



BALEAP Conference: Caution! EAP under construction

**Multimodal feedback tool for writing-to-learn:
teachers' and students' perceptions**



Agenda

- 01** Motivation for study
- 02** Methods
- 03** Preliminary findings
- 04** Implications for pedagogy



**Westminster International University in Tashkent
Uzbekistan**



Who are we?



Liliya Makovskaya
Senior Lecturer
lmakovskaya@wiut.uz



Iroda Saydazimova
Lecturer
isaydazimova@wiut.uz

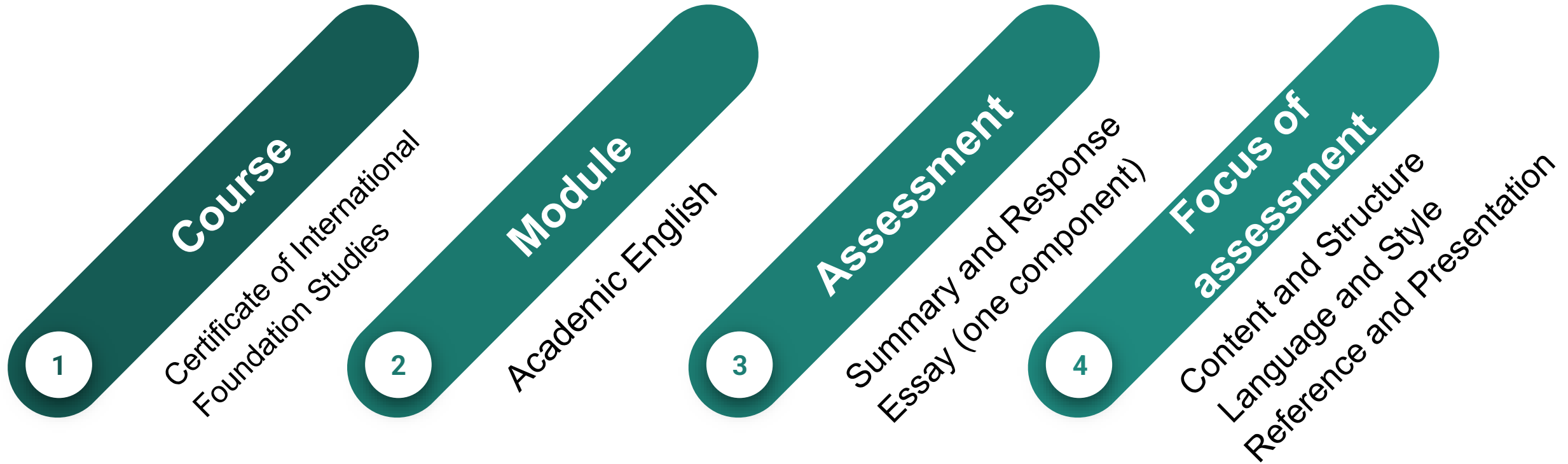


Kholida Begmatova
Lecturer
kh.begmatova@wiut.uz

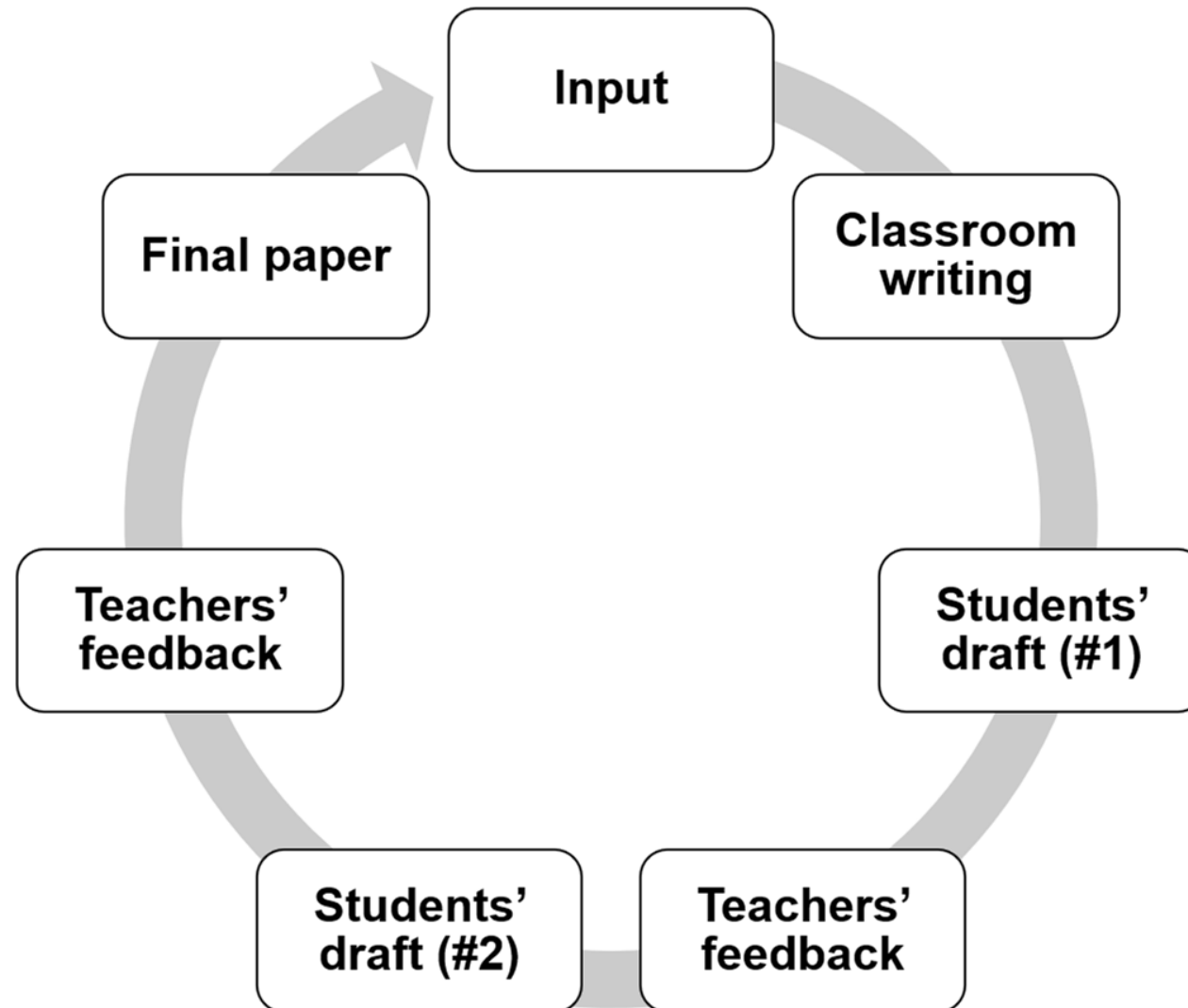
01

Motivation for Study

Our context



Our context: process



File Edit View Insert Format Tools Help



+



Motivation for the study

- The efficacy of choosing and applying more than one feedback type appropriately is indispensable in meeting the individual needs of learners.
- The application of technology seems to have expanded how feedback can be provided.
- One method of externally supporting learners is through computer-based scaffolding (Proske, Narciss & McNamara, 2010).
- Oral feedback is generally more valued by learners (Cavanaugh & Song, 2014; Bless, 2017; McCarthy, 2015; Kauf, 2015)



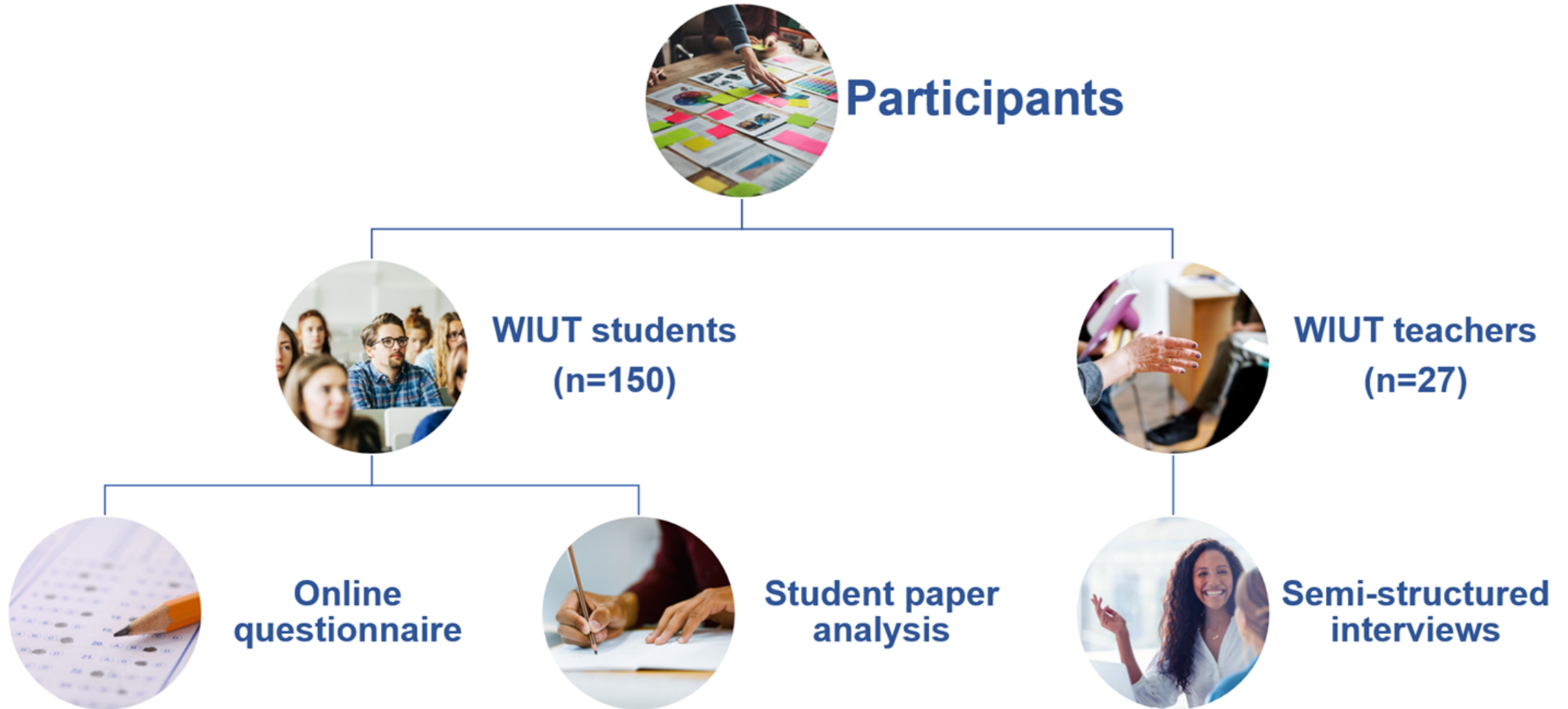
Results of other studies

Study	Context & participants	Approach to feedback	Focus of feedback	Research questions
<i>Elola & Oskoz (2016)</i>	<i>4 Spanish FL writing course undergrad. students, USA</i>	<i>Screencast-O-Matic Microsoft Word</i>	<i>Content, structure & language (oral & written)</i>	<i>1. To what extent does using Word or screencast to provide written or oral feedback influence how the instructor provides feedback to students? 2. To what extent does receiving oral or written feedback using Word or screencast influence students' revisions?</i>
<i>Kim & Bowles (2019)</i>	<i>22 undergrad. EFL students, USA</i>	<i>Think alouds; direct correction; reformulation</i>	<i>Content, structure & language</i>	<i>1. Is there a relationship between the type of feedback and learners' depth of processing? 2. Is there a relationship between the error type and learners' depth of processing?</i>
<i>Solhi & Eğinli (2020)</i>	<i>51 EMI Turkish university</i>	<i>Recorded audio feedback; written correction code</i>	<i>Content; organization style & mechanics</i>	<i>Does recorded oral feedback yield improvement in the writing of EFL learners?</i>
<i>Bakla (2020)</i>	<i>33 Turkish EFL university students</i>	<i>Google Drive, Kaizena; a screencasting software</i>	<i>Linguistic problems; content & organization</i>	<i>1.Which digital feedback modes could help the participants perform a higher rate of successful revisions at the microlevel, macro level, & global level in revising the essays supplied to them? 2. What are the participants' preferences of the feedback modes & what factors could account for these preferences?</i>
<i>Mohammed & AL-Jaberi (2021)</i>	<i>2 linguistic Master program students in Malaysia public university</i>	<i>Google Docs & Microsoft Word (track changes function)</i>	<i>Content; organization; linguistic accuracy & appropriateness</i>	<i>1.How do the two case study participants engage with the instructor's written feedback delivered through Google Docs and MS Word? 2. To what extent do the two case study participants engage with the different types of written feedback through both tools?</i>

02 Methods

Participants, Instruments, Data Collection

Research instruments: context and participants



03

Preliminary findings

Questionnaire results

Forms of feedback	Most useful	Least useful
Strikethrough that shows the text that needs to be removed	59.1%	12.9%
Indication of mistakes via symbols (correction code) in comment boxes	43.9%	25.8%
Comments on mistakes and suggestions to improve given in comment boxes	79.5%	4.5%
Reference to other sources and lessons (i.e. links to websites)	21.2%	18.2%
Written feedback provided at the bottom of my draft	57.6%	10.6%
Voice-recorded feedback provided at the end of my draft	56.1%	14.4%

Student comments

Strikethrough showed me grammar mistakes

Comments indicate structure and content mistakes and voice feedback made the comments clearer

They are concise and accurate, convenient to read and understand

They indicated specifically which words, sentences need to be changed

Because oral feedback contained more information and explanation

I cannot listen to voice recordings any time in public places

Although I had the key to the code, It was time consuming to look for and correct

It is harder to evaluate mistakes using different sites. I don't want to spend time for researching a new website just to find my mistake

Questionnaire results

Skills of writing that improved based on the teacher's feedback	%
Paraphrasing	47.7%
Organization and structure	50.8%
Incorporating in-text citations	36.4%
Compiling a reference list	41.7%
Introduction of the argument from the original text	40.2%
Development of arguments	50.8%
Style	34.8%
Grammar	38.6%
Vocabulary	27.3%

Interview results: most useful forms

Comments on mistakes & Suggestions for improvement

There is a rationale explaining the mistakes, which constructive and instructive; it is specific and tailored for a particular area, which also creates a dialogue between a student and a teacher.

Written feedback (summary)

There is a clear indication of strengths and areas for improvement. It allows systematic and consistent growth in writing. Plus, it can be referred to frequently.

Voice-recorded feedback

Due to teacher's voice and intonation that resemble everyday communication, it is clearer and personalised, making learners feel encouraged; as teachers use names and friendly tone, learners feel valued and appreciated.

Students can be lazy to read a long text.

Not always accessible to listen; it is easier to meet face-to-face than record a message

Interview results: least useful forms

Using correction codes

They can be misinterpreted or misunderstood; they require time for learners to be trained to act on them. Learners are not fond of decoding and processing the problematic areas in their writing.

It is explicit

References to other sources

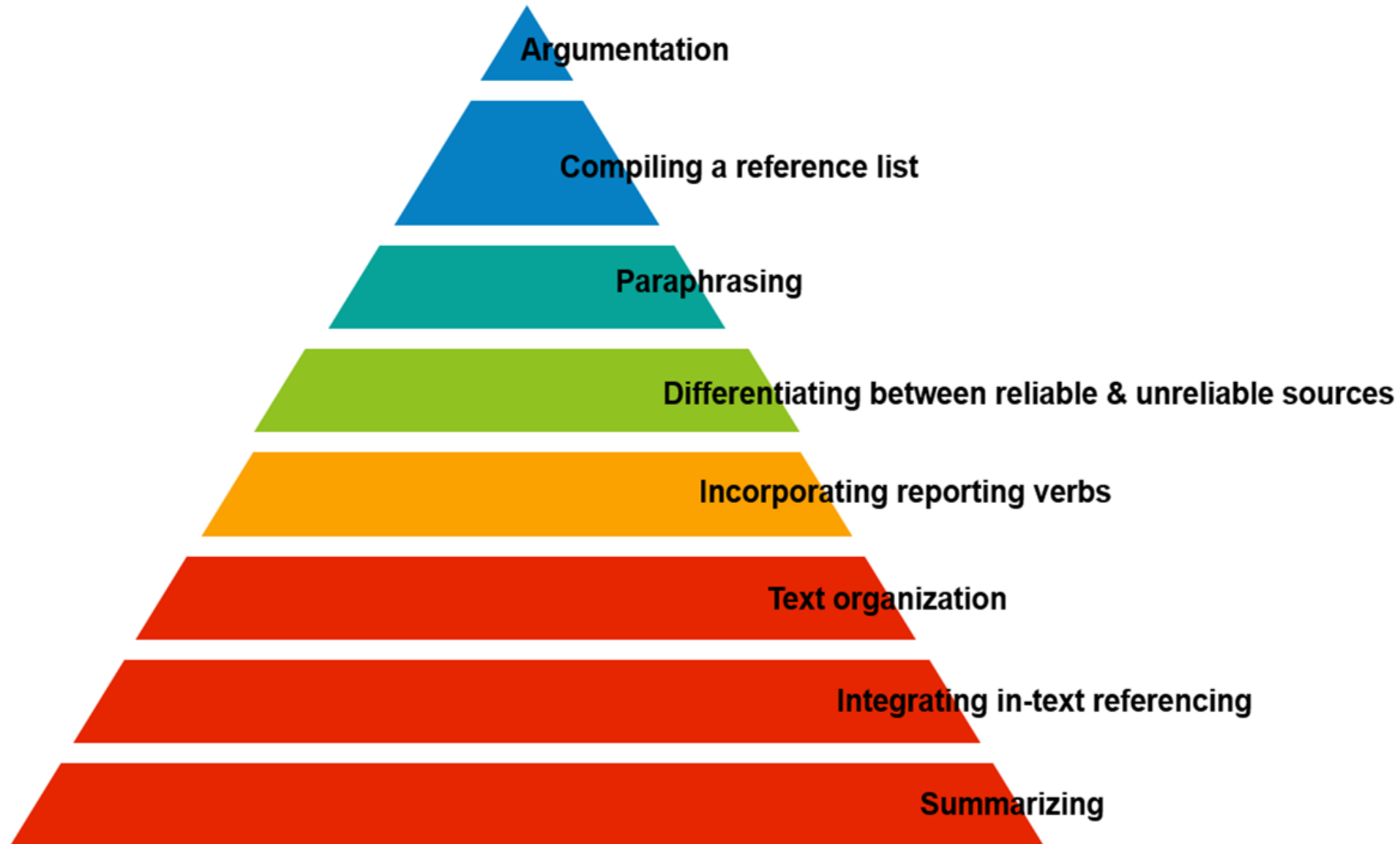
Learners rarely read them or follow them as it requires more efforts and self study. They may feel reluctant to check out the sources as they prefer a straightforward answer.

It is individually tailored; students can be lazy to search, so the teacher does it for them.

Strikethrough to indicate mistakes

When text chunks are struck, learners may not understand the reason as there is no explanation; it will not guide the learners for improvement;

Student paper analysis



04

Implications for pedagogy

Implications for pedagogy

1. As several researchers suggest (Elola & Oskoz, 2016; Lee, 2017), the combination of several feedback provision approaches can eliminate limitations and bring together the benefits of different modes (*commenting on mistakes and suggesting improvements; written feedback on strengths and weaknesses and voice-recorded feedback*). Both parties found them useful and productive.
2. Integrating teacher's audio feedback is useful for students as it brings some human touch. Although feedback should be dialogic from a sociocultural perspective (Lantolf, 2006), it could take time to establish such a dialogue considering the volume of work to check and frequency of feedback provision teachers need to undertake.
3. Google Docs is a recommended platform for feedback provision to students' works in their writing-to-learn journey. It supports several functions and adds-on tools to realize this. It also allows asynchronous dialogue between a teacher and a student.



QR code for the contact details and the presentation





Thank you