



Singapore Examinations and Assessment Board

The Demand of Writing Tasks: A Multimodal Perspective

Presenter: Ms Cheong Yin Yuen
Senior Assessment Specialist, Languages and Literature,
Singapore Examinations and Assessment Board

16th Asia TEFL, 1st MAAL & 6th HAAL 2018 International Conference 2018, Macau

Factors Affecting the Demand of Multimodal Writing Tasks

1. Task Strategy

“*Task strategy*: The extent to which the student devises (or selects) and maintains a strategy for tackling the question.”

(Hughes, Pollitt and Ahmed, 1998)

2. Contextualization Propensity (CP)

3. Interpretative Space (IS)

4. (In)Congruence in Ideational meaning between task and picture

5. (In)Congruence in Interpersonal meaning between task & picture

Contextualization Propensity (CP) & Interpretative Space (IS)



EPSON
STYLUS

Splash!

EPSON STYLUS PHOTO EX – crystal-clear, photographic quality printing.

Print faster by 20,000 per inch, print with a 5" x 7" or 4" x 6" size and a 300 dpi resolution for extra clarity. When the water goes to these depths to ensure a great view, the splash and light about how to get the best possible quality. What's why he printed it on an EPSON Stylus Photo EX, the ultimate dedicated photo printer.

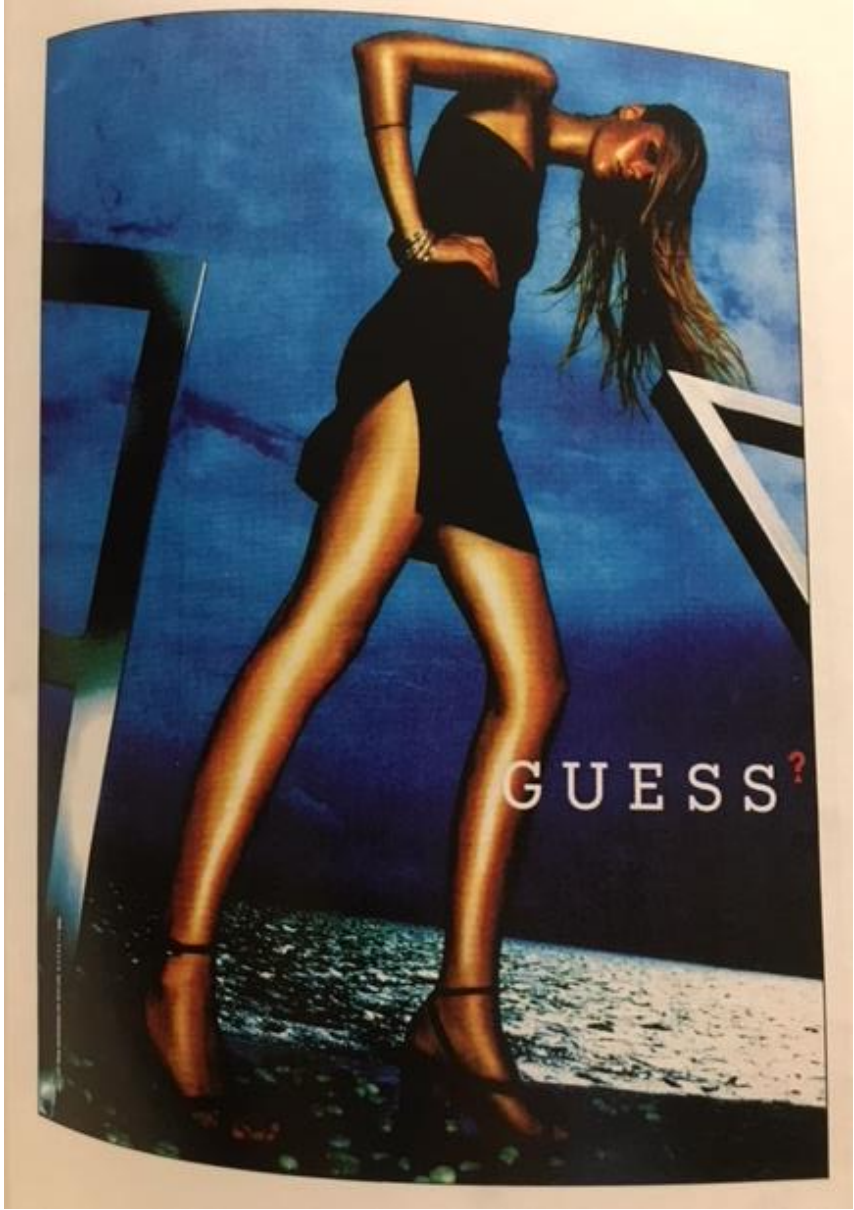
It prints at up to 1440 dpi on A3 paper using unique EPSON MicroPiezo™ technology to ensure that each droplet is perfectly formed and precisely placed. So specially formulated colour inks deliver

vibrant, true-to-life images, while EPSON PhotoResist™ provides superior colour balance every time. Add it even comes bundled with Adobe Photoshop CS photo editing and illustration software, allowing you to do your own touch-ups, or to add special effects.

The EPSON Stylus Photo EX can transform your photographs. Especially if you combine it with EPSON's Photo PC6000 digital camera and PhotoScan 2000 film scanner to have the complete digital darkroom. Call free on 0800 220544. For us on 01442 227271 or visit our website at www.epson.co.uk to find out how to make a bigger splash with your images.

EPSON Stylus. The world's most advanced inkjets.

EPSON



GUESS?

Contextualization Propensity (CP) & Interpretative Space (IS)

Contextualization Propensity (CP) refers to “the degree/extent which linguistic items ... contextualise the meaning of visual images”

Interpretative Space (IS) refers to the “space to create, invent and author meaning”

(Cheong, 2004)



High CP
Low IS

Contextualization Propensity (CP) & Interpretative Space (IS)

Contextualization Propensity (CP) refers to “the degree/extent which linguistic items ... contextualise the meaning of visual images”

Interpretative Space (IS) refers to the “space to create, invent and author meaning”

(Cheong, 2004)



**Low CP
High IS**

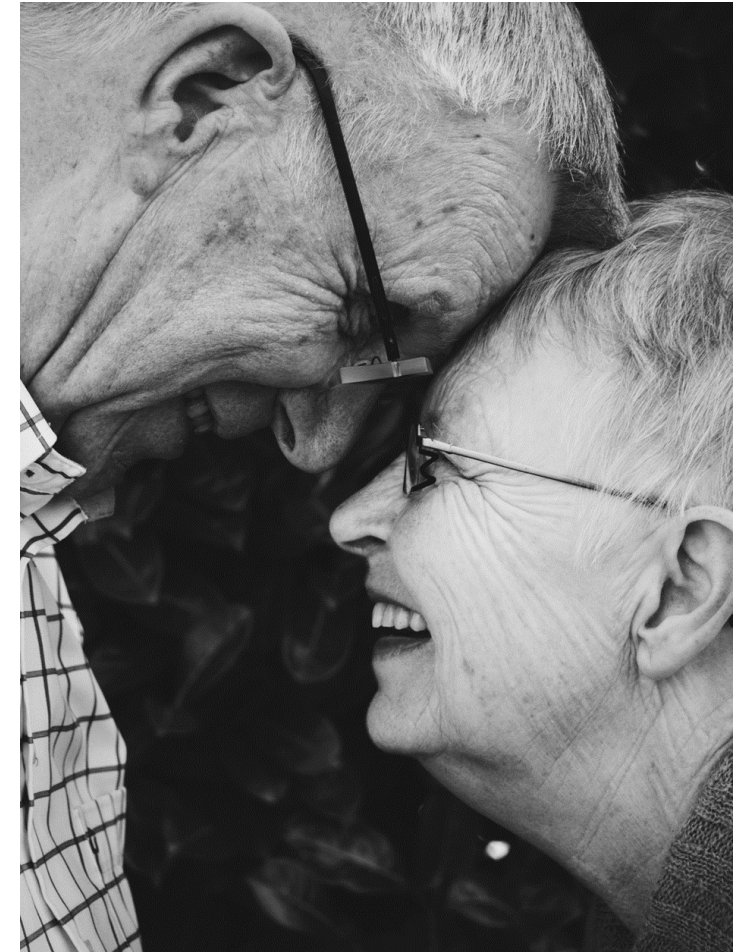
Are These Writing Tasks of Comparable Demand?



Write a story about these two persons using the picture above

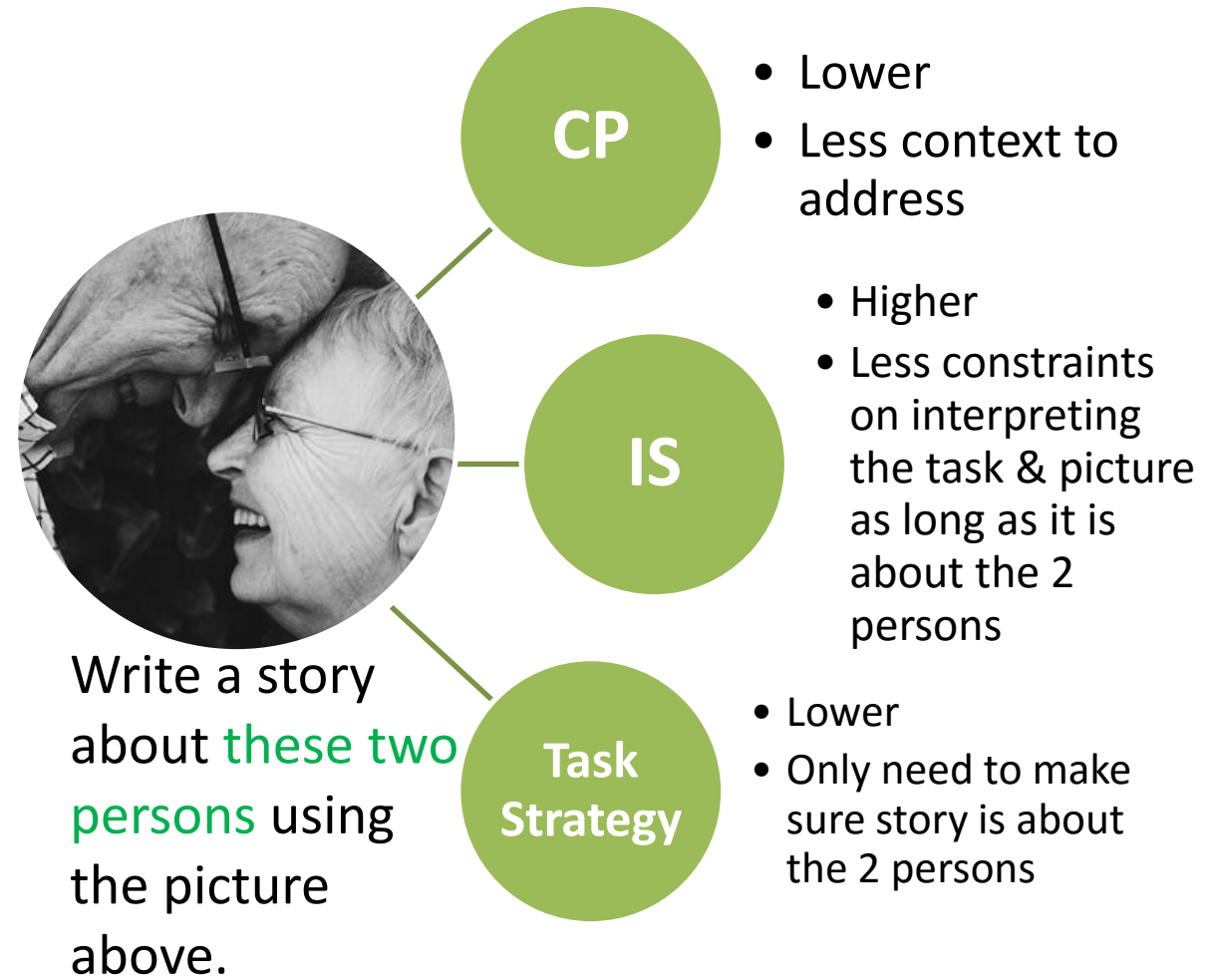
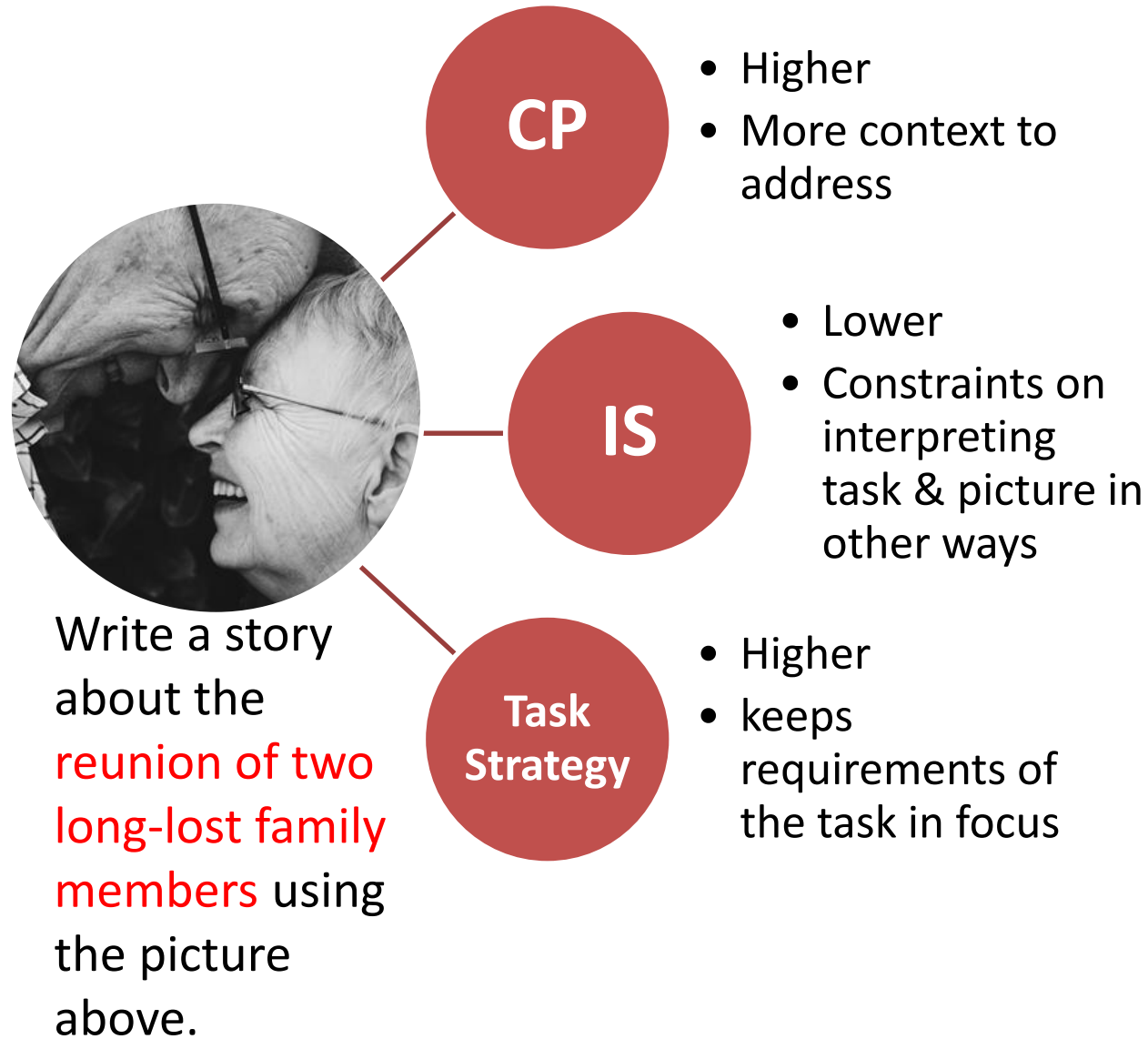


Write a story about revenge using the picture above



Write a story about the reunion of two long-lost family members using the picture above.

Contextualization Propensity (CP) & Interpretative Space (IS)



Factors Affecting the Demand of Multimodal Writing Tasks

1. Task Strategy

“Task strategy: The extent to which the student devises (or selects) and maintains a strategy for tackling the question.”

(Hughes, Pollitt and Ahmed, 1998)

2. Contextualization Propensity (CP)

3. Interpretative Space (IS)

4. (In)Congruence in Ideational meaning between task and picture

5. (In)Congruence in Interpersonal meaning between task & picture

(In)Congruence in Ideational Meaning



Write a story about a **reunion** of two long-lost family members using the picture above.

Task	Picture
Ideationally about a reunion	Ideationally about togetherness, represented participants in close proximity
<ul style="list-style-type: none">- Both task and Picture are Ideationally congruent- Less demanding for students to make connexion between them	

(In)Congruence in Interpersonal Meaning



Write a story about a **reunion** of two long-lost family members using the picture above.

Task	Picture
'reunion' is Interpersonally positive	Engages audience in an Interpersonally positive way
<ul style="list-style-type: none">- Both task and Picture are Interpersonally congruent- Less demanding for students to make connexion between them.	

(In)Congruence in Ideational and Interpersonal Meaning



Write a story about **revenge** using the picture above.

Task	Picture
Ideationally about revenge	Ideationally about togetherness
Task and Picture Ideationally incongruent	
'revenge' is Interpersonally negative	Engages audience in an Interpersonally positive way
<ul style="list-style-type: none">- Task and Picture Interpersonally incongruent- More demanding for students to reconcile Ideational and Interpersonal incongruence.	

Consider all Factors Holistically when Estimating Task Demand



	CP	Constraints on IS	Incongruence in Ideational meaning	Incongruence in Interpersonal meaning	Task Strategy
<u>Task 1</u> Write a story about these two persons using the picture above.	Low 5	Low 5	Low 5	Low 5	Low 5
<u>Task 2</u> Write a story about a revenge using the picture above.	Mid 10	Mid 10	Very High 20	Very High 20	Very High 20
<u>Task 3</u> Write a story about the reunion of two long-lost family members using the picture above.	Very High 20	Very High 20	Low 5	Low 5	High 15

Visual Representation of Task Demand



— Task 1 (Two persons) — Task 2 (Revenge) — Task 3 (Reunion)

Task 1

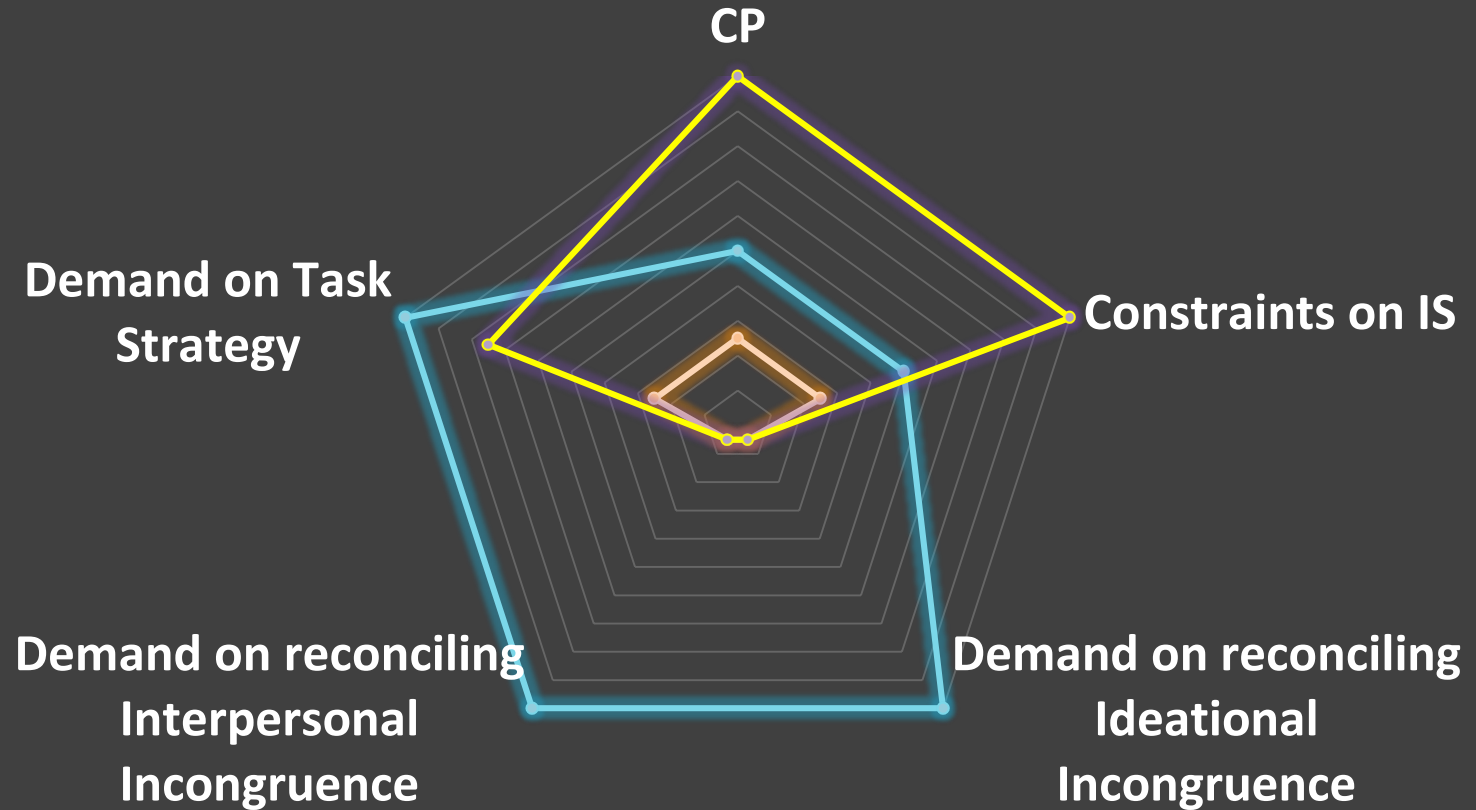
Write a story about these two persons using the picture above.

Task 2

Write a story about revenge using the picture above.

Task 3

Write a story about the reunion of two long-lost family members using the picture above



In Summary

1. Consider all factors holistically when estimating task demand
2. To ensure comparability of task demand across years, decide on and maintain across years the extent of:
 - (i) Task Strategy
 - (ii) Contextualization Propensity (CP)
 - (iii) Interpretative Space (IS)
 - (iv) (In)Congruence in Ideational meaning between task and picture
 - (v) (In)Congruence in Interpersonal meaning between task and picture

References

1. Cheong Yin Yuen, 2004, “The Construal of Ideational Meaning in Print Advertisements”, pp163-195 in Multimodal Discourse Analysis, edited by O’Halloran Kay, Continuum, UK.
2. Hughes, Sarah et al, 1998, The Development of a Tool for Gauging the Demands of GCSE and A Level Exam Questions. Paper presented at the British Educational Research Association Conference.

Note: The *Epson* and *Guess* advertisements on pp 3-5 are copyrighted. I had sought copyright clearance for their use in my publication “The Construal of Ideational Meaning in Print Advertisements”.

Thank You



Singapore Examinations and Assessment Board

**A trusted authority in examinations and assessment,
recognised locally and internationally**

