather than replacing traditional teaching and learning practices" (Rowsell, Kosnik, & Beck, 2008).

Aiming to fulfill a full range of literacy skills, the New London Group (1996) advocates for a multiliteracies pedagogy that includes four primary components. This includes situated practice, overt instruction, critical framing, and transformed practice. First, the situated practice draws on the experience of meaning-making in specific contexts. This process is unique and authentic to the participants and their contexts. In English language teaching context, this can be done by using pictures to stimulate the students' prior knowledge during pre-reading activities. The second stage, overt instruction, develops an explicit metalanguage to support active interventions that scaffold student learning. This can be done by analysing the general messages of a text or making inferences based on the textual evidence. Meanwhile, critical framing makes sense of situated practice and overt instruction by interpreting the social contexts and purposes related to meaning-making. In this stage the students were expected to be reflective. The social, cultural and political aspects of the text should be taken into classroom discussions. Finally, the pedagogy aims to enact transformed practice where students, as meaning makers, become designers and not just consumers. This involves the process of applying the knowledge such as writing a story or producing any other multimodal text in a different form compared to what has been done in the classroom.

Students must meet the high expectation of competencies from this century's education. Some schools have shifted their traditional practices into multimodal practices and some schools do not give immediate responses to this need. But with the pandemic Covid-19 outbreaks, all schools *were forced* to be digitally literate, encompassing the principles of more than just a traditional literacy pedagogy. This could be the right time for researchers to investigate how schools shifted their teaching and learning practices in response to the demand of the pandemic COVID-19 situation.

Studies on integrating multiliteracies pedagogy in EFL classrooms has been conducted in some contexts one of which is to engage multiliteracies pedagogy in an online or blended classroom context. Zhang and Zou (2020) examined the effectiveness of a blended EFL course design and investigated to what extent blended learning enhances students' multiliteracies. The study showed that a blended EFL course was well received by students and has improved students' multiliteracies significantly. Pereira (2020) conducted a study to contribute to the discussion of a multiliteracies approach to online inquiry reading. This analysis showed that while multimodal, hyperlinked, and purposeful online reading was clearly taking place as a situated and transformative experience, there were, nevertheless, significant restrictions in the enactment of the theory, specifically, the partiality of the meaning-making paths designed to scaffold students' learning, the absolute invisibility of semiotic resources used for making meaning and the adoption of an uncritical attitude toward meaning-making.

Studies promoting multiliteracies were also conducted in young learners' classrooms. The study mainly focused on the practice of teaching narrative texts to young learners as it has been widely recognized that narrative texts were favored for promoting critical thinking skills among young learners: narrative texts are used to teach moral lessons, to amuse, and to explore social values (Joyce & Feez, 2004; Christie & Derewianka, 2008; Gibbons, 2009) cited in (Emilia, 2010). Fojkar, Skela, and Kovac (2013) investigated the students' attitudes toward using narrative texts in teaching English to young learners. The research revealed that even though the teachers were aware of the importance of narratives for young learners, teachers need to improve some of their practice. Most importantly, in terms of selection of the narratives, the narrating techniques, and the post-narration activities. Another related study was conducted by Jufriadi (2019). This research was conducted in one EFL Classroom of a Primary school in Indonesia. It aimed to find out "How the teachers of primary school put pedagogy of multiliteracies into the classroom teaching practice?". The study revealed that some books used by teachers as the primary sources of materials and references are mostly equipped and contain various colorful pictures. The many numbers of pictures in the book indicate the significant role of pictures in maintaining the student's interest in learning English.

Based on the study above, the pedagogy of multiliteracies is one of the concepts of education (theoretical), which has been proven to be an educational idea that can advance the skills of twenty-first-century thinking. Multiliteracies pedagogy reflects social, cultural, technological, and modality in the teaching practices to create meanings and develop students' critical thinking (Cope & Kalantzis, 2009). The potential of applying multiliteracies pedagogy leads to an inquiry towards the pedagogical weaving of the students' learning experiences.

The previous studies did not reveal how the four components of multiliteracies could weave all the pedagogical acts in the classroom. Thus, this study will explore the practice of teaching narrative texts to young learners in online classrooms by utilizing the Knowledge Process framework from multiliteracies pedagogy. The knowledge process in this study refers to the types of learning experiences occurring during classroom practice. The knowledge process consists of *experiencing, conceptualizing, analyzing*, and *applying*. This study used this multiliteracies pedagogy lens to capture: 1) the teaching and learning resources used in the classroom and 2) the types of pedagogical acts that occurred in the

classroom based on the four stages of multiliteracies pedagogy and the knowledge process they are promoting.

21st-Century Skills and English Language Teaching

The 21st century requires students to accomplish many sets of skills and competencies in order to succeed in social life. Employment, for instance, expects the applicants to have the specific discipline they acquired from universities and practical skills to support their competencies in effectively completing their work. Therefore, education must adjust its pedagogies and assessments to help all students achieve the outcomes required for a prosperous, attractive lifestyle based on practical contributions to work and citizenship. For students to have excellent social futures, schools cannot neglect the century's expectations. The students exposed to many information literacies due to the rapid technological changes must expect changes in their education.

The development of technologies has significantly impacted the student's literacy expectations and the teachers' pedagogical innovations. New technologies have provided a place to create new modes of communication and new ways to perceive, talk and think about the world. The familiarity with instantaneous access to and dissemination of digital texts in cyberspace and the digital world also shapes their literacy practices which are naturally brought into the classroom environment. Students are already exposed to many multimodal texts outside schools. They are accustomed to interacting with their interlocutors with multi-modes of communication, e.g., using social media, messengers, video blogging and video callings application, and many more. These internet-mediated resources allow the students to experience many things from many perspectives. They no longer define something from one seemingly-correct perspective but design a new meaning. Considering this characteristic, how can schools give the students the same texts and modes of learning from ten years back? How can the students be satisfied by something that is not even half of their 'hunger'?

Although most of the discussions on every era transformation are connected to the shift in education, still the practices of education are built based on its purposes. A clear vision should be addressed first on how the education sector should respond to the emerging century's expectations. Educational systems have four core purposes, "the economic, the cultural, the social and the personal" (Robinson, 2013). It is the goals set for each educational system that determine the areas held of importance, the competencies and the skills developed within the school practice, the means to be used, and the beliefs that will guide the decisions. To design fitting-era goals, conceptualization on what skills and competencies to be targeted, how they are different in contexts, and how much the levels of the skills and competencies should be established should be understood first.

When it comes to discussing 21st skills, the words "digital," "communication," "ICT," "creativity", were often mentioned. Such skills would not be acquired in an instant. This requires a lot of exposure in various literacy tasks, in the era of multiple modes of communication. Schools must start to familiarize with appropriate tasks for their students from an early level. The *no longer mono-modal teaching and learning* advice must be broken down into practical practices. Multimodal teaching and learning practices should be assisting the students in experiencing, conceptualizing, analysing, and applying the knowledge.

The aforementioned needs describe a lot why multiliteracies pedagogy becomes one of the promising approaches for today's education. According to Kalantzis and Cope, the multiliteracies pedagogy aims to create "learning environments in which the blackboard, textbook, exercise book and test are augmented and at times replaced by digital technologies' ' (Rajendram, 2015, p. 2). In line with the above description, multiliteracies pedagogy can be considered as an education model that develops multiliteracy skills in realizing the scientific learning situation. This teaching model is oriented towards

the development and use of the four twenty-first century competencies namely "critical thinking competencies, conceptual understanding competencies, collaborative and communicative competencies, and creative thinking competencies (Nuroh, Munir, Retnaningdyah, & Puwati, 2020, p. 6)." Thus, the following section will discuss about multiliteracies pedagogy.

Multiliteracies Pedagogy in EFL Classroom

In recent years, educators, researchers, policymakers, and other educational stakeholders have been engaged in an ongoing dialogue about the need for students to develop a broad repertoire of literacy practices that are not confined to traditional views of literacy and traditional approaches to literacy instruction (Rajendram, 2015, p. 1). With the growth of the digital world, where information can be accessed, received, and exchanged much more quickly, teachers need to adjust to this rapid change from a very early stage of education level.

A multiliteracies perspective adopts a pedagogy of design (The New London Group, 1996), where ―teachers and managers are seen as designers of learning processes and environments", not as bosses dictating what those in their charge should think and do (p. 19). The multiliteracies approach embraces four key curricular components: (1) situated practice, (2) overt instruction, (3) critical framing, and (4) transformed practice.

Situated Practice

Situated practice refers to immersion in language use (Bobkina & Stefanova, 2016, p. 686). Human cognition is situated. It is contextual (Cope & Kalantzis, 2015). Meanings are basically generated from the students' actual actions, experiences, and personal interests or reflections. Students will automatically compare the world they live in daily and bring it to the classroom. This is inevitable as experiences, opinions, and interests are embedded in them as active social humans. All these attributes in every student will come together in the classroom and, therefore, must be *situated*. Hence, the teacher needs to consider the socio-cultural and affective needs and identities of all learners. The focus is always on the here and now: students' lives and experiences, their thoughts, opinions, and expectations. No conscious reflection or metalanguage is used on this level. Situated practice includes pre-reading and post-reading activities where teachers in situated practice usually ask opinions and factual questions. In a nutshell, the key the pedagogical weaving in situated practice is between school learning and "the practical out-of-school experiences of learners" (ibid). Also, between familiar and unfamiliar experiences or texts. These kinds of pedagogical weaving between school and the rest of life Cazden regards this as 'cultural weavings' (Cazden, 2006).

Overt Instruction

Overt instruction deals with the student's engagement with the primary texts. It involves a conscious, rational, and systematic understanding of texts. This allows for constructing meaning out of the text (Gandana, Nafisah, & Imperiani, 2021). This component develops an explicit meta-language to support active interventions that scaffold student learning (Benjamin, 2014, p. 116). It requires students to exhibit an in-depth understanding of the text, comprehending its structure, the general idea, the main ideas of each paragraph, and the language details. As a result, teachers in this *stage* usually engage the students with scaffolding WH questions. The process of conceptualizing is not merely a matter of teacher-centered or textbook telling based on subjects, but a Knowledge Process in which the learners become" (Cope & Kalantzis, 2015). This pedagogical stage involves the development of a metalanguage to describe 'design elements. Active conceptualizers "make the tacit explicit and generalizing from the particular."

Critical Framing

Powerful learning also involves a certain kind of critical capacity (Cope & Kalantzis, 2015). 'Critical' generates two meanings in a pedagogical context: to be evaluative or to analyze functions concerning relationships of power (Cazden, 2006). This can be done by analyzing text functions and critically interrogating the interests of the author and other participants in the communication process. This component deals with the reflective dimension of literacy instruction (ibid). In addition, *Critical framing* involves understanding the relationships between different elements of the linguistic system, communicative context, and sociocultural context. Critical framing is a crucial stage in developing students' critical thinking skills. It allows students to question, relate, compare, skilfully analyze and evaluate ideas embedded in the texts (Gandana, Nafisah, & Imperiani, 2021).

Transformed Practice

This involves applying knowledge and understanding to the diversity of real-world situations: making texts and putting them to use in communicative action (Cope & Kalantzis, 2015). involves transformation and transduction (Kern, 2003). According to Kern (2003), the former concept refers to reshaping texts within a single mode, while the latter deals with changing the form of representation from one mode to another.

Cope and Kalantzis (2015) reformulated the four components more concisely and designed them into the more recognizable or practical 'Knowledge Processes': *experiencing, conceptualizing, analyzing,* and *applying*, in their "Learning by Design" project (Cope & Kalantzis, 2015, p. 4). This Knowledge Process refers to the types of learning experiences or engagement promoted in classroom practices.

Though this project is not explicitly conceived in the setting of foreign langue teaching, its epistemological basis is also solid for EFL course design. It, therefore, fits well with EFL teaching and learning. Studies addressing the challenges in implementing this framework benefit language researchers and instructors, including professional development related to multiliteracies pedagogies (Zhang & Zou, 2020, p. 40).

Multiliteracies pedagogy highlights the importance of weaving every pedagogical move across classroom teaching and learning practices. Luke (2004) (Cope & Kalantzis, 2015) mentioned that the essential idea in the practice of the Multiliteracies approach is that learning is a process of 'weaving' backward and forwards across and between different pedagogical moves (Luke et al., 2004).

Experiencing

Experiencing the Known involves articulating our own experiences, interests, opinions, perspectives, familiar forms of expression, and ways of representing the world in our understanding. (Cope & Kalantzis, 2015, p. 24). In contrast with Experiencing the Known, learners in this stage immerse themselves in and reflect upon new situations and information. The classroom activities include observing or reading the unfamiliar, immersion in new situations and texts, reading new texts, or collecting new data (Cope & Kalantzis, 2015).

Conceptualizing

Conceptualizing by Naming is a Knowledge Process by means which the learner learns to use abstract, generalizing terms (Cope & Kalantzis, 2015), involves or draws distinctions of similarity and difference, categorizing and naming. Conceptualizing with theory requires that learners be concept and theory-makers. It also suggests weaving between the experiential and the conceptual (Cope & Kalantzis, 2015, p.20).

Analyzing

Analyzing is a Knowledge Process involving "the examination of cause and effect, structure and function, elements and their relationships" (Cope & Kalantzis, 2015, p.20). "analyze functionally" the overarching function of the multimedia texts that they read or view, making connections between and across modes. Readers and viewers also make connections between the content of the subject matter and the social contexts and purposes of texts (New London Group, 2000). During Analyzing Critically, the students involve critical evaluation of themselves and other people's experiences, opinions, and motives. When Analyzing Functionally is to examine the objective world, the orientation of Analyzing Critically tends to investigate the subjectivity— human agency, interest, and intent.

Applying

Applying is a Knowledge Process in which learners actively intervene in the human and natural world, learning by applying experiential, conceptual, or critical knowledge—acting in the world based on knowing something of the world and learning something new from the experience of acting. Applying Appropriately is a Knowledge Process through which knowledge is acted upon or realized in a predictable or typical way in a specific context. Such action could be taken to meet standard expectations in a particular situation. Applying Creatively is a Knowledge Process that takes knowledge and capabilities from one setting and adapts them to a different setting—a place far from the one from which that knowledge or capabilities originated or perhaps a setting unfamiliar to the learner.

Previous Studies

This research focuses on the analysis of learning resources and the pedagogical acts from multiliteracies perspectives in the teaching of narrative texts to young learners. Due to the pandemic outbreaks, teaching and learning practices were conducted online. This section addressed some previous studies based on some notions: how multiliteracy pedagogy is conducted on online platforms, what components are essential or highlighted when it comes to young learners and how the teaching of narrative texts typically looks like when taught using multiliteracy pedagogy, and the use of multiliteracies pedagogy as a material analysis framework was also addressed.

Pereira (2020) conducted a study to contribute to the discussion of a multiliteracies approach to online inquiry reading. This analysis showed that while multimodal, hyperlinked, and purposeful online reading was clearly taking place as a situated and transformative experience, there were, nevertheless, significant restrictions in the enactment of the theory, specifically, the partiality of the meaning-making paths designed to scaffold students' learning, the absolute invisibility of semiotic resources used for making meaning and the adoption of an uncritical attitude toward meaning-making.

Gandini, Nafisah, and Imperiani (2021) conducted a study on a group of Indonesian English teachers. This study aimed to explore the teachers' initial understandings of critical thinking as reflected in their designed classroom activities. These data were collected by looking at the teachers' participation in an online workshop participated by English teachers. The workshop aims to introduce a model of teaching critical thinking skills using literary works and requires the teachers to design their instructional activities based on the proposed CT model; the model has been drawn on the New London Group's (1996) pedagogy of multiliteracies. This study figured out that the teachers used only one mode of teaching and learning resources. They only provided traditional print-based teaching and learning materials. In terms of pedagogical instruction, the results indicated that only some of the teachers designed project-based activities in the critical framing stage, which, in fact, would have been very useful in providing space for students to develop their critical thinking skills.

Another study conducted by Rowland et al. (2014) describes a procedure for English Language Teaching (ELT) materials analysis based upon a concept generated from multiliteracies pedagogy: the knowledge process (KP) framework. To improve the English language curriculum at a Japanese university, the framework was utilized to identify which knowledge processes are anticipated in teacher-generated literacy materials. The study results reveal that most of the analyzed materials target the knowledge process of experiencing, while few materials require students to conceptualize or analyze information.

Related to teaching narrative text to young learners, Fojkar, Skela, and Kovac (2013) investigated the students' attitudes toward the use of narrative texts in teaching English to young learners. The research revealed that even though the teachers were aware of the importance of narratives for young learners, there is still a lot to be improved concerning the selection of the narratives, the narrating techniques, and the post-narration activities.

Another related study was conducted by Jufriadi (2019). This research was conducted in one EFL Classroom of a Primary school in Indonesia. It aimed to find out "How the teachers of primary school put pedagogy of multiliteracies into the classroom teaching practice?". The study revealed that some books used by teachers as the primary sources of materials and references are mostly equipped and contain various colorful pictures. The many numbers of pictures in the book indicate the significant role of pictures in maintaining the students' interest in learning English. The material was often presented using a microsoft powerpoint that helped the teacher display the point of the material. Usually, the teacher made her material in some key points representing the whole material in one teaching session. This teacher's preference is prompted by considering building a clear and shorter material, which the students expected to be easier to understand.

2. METHOD

This study investigated how the teacher teaches narrative texts during the COVID-19 pandemic, seen from a multiliteracies pedagogy perspective. Mainly, this study explored the types of teaching-learning materials used by the teacher and the pedagogical moves the teacher conducted in teaching narrative texts to young learners. To achieve those objectives, this study attempted to answer the following research questions:

How does the teacher teach narrative texts in an online classroom for young learners?
i) What teaching and learning resources are used by the teacher to teach narrative texts in the online classroom?
ii) What pedagogical acts are implemented in teaching narrative texts in the online classroom?

This study employed a qualitative case study approach to achieve the objectives. The data was analyzed following the thematic analysis. The thematic analysis consists of producing open coding, axial coding and themes (Cresswell, 2014). This study also followed the Knowledge Process framework (Table 1) derived from the four components of multiliteracies pedagogy (Situated Practice, Overt Instruction, Critical Framing, and Transformed Practice). The study involved teachers and students in their real educational setting, exploring how they interact in conducting teaching and learning practices. Such a research agenda is in line with the purpose of a qualitative case study: searching for discovery and understanding the people's practice and the dynamic of the practice from the perspective of those being investigated (Hamied, 2017; Hatch, 2002; Merriam, 2009).

Table 1 Knowledge Process Framework adopted from Cope and Kalantzis (2015)

Do the materials for the tasks within the materials mainly anticipate…?

Situated Practice	Experiencing the known	The articulation of personal knowledge and familiar, lived experience?
	Experiencing the new	Immersion in and reflection upon new texts and information?
Overt Instruction	Conceptualizing by naming	Abstraction and definition of concepts?
	Conceptualizing with theory	Mapping the relationships between concepts to achieve schematic overview of a topic or text?
Critical Framing	Analyzing functionally	The examination of how texts function in particular ways?
	Analyzing Critically	Accounting for the human perspectives, interests, and motives behind texts?
Transformed Practice	Applying appropriately	The production of something (such as a text) according to conventions studied in class?
	Applying Creatively	Recombination of conventions studied in class in order to create a hybrid or transgressive product?

FINDINGS

The Teaching and Learning Resources Promoting the Knowledge Process in Multiliteracies

According to Cope and Kalantzis (2015), the Knowledge Process refers to the types of learning experiences occurring in the classroom. There are two knowledge processes for every stage in multiliteracies pedagogy. Situated Practice involves *experiencing the known* and *experiencing the* new. Overt Instruction consists of *conceptualizing by naming* and *conceptualizing by theorizing*. Critical Framing involves *analyzing functionally* and *critically*, Meanwhile Transformed Practice involves *applying appropriately* and *applying creatively*. The Knowledge Process (KP) framework is used in a diagnostic sense for analyzing existing literacy teaching and learning materials to identify the ways in which students are encouraged to make meanings.

The study revealed that there were two main stories used by the teacher: *The Railway Children* and *Emma's New Beginning*. There were also five learning platforms and media that assisted the teaching and learning process. The teacher used ZOOM as the media to deliver the teaching and learning practices for an online classroom. The teacher uploaded all the teaching and learning materials to Google sites so that the students could access them during the asynchronous classroom. Quizzis and Google Forms were also utilized to assess the students. A PowerPoint presentation was used in delivering the teacher's presentations. In addition, the teacher used a web-based learning platform called 'My ON' as the online reading material resource. This study also revealed that the teaching and learning resources promoted certain knowledge processes, as discussed below.

Situated Practice

Situated practice refers to immersion in language use (Bobkina & Stefanova, 2016, p. 686). Human cognition is situated. It is contextual (Cope & Kalantzis, 2015). Meanings are basically generated from

the students' real actions, experiences, and personal interests or reflections. This study revealed that the teacher used a series of pictures to *situate* the students. This was done in line with what was stated in the lesson objective "To *identify, discuss*, and *compare* different genres and their typical characteristics." The pictures were presented through a series of slides in a PowerPoint presentation. Besides using the pictures to recall the students' prior knowledge, the teacher used the pictures to ask about the student's opinions and experiences. For the situated practice, the teaching and learning resources encouraged both *experiencing the known* and *experiencing the new*. The teachers used familiar pictures as well as pictures from a new book which was new for the students.

Figure 1. A series of fiction book pictures for Situated Practice

Overt Instruction
Conceptualizing involves the development of generalizing concepts and abstract and theoretical synthesis of these concepts (Cope & Kalantzis, 2015). In terms of teaching narrative text, this was the stage where the student's engagement with the main texts became paramount. There were two knowledge processes that were available during overt instruction, namely, conceptualizing by naming and conceptualizing by theorizing. Conceptualizing by Naming is a Knowledge Process by which the learner learns to use abstract, generalizing terms (Cope & Kalantzis, 2015), involves or draws distinctions of similarity and difference, categorizing and naming. Meanwhile, Conceptualizing with Theory requires that learners be concept and theory-makers.

By looking at the lesson plan and the slides prepared by the teacher, it can be inferred that the teacher always begins her lesson with a vocabulary-building activity. Before the teacher gave the main texts, the teacher put a list of vocabulary on her slides. The vocabulary included pictures and written definitions. This activity builds the students' knowledge process of *conceptualizing by naming*. Meanwhile, teachers also prepared some activities that encourage the process of *conceptualizing by theorizing* by asking the students to fill out the story may or the story charts.

Critical Framing
Critical framing involves understanding the relationships between different elements of the linguistic system, communicative context, and sociocultural context. According to the KP framework, *critical framing* includes *analyzing functionally* and *analyzing critically*. In multiliteracies pedagogy, analyzing is a Knowledge Process involving "the examination of cause and effect, structure and function, elements and their relationships" (Cope & Kalantzis, 2015, p.20).

The results showed that there needed to be more teaching and learning resources for encouraging the knowledge process of *analyzing* in Critical Framing. There was one meeting where the teacher designed her teaching and learning to engage the students' critical thinking. It was seen from one of her presentations in Week 10, the teacher asked the students to connect the text with their own experiences, another text, and the world context. The first task may lead to the knowledge process of experiencing, but the latter allows the students to connect the texts with a bigger context. The second task could allow the students to get exposed to different stories and conceptualize the similarities and differences between them. These two reading tasks may evolve around *experiencing* and *conceptualizing* only.

Meanwhile, stating *connecting to the world* indicates that the teacher invites the students to be aware of 'the social,' 'cultural' and 'political' parts of the world. This could be a part of *analyzing* critically. When *analyzing functionally* is to examine the objective world, the orientation of analyzing *critically* is to interrogate the world of subjectivity— human agency, interest, and intent. However, there were no further follow-up questions stated in the materials that contributed to the discussion on the three notions especially for connecting to the world context.

Transformed Practice

Transformed practice means making texts and putting them to use in communicative action (Cope & Kalantzis, 2015). involves transformation and transduction (Kern, 2003). According to Kern (2003), the former concept refers to reshaping texts within a single mode, while the latter deals with changing the form of representation from one mode to another. According to the KP framework, this pedagogical act includes *applying appropriately* and *applying creatively*.

Applying Appropriately is a Knowledge Process by means of which knowledge is acted upon or realized in a predictable or typical way in a specific context. Meanwhile, *Applying Creatively* is a Knowledge Process that takes knowledge and capabilities from one setting and adapts them to quite a different setting—a place far from the one from which that knowledge or capabilities originated or perhaps a setting unfamiliar to the learner. The results of this study showed that the teaching and learning materials and other resources could only encourage the knowledge process of *applying appropriately* where the given task was in a familiar or usual setting. The students were asked to record their voice while reading aloud the main books.

Pedagogical Acts Encouraging Multiliteracies Pedagogy in the Online Classroom
Situated Practice

From the analysis of classroom observation, it indicated that situated practice occurred during the practice. According to Bobkina and Stefanova (2016), this pedagogical move comprises pre-reading activities and post-reading activities. As Cope and Kalantzis pointed out, the situated practice could be done in two ways: *experiencing the known* and *experiencing the new*.

The study figured out that before learning what narrative text is, the teacher showed the students some story books' covers. The teacher put some interesting book covers; the colors were vibrant, the illustrations were ubiquitous, and the titles were short yet closely related to the students' life. The material was shared through a shared-screen feature on the ZOOM application. The teacher asked some questions to leave the students an open door to the material of the narrative text. Some questions asked during this activity were "what do you think about the pictures?", "what can you tell from the pictures?", and "can you find any differences?". This type of question was raised by the teacher to draw on learners' experiences: building upon the learning resource of their prior knowledge, personal interests, and perspectives.

The type of scaffolding activity indicated that the teacher tried to conduct a situated practice in the classroom where the teacher, up to this end, tried to scaffold the learning activity. The teacher gave the students a *brief* exposure to how a narrative text would look like, what narrative text consists of, and how it is different from another type of text before comprehensively understanding the text itself. This pedagogical move can be considered as *experiencing the known* since the teacher allowed the students to share opinions based on what they were already familiar with.

The knowledge process of *experiencing the new* was also seen when the teacher introduced the students to a web-based platform library, 'MyON.' The teacher did not only give the students a new text to read but also gave them a new learning environment. This study found that there was a shift of learning modes created by the teacher that encouraged the knowledge process of experiencing in Situated Practice. In the first meetings, the teacher used a traditional printed book. Even though the teacher put the screen captures of the novel into her online presentation, the physical book was sent to each of the students. This was done on purpose as the teacher was concerned about how a physical book could give an important experience for her students.

Overt Instruction

The overt instruction stage focuses on close reading of the text. As Cope and Kalantzis pointed out, the Overt Instruction could be done in two ways: *conceptualizing by naming* and *conceptualizing with theory.* It requires students to exhibit an in-depth understanding of the text, comprehending its structure, the general idea, the main ideas of each paragraph, and the language details. Overt Instruction includes *conceptualizing by naming* and *conceptualizing by theorizing*. Conceptualizing by Naming is a Knowledge Process by means which the learner learns to use abstract, generalizing terms (Cope & Kalantzis, 2015), involves or draws distinctions of similarity and difference, categorizing and naming. Meanwhile, conceptualizing by theorizing means generalizing and putting the key terms together into interpretative frameworks. Learners build mental models, abstract frameworks, and transferable disciplinary schemas.

Most of the activities conducted in the classroom during Overt Instruction were vocabulary building, reading aloud and understanding the messages of the text, comparing two different stories, and understanding the genetic structure of the narrative texts. The teacher used vocabulary building before the students read the main texts. Pictures, texts, and audio were utilized in designing vocabulary-building activities.

Critical Framing

In the case of a pedagogy of Multiliteracies, Critical Framing involves analyzing text functions and critically interrogating the interests of participants in the communication process. This component deals with the reflective dimension of literacy instruction. *Critical framing* involves understanding the relationships between different elements of the linguistic system, communicative context, and sociocultural context. Critical framing takes two forms: analyzing functionally and analyzing critically. Analyzing Functionally is to examine the objective world, and the orientation of Analyzing Critically is to interrogate the world of subjectivity— human agency, interest, and intent. And if the reasoning processes of Analyzing Functionally are primarily informational, the reasoning processes of Analyzing Critically are mainly argumentative.

This study revealed that the teacher opened very limited access to critical framing during the lesson. The teacher mostly talked about the student's personal experiences and opinions without weaving the knowledge to conceptualize a more complex idea. The teacher also spent much time in Overt

Instruction and did not really weave the conceptualization with the textual or logical analysis for the Critical Framing stage.

Transformed Practice

This entails the application of knowledge and understanding to the complex diversity of real-world situations. In the case of Multiliteracies, this means making texts and putting them to use in communicative action (Cope & Kalantzis, 2015). involves transformation and transduction (Kern, 2003). According to Kern (2003), the former concept refers to reshaping texts within a single mode, while the latter deals with changing the form of representation from one mode to another. According to the KP framework, transformed practice takes two ways: *applying appropriately* and *applying creatively*. *Applying appropriately* involves learners creating texts in line with traditional genre conventions, such as those governing typical text structures and functions. *Applying creatively* sees students using their knowledge in more innovative ways and producing transgressive or hybrid texts which stretch traditional genre guidelines and conventions.

This study showed that the knowledge process of applying appropriately was present. This was seen in two activities in the classroom: 1) recording audio when reading aloud the story and 2) presenting the analysis results of comparing two main stories. For the first activity, the teacher asked the students to read aloud some pages of the *Railway Children*. Students then recorded it and submitted the audio to Google Classroom. The second activity was the students' presentation. This time, the teacher asked the students to work in groups first by using the breakout room facility in the ZOOM application. The students were asked to complete a graphic organizer. However, the teacher did not encourage the students to creatively create a new multimodal text.

DISCUSSION

The multiliteracies approach embraces four key curricular components: (1) situated practice-experiencing, (2) overt instruction-conceptualizing, (3) critical framing-analyzing, and (4) transformed practice-applying (Cope & Kalantzis, 2015). Every stage consists of two Knowledge processes describing the types of learning experiences occurring in the classroom. According to multiliteracies pedagogy, meaning is made in ways that are increasingly multimodal-in which written-linguistic modes of meaning interface with oral, visual, audio, gestural, tactile, and unique patterns of meaning. Considering this need, multiliteracies pedagogy suggests that teachers should use multimodal texts, particularly those with new technology integration-digital media, into the curriculum and classroom (Cope & Kalantzis, 2015, p. 3). This is in line with the characteristics of young learners addressed by Mustafa (2010). Children have relatively short attention spans; teachers of English should use various techniques for short periods of time to maintain the interest level of the children in engaging in English lessons.

This study revealed that both the teaching and learning resources and the pedagogical moves in the online classroom focused on Situated Practice and Overt Instruction. The teaching and learning resources focused on Situated Practice and Overt Instruction. In Situated Practice, the teacher needs to consider the affective and sociocultural needs and identities of all learners (Cope & Kalantzis, 2015). The situated practice involves two knowledge processes: *experiencing the known* and *experiencing the new*. The focus is always on the here and now: students' lives and experiences, their thoughts, opinions, and expectations. Overt instruction deals with the students' engagement with the primary texts. It involves a conscious, rational, and systematic understanding of texts (Cope & Kalantzis, 2015). During Overt Instruction, the students are expected to give abstract names to things and develop concepts. This allows to the construction of meaning out of the text (Gandana, Nafisah, & Imperiani, 2021). Overt

construction involves two knowledge processes: *conceptualizing by naming* and *conceptualizing by theorizing*.

In terms of the teaching and learning resources, this study revealed that the teacher used various teaching and learning resources in the classroom. The application of technologies in education increases the accessibility to learning materials and resources online that meet the need for remote learning (Onyema, 2019, p. 36). The teacher used various media in delivering the lesson: ZOOM application, Wheels of Name, PowerPoint Presentation (ppt), My On, Google Sites, and Quizzis. Although only the learning affordances from the ZOOM application, PPt, Google Sites, and My ON seem to produce more learning experiences, the use of these multiple applications contributed to how the teaching and learning *materials* were delivered. This study figured out that the teacher used two main stories for teaching narrative texts.

In terms of how the teaching and learning materials are conducted in the online classroom, Yokota (2012) addressed in his study that there were three types of strategies usually found in the online classroom for delivering picture book material. Basically, the developments of the materials can be categorized as follows: 1) scanning entire print picture books, 2) transforming picture books into film-like creations, 3) transforming picture books with features unique to the digital world, and 4) adding interactive features, including games, that extend beyond the story. This study found that the teacher scanned the printed book *The Railway Children* and used My On as an act of transforming the story into the digital world. Thus, this indicated that the teaching and learning resources have in line with the aim of multiliteracies pedagogy. Multiliteracies pedagogy was developed to change the focus from print-based literature and linguistics skills implemented in teaching language and literacy. Multiliteracies pedagogy emerged as a response to changes in the way the concept 'of literacy' is perceived due to globalizing forces, such as communications technologies, which have opened diverse modes of communication as well as linguistic expressions and representations (Cope & Kalantzis, 2015).

For Situated Practice, the teacher prepared strategic questions at the beginning of the lesson through oral, written, and visual modes of communication. This was realized mainly by the teacher preparing the book's cover and pictures related to the primary texts for pre-reading activities. The teacher prepared questions related to what they could see (factual questions), the students' experiences, and opinions with the help of these pictures. The teacher put the pre-reading activities materials in a PowerPoint presentation. This is similar to the study from (Gandana, Nafisah, & Imperiani, 2021), where the favored strategy for stimulating the students' prior knowledge was by using pictures.

The objective of Situated Practice is to build a bridge on demand between the story they are reading and the child's life experiences (Reyes-Torres & Raga, 2020). In this study, the teacher connects the text to the children's experiences before and after reading the primary texts in the online classroom. The situated practice in this study involves pre-reading and post-reading activities. In addition, in terms of the knowledge process, this study revealed that both knowledge processes *experiencing the known* and *experiencing the new* were manifested in this study. The study showed that the students could experience the known (reflecting on their own experiences, interests, perspectives, and forms of expression) and the new (observing or reading the unfamiliar, immersion in new situations, reading new texts, or collecting new information). At this point, it can be concluded that the teacher was successfully weaved between school learning and "the practical out-of-school experiences of learners as what multiliteracies pedagogy expected (Cope & Kalantzis, 2015).

Meanwhile, for Overt Instruction, the teacher mainly engaged the students with vocabulary building activity and reading aloud the texts (*conceptualizing by naming*) and completing a graphic organizer about the structure generic of the texts (*conceptualizing by theorizing*). The students were involved in processing specialized, disciplinary knowledge based on distinctive concepts and theories.

This may be conceptualizing by naming (giving abstract names to things and developing concepts during vocabulary building) or conceptualizing by theorizing (building mental models, abstract frameworks, and disciplinary schemas by completing the graphic organizer about generic structures in narrative texts). The goal of Overt Instruction is "conscious awareness and control over what is being learned" (1996, 86) in order to recognize and categorize a series of concepts, conventions, and semiotic signs that facilitate the interpretation and the exchange of ideas (Sipe, 2008; Kalantzis et al. 2016; Menke and Paesani 2019).

This study revealed that the teacher tried to engage the students with the main text by analyzing the general messages of the text, analyzing the characters' traits, understanding the events in the texts according to the generic structures of the texts, and identifying the similar and different features of the texts. However, in the synchronous classroom, only a few students were able to utter their analysis of the texts. The teacher indeed only focused on using the oral, written, and visual modes in discussing the texts. The teacher still received minimum participation from the students during the questions and answers sessions. The students typically did not add additional or uttered different opinions or answers either in written or oral discussions. Thus, this indicated that the classroom activities were not really engaging. This could happen because the students were not given enough chance to read the texts thoroughly, so they could not grasp the general ideas of the texts and could not relate to their experiences. The teacher sometimes corrected the students' opinions, whereas, in multiliteracies principles, the goal of multiliteracies was not to find the correct meaning but to design meanings through multiple modes of communication or texts (Cope & Kalantzis, 2015).

In terms of Critical Framing and Transformed Practice, the study revealed that even though very little evidence was found, the pedagogical acts conducted by the teacher promoted better Critical Framing and Transformed Practice when compared to what the teacher designed for the teaching and learning resources. Critical framing involves understanding the relationships between different elements of the linguistic system, communicative context, and sociocultural context. Critical framing is a critical stage in developing students' critical thinking skills as it provides the space for students to question, relate and compare, skilfully analyze, and evaluate ideas embedded in the texts (Gandana, Nafisah, & Imperiani, 2021). Critical framing involves two knowledge processes: *analyzing functionally* and *analyzing critically*. Meanwhile, Transformed Practice entails the application of knowledge and understandings to the complex diversity of real-world situations. In the case of Multiliteracies, this means making texts and putting them to use in communicative action (Cope & Kalantzis, 2015). This study showed that the teaching and learning resources provided actually ample opportunities to promote the knowledge process of *analyzing* in Critical Framing.

This can be seen by looking at the setting of the primary texts. First, *The Railway Children* was taken place in United Kingdom, and *Emma's New Beginning* was mainly situated in America. The two countries vary in terms of culture. This could be a good learning resource for discussions during *the Critical Framing* stage, where the knowledge process of *analyzing functionally* and *analyzing critically* could occur. *Analyzing* repositions students as active, critical agents rather than as passive automatons. It involves examining the discreet structure and function of represented meanings (Cope & Kalantzis, 2015).

Analyzing functionally involves asking the students to analyze the function of multimedia text and make the connection between and across modes. Readers and viewers also make connections between the content of the subject matter and the social contexts and purposes of texts (New London Group, 2000). *Analyzing critically* involves regarding media texts as being dependent on social practices and political, economic, historical, and ecological contexts (Cope & Kalantzis, 2015). Learners need to engage in *analyzing critically* to consider how designs of meaning are culturally specific, serving particular social and environmental ends. The main goal is to have students interpret the reading from

different points of view and learn to understand a particular voice, its position, motivation, and concerns (Reichl, 2012, p. 131). The third knowledge process of the multiliteracies framework aims to relate textual and visual meaning with social, cultural, historical, or ideological contexts and purposes (Menke & Paesani, 2019). In this study, the teacher mainly engaged the students with the knowledge process of *analyzing functionally*, where the students discussed how the illustrations and dialogues in the book contributed to the meaning of the text. In terms of *analyzing critically*, the teacher did not really disclose the author's purpose or intention and did not bring the discussion to a more significant social-cultural issue.

The discussion of how Critical Framing was conducted indicated that the teacher primarily focused on *making inferences* where the students could get the messages from the text. The teacher pays attention to how the students connect the text with their personal experiences and other texts. However, only one to three students were actively involved in the discussions during the synchronous classroom. The teacher did not provide a more reflective activity in the asynchronous classroom. The tasks in the asynchronous classroom were not promoting the stage of Critical Framing. The instructions and materials cited for the asynchronous classroom did not fulfill the *missing pieces* of what should be improved during the synchronous classroom. This could happen because the asynchronous materials were designed at the same time the teacher prepared for the synchronous classroom.

The above-mentioned findings occurred because the teacher focused on addressing Situated Practice and Overt Instruction. As Cope and Kalantzis (2015) emphasized while experiencing and conceptualizing are essential, neither of these addresses the need for analytical knowledge. "When used alone, these forms of knowledge may socialize learners to be uncritical and unconscious of the cultural origins of knowledge and the worldview that validates it" (ibid). Similarly, it does not involve critically analyzing the social practices surrounding the production and use of multimedia texts (Kalantzis & Cope, 2000).

Problems were also found during this study. In terms of the teaching and learning resources, the students felt that the books were too long for them. Even though the teacher believed that the students were ready to shift from a short text to a more extended reading, it seemed that both the teacher and the students were not ready for the challenges it may have. Most importantly, the COVID-19 pandemic has forced teachers and students to adapt to the new teaching and learning situation. For this condition alone, challenges were inevitable. Hijazi and AlNatour (2021) arrived at similar findings whereby the learners were not efficiently engaged with online learning as it was merely listening to and watching the lecturers, and they were passive learners with only a one-way mode of communication. This was also reinforced by Sufyan (2020), who reported limited feedback from the learners.

In terms of the suitability of the curriculum, the teacher was successful in engaging the students with a multimodal text for the reading class. The teacher also provided a distinctive text compared to the previous grade of the students. The results indicated that the teacher was considering some of the factors in preparing good teaching and learning materials as proposed by Howard (2021): the student's need, the resources and the context, the curriculum, and its goals, but the teacher seemed to entirely neglect the time allocation.

Online learning gives new perceptions in managing classes, especially in primary schools. The teacher needs to grasp the idea that it is also *new* and *not comfortable* for the students. They did not interact with their peers as they used to. They did not experience the *class* physically as they might prefer to engage with *hands-on* materials as young learners. Therefore, the teacher should be more aware of the characteristics of young learners, which suggests that the teacher should first know who the children are and how they learn (Mustafa, 2010). Curtain and Dahlberg (2000) claim that effective language instruction builds on topics and contexts that are relevant to the learners. Consistent with this thinking,

Luke, as cited in Barratt-Pugh & Rohl (2000), suggests that unless the learners' experiences are considered, teaching methods, texts, and assessment practices are inappropriate.

CONCLUSIONS

This study revealed that in teaching narrative text in the online classroom, the teacher tends to focus on Situated Practice and Overt Instruction, where the students are mainly engaged with the knowledge process of *experiencing* and *conceptualizing* and conducting minimal opportunities for *analyzing* and *applying*. The classroom practice did not weave all the pedagogical practices as suggested in multiliteracies pedagogy. The teacher seemed to find it challenging to analyze the text critically to connect the text to a bigger sociocultural world. Regardless of the inconveniences, the online classroom may have. The teacher did not anticipate the strategies to overcome the unexpected responses from the students. It was unfortunate that with the teaching and learning affordances of the teaching and learning resources, the teacher was not successful in optimizing all the features to engage with the students. This may be due to a lack of experience in connecting with the students since the teacher was a first-year teacher at the school. The teacher seemed to still adapt to the characteristics of the students.

The study also revealed that the teaching and learning practices did not provide a powerful *synesthesia*, or learning that emerges from switching, moving backward and forwards between representations in text, image, sound, gesture, object, and space. Although the conclusions in this study were very limited and cannot be generalized, through this research, schools are expected to further realize the importance of promoting multiliteracies pedagogy in designing teaching and learning practices by considering every knowledge process that should be weaved through all the pedagogical moves in the classroom. This study showed how every teacher's instruction should be designed not just to aim for specific literacy tasks but also to help the students better *experience*, *conceptualize*, *analyze*, and *apply* the recombination of what they have learned in the classroom.

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