

**Washington State University
College of Education**

Jouma Debbek

Will defend the dissertation

Date: December 9, 2016

Time: 11:00 A.M.

Location: Pullman - Cleveland 160A

Faculty, students and the general public are encouraged to attend.

**ELL Teachers' and Students' Perceptions and Use of Multimodal
Feedback on Written Work**

Chair: Joy Egbert

The purpose of this study was to explore ELL teachers' and students' perceptions and use of multimodal feedback on written work, focusing on how the multimodal feedback might give a chance to provide a more detailed, timely, engaging, accessible and comprehensible feedback. One ELL teacher and five students attending the same writing class participated in this exploratory study. Research questions focused on the teacher's and students' perceptions and use of multimodal feedback on written work. Data sources included teacher's and students' pre-and post- surveys, interviews, as well as students' writings. Findings show that the students have positive perceptions of MMF and expressed a clear preference for MMF over HWF, as it established a new type of feedback.

The study suggests that the MMF can be used to deliver and transform the whole process of providing feedback. It can offer additional space that can be used by teachers to provide praise as well as encouragement ("pep talk"). The data revealed a strong positive reaction from students towards MMF: First, the students found MMF clear and understandable. Second, they found it accessible, constructive, and offering new ideas to improve essay content in particular and their writing in general. Third, they found the MMF to be detailed and with descriptions of the problems and explanations of how to correct them and how to implement these corrections in their written work. Fourth, the richness and depth of the MMF resulted in students' engagement with the teacher's feedback that encouraged them to act upon it.

Key words: multimodal feedback, written work, student perceptions, teacher perceptions, higher education, ELL