INFOGRAPHICS: AN EMERGING DMC GENRE IN LANGUAGE CLASSROOMS

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MOTIVATION

Ph.D. course assignment

 Incorporation of digital multimodal composing (DMC) tasks in linguistics course



DMC TASKS IN TESOL TEACHER EDUCATION (LI, 2020; LI & DELL-JONES, 2023)

- Students used a technology tool of their choice to compose a DMC product, in which they cumulatively made sense of the linguistic knowledge they had learned and showed how they creatively represented the new knowledge while engaging their audience.
- They used creativity and technology to experiment with multiple modes to construct meaning, engage audience, and represent their linguistic knowledge.

Let's make words!

https://www.storyjumper.com/book/read/65478935/untitled#page/9



Word Creation: Disney Edition



INFOGRAPHICS

- DMC GENRE

Digital multimodal composing (DMC):

A new literacy practice involving the use of digital tools to produce multimodal texts drawing on multiple semiotic resources (Jiang, 2017; Smith et al., 2017).

Infographic:

"An innovative and engaging method of visually communicating information in a colourful and concise manner" (McCrorie et al., 2016, p. 71).

POLL!



- Are you familiar with infographics?
- How many infographic apps do you know?
- Have you already used infographics to help present information in your teaching?
- Have you already assigned infographic composing tasks to your students?

TYPES OF INFOGRAPHICS

INFORMATIONAL STATISTICAL





https://teachingenglishwithoxford.oup.com/2013/06/18/how-to-teach-english-infographic/

https://www.easel.ly/blog/language-infographics/

• Timeline

		The Reading Method (Situ	tuational Language Teaching)
A Rrief History	of FSI Methods	Audio-Li	Lingual "Army" Method
A briot mistory		1940 - 1	1960
and Appr	roacnes		1965 – 1980
Illustrated by Mustafa Polat	with Timeline 3D for Mac		1000 1000
			Suggestopedia
			18708 - 18008
			Natural Approach
			1910 - 1900
Grammar Translation Method			Communicative Approach/Communicative Language Teaching
1800s - 1960			1300
	The Direct Method (Berlitz)		Silent Way TPR Storytelling
	1880 - 1930		1903 - 1980 - 1990 - 2000

https://eslme.weebly.com/teaching-methods.html



Process



INFOGRAPHIC APPS









https://www.easel.ly/blog/nfographics-language-learning-templates-and-examp/

WHY USING INFOGRAPHICS IN LANGUAGE CLASSES?

Writing (Maamuujav et al., (2020)

• Integrating infographics into writing curriculum to scaffold the cognitive demands L2 writers face while composing

Presentation/speaking (e.g., Sukerti & Susana, 2019)

• Developing speaking through project-based learning using infographics

Grammar (e.g., Rezaei & Sayadian, 2015)

• Instruction using infographics is effective for the learning of foreign language grammar.

Vocabulary (e.g., Alrajhi, 2020)

• Visualizing infographics facilitates L2 students' learning of idiomatic expressions.

Reading (e.g., Lopez Cupita & Franco, 2019)

• Using infographics to enhance L2 students' reading comprehension of academic texts

Motivation (e.g., Bicen & Beheshti, 2022)

• Instructional infographics used in the flipped classroom enhance L2 students' learning motivation.



https://www.easel.ly/blog/nfographics-language-learning-templates-and-examp/



https://www.pinterest.com/grahnforlang/arabic-grammar-infographics-and-videos/



 Teach grammar



https://www.holidayrepresentations.com/blog/italy-travel-guide-infographics/

LEARNING: A META-ANALYSIS

AUTHORS JOURNAL Alex Boulton Language Learning Tom Cobb

KEY TERMS

YEAR

2017

Corpus-based language learning

Corpus-based language teaching uses real and authentic language, written/spoken and used by native speakers in different settings

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

Are there positive learning outcomes resulting from language learners' use of tools and techniques of corpus linguistics?

studies were used this study

WHAT EVIDENCE

IS SUMMARISED?

Data-driven

Learning (DDL)

An approach that involves

learners to work with written or

spoken corpus data

WHAT DOES IT FIND?

- · DDL works best when the native English teacher is not available
- · DDL works in almost any contexts where it has been tried extensively
- · Learners seem to be able to perceive the language patterns from DDL

getting second/foreign language

TESOLGRAPHICS

PRODUCING INFOGRAPHIC SUMMARIES OF SECONDARY RESEARCH IN APPLIED LINGUISTICS AND TESOL

MAKING RESEARCH FINDINGS ACCESSIBLE TO TEACHERS

(https://www.tesolgraphics.com/eltmethodologies.html)

INFOGRAPHIC TASKS FOR STUDENTS

- Infographic yourself
- Resume infographic
- ✤ Fan infographic
- Theme infographic
- Convert text to infographic
- Vocabulary map
- Grammar infographic

(https://www.youtube.com/watch?v=fty5RQIG8PU)



https://piktochart.com/blog/creating-infographic-resume/

RESEARCH STUDY #1 (LI & PHAM, 2023; PHAM & LI, 2023)

EFL medical students' creation of infographics addressing health topics using Visme



INFOGRAPHIC TASK I

Students create infographic posters to be shared with their friends and family to instruct Covid-19 prevention. Students should search reliable sources (e.g. public newspaper, journal articles, websites) and use multiple semiotic resources (e.g., texts, images, graphics, hyperlinks) to complete their posters.



INFOGRAPHIC TASK II

Students create infographic posters for their future patients guiding them to control high blood pressure. Students should search reliable sources (e.g. public newspaper, journal articles, websites) and use multiple semiotic resources (e.g. texts, images, graphics, hyperlinks) to complete their posters.

FEEDBACK FROM THE STUDENTS

Student perceptions of Visme

- Benefits:
- Convenience/helpfulness
- Suitability for infographic tasks
- Enhancing learning experience
- Fostering creativity

Constraints

Limited functions with free version Low-quality image Student perceptions of infographic composing

Developing critical thinking skills

Developing digital/information literacy skills

Developing writing skills

RESEARCH STUDY #2 (LI & ZHANG, 2024)

TESOL graduate students' production of infographics based on class readings using Canva

INFOGRAPHIC TASK

Students collaboratively create infographics in pairs describing metaanalysis studies, aiming to transform scholarly written work into a medium that can effectively communicate to relevant stakeholders (e.g., language educators, policymakers). With interested language educators as the target readership, students used various semiotic resources (e.g., texts, images, graphics, hyperlinks) to present a succinct multimodal summary of the meta-analysis studies.

(Reading: Plonsky & Zhuang, 2019)

FEEDBACK FROM THE STUDENTS

Enhancing content learning
Providing cognitive scaffolding
Fostering communication/collaboration skills
Fostering creativity
Enhancing learning motivation
Improving pedagogical skills
Developing digital literacy skills

REFLECTIONS

Benefits:

Effective instructional tool; helping with the learning of course content; having both cognitive and affective benefits; improving digital literacy skills; enhancing writing competence

- Teachers' role:
- Provide explicit instructions on how to create effective infographics;
- Guide students to use digital tools to create infographics;
- Provide students with an opportunity to present their infographics to a group and receive feedback

DISCUSSION BREAK

After seeing these sample tasks, what infographic composing activities would you consider implementing in your instructional contexts? Please indicate the language, the content you teach, and the infographic composing activity.

ASSESSING INFOGRAPHICS

Although DMC activities have been increasingly implemented in L2 contexts, assessment techniques geared towards DMC projects just began to receive L2 researchers' attention. (Li & Akoto, 2021)

Explore integrative analysis of linguistic and non-linguistic resources of DMC products. (Lim & Kessler, 2022)

Develop and evaluate innovative methods to assess DMC products and underlying multimodal communicative competence. (Jiang & Hafner, 2024)

Future research should develop holistic and analytical rubrics suitable for DMC assignments to accurately evaluate L2 students' task performance. (Zhang, Akoto, & Li, 2021)

ASSESSING INFOGRAPHICS

GRADING RUBRICS

Criteria	Organization and content	Multimedia and visual effects	Language
5-Excellent	able to present and organize information very clearly, logically, and in original ways; able to fully address the topic with well- supported ideas; references are cited appropriately	able to use visuals to present information creatively and effectively; able to use a wide range of multimodal resources appropriately (e.g., texts, hyperlinks, images, emoticons; tables, graphs, video clips) to construct meaning and engage audience	able to use a wide range of lexicons related to the topic; able to use english with very few errors
4- Good	able to present and organize information clearly and logically; able to mostly address the topic with relevant ideas; references are cited appropriately	able to use visuals to present information creatively; able to use a sufficient range of multimodal resources to construct meaning and engage audience	able to use sufficient range of lexicons related to the topic; the majority of texts are error-free
3- Satisfactory	able to present and organize information quite clearly and logically; able to moderately address the topic with relevant ideas; references are included	able to use visuals to present information approppriately; able to use multimodal resources to construct meaning	able to use lexicons related to the topic; make occasional language errors
2-Marginal	information is presented but lacks clarity, logical thinking, and evidence; the task is addressed with limited relevant and well-supported ideas; lack of references	use limited visual effects to construct meaning; use a limited range of resources to display information	use limited range of lexicons related to the topic; make frequent language errors
1-Poor	unable to present and organize information clearly and logically; unable to address the topic with relevant ideas; lack of references	barely use visual effects to construct meaning; visuals are inappropriate or irrelevant	use a very limited range of lexicons related to the topic; make a number of language errors

ANALYSIS OF INFOGRAPHICS VISUAL METADISCOURSE (D'ANGELO, 2010; KUMPF, 2000)

Metadiscourse:

"a range of devices writers use to explicitly organize their texts, engage readers, and signal their attitudes to both their materials and their audience" (Hyland & Tse, 2004, p. 156)

- Interactive metadiscourse: "primarily involves the management of information flow" (p.44), guiding readers through the text content (Hyland, 2005)
- Interactional metadiscourse: "more personal" (p.44), involving readers overtly in the argument/development of the text (Hyland, 2005)

ANALYSIS OF INFOGRAPHICS VISUAL METADISCOURSE

Visual Metadiscourse:

The design choices that "support readability and macrostructural consistency"(Kumpf, 2000, p. 404) and that "reveal awareness of visual literacy and of the communication context" (Kumpf, 2000, p. 401).

- Visual interactive features "serve to organize the flow of information and help the viewer in the comprehension of the multimodal text" (D'Angelo, 2016, p. 124)
- Visual interactional features are "used to attract, involve and engage viewers" (D'Angelo, 2010, p. 44).

VISUAL INTERACTIVE METADISCOURSE

CATEGORY	Subcategory	Function
INTERACTIVE RESOURCES	Achieved through	
Information Value	 Left–Right Top–Bottom Left–right + top–bottom 	Organize the layout of information in a poster
Framing	 Frame lines Color contrast Empty space between elements 	Distinguish sections of text
Connective Elements	 Vectors Repetition of shapes Repetition of color Alignment 	Connect ideas and parts of visual and textual discourse
Graphic Elements	 Tables Figures (pie charts, graphs) Pictures Other 	Clarify and organize data for the viewer, aiding the immediate retention of information
Fonts	 Type Size Color 	Enhance legibility; Help clarify parts of discourse, highlighting the most important parts of the text; Clarifies the organization of text

(D'Angelo, 2016)

VISUAL INTERACTIONAL METADISCOURSE

Interactional	Definition	Examples
resources		
Emoji	Pictorial representation of facial expression showing emotions	
Picture	Picture arousing readers' emotions except for facial expressions	
Color	Use of colors to arouse the reader's emotions	NORMAL HIGH
Typographic substitution	A word/phrase with an image embedded	C to ntrol HYPERTENS ON

(Li et al., 2023)

Infographic A

CATEGORY		Infographic A	Infographic B
Visual interactive resou	irces	·	
Information value	L-R		
	T-B		
	LR+TB		
Framing	Frame Line		
	Color Contrast		
	Empty Space		
Connective elements	Vector Element		
	Repetition of Shape		
	Repetition of Color		
	Alignment		
Construction allowed and the	Table		
Graphic elements	Figure		
	Picture		
Fonts	Туре		
	Size		
	Color		
Visual Interactional res	sources	·	·
Emoji			
Picture			
Color			
Typographic substitution	l		

CATEGORY		Infographic A	Infographic B
Visual interactive reso	ources		
Information value	L-R		
	Т-В		
	LR+TB	√	
Framing	Frame Line		\checkmark
	Color Contrast	ν	
	Empty Space	√	
Connective elements	Vector Element	√	
	Repetition of Shape		
	Repetition of Color	√	
	Alignment	√	
	Table		
Graphic elements	Figure		
	Picture	\checkmark	
Fonts	Туре	\checkmark	
	Size	\checkmark	\checkmark
	Color	\checkmark	
Visual Interactional r	esources	1	1
Emoji		\checkmark	
Picture		\checkmark	
Color		\checkmark	
Typographic substitution	on		

Analyses of visual interactive and visual interactional resources

DISCUSSION BREAK

Do you think analyzing visual metadiscourse is helpful? Why or why not?

WRAP-UP

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