APPENDIX 1
Students' questionnaire

OPEN-ENDED QUESTIONS

Overall assessment of the collaboration experience
1. Have you had any experience of collaborative writing with multimodal texts (Power Point or Google Slides/presentation) like this? What did you think of it?
2. What were the advantages and disadvantages of working with a partner?

Collaboration with variable mono and multimodal texts
3. When working collaboratively, what differences or similarities did you notice between working with narration and Power Point or Google Slides?
4. What were the advantages and disadvantages of working with Power Point or Google Slides, and multimodal presentation?

Use of technology in collaboration
5. You probably had some problems or doubts when writing in Spanish (e.g. doubts with verb tenses, conjugations, vocabulary selection, spelling). How did you solve these situations with your partner? For example, did you use online dictionaries, online translators, or did you discuss it among yourselves?
6. How did you select photos, videos, music, etc.? For example, what platforms did you use, did you use photos/music from your countries, how did you search for photos and music?
7. What were the advantages and disadvantages of working with Zoom and using Google Drive (technology)?
8. Did you have any technical problems, which ones and how did you solve them?

LIKERT-SCALE QUESTIONS

Beliefs/Attitudes towards multimodal texts (Power Point/Google Slides and oral presentation)
1. I want to learn more about how to create effective multimodal digital texts.
2. Learning to create and interpret multimodal digital texts is a waste of time.
3. I enjoy creating multimodal digital texts more than working with traditional writing such as narration.
4. Students today should make a greater effort to learn how to create digital multimodal texts.
5. The more I know about digital multimodal texts, the more I want to learn how to create my own.
6. I want to learn how to create and interpret digital multimodal texts in order to understand and appreciate other people's digital multimodal texts.
7. Learning to create/interpret multimodal digital texts will help me improve my writing skills.
8. I do not see how creating digital multimodal texts is going to help me improve my writing skills.

Beliefs/Attitudes towards multiliteracies abilities
9. I am good at organizing my thoughts using several modes (e.g., text, image, sound) at the same time.
10. I am confident in my ability to integrate oral, visual, and written elements to create meaning (e.g., a narrative, opinion, review, etc.).
11. I am not good at making multimodal digital texts in which visual and sound elements are essential to understand the meaning I want to express.
12. Using multiple modes (e.g. text, image, sound) to create multimodal text is difficult.

Beliefs/Attitudes towards the use of technology
13. I am good at using technology and various computer programs.
14. I am good at organizing my thoughts using several mediums (e.g., i-movie, Google Docs, Audacity software) at the same time.
15. I know how to use apps and diverse computer programs for completing class assignments.
17. I do not feel confident when working with technology that is not Microsoft Word.
18. To use technology is not important for my academic development.

APPENDIX 2.
Focus Group questions

1. How do you perceive the activities as part of the course program?
2. What do they contribute to the course program? what are their advantages?
3. What attitudes did you observe in the students in the presentation of the collaborative writing experience of multimodal texts?
4. What attitudes did you observe in the students in the development of the collaborative writing experience of multimodal texts?
5. Did you notice any difference between the first and second time it was performed?
6. What problems did you observe in the development of the experience?
7. What would you change in the development of the activity?
8. What do you think a teacher needs in order to include these activities in his or her course?
9. Other comments