

Multimodality in e-portfolios: a longitudinal study in two language subjects

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6-7 octubre 2022





Digital Communicative Competence

- Multimodality
- Hypertextuality
- Intertextuality



My Firts English View

This is my first English view.

In this view you can see a picture of me in London, a video of my room, the first linguistic snapshot and checklists

WELCOME AND BIENVENUE !!!

Hi and welcome to my English first view. 😊

This portfolio is an assignmet for the English subjet.

In this view you can see a picture of me in London, a video of my room, the first linguistic snapshot and checklists

Travel to LONDON :D So amazing!!



My relation with English so far

I've chosen this picture because it reminds me back to 2009 when I traveled to London. I was there for 3 days (on weekend) with my friends, and we planned to watch "The Lion King" musical on Lyceum Theater in Convent Garden.

It was very special for me, because I love musical performance and musicals films. In addition, these times my friends and I were singing in a choir, so we were excited to watch this musical, and "The Lion King" is an special one, because it brings back to my childhood.

This picture shows me in one street of London in march, and the wheatear was very cold.

My relation with English language it's very complicated: we have never been friends. In fact, I want ask "him" about divorce 😊

I know that my English level is too low, but my purpose is making an effort to learn this language properly. Before getting into university, I did a two years course of FP Audiovisual Production, and I

My room , My world



Linguistic snapshot

I'm very excited to start university because I've completed recently a two-years Audiovisual Production course and, after selectivity, I'm here to learn more about this world. So I think that I have more background than people who come directly from Batxillerat, because I have already did things related with audiovisual field, like cameras, short films or tv programs. So I think that I have a strong position here. Also I have been related with the music world for almost all my life because I have been singing in a choir since 1999.

On the other side, I believe that my English is my main weakness because I know myself that my English level isn't sufficient as required. That's why I hope to learn enough English because I need that to work in this world. Nowadays, knowing English is very important.

I will study English outside university to improve my English level and pass this successfully course. Also once a week I'll meet with my cousin, who knows English better than me, to speak English in a more informal way.

Sincerely, I have never liked the English subject because I have never known how to speak English properly, but now it's time to change and learn it properly. I would like to say "I can communicate with everybody in English fluently".

All Checklists

Bonich_Am...1.1.doc
379.5KB | Thursday, 19 January 2012 | Details

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Mahara: constraints



Constructing a view in an e-portfolio:
coherence in layout and among elements

Verbal mode

- Writing (typography: size, colors, type)
- Oral discourse (paraverbal and non-verbal components)

Images: static and dynamic

Music and sounds

Interactive buttons, hyperlinks, etc.



RQs

1. How does the layout display develop across two terms?

2. What is the students' use of other multimodal elements available?



Design

English e-portfolio

- 1st year
- Three views
- **Explicit** instructions
- **Three training sessions** on multimodality
- Paced and guided



Spanish e-portfolio

- 2nd year
- Three views
- **Implicit** instructions
- **No training** sessions on multimodality
- Paced **but not guided**

N = 26 Media Studies students
Total: 52 portfolios = 156 views



Learning evidences

English subject

1. Linguistic snapshot: 1 image, 1 essay, and an embedded video
2. Learning evidences: 1 video, 2 formal learning evidences & 2 informal learning evidences
3. 1 image, 1 essay and 1 formal learning evidence

Total n elements: 11 (min.)

Spanish subject

1. Expectations and a videocurriculum
2. Review
3. Final reflection and 2 formal learning evidences

Total n elements: 6 (min.)



First level of analysis: layout

Header
(and paratext)

columns

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All Checklists

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379.5KB | Thursday, 19 January 2012 | Details

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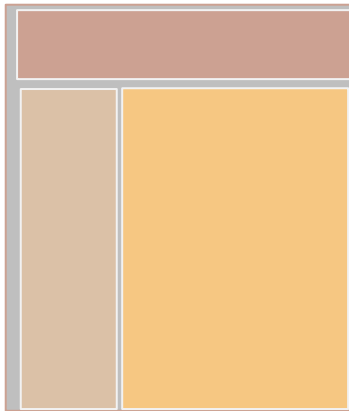
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View format

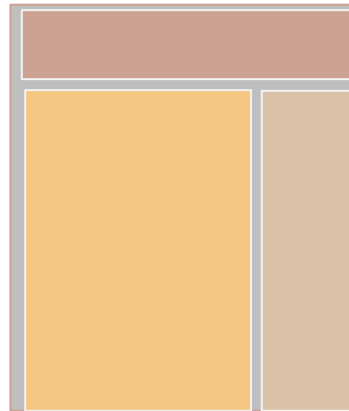


RQ1. Layout

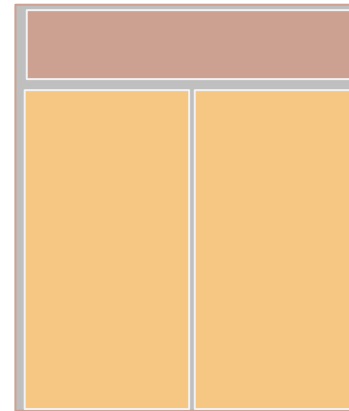
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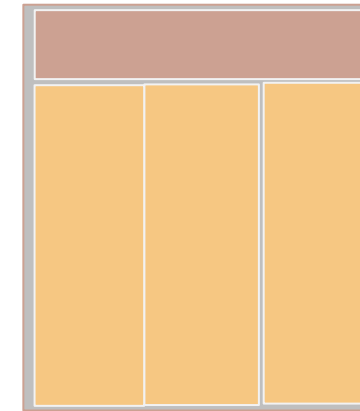
Model 2



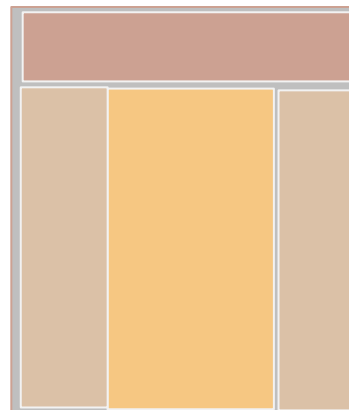
Model 3



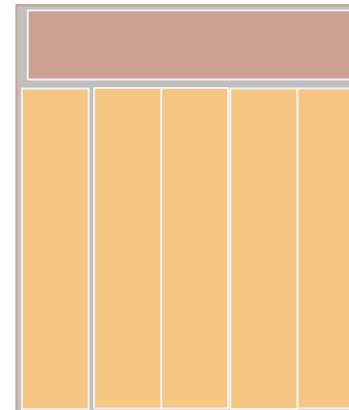
Model 4



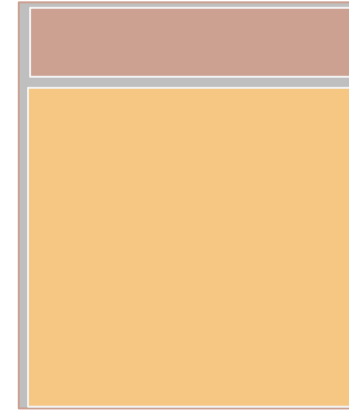
Model 5



Model 6 & 7



Model 8



columns on
the side

header

content

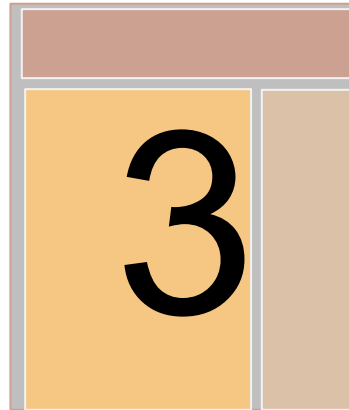


RQ1. Layout

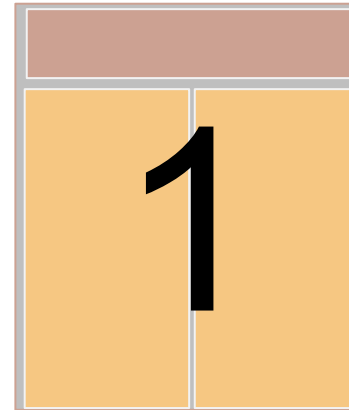
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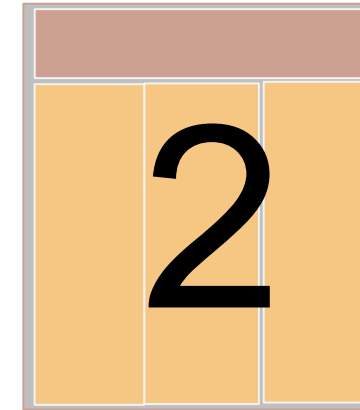
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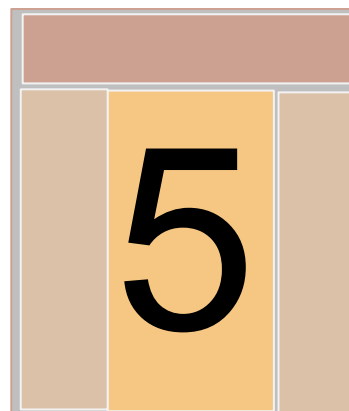
Model 3



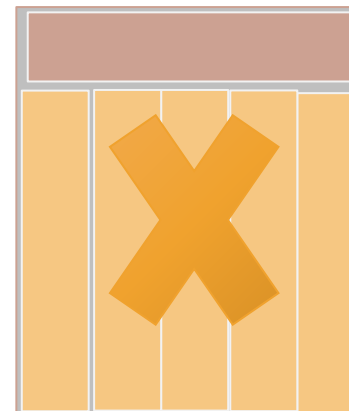
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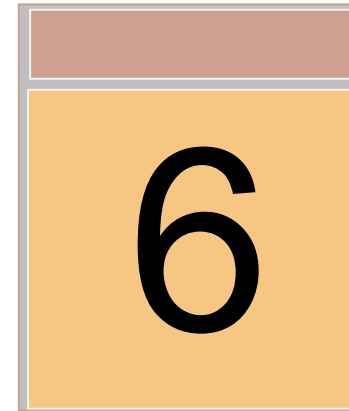
Model 5



Model 6 & 7



Model 8



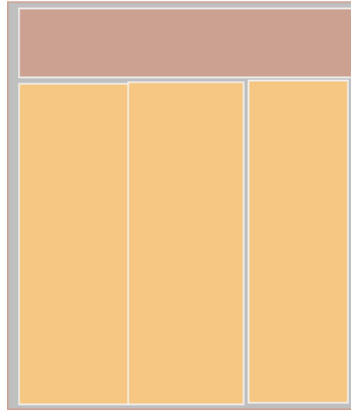
columns on the side

header

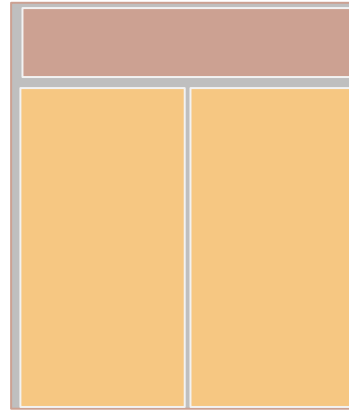
content



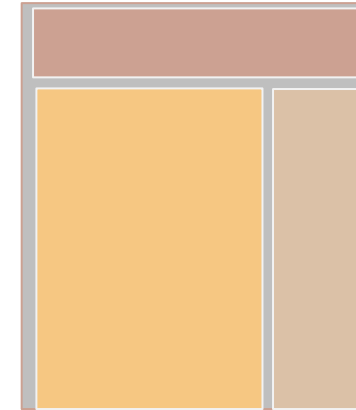
1. Layout



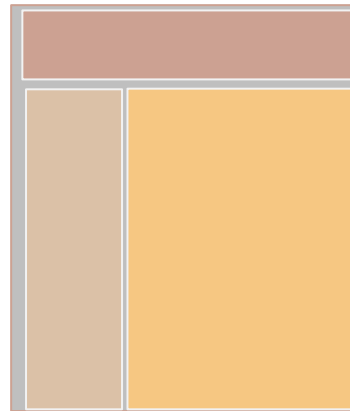
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Spanish = 7



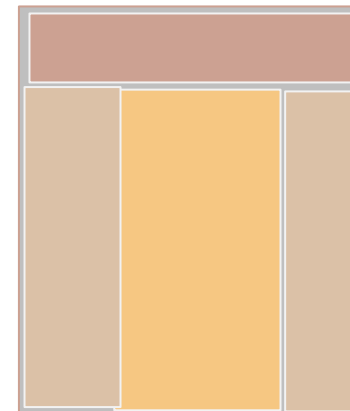
English = 22
Spanish = 21



English = 9
Spanish = 24



English = 9
Spanish = 11

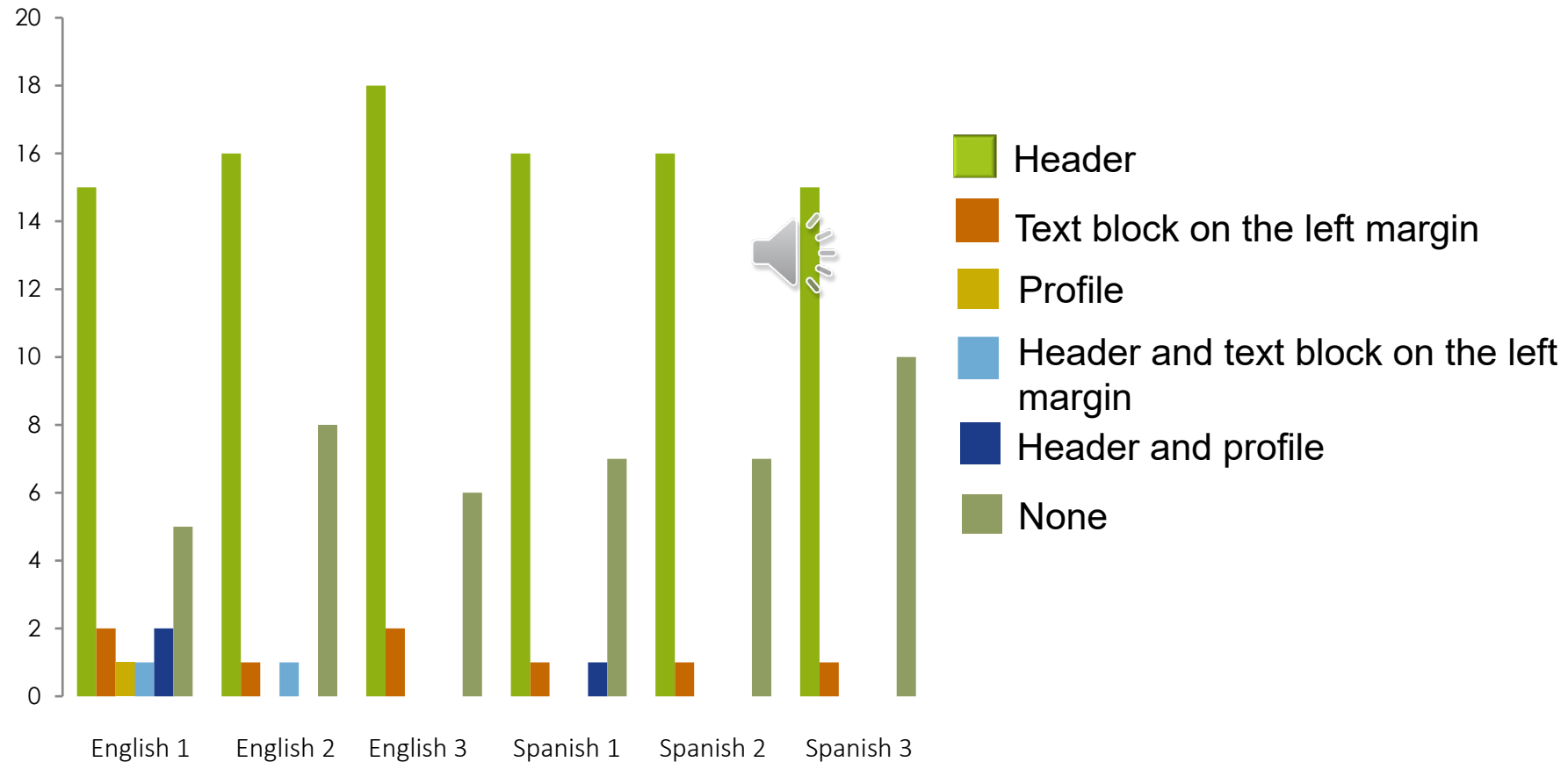


English = 5
Spanish = 8



1. Layout

Paratext



1. Layout: paratext

Text block on left margin

“In this website you can find...”

My relationship with the English language

In this website you can find different things about my relationship with the English language. In the column in the middle, there is a text where I speak about my situation at the beginning of this course, my expectations for this subject, my resources to practise English, ... and at the bottom, you can see a video where I speak about my room, a space that define me.

In the right column, there is a picture that I've chosen because it reflects my feelings towards English through the metaphor behind the picture.

Just below this writing you can find a document list for upload all the contents of this page, if you wish. Nevertheless, the first document is to know more things about my English level. In this document you can see four checklists that I've completed putting and "X".

I hope you like it,

Luis Altmann

English language and I

I must confess that I haven't studied English with a teacher for two years but, during this time, I've learned through the Internet and different films with subtitles.

At the beginning of this course, I believe I will be able to follow the classes but sometimes I think I won't be able to understand something. In my opinion, my best strength is writing; on the other hand, the oral is my worst weakness because I'm a little shy. Also, when I try to maintain a conversation, sometimes it may be difficult to follow it when trying to say exactly what I would like to: I would love to know more vocabulary.

Obviously, if I want to pass it successfully, I have to practice more than in the last years and get in more touch with this language: I think that if I study the subject at home and I resolve all of my doubts, I do the homework, I write my diary in English and I see the films in English too, my English level will be higher.

In connection with this, I'm happy because I feel we're not going to study the grammar like in other courses. This time, we will work the language at a **B2 level** with activities where the grammar is included, for example, the activities in pairs or group. That's why I have to start to be more self-assured in this language; otherwise, I won't pass this subject.

In conclusion, I have to say that English is a language that I love but I have never had the opportunity to take a holiday in an English-speaking country. At present, my last relationship with the English language was three years ago, when I did English lessons and I went to **England** in summer for two weeks.

Deep and proximity



I have chosen this picture because I have a very profound feeling when I see it. I've taken it without thinking about all of the sensations that it can give me. I look at the picture again and again and

Header and profile info

VIEWS MY WORLD AROUND ENGLISH

DOING NEW ACTIVITIES, LEARN...

AND WHEN THE COURSE ENDS...

MY WORLD AROUND ENGLISH

WELCOME TO MY PORTFOLIO!

Here I'm going to upload some materials of my English class.

Profile Information

- **Nome:** Sandra
- **Cognome:** Mezcua Paez
- **Ciutat:** Barcelona
- **Adreça de correu:** sandra_mezcua@hotmail.com



My objectives in this course

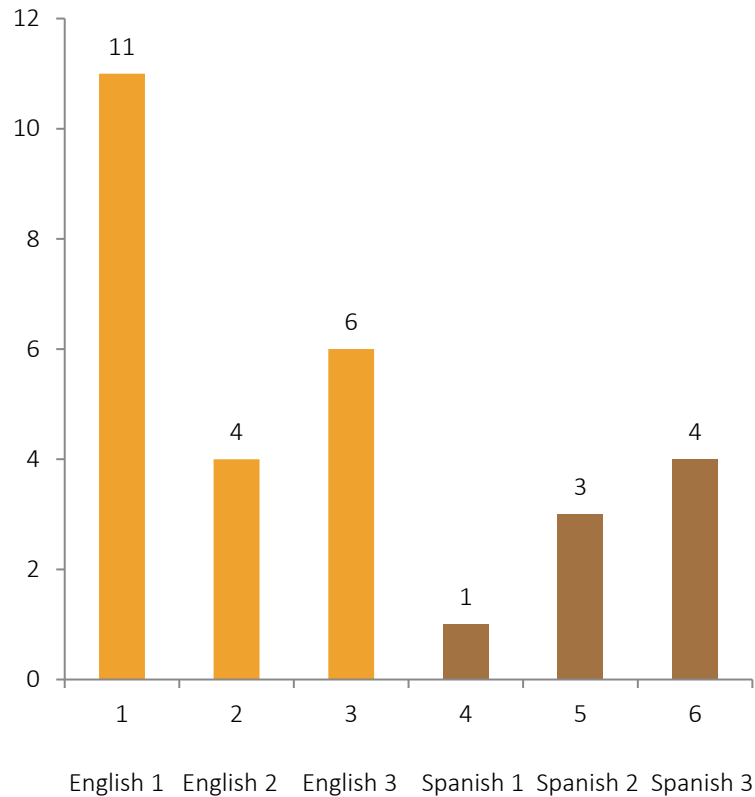
In the next paragraphs I'm going to explain some aspects of my personal situation with the English language and what things I am going to do this course to improve my English and pass this subject.

Firstly, I would say that this year I start in an English school because for me it is a little difficult to express myself in English, especially in writing. I got a five in the



1. modo *layout*

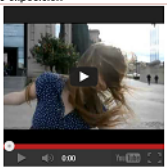
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Vista final: revisión by Nuria Lluich Rubio

Vista final: revisión

Proyecto exposición



Punto y final

El semestre acaba y la asignatura también. Lengua oral y escrita en Castellano ha sido una asignatura dinámica en la que todos participamos en cada clase, tenemos un seguimiento continuo y estaba en nuestras manos aprovechar las herramientas que nos nos iba dando y empezar a meter un poco más la cabeza en el mundo de la comunicación, esta vez desde un punto de vista más periodístico (de redacción y de oratoria).

En especial me gustaría recordar dos ejercicios realizados en clase: la crónica y la exposición final.

La crónica nos sirvió a todos ya que estudiamos, primero, las características de este género: que se podía modular, más o menos el número de palabras que necesitaba, que necesitaba entradilla, título y puede constar de antetítulo y subtítulo, que debe ser más largo que una noticia normal pero mucho menos que un reportaje... y después de ver todas las características elaboramos uno y lo corregimos. Creo que al tener que poner en práctica eso que has estudiado te das cuenta realmente de esas características y se quedan más grabados en nuestra mente que hablando solo en clase.

Además, en lo que hace a la parte oral, una de las asignaturas que estoy más orgullosa es de la exposición final. Debíamos vender un producto audiovisual. Y para mí este ejercicio me ha servido sobre todo para poner en práctica todos los consejos para hablar en público, para usar el poder... sino que a nuestro grupo el proyecto nos motivó realmente y al final, durante la presentación, casi sentimos que era real. Ahí que fue un ejercicio que nos gustó hacerlo y nos motivó realmente.


Pero aparte de estos dos ejercicios en concreto, en esta asignatura hemos aprendido a diferenciar estilos de redacción periodística y después nosotros mismos debíamos elaborar uno de cada estilo (de miradas de mirada queso, la mirada mantequilla...) y las posturas de poder que nos dan seguridad antes y durante nuestras exposiciones. Hemos entendido cómo realmente se debe hablar en público y el lenguaje en que el espectador se fijará cuando estás hablando y debes identificarlo lo corregimos, en la medida que pudimos. Hemos leído mucho sobre la redacción periodística en la televisión y hemos visto el detalle del funcionamiento de un periodista. En definitiva, oral y escrita en Lengua oral y escrita en castellano termino con la certeza de que hemos aprendido algo y que he mejorado en lo que respecta a esas cosas de redacción y de oratoria. No solo eso sino que soy consciente de aquello que debo mejorar y practicar. Para mí, esta asignatura en algunos casos ha sido cursiva y divertida, pero también estoy segura de lo que hemos hecho y del proceso personal que he seguido. Creo que he cumplido los objetivos que creía que conseguiría la asignatura y hasta me ha gustado más y he aprendido más de lo que creía al principio de empezar.

Nadie nunca debe dejar de formarse y mejorar y yo no lo haré, pero después de esta asignatura siento que hemos entrado un poco más en este mundo y tengo ganas de seguir practicando oratoria con las palabras que hemos aprendido y de seguir escribiendo e identificando.

Géneros periodísticos

- INFORMATIVO: NOTA INFORMATIVA, SERIO
- DE OPINIÓN: EDITORIAL, ARTÍCULO, COLUMNA
- INTERPRETATIVO O HÍBRIDO: CRÓNICA, ENTREVISTA, REPORTAJE

Posturas de poder



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1. Layout: discussion

- + Longitudinal development: less hyperfragmentation
- + Balance in the visual building through columns
- + Mastery of horizontal and vertical organization
- Increase in blank spaces: rush in finishing the assignment?



Second level of analysis

change and choice of colour

change in font size typography

Vista Final

En esta tercera vista reflexionare sobre el proceso de aprendizaje seguido en la asignatura y sobre los logros obtenidos en el manejo oral y escrito de la lengua.

Trabajos escritos

- Resumen
- Ejercicios de normativa
- Seco
- Crónica
- Primera vista
- Segunda vista (resaña)

Haz clic en los enlaces para ver los documentos.

Lectura

Redacción periodística en televisión

José Manuel Osorio | Pablo Sotelo
Armando Huerta y Fco. Javier Díaz

Herramientas indispensables para hacer un buen uso de la lengua española

- Diccionario de la Real Academia Española
- Diccionario Panhispánico de Dudas
- Fundación del español urgente

Haz clic en los enlaces para ir a la página web.

Hay que entender y practicar para saber



¿Para qué me ha servido la asignatura?

Aunque mi deseo es trabajar de fotógrafo y no de redactor, me resulta muy útil saber que se necesita para ser una buena comunicadora. Esta asignatura me ha aportado los conocimientos y las herramientas suficientes para sentirme más segura en mis actos comunicativos. Pero todavía me falta mucho por aprender.

Expresión oral

En expresión oral también he mejorado, pero no tanto. La principal barrera es mi timidez, ya desde pequeña me daba miedo hablar en público, o simplemente hablar con desconocidos. Pero tras unas clases de teatro y algunas actuaciones de gimnasia rítmica lo superé, bueno, en parte. Ya no siento miedo ni vergüenza pero los nervios me traicionan. La actividad del videocurrículo es la que más me ayudó a cambiar mi forma de ver el hablar con un público. Mis compañeros de clase vieron el vídeo y me dieron consejos. Estos consejos los intenté poner en práctica en la exposición para defender el proyecto 'Una semana de sus vídeos'. Me moví más cómoda de lo que decía que en el videocurrículo, pero me fallaron los nervios. El siguiente paso es perder estos diablitos que hacen que me voz y mis piernas temblen. ¿Cómo? Pues practicando más.

Conclusión

Después de cinco meses de clase, veo esta asignatura como un camino. Es como hacer el camino de Santiago, una vez has decidido con que pensar te moviste (todo lo imprescindible y más) hay que avanzar, siempre existe la posibilidad de que tropieces, pero te puedes volver a levantar, sobretodo si vas en grupo. Si realizas la actividad con más gente sabes que te echarán una mano cuando tus piernas temblen. Lo importante es llegar al destino y poder mirar atrás agotada pero satisfecha.



Trabajos Escritos



	Resumen	Seco	Ejercicios de normativa	Primera vista	Segunda vista	Crónica
Primera versión	2,5	4,9	7,5	6	8,3	8,5
Segunda versión	5,6	6,2	7,5	6	8,3	9,9

Noticia en grupo



Videocurrículo



Primera noticia individual



Segunda noticia individual



Presentación oral en grupo



Gracias

LIKE: La semana de sus vídeos

Framework and background colour



Second level of analysis

Vista Final

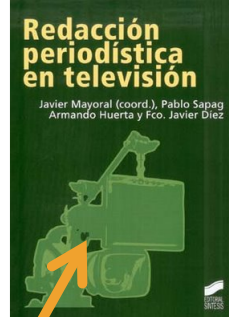
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Trabajos escritos

- Resumen
- Ejercicios de normativa
- Seco
- Crónica
- Primera vista
- Segunda vista (reseña)

Haz clic en los enlaces para ver los documentos.

Lectura

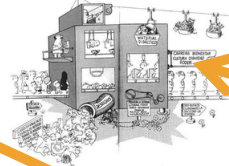


Herramientas indispensables para hacer un buen uso de la lengua española

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Imagen propia tomada en Guernica (País Vasco), el verano de 2012. Tras una semana andando, mis amigos y yo llegamos a nuestro destino y pudimos ver el legendario árbol de Guernica.

Mi evolución

En la primera vista de esta asignatura me planteé el objetivo de mejorar mi pronunciación y mi expresión escrita. En Expresión Escrita y Oral en Castellano hemos hecho muchas actividades y ejercicios que me han permitido, en mi opinión, cumplir estos objetivos.

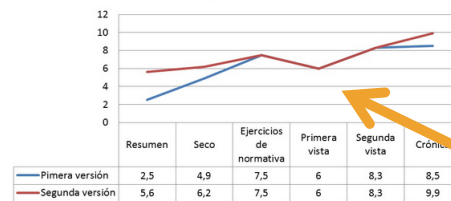
Creo que he mejorado basándome en la evolución progresiva de mis notas y en que ahora siento una mayor seguridad a la hora de realizar cualquier tarea oral o escrita, y eso se debe a que ahora sé hacerlo, tengo una base de reglas y conocimientos que me ayudan a llevar a cabo esas actividades correctamente.

Como he dicho, mis notas han mejorado mucho durante el semestre, es más, he hecho un salto abismal.

Por ejemplo, en los trabajos escritos empecé sacando un insuficiente y en mi último trabajo he sacado un excelente. El tropezón con el resumen del texto **Informarse cuesta** me desanimó mucho y, si soy sincera, llegué a cuestionar si iba a aprender bien con unas correcciones tan exigentes. Pero me puse las pilas y me he esforzado al máximo desde entonces, y al final ha resultado que las equivocaciones son un paso más para llegar a la cima, lo importante es seguir caminando.

Debo decir que la actividad que más me ayudó a mejorar fueron los ejercicios de normativa. Tener que ser nosotros mismos los que debían encontrar errores en los textos, corregirlos y sustituirlos por las palabras o expresiones correctas es la mejor manera de aprender a no cometer esos errores, y a que siempre hay que repasar más de una vez un trabajo, y si puede ser, por más de una persona.

Trabajos Escritos



Expresión oral

En expresión oral también he mejorado, pero no tanto. La principal barrera es mi timidez, ya desde pequeña me daba miedo hablar en público, o simplemente hablar con desconocidos. Pero tras unas clases de teatro y algunas actuaciones de gimnasia rítmica lo superé, bueno, en parte. Ya no siento miedo ni vergüenza pero los nervios me traicionan. La actividad del videocurrículo es la que más me ayudó a cambiar mi forma de ver el hablar con un público. Mis compañeros de clase vieron el video y me dieron consejos. Estos consejos los intenté poner en práctica en la exposición para defender el proyecto 'Like: Una semana de sus vidas'. Me mostré más convencida de lo que decía que en el videocurrículo, pero me fallaron los nervios. El siguiente paso es perder estos diablos que hacen que mi voz y mis piernas tiemblen. ¿Cómo? Pues practicando más.

Conclusiones

Después de cinco meses de haber seguido esta asignatura como un camino. Es como hacer el camino de Santiago, una vez has decidido con qué mochila (solo lo imprescindible y útil) hay que avanzar, siempre existe la posibilidad de que tropieces, pero siempre puedes volver a levantar, sobretodo si vas en grupo. Si realizas la actividad con más gente sabes que te ayudará una mano cuando tus piernas tiemblen. Lo importante es llegar al destino y poder mirar atrás agotada pero satisfecha.



Noticia en grupo



Videocurrículo



Primera noticia individual



Segunda noticia individual



Presentación general en grupo



videos

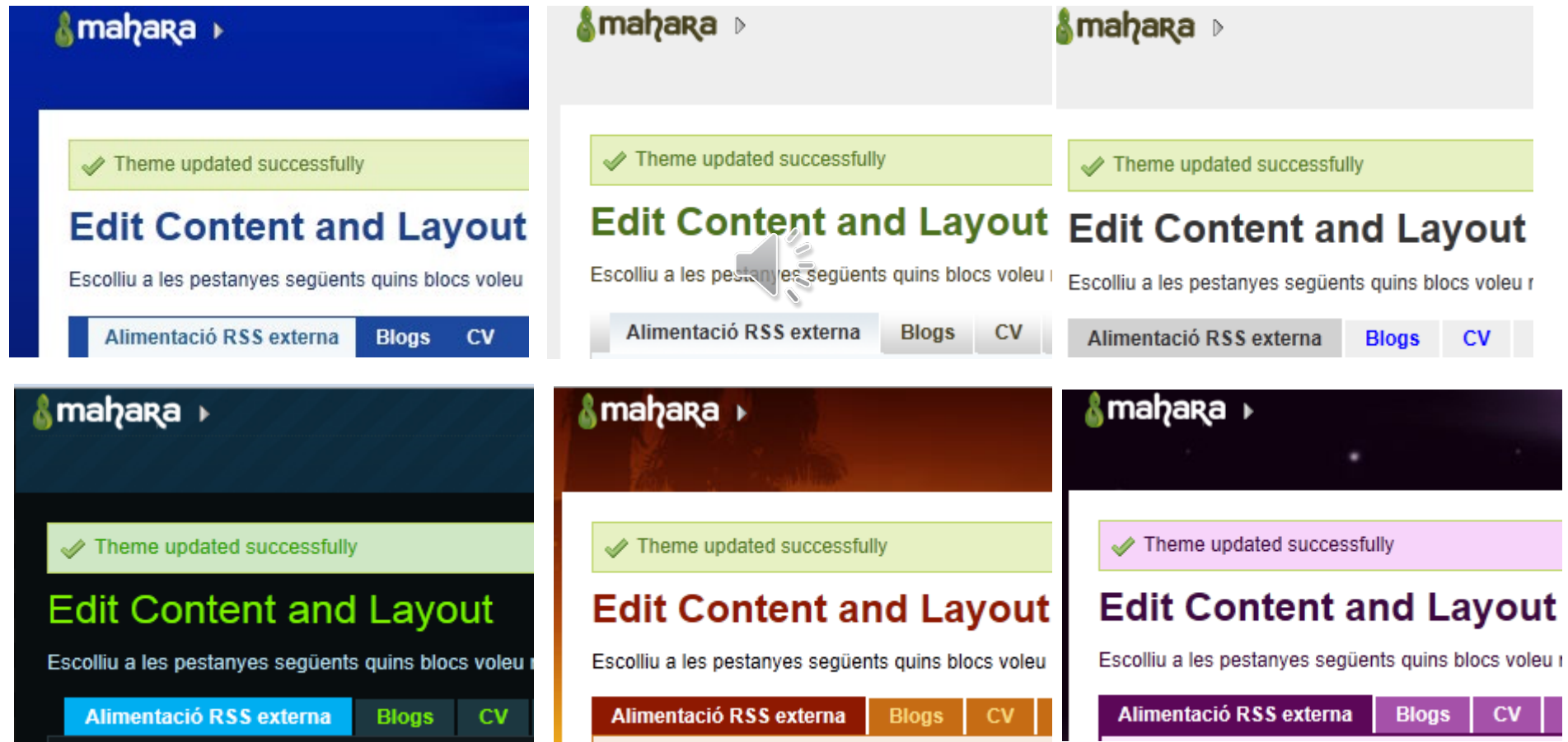
graphs

Drawings and infographics

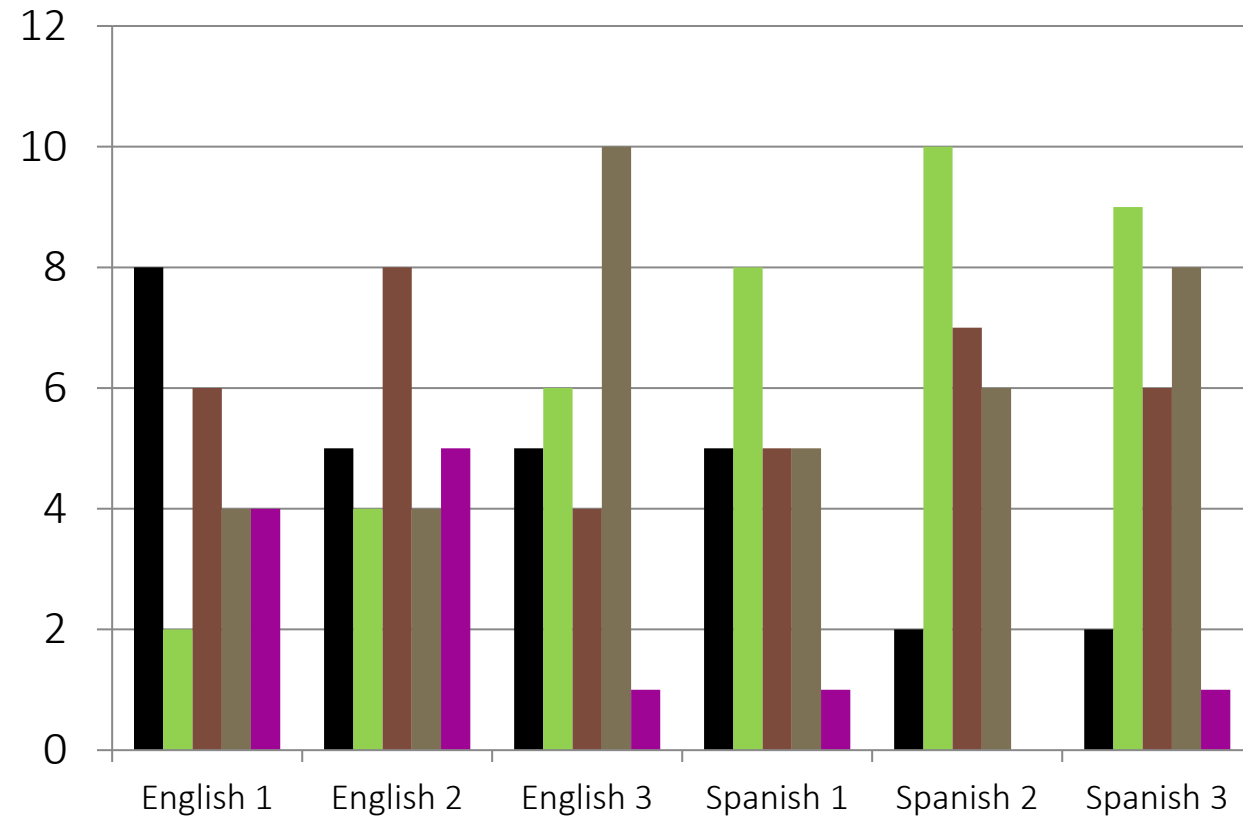
Pictures



2. Other modes: framework and background color



2. Other modes: framework and background color



2. Other modes: images, videos, tables, cartoons, etc.

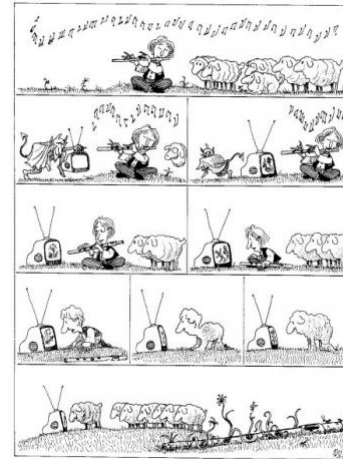
Conclusion

In the next paragraphs, I am going to make an overall reflection about my portfolio

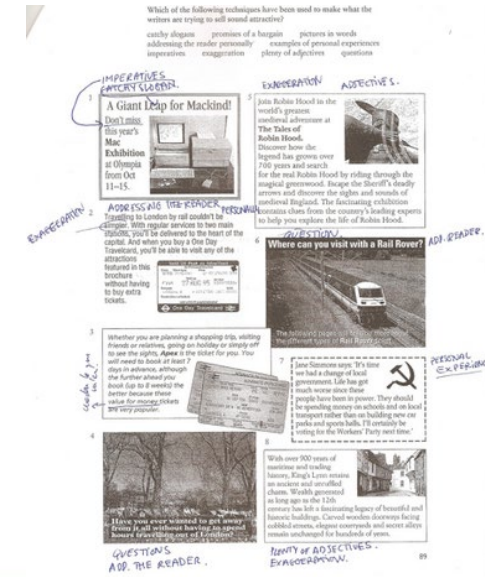
Regarding my learning process, I am going to say that I have learned a lot of new words and expressions, either related to each module that we have worked in class (Press, Radio, Film and Advertisement) or from the activities done for the informal learning evidences. Some of these words are:

PRESS	RADIO	FILM	ADVERTISEMENT
Headlines (Titulares)	To brief (emitir)	To shoot (grabar/ rodar)	To endorse (promocionar)
Broadcast (retransmitir)	Podcast (digital medium like rtve a la carta)	rehearsal (ensayo),	Billboards (vallas publicitarias)

graphs and tables



cartoons



logos



Photographs and drawings



2. Otros modos: imágenes y vídeos

	English 1	English 2	English 3	Spanish 1	Spanish 2	Spanish 3	Total
Image	0	9	4	2	12	22	48
Video	5	6	5	9	31	23	105

* Without considering the mandatory elements

□ Other graphic elements:

- 3 drawings
- 2 tables
- 3 cartoons
- 1 infography
- 1 logo



2. Other modes: Font type and color change

Metalinguistic section: The Open Window

I have learned these **new words and expressions**:

Self-possessed: amb molta fermesa.

“You must try and put up with me”: ha de fer el possible per suportar-me.

Flatter: adular, afalagar.

Duly: degudament.

The nerve cure: cura de repòs.

Rural retreat: retir rural.

Moping: desanimat.

“Were quite nice”: eren bastant simpàtiques.

Silent communion: comunicació silenciosa.

Color and font to bold

Formal evidence 1

This is a news item that I wrote in class. We were given a list of possible topics on which we could write it and a limited time to finish the task.

Scientific Breakthrough Will Save Lives From Pain

A discovery made yesterday by the team of the Laboratory of Molecular Structures in Toronto, Canada, is the key to the cure of a genetical disease known as the Horowitz mutation.

Font size and type change

In this view you can see some of the works that I have been making during the course.

Underlining

WELCOME TO THE SECOND VIEW OF MY PORTFOLIO!

Color change

This view shows how I am, the thing there are around me and my experience with the English language

Highlighting



2. Other modes: Font type and color change → metadiscourse and emphasis

Bold letters (51/156)

- Conventional use

Italics (38/156)

- Conventional use: codeswitching, titles, subject names
- Non-conventional use: examples, keywords (N=7)

Underlining (6/156)

- Subsections or emphasis. Only in English.

Font size change (5/156)

- 4 cases, for subsections, only one to highlight

Font type

- Quotations and titles

Highlighting (2/156)

- Only in English

Color change (11/156)

- Whole blocks (7/156)
- Key words/ phrases (5) or titles (2)



2. Other modes: audio files

English 1	English 2	English 3	Spanish 1	Spanish 2	Spanish 3
0	1	2	2	0	0

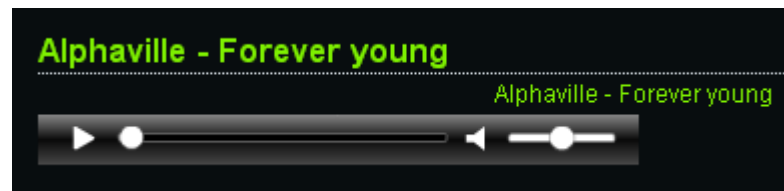
Audio file about so and such...that

So and such...that.mp3



2. Other modes: music

English 1	English 2	English 3	Spanish 1	Spanish 2	Spanish 3
1	3	2	0	0	0



2. Other modes: where?

- Text and most elements:
 - Spread all throughout the layout
- Audio files
 - Bottom margins, mainly

Last steps

Maybe these are the last steps of the English subject, but what is it sure is that from now I will start my first steps applying all the contents I have learnt this term.

Formal evidence 3.

In the task which consisted in writing a screenplay, I needed to use a large number of different resources because I had never written one before, so I didn't know how to do it. All the general information and vocabulary that the English teacher uploaded to the internet was essential for me to write the screenplay.

In consequence, apart from learning what the format, the typology and all the technical parts of the screenplays are like, I have learnt the vocabulary to name all these parts which play an important role in the type of degree I'm studying. Some examples could be "close-up" which means "primer plano", "establishing shot" which is an Extreme Long Shot (ELS) necessary to set the scene, etc.

Moreover, one point I considered interesting and fascinating is the amount of possible variations of verbs like walking, laughing and crying used in order to express different particular actions. For example, based on the verb "crying", we can find expressions like "be on the verge of tears", which means being about to cry, and "weep", which means to cry a lot for a long time. All this material will be useful for me not only in the future but in the present because it is not strictly related to audiovisuals, so it will be helpful in my daily life. Obviously, I can't remember all the vocabulary uploaded on the net, so I only have kept on my mind some of the words and expressions which I like the most.

In relation with the difficulty of the English level used in this task, I consider it is completely adequate because we have just written a simple story applying the new concepts, which are explained and defined in an understandable way. Ultimately, I'm so proud of the results of this task that I dare to say that I had been the one which I enjoyed the most.

English as culture.

In my first picture, I explained that English is important because is continually opening new doors in our daily life. In this second picture I want to share one specific door that the English knowledge opens to us, which motivates me to learn this language. This is the possibility of communicating with people around the world of all kind of races, origins, cultures, values, thoughts, etc. which means an increase of culture that at the same time means wealth of knowledge. With the man in the picture, I want to represent the diversity of people that we can meet.

Audio.

English a Juro.wma
364.4kB | Thursday, 05 January 2012 | Details

My own conclusion.

At the final of this semester, at first appearance, I can't see any improvement of my English, but if I compare the works that I did first with the ones I've already done, we can test out a real evolution of my own English. The need of comparing the first works with the last ones to notice these changes it is because the improvement has been a slow process which is only manifested in this way.

The decrease of the number of mistakes, the accuracy of the writings and my consistency of working are some of the aspects which have suffered a positive progress from September to now. However, during this time I have had with some trouble in more than one occasion, for example, at the moment of doing the correction of some of my works I haven't been accurate and concise because I didn't know in which way I had to explain the cause of my mistakes. Another worry for me is that I'm not very good at the listening tasks because it's difficult for me to be concentrated in a foreign language audio during more than some seconds.

I've been trying to solve this second problem watching some serials in English with English subtitles, as I said in one of my informal evidences, but I have improved this aspect only a little because of my poor concentration. In relation with the writings and the readings, it has been easier to develop my skills of learning new vocabulary and perfecting the grammar because we have done more works of this type than listening works.

Much of the homework done during this course has been attached to Mahara Portfolio. At my first view, I didn't know how the teacher wanted the documents organized, but her feedback with the corrections gave me some clues for organizing my second view, which I consider it's better than the first one. I only tried to follow her suggestions but sometimes, in any of the works done, I repeat the mistakes over and over again because I write without being concentrated.

The artifacts which I enjoyed the most are the interview to Tim Burton and "My room, my world" because it was necessary to film with a camera so it had a more direct relation to the degree. I'm studying than other tasks had, or maybe it had a more direct relation to those things I like which are the reasons of why I'm studying this degree. However, on the one hand, the best of the products performed is the interview to Tim Burton because I do few mistakes for the much talk in contrast with "My room, my world" where I do lots of grammatical and spelling errors because it was among the first works I did at the beginning of the course.

On the other hand, the worst product uploaded to my Portfolio is the linguistic snapshot which I considered a ridiculous and simple reduction which I had done it better if I would have written it now instead of being the first text I wrote. In any case, this doesn't mean that it has been the most difficult task I've done in my Portfolio because it is not. The most complicated assignments which I realized are the formal and the informal evidences because it's impossible to write five different evidences of practicing English outside the university. The reason is that none of us dedicates many hours to practice English in our daily life.

Anyway, working with Mahara Portfolio it's a creative way to exhibit our work and to do something different and related to our degree. However, I propose to not continue using it because uploading our tasks to internet doesn't provide any new knowledge to us in proportion to the large time we have to spend creating and modifying the views.

To conclude, I consider I've obtained the knowledge expected at the beginning but what is true is that I could have done more than I did because I work below my abilities. This fact has always been present in all my studies and I would like to change it because it could be a way of obtaining better results.

Finally, some advice to the future students of this course is to look routinely to all the aspects seen in class at home because this is the way to learn more. Moreover, it's important to do the tasks for the day before because then you do it fast and wrong. These are the two principal aspects to take into account if you want to pass successfully this course.

With music, English is easier.

BEN HOWARD - OLD PINE

My previous version.

My first English view

Improving my english



2. Static images location

4	5
6	4
2	9

13	11	7
1		2
4	8	6

2	15
2	5
1	2

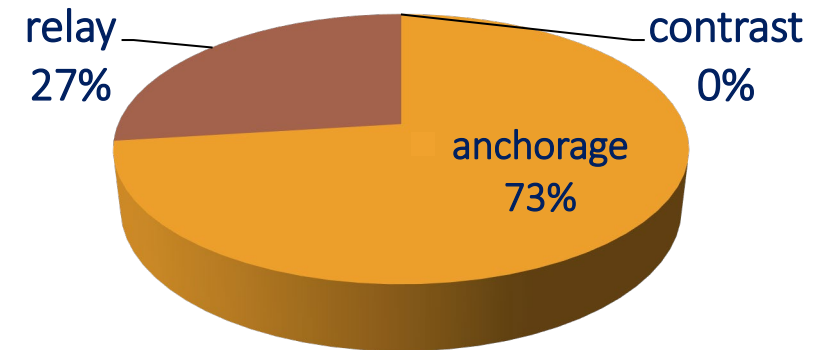
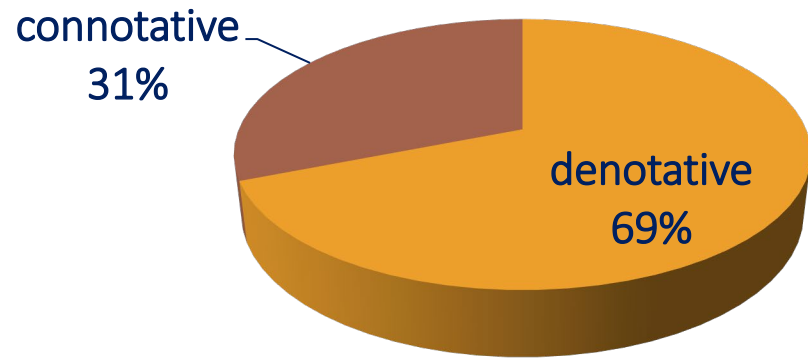
7	2
2	1
1	5

2		5
3	2	4



Images: representation potential

Representation of images in relation to text



Clear preference for referential images, over persuasive and argumentative ones. However, an increase of iconic components is observed over time.

Most referential images appear in the upper part, prominent part for meaning-making.

Use of rhetoric images when compulsory, not voluntarily.

Overall, a wide use of multimodal syncretism in most students' views.

Images: discursive function



Conclusions and methodological implications

- Positive longitudinal evolution of view-building and use of meaning-making mechanisms.
- Wide use of the multimodal potential of the Mahara e-portfolio.
- Full potential in images and discursive relations.
- Need to teach not just communicative competence or 'language' but how to communicate in digital environments.
- Cross-curricular language teaching (Spanish, Catalan, English).
- Continuous assessment is key to foster the students' progress.
- Competences other than language are assessed.
- Teachers' team work.
- Online evaluation, co-evaluation, self-evaluation are used to foster learner autonomy and critical thinking



Thank you!



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NB: This paper would not have been possible without M^a Ángeles García Asensio's contribution.

