Reassessing feedback on HL/L2 digital writing

Idoia Elola & Ana Oskoz

Texas Tech University & University of Maryland, Baltimore County

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Feedback in the HL/L2 classroom

What do we focus on?

What has changed?

New understanding of multiliteracy

Socio semiotics

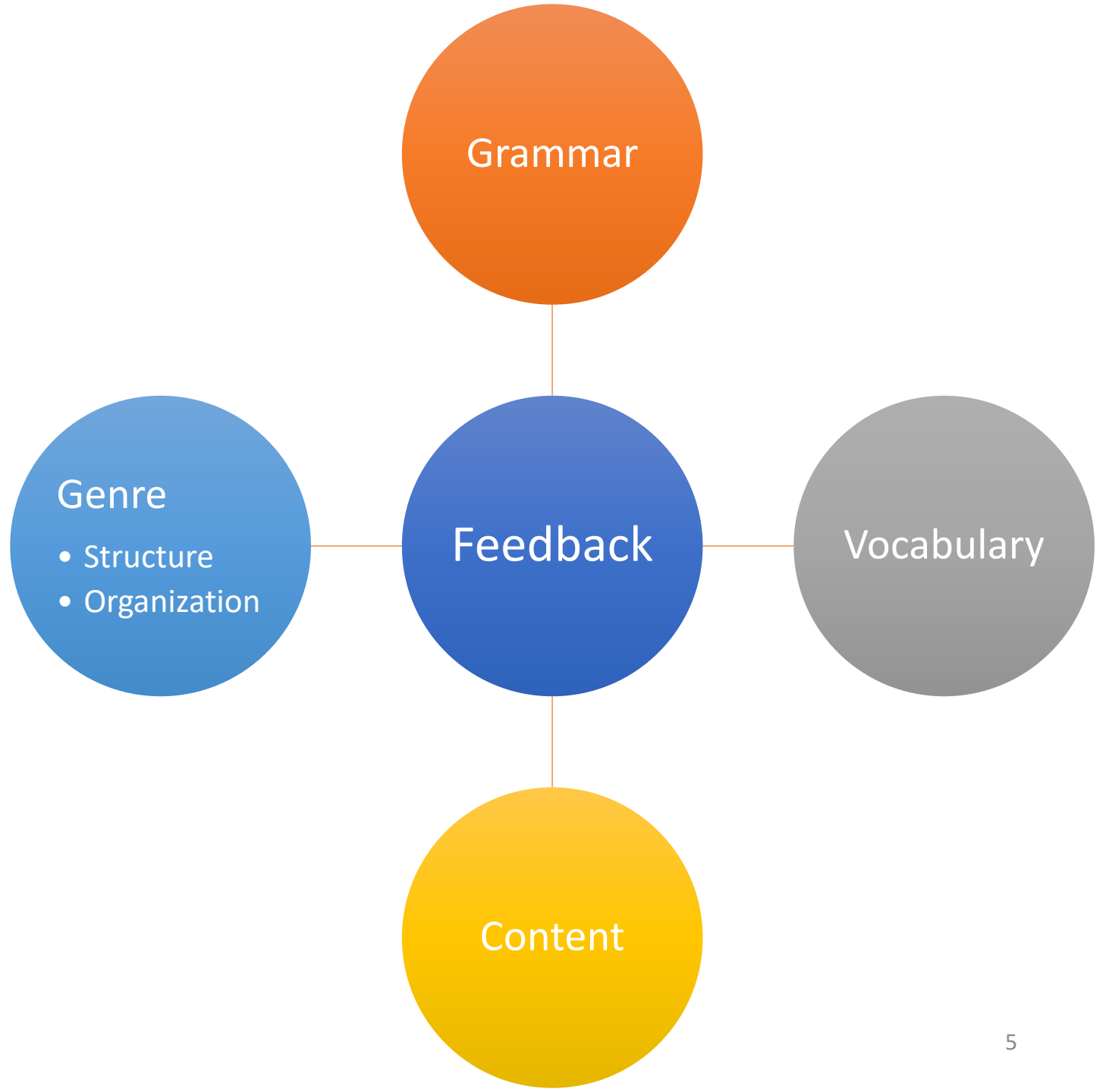**Feedback modes and tools**

Assessment

Guidelines for feedback

What do you focus on when providing feedback to L2/HL writing texts?

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What tools do you use in your writing classroom?

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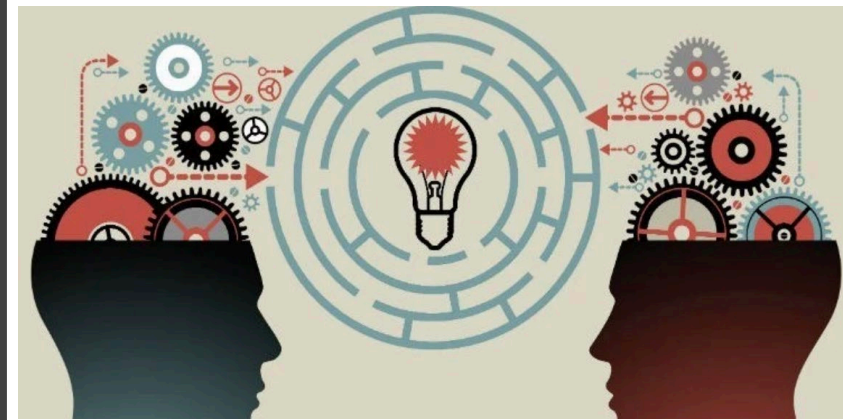Follow along on the zoom app, through a browser window or scan the QR Code with your mobile device.
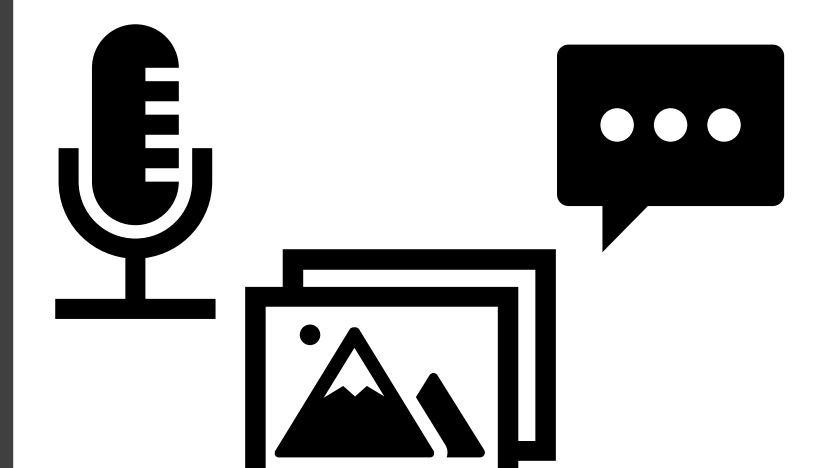
What type of multimodal writing tasks/genres do you use?

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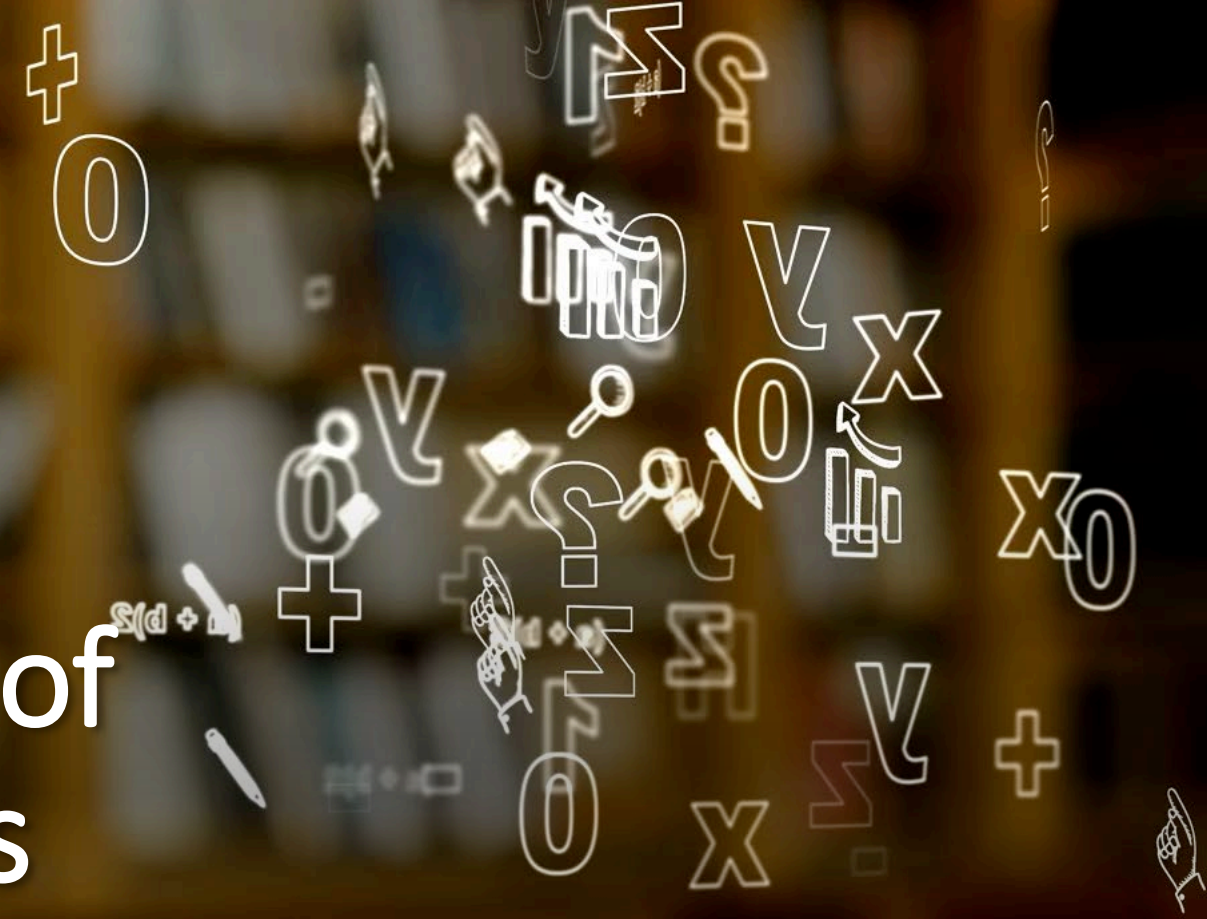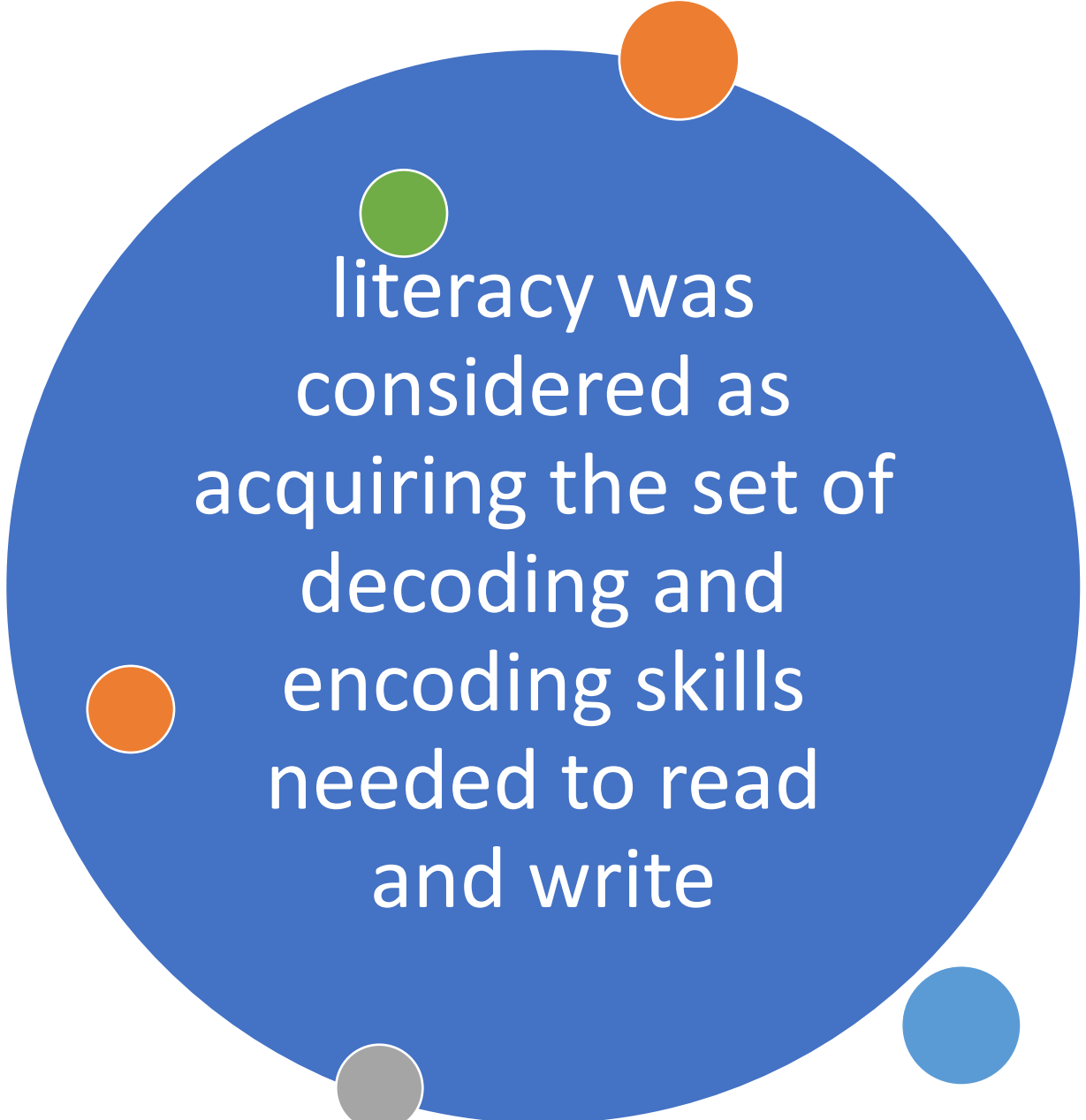
- What factors influence the way we provide feedback in multimodal texts?

- What has changed?

1. New understanding of multiliteracies

literacy was considered as acquiring the set of decoding and encoding skills needed to read and write

(Pennycook, 2001)

Multiliteracies

A broad definition of literacy

includes the evolution of technological tools and diverse social, historical, and cultural contexts (New London Group, 1996)

the multiple literacies (e.g., written, visual, and technological)

are "used to communicate within diverse cultural and social settings, as well as multiple modes of delivery" (Yap & Gurney, 2023, p. 294).

Multiliteracies Framework

is placed at the core of the learning process

encourage them to accept a critical agency role

create "a kind of person, an active designer of meaning, with a sensibility open to differences, problem-solving, change, and innovation" (Kalantzis et al., 2016, p. 226).

must consider the different meanings and purposes of a text and how these meanings and purposes are influenced and transformed by the designer and the audience (Mills, 2011; Kalantzis et al., 2016).

Mode and multimodality

Mode

- The semiotic representation (e.g., textual, aural, visual) used to present information (Guichon & Cohen, 2016)

Multimodality

- The integrated use of different modes to communicate meaning (e.g., text and visual combined in a blog)

La economía de Venezuela colapso en 2014. Los mercados están vacíos, solo quedan muy pocos alimentos y cuestan miles de bolívares. Los venezolanos no comen por días mucho se aguantan el hambre para poder darles una cucharada más a sus hijos. Además, cada persona tiene un código de barra para que el gobierno pueda tener registro de cuanta comida compran. Y si no pueden comprar comida esperan horas afuera de un departamento de servicio social o hacen lo inconcebible para conseguir lo que sea. Desafortunadamente, miles de niños y adultos se están muriendo de malnutrición.

87,211 likes

JULY 20

respuesta. Simplemente, ideología del lenguaje es cómo gente diferente de diferentes áreas que habla el mismo idioma en una manera diferente. Es muy fácil reconocer esto en los Estados Unidos. Las personas diferentes de partes diferentes de los Estados Unidos tienen una manera diferente de decir la mis

"the affordances of multimodal composing go beyond language development toward the development of multimodal communicative competence with linguistic and non-linguistic modes." (Yi et al., 2020, p. 4).

"we do not overlook the importance of development of language" (Yi et al., 2020, p. 2).

Types of multimodal texts

Strong version

- "linguistic and nonlinguistic modes of expression contribute equally to building communication" (Lim & Polio, 2020, p. 2)
  - Digital stories and infographics—visual, aural, or oral elements (among others)
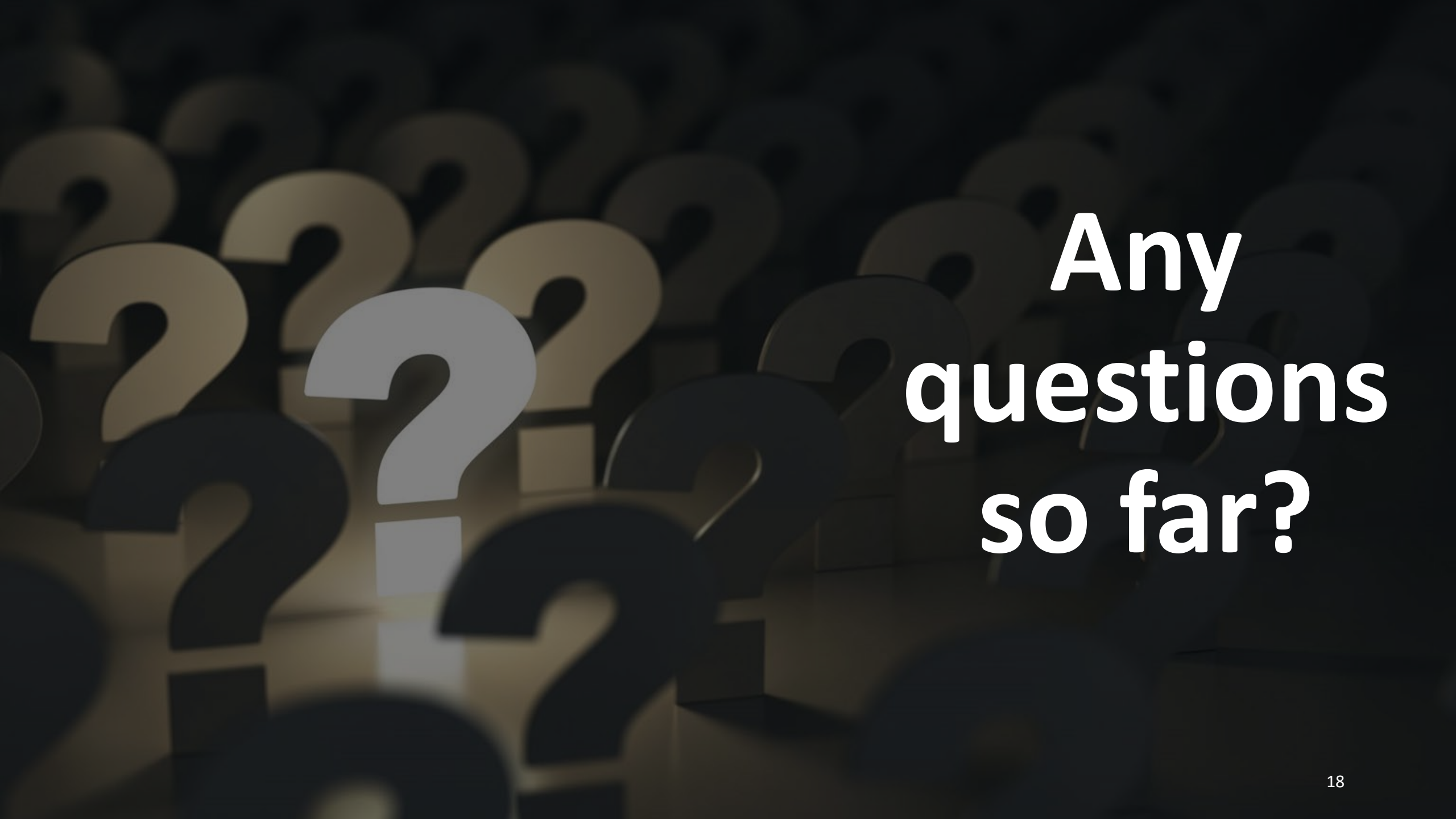
Weak version

- "nonlinguistic modes serve supporting roles for language development" (Lim & Polio, 2020, p. 2)
  - Wikipedia entries or blog posts, in which the images might support the written text
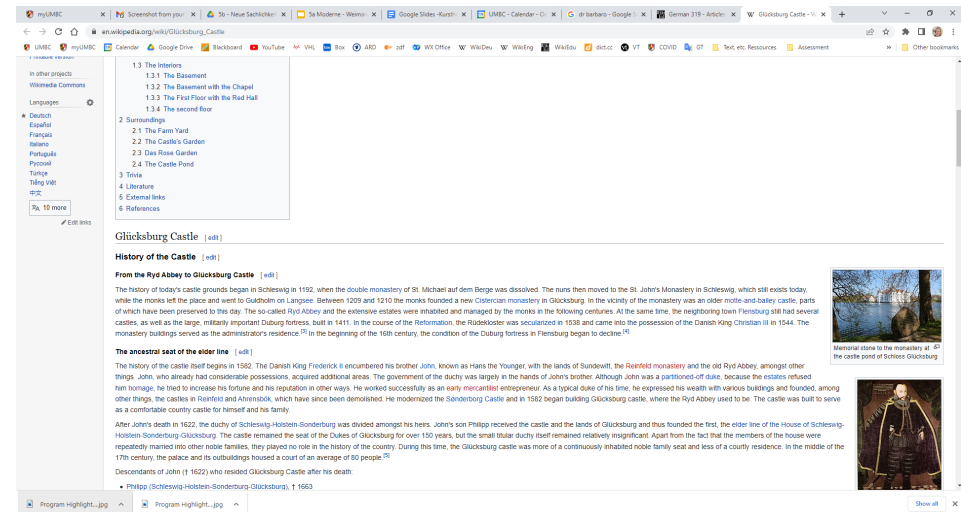
Any questions so far?

2. Social Semiotics
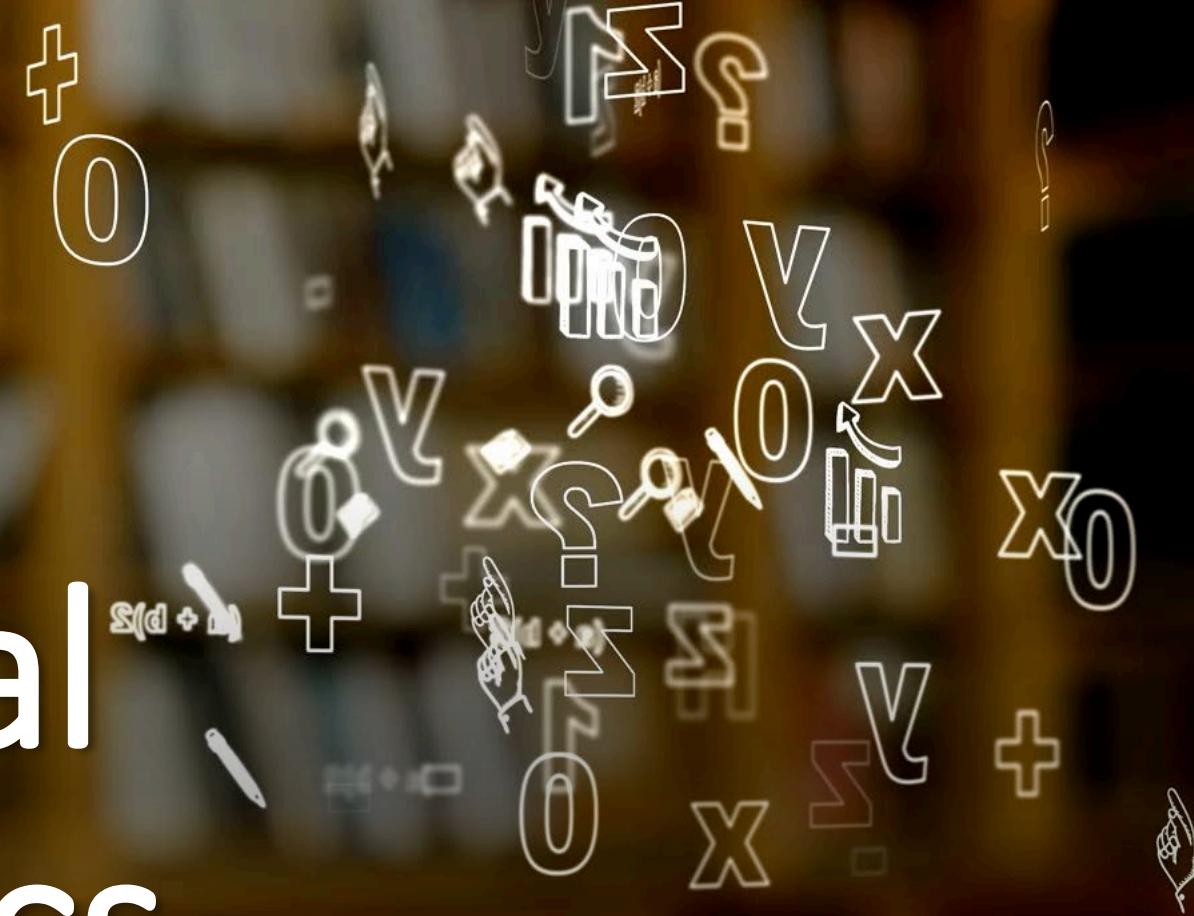
Social semiotic theory

Investigates how writers (re)design their texts by arranging

"available meaning-making resources into a multimodal whole, making authorial decisions appropriately for specific audiences and purposes" (Shin et al., 2020, p. 2).

Multimodal ensemble

- Synaesthetic semiosis (Kress, 2003) or multimodal creation:
  - the mode of representation as a design element and "the effects of both the absence and the existence of design elements on readers' responses to the multimodal text" (Shin & Cimasko, 2008, p. 378).

- Construction of a multimodal text (Kress, 2003, 2009):
  - **Transformation:** the actions that reorder and reposition semiotic resources within a particular mode
  - **Transduction:** the reorganization of semiotic resources across modes.

A medida que crecí, aprendí más sobre el miedo que mi familia enfrentaba diariamente. Parecía que el uniforme de mi papa cambió con las estaciones. Un día, en lugar de su traje de conserje azul que se aferraba a su vientre, me lo encontré con una camiseta amarilla sucia. Estaba tan sudoroso y apestoso.

Excellent use of the preterit and imperfect 👍

Since the script of the digital story is shorter, how can you convey the same meaning also using images and/or sounds?

Maqueda (2020)

I loved how you have rewritten this paragraph ☺ You have conveyed your emotions very well by using words like "sudoroso y apestoso" or "aferraba a su vientre".

A medida que crecí, aprendí más sobre el miedo que mi familia enfrentaba diariamente. Parecía que el uniforme de mi papa cambió con las estaciones. Un día, en lugar de su traje de conserje azul que se aferraba a su vientre, me lo encontré con una camiseta amarilla sucia. Estaba tan sudoroso y apestoso.
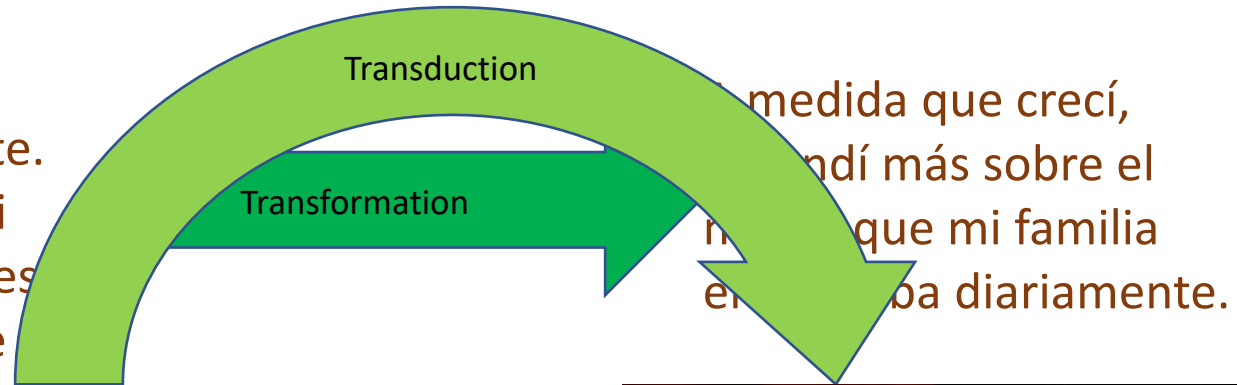
Transduction

Transformation

A medida que crecí, aprendí más sobre el miedo que mi familia enfrentaba diariamente.

Maqueda (2020)

Why are you choosing this picture over others? What is it representing that enhances the meaning of your narrative? How does it represent who you are?

"One part of the story talks about me going to Iceland. I talk about how this is the first time that I made all the decisions on my own. The picture that I am choosing to put is of me alone at the black sand beach. I think that will signify that I am independent and able to decide what I want to do"

Digital story

Güero

Ojos Azules, Cabello Rubio
Look he can't be chicano

Mi familia me mira y piensa menos de mí
I look in the mirror and I'm unsure what I see

Aprendí las tradiciones y la cultura tambíen
But I have never felt the feeling of fitting in

Todavía tengo familia que dicen que no soy Rangel
Based on my skin color

Estoy aprendiendo el idioma para demostrarles quien so
Not just a half Mexican boy

Soy el primer hijo para estudiar en la universidad
So I can make them proud

Sé quién soy y ahora les mostraré
I am more than just the family güero

How does the use of the two languages define your identity?

How do the image and text come together to express your meaning?

What are the challenges and benefits of using feedback on linguistic and non-linguistic components?

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Let's focus on feedback and tools

La conexión entre Maryland y Granada

Cualquier persona que ha tenido la oportunidad de viajar a través del mundo dirá que fue una experiencia inolvidable que cambió su vida, y sugerirá a todo el mundo que haga lo mismo. Y la verdad es que no se entiende bien este sentimiento hasta que se aprovecha de la oportunidad de viajar. Antes de pasar un semestre en Granada, España, yo nunca había salido de los Estados Unidos, ni siquiera había pasado de la costa este del país. Vivía en un pueblo pequeño y aislado, con toda mi familia a cinco millas de distancia. Tengo una familia muy unida, y antes no me podía imaginar que les dejaba para vivir en otra parte del país, y mucho menos del mundo. Al mismo tiempo, tenía una curiosidad del mundo exterior; quería experimentar sitios distintos de los que había visitado antes, y conocer a individuos que tenían costumbres de vida diferentes de las mías. Para mi, la única solución fue aprovechar de un semestre de la universidad para estudiar en otro país – así que me fui a España.

Desde el momento en que llegué al aeropuerto de Madrid, estaba constantemente

Infographic

(Román Zúñiga,2024)

Infographic

(Román Zúñiga,2024)

Our friend or enemy?

Accuracy and register

Certainly! The sentence "I has been working in this assignment for a lenghty time." has a few grammatical errors. Let's break them down:

1. **Subject-Verb Agreement**:

form "have" instead of "has." The correct auxiliary verb for

Please, correct this sentence. I has been working in this assignment for a lenghty time.

Certainly! The corrected sentence is:

"I have been working on this assignment for a lengthy time."

n this context. The correct preposition is "on."

Can you tell me why this sentence has grammatical errors? I has been working in this assignment for a lenghty time.

- Correct: "...for a lengthy time."

Can you make this sentence more sophisticated?

Putting it all together, the corrected sentence is:
"I have been working on this assignment for a lengthy time."

Certainly! Here is a more sophisticated version of the sentence:

Here is the corrected sentence:
"I have been diligently engaged in this assignment for an extended period." working on this assignment for a lengthy time."

Genre feedback

Can this text can be changed into an argumentation?

Certainly! Here is a revised version of your text, transformed into a more argumentative format:

"The political aspects of the collages are particularly significant, given that illegal immigration from Mexico was a pivotal issue during the 2020 election. This topic dominated the news media, which, in my opinion, often contribute to societal division. The media's extensive coverage on this issue inevitably influenced public discourse. As a result, Latinx/Hispanic individuals, regardless of their place of birth, were compelled to engage with the debates and discussions surrounding immigration policies. This widespread attention underscores the importance of media representation in shaping political opinions and the lived experiences of marginalized communities."

Key changes:

1. **Clear Thesis**: The statement establishes the significance of the collages' political aspects.
2. **Supporting Arguments**: The text explains how the issue was central to the election and how media coverage plays a role in shaping public discourse.
3. **Evidence and Impact**: It emphasizes the impact on Latinx/Hispanic communities, linking media representation to political engagement.

Would you consider this text to be a good description? The political aspects of the collages made more senses, as illegal immigrants from Mexico were a hot issue for the 2020 election. All the news media, which usually contribute to dividing people in my opinion, were busy dealing with the topic is what I can easily imagine. Whether they were born in Mexico or not, being a Latinx/Hispanic, they could not help but pay attention what was being debated or discussed about it.

The description you provided has a few issues with clarity, grammar, and word choice. Here is a revised version that aims to improve readability and coherence:

"The political aspects of the collages made more sense, as illegal immigration from Mexico was a hot issue during the 2020 election. All the news media, which I believe usually contribute to dividing people, were busy dealing with this topic. I can easily imagine this. Whether they were born in Mexico or not, Latinx/Hispanic individuals could not help but pay attention to what was being debated or discussed."

Key changes:

1. **Grammar and Clarity**: Changed "made more senses" to "made more sense" for grammatical correctness.
2. **Subject-Verb Agreement**: Fixed "were busy dealing with the topic is what I can easily imagine" to "were busy dealing with this topic. I can easily imagine this."
3. **Word Choice**: Simplified "could not help but pay attention what was being debated or discussed about it" to "could not help but pay attention to what was being debated or discussed."
4. **Coherence**: Made the overall sentence structure smoother and more coherent.

Activity

Instructions

1. Open ChatGPT: https://chatgpt.com

2. One of your students has written this text:

   "One of the interesting aspects of this reading tackled the formation and the changes that the London Group made regarding the most appropriate focus in literacy education. This were achieve by trying to come up with a pedagogy that competes with former existing approaches focusing on literacy education, and particularly addresses the debate between direct instruction in genre rules and assertion on critical thinking and the contextualized teaching of genres."

3. Activity A: Write a prompt that asks for specific feedback for the above text. It can be linguistic or non-linguistic feedback, issues about genre, multimodality, etc.

4. Activity B: Share your experience obtaining feedback with ChatGPT in Mentimeter.

Activity B: Share your experience obtaining feedback with ChatGPT.

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Let's focus on the relationship between feedback and assessment

Feedback and assessment

- Feedback should promote regular opportunities for encouragement and discussion around learning and assessment (Lamb, 2018)

- Emergent technologies support ongoing feedback and formative assessment (Hatzipanagos & Warburton, 2009).

- Feedback should match the goals and outcomes of the task (Oskoz & Elola, 2020)

Digital story rubric (Elola & Oskoz, 2022)

Category	4 Points*	3 Points	2 Points	1 Point
Audience				
Engagement	The pace fits the storyline and engages the audience.	The pace is occasionally too fast or too slow.	An attempt is made at pacing, but the audience is not fully engaged.	No attempt at pacing is made, and the audience is lost.
Semiotic Resources				
Oral narration	Narration is clear and well edited.	Narration is fairly clear.	Narration is often hard to follow.	Narration is missing.
Music/sound effects (aural)	Soundtrack complements and does not overwhelm narration.	Soundtrack often overwhelms the narration.	Soundtrack is distracting.	There is no soundtrack.
Visuals	All images are clear (and/or original), and there is a good mix of literal and symbolic imagery.	A few images are unclear, and few of them are used symbolically.	Many images are unclear, and there is no symbolism.	All images are unclear, literal, and/or inappropriate.
Grammar	Wide range of L2 grammatical structures with few or minor errors.	Adequate range of L2 grammatical structures; overuse of simple constructions; several minor errors.	Limited range of L2 structures; poor control of grammar; frequent errors.	Frequent, persistent L2 grammatical errors; text is difficult to understand.
Vocabulary	Makes full use of the L2 vocabulary about the topic presented.	L2 vocabulary accurate but somewhat limited.	L2 vocabulary limited, with overuse of imprecise and vague terms.	Very limited L2 vocabulary; overuse of imprecise and vague terms.
Multilingual and translingual practices (if applicable)	Makes excellent use of several linguistic repertoires in a coherent manner.	Makes fair use of several linguistic repertoires in a coherent manner.	Makes poor use of several linguistic repertoires.	Makes confusing use of several linguistic repertoires.

Digital story rubric (Elola & Oskoz, 2022)

Genre Characteristics				
Storytelling structure	Presents the rhetorical question to be answered.	Either the rhetorical question or the answer is missing.	Rhetorical question and the answer are both missing.	There is no clear narrative in the story.
Motion and transitions (organization)	Used at least 4 motion effects; transitions are effective.	Used at least 3 motion effects; transitions are mostly effective.	Used at least 1 motion effect; some transitions are distracting.	Used no motion effects; used no transitions.
Mechanics	The title appears at the beginning and the final credits at the end.	Part of the title and/or some of the final credits are missing.	Either the title or the final credits are missing.	Both the title and the final credits are missing.
Authorship				
Collaboration (if applicable)	Author communicated well and participated in a discussion of ideas that led to a jointly created product.	Author communicated and participated in a discussion of ideas that led to the created product.	Communication with the authors was limited, but they contributed to some extent.	Author either rarely communicated or tried to impose ideas without listening to others in the group.
Ownership				
Credits and citations	All original and non-original images and sounds are credited and cited.	Some citations and credits are missing.	Many citations and credits are missing.	There are no citations or credits.
Voice and Identity				
Choice of semiotic resources	The choice of language, images, sounds, and tone carefully represent the author's voice.	The choice of language, images, sounds, and tone mostly represent the author's voice.	The choice of language, images, sounds, and tone vaguely represent the author's voice.	The choice of language, images, sounds, and tone do not represent the author's voice.
Overall digital story	The digital story provides a complete account of the author's message.	The digital story provides an adequate account of the author's message.	The digital story vaguely represents an account of the author's message.	The digital story provides a superficial account of the author's message.

Digital story rubric (Elola & Oskoz, 2022)

Multimodal Ensemble

Transduction	Combining the different modes in a harmonic orchestration, the story is told with exactly the right amount of detail and is not too long or too short.	Although combining different modes, the story is sometimes vague or includes unnecessary detail; it seems to drag sometimes.	Despite combining modes, meaning is only duplicated (not enhanced). The story needs more editing and is noticeably too long or too short.	The story needs extensive editing to make the most of using different modes.
Transformation	The author maximizes each mode's potential to tell the story with images (e.g., size, color), sound (e.g., volume), and oral narrative (e.g., pauses, tone).	The author generally uses each mode's potential to tell the story with images (e.g., size, color), sound (e.g., volume), and oral narrative (e.g., pauses, tone).	The author minimally uses each mode's potential to tell the story with images (e.g., size, color), sound (e.g., volume), and oral narrative (e.g., pauses, tone).	The author does not use each mode's potential to tell the story with images (e.g., size, color), sound (e.g., volume), and oral narrative (e.g., pauses, tone).

Task Completion

Multimodal task completion; following the prompt	Learner has followed the prompt, and the task addresses all multimodal requirements.	Learner has followed the prompt, and the task addresses some of the multimodal requirements.	Learner did not follow the prompt closely, and the task addresses few of the multimodal requirements.	Learner did not follow the prompt, and the task does not address the multimodal requirements.

*Subject to change depending on the objectives and goals of the exercise.

Guidelines

- Audience
  - Who is your audience?
  - What semiotic resources are you employing to attract your audience?
- Genre characteristics
  - How do you effectively integrate different semiotic sources (e.g., visual, textual, aural, gestural) to develop a storytelling genre?
- Authorship
  - To what extent does this project reflect your equal intellectual contribution?
- Voice and identity
  - Why have you chosen these images as representative of your story?

Semiotic resources

- Oral
  - Does clear articulation and pronunciation from the narrator help the audience follow the story?
- Aural (music, sounds)
  - To what extent does the music tie in with the theme or the emotional atmosphere of the story?
- Visual
  - Do the selected images correlate with the story being told, and are they integrated meaningfully throughout the story?
- Textual
  - What is the purpose of including written text (e.g., subtitles, words)?
- Language
  - Is the story told with an appropriate amount of detail; that is, is it not too long or too short?

Multimodal ensemble

- Transduction
  - Are your pauses, sounds, or special effects used judiciously to convey meaning into your story?

- Transformation
  - How do you play with the size and color of images to express your intended meaning?

What's next?

- Consider when and how our approaches to (multimodal) feedback should pay greater attention towards opportunities for the (multimodal) representation of academic knowledge.

- Obtain empirical evidence on the role of feedback on multimodal writing tasks for language development.

- Shed light on how feedforward helps students exploit semiotic modes to jointly advance their multimodal composing ability.

- Consider the role of artificial intelligence for feedback provision.

THANK YOU

Any suggestions write to us

idoia.elola@ttu.edu

oscoz@umbc.edu