

Invigorating Globalized EFL Learners' Reading Proficiency Growth through the Continual Support of Multimodal Strategy

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Abstract. As globalized EFL learners often elude themselves from participating in the designated reading learning activities prepared by their teachers due to the inevitable complexities, satiation, and frustration climates, the sustainable integration of a multimodal strategy is deemed as one of the essential digital learning approaches rewarding to be actualized by nowadays second language reading instructors. Previous researchers vehemently contended that with the support of a multimodal strategy, worldwide EFL learners no longer experience unpleasant reading learning climates since they interact with their digital texts enjoyably and meaningfully. This current small-scale library study is an actualization of the researcher's motivation to specifically reveal whether internalization of a multimodal strategy can reinforce globalized EFL learners' reading proficiency levels. To this end, the researcher employed a thematic analysis method in analyzing the specifically generated research results derived from 20 prior multimodal strategy scientific articles. To ascertain the credibility and relevancy of each analyzed research result, the researcher selected 20 already-published multimodal strategy articles ranging from 2018 until 2023. The thematically categorized research results highly advocated globalized second language reading instructors to arm language learners with the proper usage of a multimodal strategy to consistently promote more transformative reading learning enterprises in which EFL learners' targeted reading proficiency development can thrive to a greater level.

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INTRODUCTION

Reading learning enterprises in this 21st century are moving to various fascinating digital platforms to arouse globalized EFL learners' reading desire, motivation, and spirit to continue their challenging reading journeys. Varaporn and Sitthitikul (2019) believe that by sustainably engaging in a vast range of digital reading activities, EFL learners can gradually become more insightful academicians since they obtain unlimited information through various online texts. Concerning these crucial reading learning requirements, it is of prime importance for worldwide second language reading instructors to immerse EFL learners into varied digital reading learning media at the inception of their reading learning voyage. By continually exposing language learners to many sophisticated reading learning platforms, EFL learners are believed to thrive significantly in their presently situated academic lives and future working surroundings as they inculcate an in-depth understanding of the human-based life issues happening worldwide. This suggestion is in line with Tan et al. (2020), who strongly suggest globalized second language reading instructors in this ever-changing era start to internalize more contextual, relatable, and

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applicable digital learning media to terrifically increase EFL learners' self-preparedness in confronting ample academic as well as prospective working world obstructions.

One of the noteworthy technological learning approaches that can be further incorporated by modern second-language reading instructors to meet all these standardized reading demands is the continuous support of a multimodal strategy. The salient feature of a multimodal approach, making it distinctive from other reading learning strategies, pertains to its eye-catching, attractive, and informative digital texts. With the constant enlightenment of these holistic reading platform attributes, EFL learners are more liable to proceed into their forthcoming reading journeys since they can effortlessly comprehend the specifically addressed information forming in their digital texts in support of visual, music, facial expressions, body movements, and interactive quizzes that cannot be possibly discovered in the traditional-oriented reading texts. The above-mentioned advantageous values are closely interlinked with Herman et al. (2023) averring that EFL learners can potentially experience a higher degree of reading learning enjoyment after being introduced to a multimodal strategy where they handily attain a clearer understanding of their digital text contents through the means of enticing reading learning features such as audio-visual images, moving characters, and extensive reading practices conducted in practical quizzes. To achieve the optimal outcomes of this multimodal approach, second language reading instructors all around the globe are strongly advised to devise more relevant, interactive, and learner-centered reading learning activities. The aforementioned advice is strongly corroborated by Sherman et al. (2020), avowing that the maximum utilities of a multimodal strategy in diverse ranging EFL reading learning circumstances will probably take place given a specific condition second language reading instructors are highly desirous of designing more meaningful, authentic, and anxiety-free reading learning dynamics at the commencement of their reading classroom vicinities.

By actualizing the above-explained suggestions, the supportive assistance of a multimodal strategy can pave a more beneficial pathway for EFL learners to progressively transfigure into more proactive, skillful, and life-long readers. As EFL learners can access their interactive digital reading resources without being confined by a certain period and exclusive sites, they can hone their designated reading competencies to their fullest potential. This meritorious multimodal strategy value is the tangible outcome derived from their intensively conducted reading learning practices held outside of the formal reading classroom contexts. Boccia (2021) confirms that with the supportive endorsement of a multimodal approach, EFL learners can outstandingly foster their reading proficiency levels and positive reading characteristics reflected in their constant engagement with the targeted digital reading texts out of the daily-based reading classroom settings. To efficiently reinforce these learners' positive reading skills, attitudes, and efforts development, second language reading instructors are highly encouraged to utilize reliable, relatable, and contextually matched online reading assessments at the end of the independent reading learning periods. By embodying this initiative, EFL learners can synchronously escalate their critical thinking, problem-solving, collaboration, creativity, and innovation skills, and each displayed online reading assessment was epitomized by moderately challenging reading inquiries. The above-asserted advice is tightly interwoven with Unsworth and Mills (2020), revealing that a predominant number of worldwide EFL learners will not solely become more skilled but also transformative readers strongly infusing problem-solving, critical thinking, creativity, collaboration, and innovative skills after being exposed to a reliable multimodal reading learning assessment by which they are intensively trained to impart proper

responses to a series of questions critically, sensibly, and logically. Lastly, the milestone of a multimodal learning approach simultaneously comes to the fore when it deals with the huge reading proficiency discrepancy oftentimes undergone by modern EFL learners. With the implementation of a multimodal strategy, EFL learners can effectively develop their currently instilled reading learning competencies at their own pace. Simply saying, EFL learners, having been equipped with more multimodal texts, are more likely to improve their desired reading skills to a greater level since the already-enacted online reading platforms have determined the most suitable online reading texts that learners should read. Without a doubt, all these particularly assigned online reading resources are parallel with the existing EFL learners' reading learning levels, interests, and needs by which they will feel more comfortable while exploring those digital texts. The above-elucidated multimodal learning advantage is mutually interlinked with Thao et al. (2021) theorizing that under the precise supervision of a multimodal reading approach, worldwide EFL learners will have broader opportunities to undergo better-facilitated digital reading learning dynamics in which they intensively interact with the specifically-proffered online reading texts correspondingly fitting with their present reading competencies, preferences, and conditions.

Five previous investigations have been conducted in conformance with the major specific topic forming in this present qualitative study. The first study was conducted by Bria and Mbato (2019), strongly prompting Indonesian university EFL lecturers to start implementing metacognitive strategies at the outset of reading learning enterprises in which second language learners can progressively transform into more mature, confident, and analytical readers. In another study, Mbato (2019) highly recommended that Indonesian university EFL educators establish, nurture, and corroborate their learners' critical thinking skills development in light of the suitable implementation of metacognitive knowledge. Wijaya (2022) unveiled that an overwhelming majority of graduate Indonesian university EFL learners have extensively undergone more emotionally supportive reading learning activities and fully obtained more gratifying reading achievements after escalating their metacognitive reading strategy growth. Wijaya (2022) unfolded that a vast majority of globalized EFL learners had gradually become more proficient, skilled, and self-reliant readers due to the continual exposure to meaningful metacognitive reading instructions. In an ultimate investigation, Wijaya (2022) propelled Indonesian EFL reading instructors to elevate their learners' self-regulation development at the inception of their designated reading learning enterprises to progressively turn them into more persistent, strategic, and vibrant target language readers. To the best of the researcher's knowledge, these above-mentioned studies have yet to delve profoundly into the criticality of a multimodal strategy in strengthening worldwide EFL learners' reading proficiency development. Aligned with this main study purpose, the researcher instilled a higher level of motivation to fulfill this research gap by unraveling whether the constant support of a multimodal strategy in this digital reading learning era can amplify globalized EFL learners' reading competencies. By releasing the above-asserted aspiration, the researcher will impart a shred of apparent contribution to rejuvenating modern EFL reading learning enterprises with the supportive assistance of a multimodal strategy. To this end, suitable responses to the following two research problems were sought namely:

(1) What are the potential impacts addressed by a multimodal strategy to sustain worldwide EFL learners' reading competencies development?

(2) How does a multimodal strategy provide supportive assistance for globalized EFL learners to develop their reading proficiency?

METHOD

Framed by a library analysis approach, the researcher embarked on this current small-scale qualitative investigation by investigating the pivotal role of multimodal strategy in substantiating globalized EFL learners' reading proficiency development. The researcher employed a library analysis approach to ascertain the credibility, validity, and believability of the forthcoming research results since he continually conducted exhaustive and repeated data analysis stages to ensure that the specifically generated findings have been clustered into similar research themes. According to Klassen et al. (2012), the library analysis method can supportively assist the researchers in yielding more reliable, robust, and contextual research results as the iterative data analysis process is constantly conducted in grouping the most identical prior findings into some major-specific themes. Anchoring on this standpoint, two major impetuses encouraged the researcher to initiate this small-scale qualitative study. The first reason is positively linked to an indispensable need for modern second language reading instructors to concatenate the sustainable usage of their authentic reading learning materials with the utmost utilization of technological platforms. By carrying out the aforementioned action worldwide, EFL learners are more prone to experience more conducive-friendly reading learning climates as they have ingrained a higher degree of inquisitiveness towards their specifically explored texts. The second reason is that it is in harmony with the tedious reading learning dynamics frequently experienced by globalized EFL learners. Given this ubiquitous reading learning occurrence, the continuous deployment of a multimodal strategy is believed to bring about a significant degree of influential impacts for second language learners to truly experience more positively sound and emotionally supportive reading learning enterprises where they instill sound reading objectives, motivation, and confidence upon exploring a wide array of multivariate reading resources. To produce more relatable, applicable, and reliable research results, the researcher specifically selected 20 prior multimodal strategy articles published in varied reputable journal platforms internationally. Speaking specifically, these already-chosen scientific articles ranged from 2018 until the year 2023. The major reason prompting the researcher to select these 20 previous multimodal strategy scientific works was that all these studies provided more relevant and obvious research outcomes concerning the dynamics of second language reading learning that EFL learners are dealing with globally. On top of that, all these 20 prior multimodal strategy investigations have been published in a wide variety of global and national journal articles, indicating that all the specifically produced research results were attested not merely based on personal assumptions but also on research-informed decisions. During the data analysis steps, the researcher relied on a thematic analysis to thematically categorize each identical research result yielded by these 20 previous studies. With intensive supervision of this research approach, the researcher would have wider opportunities to ensure more obvious data depictions that were apprehensible for worldwide ELT stakeholders and practitioners. After obtaining a clearer portrayal concerning the paramount role of a multimodal strategy in 21st-century literacy enterprises, ELT stakeholders, particularly second language reading instructors, were more motivated to incorporate a multimodal approach in their quotidian reading learning activities. Resultantly, the huge satisfaction reaped from this learner-oriented learning strategy could expedite the entire reading mentality, achievements, and competencies possessed by all EFL learners. To this purpose, the researcher expounded each particularly subsumed research theme argumentatively to fully achieve more optimal research

results contributable to the prospective advancement of worldwide EFL reading learning enterprises established upon an accurate integration of a multimodal strategy.

RESULT AND DISCUSSION

Based on the library analysis conducted before, two major specific themes were uncovered namely: (1) Multimodal strategy paved a more transformative reading pathway for EFL learners and (2) supportive multimodal approach should be sustained by holistic reading learning features. The following sections attempted to comprehensively elaborate these two specifically subsumed research themes.

Theme 1: Multimodal strategy paved a more transformative reading pathway for EFL Learners

Theme 1	Authors
Multimodal strategy paved a more transformative reading pathway for EFL learners.	Anari et al. (2019); Djamdjuri et al. (2021); Ilmi and Dewi (2022); Lee et al. (2021); Nurviyani et al. (2020); Torres and Raga (2020); Varaporn and Sitthitikul (2019).

With continual enlightenment of a multimodal strategy, worldwide EFL learners can potentially experience a more transformative reading learning pathway. The first and foremost reason is mutually related to the interesting, informative, and interactive features proffered by this digital learning mode. As a result, EFL learners have progressively instilled more robust reading motivation to discover plenty of reading texts outside of their daily reading classroom contexts. When EFL learners have become more vibrant and persistent readers, they simultaneously improve their vocabulary knowledge as they acquire novel target language words forming in the online texts. The above-explained concept is in partnership with Anari et al. (2019), which highly encourages globalized second language reading instructors to arm their learners with a multimodal strategy to arouse their reading interest and vocabulary level terrifically. Another salient factor influencing the successful realization of a transformative reading learning trajectory through the utilization of a multimodal strategy is the full promotion of a positively sound, emotionally supportive, and pleasurable reading learning atmosphere in which EFL learners grasp clearer depictions of their text contents. By possessing a comprehensive understanding of their specific reading texts, EFL learners can attain more satisfying reading learning achievements. Djamdjuri et al. (2021) unearthed that under the supervision of a multimodal strategy, Indonesian university EFL learners felt extremely encouraged to read their particularly chosen reading texts since they continuously underwent constant reading learning enjoyment, resulting in more fruitful reading learning outcomes attainment.

Concerning the dynamic nature of a multimodal strategy where EFL learners are highly prompted to autonomously read ample reading texts outside the regular reading classroom surroundings, this learner-oriented learning approach is believed to deeply embed independent, life-long, and proactive characters within each language learner. The above-asserted reading learning outcome is more likely to occur since EFL learners have habituated themselves to the distinctive reading text genres, requiring them to judiciously pick up the most appropriate reading strategies working best for their reading learning enterprises without relying excessively on their teachers' assistance. This underlying principle strengthened a prior finding of Lee et al. (2021), who uncovered that a vast majority of Chinese University EFL learners have sustainably

transformed into more autonomous readers who are capable of deploying various useful reading strategies to resolve their presently situated reading barriers after being immersed into a multimodal strategy. Transformative reading features epitomized by a multimodal strategy have synchronously been ensured when it comes to the challenging reading learning journeys that EFL learners should experience. It is worth underscoring that a multimodal strategy is one of the reading learning approaches worthwhile to be incorporated at the inception of variegated reading classroom vicinities by which EFL learners can obtain the major essential information from their desired texts easily, portray the particularly told events in their reading texts clearly in their minds, and combining their background knowledge with the currently-obtained knowledge to become more insightful readers. Nurviyani et al. (2020) simultaneously affirmed that with the supportive accompaniment of a multimodal strategy, Indonesian university EFL learners no longer perceive reading learning dynamics as burdensome. Instead, they are highly desirous of continuously taking part in this literacy activity by deducing the main crucial information from their digital texts effortlessly, clearly obtaining clearer pictures of events addressed by their texts, and significantly escalating their knowledge of the specifically discussed reading topics through the collation of their previous and presently-attained knowledge.

Theme 2: A supportive multimodal approach should be sustained by holistic reading learning features

Theme 2	Authors
A supportive multimodal approach should be sustained by holistic reading-learning features.	Ahmaida and Suliman (2018); Christ et al. (2018); Sherwani and Harchegani (2022); Jiang et al. (2021); Julinar (2019); Lewis and Lewis (2021); Li (2023); Suwastini et al. (2021); Purba et al. (2023); Salamanti et al. (2023); Stankić and Jakovljević (2022); Su (2021); Yunus (2022).

The successful implementation of a multimodal strategy does not solely rely on the long-lasting reading learning desire inculcated by EFL learners but also on holistic reading featured in this digital reading learning platform. Accordingly, worldwide second language reading instructors are strongly propelled to design their specific digital reading learning materials in harmony with their learners' existing reading learning needs, interests, and levels to arouse their reading interest. Concurrently, it is also noteworthy to be pinpointed that the further internalization of a multimodal strategy can be combined with other supportive, learner-centered, and engaging reading-learning approaches to successfully actualize better-facilitated reading classroom dynamics for all language learners. All these two suggestions corroborated the previous research result of Ahmaida and Suliman (2018), averring that a multimodal strategy can operate more optimally under specific conditions where more contextual reading learning materials are constantly harnessed and other promising reading learning modes are applied by second language reading instructors. Given the undeniable truth that a multimodal strategy is identical to the employment of fascinating, helpful, and interactive reading features, it should be kept in mind by globalized second language reading instructors to conscientiously pick up the most relevant pictures, audio-visual recordings and online reading aloud instructions best suit their learners' current reading learning conditions. This underlying principle must be carried out since EFL learners can understand their specifically chosen digital reading texts easily with the endorsement of supportive reading features addressed by second-language reading instructors. An identical belief is concurrently attained in a study by Christ et al. (2018), unearthing that an

overwhelming majority of young EFL learners were adept at comprehending the main essential contents derived from their digital reading texts as their second language reading instructors constantly supplied them with understandable online reading features and instructions.

Furthermore, there is also a paramount need for worldwide second language reading instructors to create more authentic, livelier, and up-to-date digital reading learning materials before embarking on their regular reading learning enterprises with the presence of a multimodal strategy. With the insistent support of these sophisticated reading learning materials, EFL learners can plan their existing reading learning dynamics in a well-organized manner as they have been aware of the essentialism of reading activities. Simply speaking, EFL learners need clearer goals in mind to read their texts, yet they consistently aim their reading practices for meaningful purposes. The above-explained conceptions lend support to the prior finding of Stankić and Jakovljević (2022), who strongly recommend worldwide second language reading instructors enact more contextual, personally arousing, and hands-on online reading learning materials before integrating a multimodal approach in their daily reading learning processes to pave a more enlightening avenue for EFL learners to participate in more purposeful reading enterprises. In the same vein, Julinar (2019) acknowledged that the majority of undergraduate Indonesian university EFL learners in Riau Province were more prone to conduct a more accurate analysis regarding the primary important information disseminated by their digital reading texts after their reading learning instructors successfully synergized the designated reading learning resources with the authentic nature of a multimodal approach.

Another critical standpoint that needs to be preserved by second language reading instructors attempting to choose a multimodal approach as one of the accompanying strategies in their reading learning basis is the flexible adjustment of reading learning objectives, materials, and assessments. Since intellectual and affective empowerment is the topmost priority of a multimodal strategy, second language reading instructors should intentionally allow a higher level of liberty for EFL learners to autonomously choose the digital reading texts arousing their reading interest most. By carrying out the above-mentioned advice, EFL learners will feel more relaxed while taking part in a wide variety of reading learning dynamics. Rather, they will begin to undergo more authentic and pleasurable reading learning activities manifested in their flexibly selected texts. Such elaboration was echoed by a similar previous finding discovered by Lewis and Lewis (2021), who unearthed that a predominant number of Japanese university EFL learners began to infuse a more positive perspective towards their multimodal reading learning activities after they were enabled to pick up the most compatible digital reading texts matching their reading contexts most. Suwastini et al. (2021) highly advocated for Indonesian EFL reading instructors to closely adhere to more versatile and adjustable reading learning resources while making use of a multimodal strategy to gradually transfigure second language learners into more enthusiastic, active, and productive readers. Above all, all these multimodal strategies' meritorious values will only be worthwhile when globalized second language reading instructors provide clearer explanations concerning the nature, benefits, objectives, and steps of making the best use of a multimodal strategy. The aforesaid action needs to be taken at the commencement of reading learning enterprises to supportively provide greater reading assistance for EFL learners to forge their reading competencies to the fullest development. This crucial viewpoint is substantiated by Yunus (2022), who articulates that a multimodal strategy can potentially serve as one of the propelling forces for EFL learners to continually become more proficient, thoughtful, and insightful readers given the specific scenarios that second language reading instructors thoroughly expound the main purposes, dynamics, and attributes of this digital learning approach.

CONCLUSION

Given these complex pictures, a more transformative and supportive multimodal strategy can be potentially actualized when globalized second language reading instructors channel their profound attention to design more compatible, authentic, and contextual digital reading learning materials for EFL learners to engage. It is strongly believed that with the precise internalization of a multimodal strategy, worldwide EFL learners can progressively transform into more avid, strategic, proactive, resilient, and proficient target language readers as they fully obtain a more obvious portrayal regarding the specifically discussed issues forming in their online reading resources. Several shortcomings derived from this current small-scale library study need to be specifically signified. The dearth of an existing investigation concerning the criticality of a multimodal strategy in other English language skills; listening, speaking, and writing encouraged prospective researchers to conduct an in-depth exploration of the above-suggested research areas to provide a clearer enlightenment for worldwide second language educators to make the best incorporation of a multimodal approach in other English language learning dominions. Furthermore, there is a call for future researchers to conduct an exhaustive investigation into the disadvantages of a multimodal strategy in modern EFL reading learning dynamics. This suggestive advice is of utmost importance to the forthcoming researchers to impart potential constructive and acceptable digital reading learning guidelines for globalized second language reading instructors confronting adverse reading impediments amidst the constant integration of a multimodal strategy. Despite the above-explicated drawbacks, the already-yielded research results shared by this present small-scale library investigation still proved of great value for worldwide second language reading instructors who are strongly determined to bring about more holistic, pleasurable, and stress-free reading learning environments with the sustainable supervision of a multimodal strategy. Through all these rewarding reading learning trajectories, globalized EFL learners will endure a more prolific growth in reading proficiency during their lengthy academic journeys.

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