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English Language Learners' Perceptions Regarding Media as Learning Technology

by

Frances H. Goldsmith

A Thesis

Submitted to the Graduate Faculty of

St. Cloud State University

In Partial Fulfillment of Requirements

for the Degree

Master of Arts in

English: Teaching English as a Second Language

December, 2022

Thesis Committee:

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Abstract

With the education field of English language teaching constantly evolving and the COVID-19 pandemic temporarily leading to more classes becoming on an online format, I wanted to see what English Language Learners (ELL) preferred when it came to learning English as an additional language in today's day and age.

The Research Questions in this study consist of:

1. Do students prefer textbooks and hands-on activities over assignments done online?
2. Do students have a preference for particular forms of instructional media?

This paper analyzes the media preferences of English Language Learners. Using a Likert Scale, participants select from four answers, Strongly Disagree, Disagree, Agree and Strongly Agree. The statements cover a variety of instructional media styles, from low-tech media of handwriting all the way to social media.

The research conducted in this study found that tactile learning and social media was the most preferred type of instructional media for learning English. With these results, I hope that teachers can incorporate more tactile learning strategies, activities, and tools that students use every day in their daily life. Lastly, it is important that teachers see what their students prefer and try to make changes to support their English language learning journey.

Acknowledgments

Wow! Working on a thesis was challenging but was such a memorable experience. I faced many setbacks, but I am glad to have the experience and opportunity to conduct research on a topic that I am passionate about. I hope that future readers can learn from this research and that it'll help our educational field's future.

First, I would like to thank my family for cheering me on. Right after graduating with my bachelor's degree in Linguistics, I knew I wanted to get a master's degree immediately after. Two months after graduation, I was packing my bags and moving to Minnesota, after only visiting the state one time. I must say, Minnesota is such a beautiful state!

Starting my program during the middle of the COVID-19 pandemic was challenging and felt isolating at times. I moved out of state away from my family to complete this program. I definitely did not have the 'normal' graduate student experience, as everything was virtual. However, I was able to persevere, and it helped me to become stronger and more independent.

Thank you, Mom and Dad, for driving 3000+ miles numerous times to visit me and for allowing me to move to a state that I did not know much about. It's funny how fast life can change. Also, thank you to my best friend, also known as my twin sister for always checking up on me through FaceTime and my wonderful friends and co-workers that have been cheering me on. I have felt all of the love and support.

A shoutout to Coach Berit (Merrill) for welcoming me to Saint Cloud State University with welcoming arms. She encouraged me to pursue my interests and to work hard and keep pushing in school. She supported me in my studies, everyday life, and while I competed as a

student athlete for SCSU. Without her, I wouldn't be able to succeed as well as I did on and off the court. You are truly the best!

Lastly, a big thank you to my wonderful committee! My chairperson, Dr. Michael Schwartz has conducted hours and hours of zoom meetings with me. His patience and knowledge really helped me to dig deeper and produce a thesis that I am proud of. I thank Dr. Madden, Dr. Robinson, and Dr. Barton for their support and guidance. It was such an honor having a knowledgeable and talented committee.

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Chapter 1: Introduction

With a variety of media and teaching materials available and used in English Language Learner (ELL) classrooms, it is important to learn what students prefer toward the myriad of teaching tools. The educational field is rapidly changing with new materials, teaching styles, and more. In this aspect, there are many types of instructional media used in the classroom. Examples of media used in classes include magazines, newspapers, television, websites, texts, and more (Rose, 2021).

It is important to investigate instructional media, as many types of media (technological, visual, etc.) are found everywhere and are easily accessible. Media itself is a very general term since there are so many types of media that exist. With the abundance of media and ease of access, it has become a resource for learning. Ezeh et al. (2021) defines instructional media as “Instructional media creates the link between the human and non-human materials in the transmission of knowledge in the learning process. The human resources include the teacher and other supporting aids to learning while the non- human materials involve amongst others, technological resources such as books, radio, television, motion pictures, billboards, catalogues, movies and others. These instructional driven techniques characterize this contemporary time of new technology” (p. 94).

With this study, I investigated the preferences of English Language Learners (ELLs) by querying what types of media they prefer using statements to which participants indicated a level of agreement and a Likert-scale. Students reviewed statements that covered a variety of different types of instructional media, from low tech media, high tech media, digital media, and social

media. These types of media are different from each other in the material and format they appear in.

My interest has always stemmed from being from parents whose first languages were different from each other. One speaks English and the other speaks Japanese. This allowed me to be exposed to two different languages. As I was born and raised in the United States, English is my native language. However, I have always wanted to learn more Japanese.

During my junior and senior year of high school, I studied abroad in Japan. Being the minority student who could not speak the native language of Japanese was extremely challenging and stressful. I credit my language learning to workbooks and practice sheets, however, listening and just immersing myself with native Japanese speakers allowed me to learn the fastest. I was able to be immersed by living in the campus's school dorm, being in an all-Japanese classroom and through extracurricular activities. Initially, I started mashing up words to speak, and eventually with time, I learned through input, and through patience and practice, started producing output. I can now confidentially travel throughout Japan by myself and speak with native speakers.

This experience made me wonder what it is like for ELL students in the United States. Coming to a country by yourself and not knowing the language can become overwhelming. When I was in Japan, I was in a normal classroom with Japanese students all day. At first, I just felt lost and overwhelmed. Now, I want to see how ELL students learn and what types of instructional media they find helpful. Language learning is such a special and life changing experience.

Next, with the education system having to make adjustments during the COVID-19 pandemic, some ELL classes and universities switched and adjusted their programs to all online. Some programs even had a lower student enrollment rate during this pandemic time period. This study reveals L2 student's learning preferences, as these questions covered different types of instructional media such as low-tech media, high-tech media, digital media, and social media.

With experience as a volunteer teaching assistant for an ELL class before the pandemic and working online at a university writing center during the pandemic, I noticed big contrasts in teaching styles, student mood, and student participation. A majority of the students I interacted with did not like an online format. Many felt confused and I noticed that there were a lot more absences with the online classes versus the in-person class I had helped before the pandemic. Some students were saying how they wanted to interact with their peers and others found the online format inconvenient and not helpful with their learning process. With students not having a positive learning experience, it made me concerned and made me wonder what students would prefer to ensure a positive and successful learning experience.

Now at the end of 2022, many classes have resumed to an in-person format. Through this study, I learned about what types of instructional media is preferred. This is important as classes use different types of instructional media.

Chapter 2: Literature Review

How Instructional Media is Important for Learning

Harmer (2007) explains that instructional media can consist of a range of objects, pictures, and other items. Different types of instructional media can present and manipulate language while also involving students in the activities (Harmer, 2007). As instructional media can appear in a variety of styles (low-tech, high-tech, digital, and social media), it allows for all types of learners to succeed and keep students engaged with different styles of learning. Based on most of the previous research conducted on physical and technological instructional media, instructional media has been perceived to be a positive and helpful resource in the classroom. Preeti (2014) even states “the use of media in the teaching – learning process is not a new thing. Many teachers know that media will be helpful” (p. 175).

Brinton (2001) explains the importance of instructional media being used in the classroom, stating that with any approach, “teachers know and agree that media strengthens student’s learning and language teaching” (Brinton, 2001, p. 459). As instructional media consists of a variety of tools from simple flashcards to technological devices, Brinton (2001) explains that these types of physical low-tech and high-tech media, digital media, and social media help teachers make their lessons more meaningful and allow for students to better grasp English language concepts.

Based on Brinton’s (2001) explanation of instructional media, there are many advantages to using media in the classroom. A common point that has been found in other studies as well is how media helps students stay motivated and engaged in lessons with many sources and tools as it engages students. Also, with different types of learning styles, it allows for every unique

learner to find a tool that helps them best with learning. Social Media, for example, consists of social and news websites which can appear as an informational tool, as it helps bring in real life information into the classroom. These types of media provide rich information and details about cultural aspects that are not usually found in lessons or teachings (Brinton, 2001). Lastly, Brinton (2001) found that instructional media can be a great tool to promote classroom activities and assignments since it is interactive and can help display different types of curriculum and content. Instructional media goes beyond the classroom as it can pull in real-life and real-time information. This could include using news assignments for reading practice, watching current videos for listening practice, and more.

A common theme across these published studies is how instructional media engages students and provides a more beneficial learning experience. There are many benefits of instructional media. Chaudhary et al. (2018) explains that instructional media “help[s] the learner achieve the learning objectives more effectively and efficiently” (Chaudhary et al., 2018, p. 54). As instructional media consists of a variety of items, for example, from textbooks to videos, instructional media as a whole is able to be effective and efficient due to its flexibility and different forms that will fit every learner’s style. With the variety of media types, it can appear in different styles and resources. This allows for both teachers and learners to use the media according to their needs and help them achieve their goals and standards.

Preeti (2014) also explains how learning is positively shaped by media, explaining that media works as a helpful illustration and visual tool as it displays examples of the content being learned to students. Some examples of visual media include white boards and posters. In regards to visual media, an example of this was also listed by Preeti (2014), who brought up a tool

known as interactive Smart Boards, which are electronic boards where students can move content, learn visually, and be able to conduct hands-on activities with it.

Lastly, Chaudry et. al (2018) listed these benefits of instructional media into four categories: stimulation provided to sense organs, learners' control over media, type of experience they provide, and the reach it creates. Tactile learning can provide stimulation to student's sense of touch, vision, and hearing. Once again, as instructional learning can appear in different types of formats including low-tech, high-tech, digital and social media, learners can have more control on their learning as they have options to pick a format that works for them. The learners can use and shape media to their learning needs, which creates a unique and beneficial learning experience.

An important aspect to also consider in learning acquisition is the Input Hypothesis proposed by Stephen Krashen.

Krashen (1985) explains in his book that the “the Input Hypothesis claims that humans acquire language in only one way – by understanding messages, or by receiving ‘comprehensible input’. We progress along the natural order (hypothesis 2) by understanding input that contains structures at our next ‘stage’ – structures that are a bit beyond our current level of competence. (We move from i , our current level, to $i+1$, the next level along the natural order, by understanding input containing $i+1\dots$)” (p. 2).

Krashen (1985) states next in the process that “we are able to understand language containing unacquired grammar with the help of context, which includes extra-linguistic information, our knowledge of the world, and previous acquired linguistic competence” (p. 2).

The Input Hypothesis has two corollaries, as explained by Krashen (1985).

- a) Speaking is a result of acquisition and not its cause. Speech cannot be taught directly but ‘emerges’ on its own as a result of building competence via comprehensible input.
- b) If input is understood, and there is enough of it, the necessary grammar is automatically provided. The language teacher need not attempt deliberately to teach the next structure along the natural order – it will be provided in just the right quantities and automatically reviewed if the student receives a sufficient amount of comprehensible input” (p.2).

The Input Hypothesis was researched by incorporating the principles of the natural approach (Gülay, 2001). This hypothesis explains that the learner improves and grows their language skills when they receive second language input that is a language level beyond their current language skill (Schütz, 1998).

Schütz (1998) goes beyond the learner, stating that it is important the teacher should be able to provide comprehensible input to ensure that students can learn successfully. To ensure a positive acquisition environment, it is suggested that teachers should use activities that are appropriate to their skill level and be comprehensible. For example, conducting a diagnostic level test to see the student’s comprehension and creating activities after reviewing their language skills. Comprehensible input is highlighted as an important aspect that is part of the Input Hypothesis. According to the British Council (n.d.), Comprehensible input is the language input that can be understood by the learner despite them not knowing all of the meanings and structures. As stated by Schütz (1998), it is one level above their current knowledge level. The

British Council also vouches for the helpfulness of Input Hypothesis, stating that teaching learners with relevant input allows them to acquire the language naturally, instead of consciously.

On the other side, Merrill Swain (1985) proposed the Output Hypothesis. This is the opposite of Krashen's Input Hypothesis, as this focus on what learners produce after learning a concept. This can include speaking, presenting, writing an essay, etc. Swain (1985) created this hypothesis after her observations of students at a Canadian Immersion program. Swain (1985) explains that the Output Hypothesis focuses on how L2 output is necessary for learning and serves an important role for grammar processing and language acquisition. Swain believes that the comprehensible input is not enough because output is just as important. In short, both are needed to ensure successful language learning.

There are three benefits that Swain (1985) argues for regarding the Output Hypothesis. This includes output serving as a method for learners to practice and learn new language forms. This allows the learners to strengthen their interlanguage skills to fulfill their communication skills. The second point is that output was found to provide a variety of experiences and opportunities for learners to consciously reflect on their learning. Lastly, output allows learners to control, understand, and utilize language rules.

Instructional media plays an important role in facilitating the process of input and output as it serves as a tool for both aspects. For example, instructional media as input could be an audio recording or video, where the learner is listening to the language. This is input that the learner is receiving to be exposed to and to learn the language. Instructional media as output could be a PowerPoint presentation. The output would be the learner speaking to the class and by presenting

their ideas orally, or just speaking in the target language in general. This showcases the learner's language output academically and casually.

Benefits of Implementing a Variety of Instructional Media in the Classroom

Halwani (2017) advocates for multimedia and visual aids, finding in her study that these tools greatly helped students improve their language learning skills. It is proposed that in order for instructional media to be considered successful, it should be able to appeal to multiple learning styles, create an authentic learning experience, strengthen critical-thinking skills, and serve as an example to students on how to use the media (Preeti, 2014).

In terms of existing instructional media currently utilized in the classroom, Asemota (2015) found that using media in the classroom creates higher interest and participation of students. Media is able to display and present information in engaging and exciting styles, which allows for students to have better connections with each other and maintain engagement in the content being taught (Asemota, 2015). As each subject requires different skills, whether it be calculating in math or comprehension in reading, the media is able to be different and fit to the respective subject's objectives and standards that need to be taught and acquired.

It is stressed that there are many types of instructional media available and used in the classroom. This will also allow teachers to have a better understanding about their students' needs and have a better understanding on designing helpful and relevant course content and learning materials. Mulalic et al. (2009) suggest teachers should also use materials that will allow students to connect and understand with their personal experiences. With the use of visual media, many materials can be used from still photographs to films. Mulalic et al. (2009) believes following this approach will help learners, especially visual learners with understanding the

content and motivate their learning. Reid (1987) echoes a similar theme, saying that instructors should help students by identify their learning styles and practice teaching with a variety of unfamiliar learning styles, to allow for more variety in the classroom and to help shape the student's success. This suggestion means that instructors should change up their teaching styles and methods. With different learning styles utilized in the classroom, it allows for students to see what styles works for them and be able to learn with their strengths and weaknesses.

Reid (1987) conducted an extensive study in which she surveyed 1,388 ESL students about their learning style preferences. She found that the ESL students have a strong preference for kinesthetic and tactile learning styles across the board, and the lowest rated learning style was group work. This study investigated and divided up the participants by nationality, sex, age, and more and still found that every language background gave group and individual work a low to negative preference. This study had a large number of randomized participants. The questionnaires were sent to 39 Intensive English language programs. The participants represented 98 countries, 29 majors, and 52 languages. With this data, it shows how crucial it is for teachers to adjust to their student's needs. It was also assumed by Reid (1987) that cultural beliefs and experiences of ESL students could have greatly influenced the negative perception of individual and group work. Reid's (1987) questionnaire serves as another great example for teachers needing to understand their student's learning preferences and suggests that there should be more relatable and engaging content that helps the ESL student's learning style, while allowing them to use their personal experiences to learn.

It is crucial that teachers understand their students' needs. It is stressed by Mulalic et al. (2009) that teachers need to investigate their students' learning styles and make an effort to

accommodate the variety of learning styles that students have. It was also found that teachers heavily influence their students' learning process and experience. By teaching information in different ways and styles, it could shape a student's success and achievements (Mulalic et al., 2009). With the importance of implementing a variety of media and sources in classes to help students learn, Mulalic et al. (2009) conducted a study to investigate the learning style preferences of ESL students. While also comparing the mean scores from two previous studies, Reid's (1987) Perceptual Learning Style Preference Questionnaire and Melton's (1990) questionnaire study, Mulalic et al. (2009) found in their own study that the majority of ESL students preferred kinesthetic learning styles with a 13.60 score, which was by far the highest score in the study. Following it was auditory with a 12.53 score and group work with a 12.46 score. Trailing at the end was individual work with an 11.06 score and tactile learning styles with an 11.25 score. Mulalic et al. (2009) explains that "kinesthetic learners prefer hands-on experience to create and develop what they learn. They learn best from trial-and-error experiences" (p.13). With conflicting scores regarding preferences for tactile learning, it shows how important it is to conduct more studies regarding ESL student's learning preferences as well as to implement a variety of pedagogical strategies.

Ezeh et al. (2021) surveyed ELL students from Nigeria. They asked eight questions about their instructional media preferences and their instructional media proficiency. Question one which asks, "Are you computer literate?" The participants were found to be 95% literate and 5% unlitrate. For question two, they asked "Have you ever use any media/computer application in your learning of English as a second language?" Ninety-four percent of the participants chose Yes with just 6% of participants choosing No. Question three followed up on question two,

asking “If yes, which ones?” The results from highest to lowest were Computer (95%), Video Conference (90%), Radio (80%), Wikis (80%), Blog (70%), Television (60%), and CD-ROMs/Recorders with 50%.

Lastly, when asked question four, “Do you think that these media aids are indispensable and relevant in your learning and understanding of the language skills in English language?” 93% of participants chose Yes, while 7% chose No. With these results, it shows that overall, these participants had positive perceptions of instructional media and a majority (93%) of students find the different types of instructional media to be helpful in their learning.

Ezeh et al. (2021) analyzed their data and found that with “a high percentage of 95 students out of one hundred students confirmed the validity and importance of media aids in the learning of English language as a second language” (p. 103). They also found that use of computer-assisted resources “exposes students to the standard of English language of the native speakers of the language which positively enhances their pronunciation, vocabulary development, listening skills and writing abilities” (p. 103). With this information, it reveals that students find instructional media, such as computer and video conference to be the most beneficial. It is important to note that this study was conducted during the COVID-19 pandemic, in 2021, so this may have played a role on participant’s views and preferences.

Preeti (2014) also promotes instructional media as it appeals to many learning styles such as visual, auditory, and kinesthetic learners. Chaudhary et al. (2018) also highlights the overall benefits of media as it helps shape learners to be ready for learning experiences in the classroom and the world. This suggests that instruction media, in all its varieties, is able to create clarity and accuracy in learning the respective content.

Begel et al. (2004) defines kinesthetic learning as KLA (kinesthetic learning activity). KLA is defined as “as any activity which physically engages students in the learning process. Generally, these are short (20 minutes or less) classroom-based activities” (p.1). To better support tactile/kinesthetic learners, Western Governors University (2020) recommends that teachers allow these learners to move around, give them tasks to help around the classroom, and implement other learning activities such as field trips and hands-on experiments.

In regard to kinesthetic learning preferences, Tyas and Safritri (2017) conducted a survey regarding the learning style preferences of Indonesian EFL learners by gender. This study consisted of 100 students, with 34 males and 66 females. According to the results, it was found that both females and males preferred the kinesthetic learning style. Forty one percent of males preferred kinesthetic learning and 32% of females preferred it, which were the highest percentages per learning category.

The results for male preferences were as follows, kinesthetic (41%), auditory (26%), individual (26%), visual (21%), tactile (18%), and group (12%). With a 15% gap between kinesthetic and auditory, kinesthetic remains a strongly preferred type of learning style. For females however, kinesthetic and group learning style was tied with being the most preferred type of learning with both having a 32% preference rate. The results were then followed by auditory (24%), individual (18%), visual (12%), and tactile with 11%. With both gender groups, these results show the high preference kinesthetic learning has. With these results, Tyas and Safritri (2017) suggest that teachers use this information and incorporate more kinesthetic learning in their classrooms.

Lastly, Vaishnav (2013) conducted a study regarding learning style and academic achievement of secondary school students. This study analyzed the three learning styles, visual, auditory, and kinesthetic, and investigated which learning styles helped improve the academic achievements of these students. The participants consisted of 200 students from grades 9, 10, and 11 of Maharashtra state, which is a state located in India. The study found that the kinesthetic learning style was the most preferred type of learning style and found to be the most beneficial for students.

According to the results, kinesthetic was the most preferred with 38%, then followed by visual at 33.5% and auditory with 28.5%. In regard to academic achievement, kinesthetic was also the highest, with an r : 0.658, then auditory with an r : 0.287, and visual with an r : 0.129. With these results, kinesthetic learning showed the highest and most positive results across the board for learners. Table #1 below summarizes the studies referred to above.

Table 1*Studies and Their Data*

<i>Learning Style</i>	Mulalic et al. (2009)	Tyas and Safritri (2017) (MALE)	Tyas and Safritri (2017) (FEMALE)	Vaishnav (2013)
<i>Kinesthetic</i>	13.60 score	41%	32%	38%
<i>Auditory</i>	12.53 score	26%	24%	28.5%
<i>Visual</i>	X*	21%	12%	33.5%
<i>Group</i>	12.46 score	12%	32%	X*
<i>Individual</i>	11.06 score	26%	18%	X*

Note. Study did not collect information or data on this learning style.

Benefits of Social Media

There have been a many previous studies conducted on several topics related to social media. Social media has been viewed positively, with many benefits found. Abraham and Saini (2015) highlight that social media is an important component of education as it provides many benefits. This includes instant feedback options, allowing the teacher to learn and understand

students' strengths and weaknesses, increased and enhanced communication, a more collaborative atmosphere in the classroom, and increases overall student engagement (Abraham & Saini, 2015). Examples of social media used in the classroom include sharing files and academic information, conducting research, and creating discussions (Abraham & Saini, 2015).

Social media websites such as Facebook and Twitter have been thought to be a great discussion tool in the classroom (Preeti, 2014). They are seen as helpful educational resources as they are easily accessible, updated with information, and allow for students to be creative. Lastly, social media can help students increase their engagement in class as students are able to communicate efficiently and often with their instructors, which allows for the learning process to be strengthened (Preeti, 2014).

A similar study focused on the usage of Facebook conducted by Mansor et al. (2014). This study investigated how the usage of Facebook in an educational context impacted language learning in ESL classrooms. Facebook group pages were created for the ESL student participants to allow them to interact and communicate with each other through posts and comments. Through the interactions on this Facebook page, it was found that there was a 90% student participation on this medium (Mansor et al., 2014). With this high participation rate, Mansor et al. (2014) deemed Facebook to be a positive tool to be used in the classroom as there was also a high amount of usage with 1,267 posts and comments on the page created by the students.

Through a post-interview with the participants, it was found that these students enjoyed communicating with each other and with the use of Facebook specifically. Using the Facebook platform was viewed as a fun assignment, motivated their participation, and even boosted their confidence to practice communicating in English (Mansor et al., 2014). Students were also able

to improve their vocabulary, strengthen communication skills, and use a medium which was familiar to them which allowed this study to be an overall positive learning experience (Mansor, et al., 2014). This study shows that social media is a familiar tool for students and is a creative resource that can promote successful communication and learning.

Social media serves as a win-win for both extroverts and introverts. Extroverts are able to connect to their peers and be engaged as they would be in person. However, this is also inviting to introverts as they can comment and participate from behind the screen. As there are tools as raising your hand, it allows for students to press that button and give them an opportunity to speak. This may alleviate any social anxiety or shyness. Social media allows for anyone and everyone to participate, share their ideas, and express their identities.

Technology in the Classroom and the Benefits

Technology is a very general term, as it could be in regard to the invention of the pencil all the way to software that makes launching rockets to space a reality. In this paper, technology is focused and connected to media, specifically media designed to scaffold language learning. This paper focuses on how a myriad of technologies can serve as different forms of instructional media, how these types of instructional media shaped by different technologies help students succeed, and which types of ELL students prefer. Technology serves as a big umbrella term, as practically anything can be considered technology. For example, a pencil was technology from a pen, a smartboard was intended to be the more technological version of a whiteboard, and software programs like Microsoft Word was an evolution from having to do handwriting or typing on a typewriter. Instructional media consists of all of these technologies, from low-tech, high-tech, digital, and social media.

Instructional technology in the classroom has also been viewed positively by a variety of sources. As technology consists of a variety of equipment and serves a variety of usages, there are studies spanning from equipment and devices to social media. In a study conducted by Ahmad (2012), it was found that majority of the students believed that the usage of digital devices in classrooms is crucial for today's teaching environment (Ahmad, 2012, p. 926).

Brinton (2001) states that every source of instructional media has its own advantages, from PowerPoint presentations to the Internet (Brinton, 2001). Brinton (2001) also advocates for a variety of instructional media, explaining that video and the Internet serve as great tools to display helpful images, audio, and content. Film can expose students to other English-speaking dialects and audio, which allows for learners to be aware of other speech and not only be exposed to their teacher's speaking and English styles (Brinton, 2001). With technological media being stated as beneficial, it allows the teacher more options to teach and be able to shape their class with more up to date and relevant content. Amin (2019) also highlights the benefits of technology in education, stating "In the education sector, technology has fostered learning, by providing avenues for virtual learning, such as simulated environment and virtual classrooms for discussions and teaching" (p. 9).

Diallo (2014) analyzed Chen and Hsu's (2008) study. Chen and Hsu (2008) found that the usage of personalized technological devices helped an ELL's reading skills. With these findings, Diallo (2014) concludes that mobile-based methods of instruction will motivate learners by helping them develop self-confidence. Diallo (2014) recommends the usage of mobile devices as an instruction tool as it gives second language learners access to an increasing number of vocabulary words in English (Diallo, 2014).

Tileston (2003) advocates the usage of digital technology in the classroom by explaining the flexibility and benefits. This includes the usage of physical equipment to electronic software created for a respective academic subject. Some examples include using laptops, tablets, and software and websites such as Google Classroom, Kahoot, Quizlet, and more. With textbooks and extra classes costing more money, having technology in the classroom means that there will already be equipment supplied and free sources on the internet available for learners. It is also found that over 87% of learners have stated that they prefer to learn through tactile and kinesthetic learning styles, and with technology, these popular learning styles can be used and help students (Tileston, 2003). Lastly, Tileston (2003) raises the point of how this generation has been surrounded with technology since birth, which explains how integrated we are with technology and how the students are comfortable using this media source. This type of technology includes access to the internet their entire lives, using tablets and computers in elementary school, and doing homework and classwork online. With this exposure, students are very confident in their technology skills and have had years of exposure in their educational experience.

Ahmad (2012) investigated student's opinions regarding the integration of media technology in English Language classes. The results showed that 90% of participants highly agreed that media technology in ELT classes was beneficial (Ahmad, 2012). Ahmad (2012) also adds that none of the participants disagreed with the usage of media technology in their classes. Lastly, 70% of participants 'disagreed' that (non-media) traditional methods were better than what media technology can offer in the classroom (Ahmad, 2012). These findings show students

are comfortable with the usage of technology in classrooms and find this source to be more beneficial in their learning than other sources of media.

Parvin and Salam (2015) interviewed teachers and students on their perceptions of technology currently being used in the classroom. Across the board, there were high satisfaction rates for all of the of E-content usage categories. Mishra et al. (2017) advocate for e-content, explaining that it is a valuable and powerful tool in the education system. E-content is found to be inclusive, as it creates an information rich society as it covers a variety of topics, and its accessibility benefits people from all walks of life, regardless of economic status to gender. Lastly, Mishra et al. (2017) conclude that the use of e-content serves as an “effective virtual teacher,” as this tool allows educators to have more access to sources and gain more control of their classroom than in the past.

The benefits of e-content was also observed in Parvin and Salam’s (2015) study, which found that teachers had a 100% agreement rate that with the use of E-content, their students were able to learn English language content easier and quicker. The second highest observation was that teachers noticed students being able to develop their vocabulary with an 85.71% agreement rate. Lastly, the lowest agreed observation was the students feeling more willing to speak English in the classroom. Despite this lowest score being 64.29%, it is still more than half, which shows that overall teachers saw positive changes from E-content usage with their students.

With the implementation of E-learning, the researchers observed positive changes with the students. It was found that the most significant transformation was the classroom environment. The classroom became more enjoyable as compared to previous classes that did not implement e-learning (Parvin & Salam, 2015). With e-content used in the classroom, it was

observed that the students became more attentive, excited, and curious in their English classes. It was also noticed that students also improved their questioning skills. More studies will need to be conducted on the devices itself and see if the device and digital media sizes create any impacts to a student's learning process.

For the usefulness of E-content as a teaching tool, the scores were even higher than the previous section. Teachers had a 100% agreement in two statements, that the classes became livelier and more active, and the pictures depicted in E-content helped the students understand the learning content much easier. Third, 92.86% of the teachers agreed that they did not have to make extra lessons and content for their class. The statement teachers agreed with the least was a tie between there being an availability of more activities and pictures compared to other media, and that these activities found in E-content were able to give students more practice. Both statements had a 71.43% agreement rate, which is still a very positive and high agreement score.

Lastly for this last question, ESL students were asked about what they like having implemented in their English classroom. There was unanimous 100% agreement between two statements. The statements were being able to view visual images of characters and settings and being able to listen to English language speaking audio. Right behind it in the ranking was listening to rhymes with a 97% agreement rate. The least agreed statement was still a significant 82% agreement rate which was e-content being able to complete lessons related to the textbook. Parvin and Salam's (2015) study shows the benefits of technology's E-content as a great tool with positive reviews from both teachers and ESL students.

Parvin and Salam (2015) conclude that with the implementation of E-content in English learning classes, the tool can support student's learning. It was found that e-content was able to

help guide students to useful resources, help them create and rephrase important questions, and provide more in-depth and extra information regarding topics and answers to their questions.

Parvin and Salam (2015) find E-content a beneficial tool that helps learners shape their learning by helping strengthen various skills and steps of the learning process. The Science Education Resource Center at Carleton College (2018) also explains how there are many advantages to using media and technology in classes. There are a variety of technological sources such as movies, internet, music videos which are highlighted.

These sources are deemed useful as they are created with high quality and can express a variety of information in a short time. An important point that is raised is that with the use of digital media, relevant information can be taught to students and ensure that lesson content and examples are up to date with information. News stories can be accessed on any device that connects to the internet, which allows for students to learn more beyond English concepts and learn everyday communicative and listening skills to understand common communication sources. The Science Education Resource Center at Carleton College (2018) also discusses popular media which connects to technology usage. This includes music, films, and YouTube. These sources are helpful as they are considered to be familiar and will allow students to be engaged and interested in the learning content. This report strengthens a common theme expressed by many studies that technology in the classroom is a great tool that students are familiar with, can keep students engaged, and teaches a variety of content in an easier to follow format.

Lastly, Baron (1999) reflects on the constant change and implementation of technology in our everyday lives and learning. He states, “even the pencil itself didn’t escape the wrath of

educators”, explaining how eraser-less pencils were very rare in the education environment. Instead, majority of students use pencils with erasers on them. He then explains how computers have changed. From being number crunchers, it has “changed the ways some of us do things with words” and how the “rapid changes in technological development suggest that it will continue to do so in ways we cannot yet foresee” (p. 32).

Baron (1999) explains that computer technology will continue to have changes, however, we cannot see how it will help us and develop in the future. He explains that we do not know what the future holds, but technology will most likely to continue to help us grow. Even though people may be against something new, it takes some time to adapt and accept new technology. With technology evolving, users have found creative ways to turn these types of digital and social media into learning tools. Teachers have found ways to capitalize on these new advancements to improve the educational field and their teaching processes.

Some examples of technological advances in the field of education include Learning Management Systems (LMS) like Blackboard and Canvas, where students can upload their homework for teachers to review. Teachers can post assignments on these platforms in the form of discussion posts, word documents, videos, and more. This allows for classes to be able to be taken online and for assignments and grades to be in once place. Another example is the creation and usage of social media. There have been hundreds of social media platforms created. Most recently, TikTok was created as a short video sharing website. It now has become a place where people can share any and every topic. From influencers sharing their lives to teachers sharing classroom and teaching hacks. As technology and society continues to evolve, some tools may become obsolete, and new types of platforms and instructional media will be created.

Thus, the literature for using instructional media is robust and supports pedagogical theories for improving student engagement and helping students to internalize and develop their language skills. Furthermore, with my experiences as a second language learner, I understand the importance of supporting ELLs and incorporating different types of instructional media as every learner has their own unique learning styles and preferences.

Research Questions

1. Do students prefer textbooks and hands-on activities over assignments done online?
2. Do students have a preference for particular forms of instructional media?

Chapter 3: Methodology

I conducted this study to find more information about ELLs' learning experiences and what they prefer when learning English. Currently, as the literature review summarized, there are some studies that researched a certain style of instructional media implemented in the classroom, but there were few qualitative studies that investigate ELLs' instructional media preferences. This type of study is important because the responses from these participants will give educators a better understanding of ELLs' thoughts regarding types of instructional media implemented in a class and serves as a type of feedback for educators to learn from.

Through this survey, I analyzed the answers from thirty learners that consider English as their second language. The survey was conducted in the participant's desired location using a computer. Permitting the learner to choose the place where they wanted to complete the survey allowed them to feel more relaxed and choose when to take the survey.

The participants received links to two different surveys. The first was directed at demographic information and the second was directed at their instructional media. Both surveys were multiple choice, and the second survey was based on a Likert Scale. The second survey covered the research questions and consisted of statements regarding instructional media. Through completing the two surveys, the uses of and preferences for different types of instructional media was collected and analyzed.

Participants

This study consisted of 30 participants. The participants came from a variety of countries, backgrounds, experiences, and English levels. The largest population came from Nepal. The only thing in common is that English is their second language. The age range for these participants is

19-29 years old. All participants were students attending an English program at a university in the United States during this study. Two English programs were invited to participate in this study.

Procedure and Instruments

During the Fall 2021 semester, I came up with an idea to conduct an online survey to see what types of instructional media young adult English language learners prefer. As I started designing my study one year after the COVID-19 pandemic began, I decided that by using an online format I would be able to collect more participants while also ensuring everyone's safety. After coming up with my idea of researching what types of instructional media ELLs prefer, I edited the layout and questions with my committee. With approval of my preliminary thesis presentation, I sent over my documentation to the IRB where I received approval to proceed and begin my study.

First, I received permission to contact the teachers from the Director of these English programs at the institution where this study took place. After I received an official permission letter, I emailed the teachers on January 10, 2022, asking if they would disseminate my surveys to their students. Five out of the nine teachers replied by signing a permission form agreeing to distributing my survey links. Once I received the signed approval forms from the teachers, I emailed the two links of my study, the demographic questions and the instructional media survey, and asked the teachers to distribute the links to their students. The participants had five weeks to complete both surveys. One hundred five students received the request to participate in the study.

Participants received two links, one for each respective questionnaire from their teacher. The participants voluntarily participated and received no benefits or rewards for completing this survey. The first link was a demographic information questionnaire (Appendix A). This first questionnaire asked questions regarding the participants' English learning and environment, and demographic details, such as L1, country of origin, gender, and age. The participants also self-rated their English skills. After this questionnaire, the participants accessed the second link which consisted of questions asking about the preferences regarding instructional media. This survey was conducted using a Likert-scale. Once the two studies were completed, the participants were done with the study and no further action was needed on their part.

Table 2

Question 1: What is your gender?

Q1: What is your gender?	Female	Male	Other
	11	19	0

Table 3

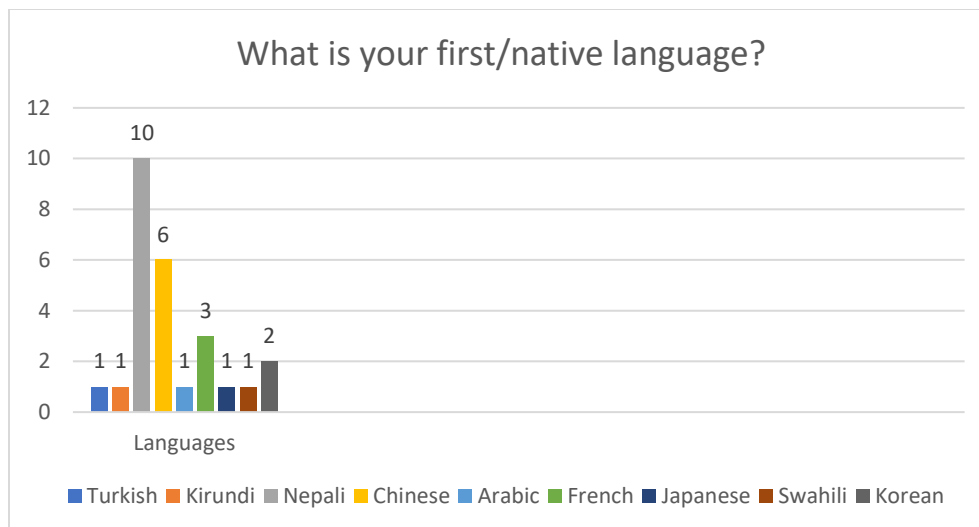
Question 2: Which program are you currently enrolled in?

Q2: Which program are you currently enrolled in?	Pre-Academic Program	Bridge Program (taken concurrently with university courses)
	9	21

Note. This data shows that the majority of participants were at an English level where they were also taking university courses.

Table 4

Question 3: What is your first/native language?



Note. With this data, it is important to note that the one third of the participants' first language was Nepali.

Table 5

Question 4: How many years have you been learning English?

Q4: How many years have you been learning English?	0-1 years	2-4 years	5-7 years	8+ years
	1	1	6	22

Participants self-reported how many years they have been learning English. 22/30 (73%) of participants have learned English for more than 8 years.

Table 6

Question 5: What is your self-rating of your English language skills?

Q5: What is your self-rating of your English language skills?	Elementary Proficiency	Limited Proficiency	Minimum Proficiency	Full Professional Proficiency	No Answer
	4	6	17	2	1

Participants self-reported and self-rated their English language skills. 17/30 (57%) of participants believed they had minimum proficiency English skills. 10/30 students had a combined self-reported elementary or limited proficiency, despite only having 9 students in the pre-academic program.

Table 7

Question 6: How would you describe yourself?

Q6: How would you describe yourself?	Extrovert	Introvert
	16	14

There were almost an even number of participants that were self-reported as extrovert and introvert.

Table 8

Question 7: How did you learn English? Select all that apply.

Q7: How did you learn English? Select all that apply.	English School	Family/Friends	Growing up at school	Watching TV	Listening to music
	25	13	22	19	14

Participants could select any/all options that applied to them in regarding to learning English, so totals are much higher.

L2 Study Questionnaire

The L2 Study Questionnaire serves as a way to gain more information about the participant's preferences regarding instructional media in learning an additional language (Appendix B). The survey is a Likert-style survey. Participants were given four options: Strongly Disagree, Disagree, Agree, and Strongly Agree. The questionnaire states different types of instructional media, from standard paper and pencil type media to more modern types such as digital apps and web-based media.

Analysis

The demographic information questionnaire data and L2 study questionnaire data was collected by downloading data reports from Qualtrics. As my university does not provide students a Qualtrics account, I created my own account and used a free-trial version. With this version, I had to create two sets of surveys. With two sets of surveys, there were two different

data sets. As the questionnaire questions are based on a Likert-scale, it allows for easier analysis to see trends as there are only four answer options to select. With the data, I analyzed which types of instructional media are preferred and not preferred. Using the data, I was able to identify trends and found that kinesthetic and social media types of instructional media were the most preferred by ELLs. Looking at trends of highest and lowest preferred types of instructional media, this allowed me to get a better insight and create generalizations.

Chapter 4: Results (based on Likert scale)

This chapter displays the data of highest and lowest preferred types of preferred instructional media per statement. Each category was created and grouped statements by the type of instructional media.

Table 9

Category 1: Tactile Learning (hands-on)

Q#	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
2	I enjoy hands-on activities to lectures	0 (0%)	3 (10%)	15 (50%)	12 (40%)
5	I like to handwrite my notes.	1 (3%)	4 (13%)	17 (57%)	8 (27%)
10	Handwriting out vocabulary words helps me remember.	0 (0%)	3 (10%)	12 (40%)	15 (50%)
12	Writing paragraphs on paper is unhelpful.	6 (20%)	20 (66.7%)	2 (6.7%)	2 (6.7%)
14	Playing games in class with classmates is not helpful.	8 (26.7%)	14 (46.7%)	5 (16.7%)	3 (10%)

Based on the preferences of these ESL participants, handwriting and tactile activities lead with the most ‘agree’ and ‘strongly agree’ preferences. Question 2 states ‘I enjoy hands-on activities to lectures.’ There were 0 strongly disagree, 3 disagree, with 15 agree and 12 strongly agree. This shows that a combined 90% of participants preferred to participate and take a more physical approach rather than watching a lecture. Questions 5, 10, and 12 show strong approval of handwriting for learning. Question 5 stated ‘I like to handwrite my notes.’ Question 5 received

1 strongly disagree and 4 disagree with 17 agree and 8 strongly agree. This shows that the participants that do not like to handwrite their notes was a combined 5 participants, which makes about 17%.

Questions 5, 10, and 12 show a strong approval from participants. When combining the answers per question, Question 5 shows 84% of participants liking handwriting. Question 10 shows a 90% rate of preferring handwriting, and Question 12 shows that 87% participants finding handwriting beneficial. These questions cover a variety of scenarios, from writing notes, learning vocabulary, and writing paragraphs. Despite being different learning activities, handwriting consistently received positive preference.

A second similar statement, Question 10 states 'Handwriting vocabulary words helps me remember.' Once again, the overall answers highlighted a positive perspective to handwriting. There were 0 strongly disagree, 3 disagree, with 12 agree and 15 strongly agree. Regarding participants disagreeing overall, there were only 3 out of 30 participants which is only 10%.

Lastly, question 12 also covered handwriting. Question 12 states 'Writing paragraphs on paper is unhelpful.' As a reverse statement of displaying handwriting negatively, there were many participants that strongly disagreed and disagreed as students still found handwriting as helpful, even when writing paragraphs. For this question, there were 6 strongly disagree, 20 disagree, with 2 agree and 2 strongly agree.

Table 10*Category 2: Audio Learning*

Q#	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
3	Listening to music in English helps me learn the language.	0 (0%)	3 (10%)	14 (47%)	13 (43%)
7	Hearing vocabulary does not help me.	10 (33%)	18 (60%)	1 (3%)	1 (3%)

Both questions 3 and 7 focused on oral skills, i.e. hearing and listening. Question 3 had similar results to question 2. Question 3 states ‘Listening to music in English helps me learn the language.’ Of the 30 participants, zero strongly disagreed, 3 disagreed, with 14 agreed and 13 strongly agreed. Once again, this shows that 90% had a favorable preference to listening to music in English as a tool to learning English.

Question 7 states ‘Hearing vocabulary does not help me.’ This question’s responses also showed that students found hearing to be helpful with learning. There were 10 strongly disagree and 18 disagree, with 1 agree and 1 strongly agree. With the results combined, 28 of students (93% of participants) find listening to improve their vocabulary.

Table 11*Category 3: Visual Learning*

Q#	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	For my classes, I prefer hard-copy media (textbooks) over digital media (e-books).	1 (3%)	9 (30%)	14 (47%)	6 (20%)
4	I use flashcards to study.	0 (0%)	16 (53%)	13 (43%)	1 (3%)
9	I learn best when I watch videos. *	0 (0%)	4 (13%)	15 (50%)	11 (37%)

**Question 9 could also fit in Audio Learning; however it is added to Visual Learning as students watch the videos in this context.*

Visual instructional media was also highly preferred from texts, flashcards, to videos. Question 1 asks if ELLs prefer hard-copy media such as textbooks over digital media like e-books. The results showed that there was 1 strongly disagree, 9 disagree, with 14 agree and 6 strongly agree. This shows that the majority of students, 20 out 30, prefer a hardcopy book over an e-book for their learning. Next was statement 4, which states ‘I use flashcards to study.’ There were 0 strongly disagree, 16 disagree, with 13 agree and 1 strongly agree. The results show that 16 students do not study with flashcards while 14 students study with flashcards.

Lastly, watching videos serves as a type of visual media as the students are watching the content. Question 9 states, ‘I learn best when I watch videos.’ There were 0 strongly disagree, 4 disagree, with 15 agree and 11 strongly agree. This shows that 26 out of 30 students preferred to learn by watching videos than not watching videos.

Table 12

Category 4: Technological Tools

Q#	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
6	I learn better with online notes.	1 (3%)	15 (50%)	10 (33%)	4 (13%)
8	Social Media helps me learn English.	0 (0%)	2 (7%)	15 (50%)	13 (43%)
11	I like posting in blogs and discussion posts.	1 (3.3%)	15 (50%)	10 (33.3%)	4 (13.3%)
13	Playing games on a digital tablet helps me learn vocabulary.	4 (13.3%)	9 (30%)	13 (43.3%)	4 (13.3%)

15	Taking notes in a digital text helps me learn.	1 (3.3%)	5 (16.7%)	18 (60%)	6 (20%)
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The technological tools section consisted of anything that used a digital device or software. This included computers, tablets, LMSs, and software. First, statement 6 stated ‘I learn better with online notes.’ Online notes are taken on some type of technological device and software. The results consisted of strongly disagree with 1 student, disagree with 15 students, and agree with 10 students and strongly agree with 4 students.

Another statement with a 93% participants’ preference was statement 8 which states, ‘Social media helps me learn English.’ For this question, there was a combined 28 participants who agreed with this statement (agree 15, strongly agree 13). There were 0 strongly disagree and 2 disagree. With these results, it shows that 93% of students find social media as a beneficial English learning tool.

Statement 11 looks into LMSs that have discussion board and blog options online. Statement 11 states ‘I like posting in blogs and discussion posts.’ This had close results in regards to preferred and not preferred as an instructional media tool. There was 1 strongly disagree, 15 disagree, and 10 agree with 4 strongly agree. With 16 students not preferring to post in discussions and blogs and 14 students that preferred to, there is not a significant preference found.

Statement 13 focused on a digital device for learning. Statement 13 states, ‘Playing games on a digital tablet helps me learn vocabulary.’ Overall, 13 students did not prefer learning

through games on a digital tablet, while 17 students did. There were 4 strongly disagree, 9 disagree, with 13 agree and 4 strongly agree.

Lastly, statement 15 also looked into the usage of a digital device, but through taking notes. The digital device in statement 15 was not specified, so it is important to note that it was up for interpretation for the students. Also, it is important to note that none of the questions covered the usage of smartphones. Unlike playing games on the digital tablet as stated in statement 13, this question was broader as it did not state the type of digital device used for the notetaking. Overall, there was a strong preference taking notes through this tool, with a combined 24 out of 30 students preferring this. There was 18 agree and 6 strongly agree with 1 strongly disagree and 5 disagree.

Chapter 5: Discussion

1. Do students prefer textbooks and hands-on activities over assignments done online?

To answer research question 1, the results, though not generalizable due to the sample size, suggests that students prefer hands-on activities over assignments done online. However, this study also looked beyond assignments being conducted online, it asked participants questions about tactile/hands-on, audio, visual, and technological instructional media. This consisted of handwriting notes all the way to using social media. Hands-on activities such as handwriting notes had an 83% preference rate and conducting hands-on activities had a 90% preference rate. It is important to note that social media was the found to be the most preferred type of instructional media with the participants. The majority, 28/30 (93%) of students preferred social media. Other online items such as LMSs, where assignments can be conducted online were much lower preferred with only 14/30 (47%) of students preferring learning English in this format.

2. Do students have a preference for particular forms of instructional media?

To answer research question 2, the results, though not generalizable due to the sample size, suggests that students prefer tactile learning and social media as instructional media. As stated in question 1, tactile learning of hands-on activities and social media both led with the highest preference rate of 93%. This study grouped results by tactile learning, audio learning, visual learning, and technological tools. The tactile learning group consisted of 'I enjoy hands-on activities to lectures', 'I like to handwrite my notes', 'Handwriting out vocabulary helps me remember', 'Writing paragraphs on paper is unhelpful', and 'Playing games in class with classmates is not helpful.' Overall, the majority of these statements had high preference rates.

The statements 'I enjoy hands-on activities to lectures' and 'Handwriting out vocabulary helps me remember' both received 27/30 participation preference rate, which is 90%. Overall, each statement for tactile learning had a preference rate ranging from 73% to 90%.

This data is an important resource as teachers should look for ways to incorporate social media in the classroom for learning. This could include posting on a social media website, using posts from a platform, and just using social media sites that students are familiar with. As it is something that students use outside of the classroom, they know how to use this media and utilize it. Thus, social media appears to be a type of media where students feel they can and do learn English.

Shin (2018) found that ESL Learners use social media often for many daily and educational tasks. This includes researching, staying connected with peers, and being able to use a variety of languages. This has led Shin (2018) to believe that it is important that teachers include social media in their curriculum as it allows for students to be more engaged and is a great tool for promoting language and literacy learning and developing students' English skills (Shin, 2018).

Next with these results, tactile learning should be utilized more in classes. With so many scenarios and types of learning that can be used, from touch to hearing, teachers have many options. As handwriting continues to be a stronger preference, teachers should promote handwriting and incorporate assignments that require handwriting, even though many assignments are assigned electronically.

With listening being highly preferred, more than handwriting, many comprehension activities can be created and utilized in the classroom. This could be educational recordings,

everyday music, to social media. Tactile learning covers learners that like to learn visually, through listening, and through hands-on activities.

It is important to note, not all questions had clear and prominent preferences. Statement 4, which states 'I use flashcards to study' did not have a prominent preference option. The results included 0 strongly disagree, 16 disagree, with 13 agree and 1 strongly agree. With these answers combined, it shows that 16/30 or 53% of students do not study with flashcards and 47% of students prefer to study with flashcards. These results were surprising, as flashcards seemed to be a neutral study tool. Flashcards could require handwriting or a website, so this could be a different learning style.

On that note, another statement that did not have a clear preference was statement 5. Statement 5 states 'I learn better with online notes.' Statement 5 had the same results as statement 4, with a combined 16/30 or 53% of students believing that learning with online notes is not helpful while 47% of the participants found online notes beneficial. This is also an interesting find as many classes use computers to conduct activities such as online writing documents, like Google Docs and MS 365 Word and teachers using LMSs for collecting, grading, and returning homework. Students can also access LMSs through their smartphone, as most platforms have a mobile app. However, this shows that handwriting had much higher results as to viewing and typing notes on a computer or other type of technological device.

Lastly, it was interesting to see how statement 11 was almost a half-half preference situation. Once again, with 16 students not preferring to post in discussions and blogs and 14 students that preferred to, I was surprised to see that there were that many students that did not like this type of assignment. Practically every class I took for this degree had discussion post

assignments where we had to read an assigned text, create a post about our opinion and findings, and reply to at least two peer's posts. With this being such a common assignment, I did not know that there wasn't a clear preference or lack of preference for discussion posts and blogs.

Seeing handwriting and listening as other top choices of media was not surprising, as I myself, do well with handwriting my notes from class. I also listen to music and watch shows in a foreign language to work on my pronunciation and understanding. It is great to see and get a better understanding of student's preferences. Not all types of media were found to be helpful to students, but many types were determined helpful by a significant margin. With this study, I hope that professors and teachers can be inspired to create new lesson plans and utilize new tools.

Chapter 6: Conclusion

At the moment, there are not many studies which investigate ELLs' preferred instructional media in the classroom. Most of the studies regarding this topic have found how instructional media in general is a useful tool as it is flexible for many students. Instructional media includes many learners, including visual, auditory, and kinesthetic learners (Preeti, 2014).

Overall, it was found that learners enjoy the usage of instructional media in classrooms, adding support to previous studies summarized in the literature review. Kinesthetic and tactile learning styles including handwriting, listening, and using social media were the most preferred type of media for ELLs. This shows that handwriting continues to be a top preference, as found in other studies listed in the literature review.

On the other hand, posting in discussion boards and posts were not preferred by the majority of the students, despite this being a common tool and assignment in classes. It would be interesting to conduct a follow up study as to why this common assignment is not preferred. Despite it being a digital instructional media and being similar to social media, many students did not find this instructional media tool to be helpful with their English language learning.

I hope that that this information from this study will help inform the field of second language acquisition.

Chapter 7: Limitations

Despite recruiting online for months, I was only able to get a response from five out of nine teachers. With the help of these teachers, I had thirty participants. Thus, the sample size needs to be significantly higher for the results to be generalizable. Since most of the participants (21/30, 70%) were from the bridge program taking university courses concurrently with their English programs, this does not give an even view of the pre-academic students' instructional preferences.

Next, there are two data sets and two surveys as I did not have access to Qualtrics premium. My university does not provide Qualtrics membership for graduate students, so I could not add all of my questions on one survey. As a result, two surveys were created. Unfortunately, this created issues as I could not compare the demographic survey to the questions survey as I could not confirm it was the same student who did both surveys.

Also, some statements were unfortunately not clear enough to make a generalization. For example, Statement 15 also looked into the usage of a digital device, however the digital device in statement 15 was not specified, so it is important to note that it was up for interpretation for the students. Also, none of the questions covered the usage of smartphones even though it is a popular technological device.

Lastly, I did not ask the participants about their socioeconomic status. This was an important question to ask as some people may not have access to certain types of instructional media due to their financial status. Adding this question and looking into it further would be important for a next study.

More studies should be conducted about this topic. The study suggests that students benefit from and actively engage with social media and tactile forms of instructional media. Therefore, it may be beneficial to continue researching the pedagogical benefits of these sorts of media for helping ELL students to internalize English.

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Appendix A: Participant Demographics Questionnaire

XM Participant Demographics

Survey Distributions **Data & Analysis** Reports

Add Filter

Recorded Responses **1**
Responses in Progress **0**

With Selected Page 1 of 1

<input type="checkbox"/>	Recorded Date	Q13 - What is your native/first language? [Not English]	Q10 - How many years have you been lived in the United States?	Gender - What is your gender?	Education - What is your current grade level?	Q11 - What is your self-rating of your English language skills?	Q12 - How did you learn English? (Select all that apply).	Actions
<input type="checkbox"/>	Jul 2, 2021 4:43 PM							<input type="button" value="v"/>

Page 1 of 1

A screenshot via Qualtrics.com (6 questions)

Questions by order:

1. What is your gender?
2. What is your current grade level?
3. What is your native/first language?
4. How many years have you lived in the United States?
5. How many years have you been learning English?
6. What is your self-rating of your English language skills?
7. How would categorize yourself? As an extrovert (outgoing and social) or an introvert (keeps to self, quiet)?
7. How did you learn English? (Select all that apply).

Appendix B: L2 Study Questionnaire (Conducted on Qualtrics)

The screenshot displays the Qualtrics interface for an L2 Study Questionnaire. On the left, a sidebar contains a search bar and a list of six questions (Q1-Q6). Q1 is highlighted in blue. On the right, a table lists the fields corresponding to the questions. Below the table are buttons for 'Add Note' and a blue '+' button. At the bottom, the text 'Q2 - What types of media did you find the most benefi' is visible.

#	Field
1	Visual (Textbooks, Worksheets, etc.)
2	Auditory (Recordings, Audio, etc.)
3	Technology Items (Computer, Online learning)
4	Social Media (Facebook, Instagram, etc.)
5	Hands-On Learning

Showing rows 1 - 6 of 6

Q1 - What types of media did you feel NOT help you in learning English?

Q2 - What types of media did you find the most beneficial in learning English?

Q3 - What type of learner would you describe yourself as?

Q4 - How do you best learn content in class?

Q5 - Do you find listening to audio recordings/music of native English speakers helpful?

Q6 - Has your experiences in English classes made you feel prepared for the professional world?

Q2 - What types of media did you find the most benefi

*Screenshot of some of the questions (15 questions)

Questions in order:

Likert Scale questions

Please answer the following questions regarding your personal views on the respective topics.

There is no right or wrong answer! The answer scale stems from 1-4.

1: Never, 2: Rarely, 3: Sometimes, and 4: Always.

1. For my classes, I prefer hard-copy media (textbooks) over digital media (e-books).
2. I enjoy hands-on activities to lectures.
3. Listening to music in English helps me learn the language.
4. I use flashcards to study.
5. I like to handwrite my notes.
6. I learn better with online notes.
7. Hearing vocabulary does not help me.
8. Social media helps me learn English.
9. I learn best when I watch videos.
10. Handwriting out vocabulary words helps me remember.
11. I like posting in blogs and discussion posts.
12. Writing paragraphs on paper is unhelpful.
13. Playing games on a digital tablet helps me learn vocabulary.
14. Playing games in class with classmates is not helpful.
15. Taking notes in a digital text helps me learn.

Appendix C: IRB Approval



Institutional Review Board
720 Fourth Avenue South, AS 101, St. Cloud, MN 56301-4498

June 3, 2022

To: Frances Goldsmith
Email: frances.goldsmith@go.stcloudstate.edu

Faculty Mentor: Michael Schwartz
Email: mwschwartz@stcloudstate.edu

Project Title: English as an Additional Language Learners' Perceptions regarding Media as Learning Technology.

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects.

Your project has been: Approved

Expiration Date:	N/A
Approval Type:	Exempt
SCSU IRB#:	38391136