

Oksana Boiko,
ph.D student
Faculty of Foreign Philology
Scientific supervisor: Tetiana Pakhomova,
Doctor of Pedagogic Sciences, professor,
professor of the department of English philology and linguodidactics,
Zaporizhzhia National University,
Zaporizhzhia, Ukraine

MULTIMODAL FEEDBACK IN TEACHING EFL WRITING

Feedback plays an important role in teaching writing. However, teachers often complain that learners are not interested in feedback, and therefore the reward teachers receive for their time and effort is limited. Furthermore, students misinterpret teacher's feedback and feel frustrated by ineffective assistance from teachers. The reason for these problems is the unrealised function of feedback in writing. The purpose of this paper is to study the effectiveness of multimodal feedback in teaching EFL writing.

Ying Zhang studied Chinese students' perceptions of multimodal feedback in the context of writing. The researcher argues that multimodal feedback provides better quality information through a combination of text, voice, and graphics. Screencasting is one of the tools for implementing multimodal feedback. The teacher uses a video recording of the screen, accompanied by comments, to help the student in writing. The multimodal feedback makes the teacher's instructions clear, specific and understandable. The participants in the experiment kept a diary in which they described the use of multimodal feedback to improve their own writing project. Multimodal feedback conveys both text and audio messages with greater density. In addition to clear comments and rich multimodal information, students also reported an increase in the number of instructions in the on-screen feedback. The researcher concluded that multimodal comments contribute to building a relationship between the teacher and students[9].

Lianjiang Jiang, Icy Lee and Shulin Yu propose a construct of multimodal feedback literacy based on the semiotic theory of multimodality. The paper provides the following definition of multimodal feedback: 'it is feedback that is provided and presented through different modalities, namely: linguistic, visual, aural, spatial and gestural modalities'. Multimodal feedback literacy is defined by scholars as 'the literacy in creating multimodal feedback by combining different modes of feedback (including linguistic, visual, aural and spatial modes) to support the development of writing in a foreign language'. The main dimensions of multimodal feedback literacy are feedback design, affordance, orchestration and ensemble of feedback, and the researchers provide a detailed description of each of them. The benefits of multimodal feedback include improving students' understanding of what and how they can improve their writing, increasing the social presence of teachers, reducing the potential pressure on students associated with face-to-face conferences, and taking into account the diversity in students' skills and experiences. The researchers also developed a developmental framework for providing multimodal feedback to writing teachers. This

framework includes the dimension of being, the dimension of doing, and the dimension of becoming in the development of multimodal feedback in writing practice[4].

Carrie Chang et al. consider electronic feedback from a multimodal perspective. Multimodality is defined as “the use of several semiotic modes in the creation of a semiotic product or event, as well as a special way of combining these modes (semiotic resources)”. The researchers concluded that studies of electronic multimodal feedback should take into account the experience and attitudes of instructors not only to specific tools, but also to technologies in general, multimodal communication, and the ways of communication that these technologies require from users. The researchers believe that further research should focus on the role of electronic multimodal feedback in a process-oriented approach to teaching writing, the affective dimension of electronic multimodal feedback, its construction depending on the interaction of writing with speech, visual images, movement, and other artefacts[1]. Thus, the researchers presented a wide range of further studies, but did not mention the use of multimodal electronic communication in product-oriented and genre-based approaches to teaching writing.

Researchers from Monash University compare the clarity, usefulness and satisfaction with digital and textual feedback comments provided by 14 tutors to undergraduate students. The researchers concluded that modality has a positive correlation with improved student experience, but that multimodality alone does not guarantee improved student experience. Students themselves rated digital comments as more understandable, useful and enjoyable. Researchers recommend considering the use of technology in education in the context of micro, meso and macro levels[6].

Dian Eka Chandra Wardhana studies the impact of multimodal feedback on students' speaking abilities. The scientist says that multimodal feedback is “several types of feedback used by a teacher to give feedback to students”. The researcher also reminds that multimodal feedback can be direct or indirect, oral or written, explicit or implicit. The main types of multimodal feedback are peer feedback, conference and commentary. With and without technology, multimodal feedback provides learners with a wealth of knowledge and information so that they know their mistakes and can correct them, which generally motivates them to speak the foreign language. In addition, multimodal feedback enables the teacher to correct students' work during classroom presentations[8].

Chinese researchers have been investigating the problem of creating personalised multimodal feedback using artificial intelligence. The first challenge in the task of generating multimodal feedback is to combine multimodal information due to the presence of several modalities in the input data. Another challenge is creating specific content for each modality. The last problem is imitating the language styles of different teachers. To solve these problems, the researchers proposed a new deep learning architecture called the Personalised Multimodal Feedback Generation Network and described it in detail[3].

Elola and Oskoz compared written feedback provided in Microsoft Word with oral feedback using screencast software. It was found that when using screencast software, the teacher provided additional and longer comments on content, structure and

organisation; when using the Word coding system, the teacher was more explicit about form. Students agreed that both approaches to feedback helped them improve their writing skills[2]. So, the tools that teachers use affect the quantity and quality of feedback.

Indonesian scientists studied the implementation of multimodal feedback in foreign language speaking classes. Feedback that encompasses a combination of different forms of feedback at one particular point is called multimodal. Students think direct multimodal feedback is best, and interrupting is the feedback method they hate the most[7].

Asnawi Muslem et al. investigated online blogs based on multimodal feedback in the context of writing skills. Text comments, audio recordings, videos, rubrics and a combination of different forms are considered by scientists to be multimodal feedback strategies. The paper concluded that the online multimodal model of blogs based on feedback contributes to the development of writing skills and increased motivation to learn writing in a foreign language[5].

Thus, multimodal feedback includes speech, visual, aural, spatial and gestural ways of providing feedback and is a combination of the listed semiotic resources. Multimodal feedback can be direct or indirect, oral or written, explicit or implicit, focused and unfocused, with or without the use of technologies. The main tools or strategies of multimodal feedback are text messages, audio commentary, screencasting, rubrics and online blogs. Prospects for further research are seen in the study of new forms and tools of multimodal feedback, in comparing different types of multimodal feedback, in checking the literacy construct of multimodal feedback and its correction, in interdisciplinary generalization regarding multimodal feedback and in applied researches.

References

1. Chang, C., Cunningham, K. J., Satar, H. M., & Strobl, C. (2018). Electronic feedback on second language writing: A retrospective and prospective essay on multimodality. *Writing & Pedagogy*, 9(3), 405–428. doi:10.1558/wap.32515
2. Elola, I., & Oskoz, A. (2016). Supporting Second Language Writing Using Multimodal Feedback. *Foreign Language Annals*, 49(1), 58–74. doi:10.1111/flan.12183
3. Haochen L., Zitao L., Zh. Wu, & Jiliang T. (2020). Personalized Multimodal Feedback Generation in Education. *Proceedings of the 28th International Conference on Computational Linguistics*, 1826–1840. doi: 10.18653/v1/2020.coling-main.166
4. Jiang, L., Lee, I., & Yu, S. (2024). Conceptualizing multimodal feedback literacy for L2 writing teachers in the digital age. *International Journal of Applied Linguistics*. doi: 10.1111/ijal.12578
5. Muslem, A., Marhaban, S., Gani, S. A., Hamdalah, S., Amalia, D., & Hankinson, E. (2024). The contribution of online multimodal feedback-based weblogs toward students' writing skills enhancement. *Studies in English Language and Education*, 11(1), 420–436. doi: 10.24815/siele.v11i1.31389

Секція 3. Засоби організації та підтримки змішаного навчання

6. Phillips, M., Henderson, M., & Ryan, T. (2016). Multimodal feedback is not always clearer, more useful or satisfying. *ASCILITE Conference Proceedings*, 514–522. doi: 10.14742/apubs.2016.801
7. Sulisty, T., Sholeh, A., & Sari, N. (2021). Teacher multimodal feedback: Investigating students' preferences and voices. *English Teaching Journal: A Journal of English Literature, Language and Education*, 9(2), 128–136. doi: 10.11591/etj.v9i2.10759
8. Syafryadin, S., & Wardhana, D. E. C. (2021). Multimodal Feedback on speaking: Effectiveness and Students' Perspective. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 5(2), 299–309. doi: 10.26858/eralingua.v5i2.18193
9. Zhang, Y. (2018). Analysis of Using Multimodal Feedback in Writing Instruction from EFL Learners' Perspective. *English Language and Literature Studies*, 8(4), 21-29. doi: 10.5539/ells.v8n4p21