MULTIMODAL LEARNER-DRIVEN FEEDBACK

Clare Maas
cmmaas@uni-trier.de  @Clare2ELT
Multimodal LDF

Dialogic Feedback

Digital Delivery

Ideas from HE

Multimodal LDF
Digital Feedback Delivery

- Email
  [Farshi and Safa 2015]

- Audio recording
  [Johanson 1999, Brearley and Cullen 2012, Merry and Orsmond 2008]

- Text-editing software features
  [McCabe, Doerflinger and Fox 2011, Cloete 2014]
Dialogic Feedback

- Learner-Centred Feedback
  [Campbell and Schumm-Fauster 2013]

- Interactive Cover Sheets
  [Bloxham and Campbell 2010]
Ideas from HE

- **Feedback depth**  [Glover & Brown 2006]
  1. indication of weakness
  2. correction of weakness
  3. correction of weakness with explanation and future suggestions

- **Sustainability**  [Carless, Salter, Yang and Lam 2011]
  - formative, interactive and impacting students’ future work

- → Feed Forward & Involvement
Multimodal LDF

Dialogic Feedback

Ideas from HE

Digital Delivery

Multimodal LDF
Multimodal Learner-Driven Feedback

- feedback given by teacher
- learners ‘drive’ how and on what
  - choose delivery mode for feedback
  - ask questions about any aspect of their writing
  - pose specific and general questions
  - put questions in footnotes/margins, at end of text, or interactive cover sheet
  - re-draft
Learner-driven feedback

This term we are working with LDF, which requires you to choose:

a. areas of your writing you wish your teacher to give feedback on, and
b. the mode of delivery of this feedback.

A. Example areas of writing:

<table>
<thead>
<tr>
<th>Structure</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Statement</td>
<td>Tense/aspect</td>
</tr>
<tr>
<td>Paragraph structure</td>
<td>Sentence structure</td>
</tr>
<tr>
<td>Development of ideas</td>
<td>Articles/determiners</td>
</tr>
<tr>
<td>Support/evidence</td>
<td>Prepositions</td>
</tr>
<tr>
<td>Coherence and cohesion</td>
<td>Mechanics of writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Mechanics of writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexical choice</td>
<td>Punctuation</td>
</tr>
<tr>
<td>Collocations</td>
<td>Spelling</td>
</tr>
<tr>
<td>Register</td>
<td>Layout/format</td>
</tr>
</tbody>
</table>

Adapted from Campbell and Schumm-Fauster 2013
I would like to receive the email feedback please, with some comments on my thesis statement, the vocabulary and expression: is it sophisticated and formal enough? And sentence structure – is it clear and natural?

*In this sentence* ["A.J. as an example to/for other women"], *I don’t know the right preposition. We are told ‘example for’ is wrong, but I think here it can be correct. Can you help me in this case?*

*I would like to ask you to give me feedback on my introduction via email on tenses (especially I’m not sure if I need the past progressive more in the first part?)*

*I always use ‘make an argument’ but it sounds like school English. What is a better word than ‘make’?*
Receptivity to LDF – Study 1 [Maas 2016]

- **Aim:** Explore Ss’ perceptions of usability and effectiveness of LDF
  - Surveyed 30 undergrad Ss, B2 level, English Studies, Trier U.
  - Feedback delivery options: corrections, correction symbols, handwritten feedback, email, audio recording, face-to-face

- → positive attitude to LDF for lang. accuracy and text structure
- → improvements in essay grades
Perceptions of Multiodal LDF – Study 2

- Aim: Explore perceived benefits of digital feedback modes for lang. accuracy and academic skills
  - Surveyed 36 postgrad Ss, C1+ level, British Studies, Trier U.
  - Feedback delivery options: Track-changes, in-text comment bubbles, audio recording, email.
## Perceptions of Multimodal LDF – Study 2

<table>
<thead>
<tr>
<th>Delivery mode</th>
<th>Used</th>
<th>Found easy to use</th>
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</thead>
<tbody>
<tr>
<td>Track changes</td>
<td>22%</td>
<td>60%</td>
</tr>
<tr>
<td>Comment bubbles</td>
<td>78%</td>
<td>100%</td>
</tr>
<tr>
<td>Audio recording</td>
<td>39%</td>
<td>90%</td>
</tr>
<tr>
<td>Email</td>
<td>50%</td>
<td>88%</td>
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# Perceptions of LDF - Study 2

Aspects of general language accuracy

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Aspects of general language accuracy

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**Perceptions of Multimodal LDF – Study 2**

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Receptivity to LDF – Study 2

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Multimodal LDF - Conclusions

Studies show:

- EAP Ss’ openness to feedback dialogues
- EAP Ss appreciate multimodal / digital feedback
- LDF can provide sustainable, category 3 feedback
- LDF has positive effect on S-T interaction
- Best delivery mode linked to learning goals and to affordances of each mode

→ LDF is potentially a highly useful tool for improving both foreign language and writing skills sustainably
Multimodal LDF

- Helpful to provide training:
  - how to map feedback to parts of text
  - how to break feedback into manageable chunks
  - having the text to hand when reading/listening to feedback
  - asking specific questions
  - how to engage with feedback received
  - keeping a record of feedback received
Why Multimodal LDF?

- LDF is potentially a highly useful tool for improving both foreign language and writing skills sustainably in various contexts.
References

Further Reading


Thank you for your attention!
Any questions?

www.ClaresELTCompendium.wordpress.com

@Clare2ELT