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ESL Student Perceptions of Online Resources

Valeriana Colon
Virginia Commonwealth University, colonv@vcu.edu

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Virginia Commonwealth University

Author Note

Valeriana Colon, Urban Services Leadership, Virginia Commonwealth University.

Valeriana Colon is now a graduate student in Urban Services Leadership.

Contact: colonv@vcu.edu

Abstract

This study explores how ESL student perceptions guide their use of online resources, with the goal of helping teachers select meaningful resources. Data were collected using a combination of interview responses and computer-recorded online actions. An evaluation of three case studies of advanced adult English language learners were used to gain insights into student perceptions. The results indicated that the ESL students use Google and native language sites when researching online, at times alternating between English and their native language. However, they expressed a sense of shame when using native language sites, as one student stated that he felt he should know things (i.e. English) that he does not and it would be unfair for him to use an online translator or other native language resources in his chemistry class.

   Keywords: perceptions, online resources, ESL, English as a Second Language, information literacy

ESL Student Perceptions of Online Resources Proposal

In the age of technology the amount of resources available online keeps increasing. Teachers are encouraged to incorporate online resources into their teaching to access this wealth of information. They are encouraged by students who love technology, administrators who see the necessity, and by policy makers that tie technology to the country's economic success. Meaningfully connecting with information online promotes problem solving and critical thinking, which helps students become effective contributors, confident individuals and responsible citizens (Detlor, et al, 2012). Leu, Kinzer, Coiro and Cammack (2004) describe the internet as quickly and dramatically expanding knowledge and its social nature giving one the ability to take advantage of the intellectual capital. It is important for students to be able to use information online to find, evaluate, use, and share information. However, when teachers select online resources or provide instruction on information literacy, student perceptions are rarely taken into consideration. A common practice in education is to consider a student's prior knowledge when teaching a concept; likewise, it is important to consider a student's perceptions when engaging in online activities. These perceptions drive student activity online and the way in which students relate to the information online. Without a grasp on student perceptions educators are missing a key piece of the student's intellect. This may cause students to struggle to engage with the information presented or falter with maneuvering through online resources. Not considering student perceptions of online resources creates challenges for all groups of students, but even more so for English as a Second Language (ESL) students.

Chau, Cole, Massey, Montoya-Weiss, and O'Keefe (2002) point out that online behavior is a cultural phenomenon of the shared values of a community. For ESL students, this means that their authentic online behavior may significantly differ from the perspective presented in

class. The teacher may make incorrect assumptions about how ESL students may behave online

because the teacher is coming from a different cultural perceptive. This study investigates how

ESL student perceptions guide their use of online resources with the ultimate goal of using the

insights to guide the use and assessment of online resources.

Research Goals

The aim of this study is to view online resources from the ESL student perspective.

Teachers can maintain student-centered practices by understanding the student perspective

(Taylor, 1983). A student-centered approach focuses on the individual and strives to understand

personality and relationships. Learning is more meaningful and relevant when students are the

focus (Rogers, 1951). This study examines the internal process that determines value and use of

online resources. Teachers can use this information to shape instruction and make well-informed

selections of online resources with students in mind. When student perceptions are considered,

there is less interference from the use of resources that students may not find beneficial, may

increase stress, or may spark a lack of confidence. The affective filter theory contends that when

a student experiences high stress, lack of motivation or low self-efficacy a psychological barrier

(or affective filter) makes it difficult to acquire the new language (Miller, 2004).   However,

when a student's affective filter is low and the student feels comfortable, the process of acquiring

a new language is more efficient (Miller, 2004). Teachers can lower the student's affective filter

and increase the exploratory behavior conducive to learning a second language by

accommodating the ESL student perspective.

I have been interested in the quality of instruction for ESL students since I moved to the

United States from Puerto Rico. I was not a traditional ESL student, since dual language

instruction is common in schools in Puerto Rico. However, I found friends in the ESL

community. When I became a teacher, specializing in ESL felt like a natural decision. The

purpose of my research that centers on the ESL population is to improve their program of study.

High-stake exams and constant assessments leave little room for ESL students to celebrate

success and see the value in their diversity. I would like to create a program that harnesses

diversity and sees having a second language as an advantage. My interest in technology comes

from witnessing the advancement of technologies; and how it has streamlined processes and

made life easier. My experiences as an ESL teacher have shown me the talents of bilingual

students and that they are interested in technology regardless of their country of origin and

economic means. I believe that as a seasoned teacher of ESL, I can use my experience, content

knowledge, and the insights from this study to improve ESL student programs.

Conceptual Framework

To confirm the conceptual framework for this study, literature on customer perceptions of

websites in the business world was reviewed, because there is little research published on student

perceptions of online resources. Mazaheri, Richard, and Laroche (2011) connect emotions to

perceptions. Emotions, what the authors categorized as pleasure, arousal and dominance, lead to

the perception of the degree to which the site was considered informative, effective and

entertaining. This

then influences

one's attitudes and

involvement. See

figure 1, for more

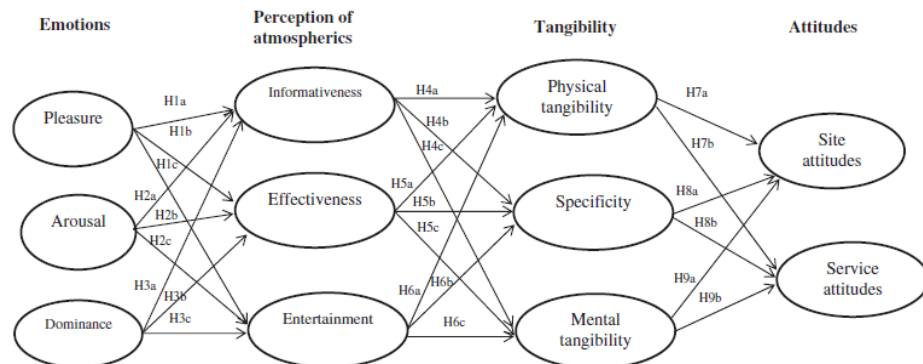detail on

Mazaheri, Richard

Figure 1: Mazaheri, Richard and Laroche's (2010) conceptual framework

and Laroche's conceptual framework. Jin (2010) contends that culture is a determining factor in

the websites people find attractive. Seidenspinner and Theuner (2007) believe that culture

determines preferences towards navigational tools, design aesthetics, and information provided.

In Chau, Cole, Massey, Montoya-Weiss, and O'Keefe's 2002 study of the online behaviors of

consumer, the researchers view culture as a collective phenomenon of the shared values of a

community.

These theories and ideas confirmed the streamline conceptual framework for this study.

Mazaheri, Richard and Laroche's "involvement" relates to the "engaging" or "repelling" aspects

of resources in the framework for this study; "attitudes"

relate to "preferences"; and "perception" becomes the

main focus (see figure 2). Mazaheri, Richard and

Laroche's "emotions" is reserved for the larger framework

that corresponds with this topic, but focuses on student

learning. Values and beliefs are incorporated into the

framework for this study. Values and beliefs derive from

one's culture and inform one's overall perceptions.
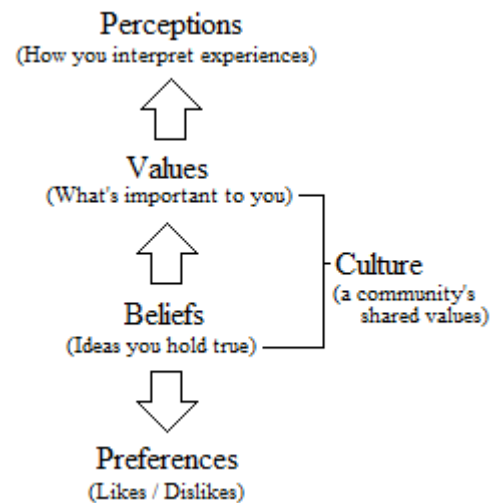
Figure 2: Conceptual Framework

Values and beliefs also inform one's preferences towards online resources. The student's

experience and cultural values and beliefs, shape his/her preferences; these preferences inform

which resources the student finds engaging or repelling. Together these elements comprise the

student's overall perceptions. When a teacher's instruction centers on a significantly different

cultural perspective the resulting preferences may also be different. It important to consider the

following definitions for the framework:

- Perceptions: an interpretation of the experience

- Values: characteristics that are identified as important

- Beliefs: general assumptions or ideas the student holds true

- Culture: aspects that speak directly to the student's gender, race, socio-economic status

- Preferences Likes: a demonstration of like for one characteristic over another

- Preferences Dislike: a demonstration of dislike for one characteristic over another

Each of these concepts relates to one another and there may be some overlap. These concepts

rest on the following assumptions:

- Students use online resources to gain further clarification

- Students have preferences or a tendency to use certain tools over others

- These preferences are shaped by their values, and beliefs (culture)

- These values and beliefs both come from and shape the interpretation of experiences

- Students will be able to articulate their perceptions in a supportive setting

Research Questions

The methods of the study will explore student perceptions of online resources to

determine:

(1) How do ESL students use the internet for academic purposes?

(2) What process do ESL students use to select online resource?

(3) What qualities do students value?

(4) What types of resources do students find engaging and repelling?

Exploring these concepts will address the study's goals by providing the insights needed to guide

the selection of meaningful online resources and provide a basis of assessment.

Research Relationship

The research relationship is essential in the interview process as the participant and the researcher construct the meaning together. I have often discussed with students that one day I may need their help to conduct future research; the three participants in the study are students at the language center in which I have worked. I have taught these students in the past, so I knew that their language ability and maturity were up to the task. I explained to the students that I needed to conduct research on human behavior for my doctoral program and told them that participation was voluntary. The students had no reason to believe I would be their teacher again in the future, since they are not my current students and will graduate from the program in the next few months. I went on to explain the purpose of the research, the procedures that involved the students, and how the information would be used. In exchange for their help on this project, I offered the students a five-dollar gift card to the coffee shop by their school. As second language learners, I presented a consent form in writing (see Appendix 1), but also explained it line by line to ensure understanding. After a detailed explanation, I asked the students to summarize what they understood as a final comprehension check. All of the students were willing to participate. The students did not have difficulty understanding the research process since research methods are integrated in their English language studies.   To maintain a healthy teacher-student relationship, I ensured the students their participation was appreciated and gave continual feedback and encouragement. I also took time to solicit their concerns and feedback throughout the process. The rapport I have built with the student in the past helped keep the interview process going.   In order to moderate the interview dynamic I clearly set the objectives and timed tasks to keep the interview focused.

The overall risk to the students was low. The students' identity were kept confidential and pseudonyms were used. I kept the wellbeing of the students at the forefront throughout the

research process. Each step of the data collection was limited to thirty minutes to be mindful of the students' time and keep their attention. The interview questions were paced to ensure the student did not feel overwhelmed. Throughout the students' verbal and non-verbal communication was monitored for signs of discomfort.

Site and Participant Selection

The environment of the interview also helped keep the interview focused. The interviews took place in the small conference room of the coffee shop by the students' language school. The conference room is formal enough to provide a structured setting, but also casual enough to not impede responses. The interviews were not conducted in a classroom where students attend classes daily, since the halls are very busy and the presence of their peers might have affected their behavior. The location was selected because it is easily accessed and familiar to the students in the study. It was semi-public, which offered privacy without seclusion. The location also had Wi-Fi access and power outlets, which was essential for the study.

Since the study explores ESL student perceptions of online resources, it was imperative that the research subjects were ESL students. However, without interpreters and translated materials the students had to have an intermediate to advanced language proficiency. This language proficiency allowed the students to communicate with the researcher and actively participate in the study. The students were also selected based on their country of origin. The students came for three culturally different counties to provide variability and indicate if culture had an impact. One student has a bachelor's degree in his home country, while the other two have high school diplomas to vary education level.   Han is a twenty-year-old, Korean student. He received his high school diploma in his home country before coming to the US to learn English. He has been studying English for one year and is a level 111 out of 112. Mo is twenty-

seven years old. He received his bachelor's degree in his home country of Saudi Arabia before coming to the US a year ago to study English. Mo is a level 110. Charlie is a nineteen-year-old Taiwanese student. He received his high school diploma before coming to the US nine months ago to study English. He is a level 113, having completed the English language program one month ago. This variability will help depict distinct differences between the students and overarching commonalities. Although with a small sample size, it may be difficult to make any clear assertions about these differences and commonalities.

Data Collection

In order to investigate ESL student perceptions the study used a combination of an interview with document analysis of computer-recorded actions of the student's online activities. There were five distinct parts to the data collection.

The students:

(1) were given an overview of the research project and signed informed consent;

(2) had up to thirty minutes to explore the mock research question, "Is wind energy cheap? Is it effective? Is it practical?" online while their actions were recorded;

(3) were interviewed for fifteen minutes about the steps that they just took to answer the research question (see appendix for the interview questions);

(4) responded to some general questions about their online activity; and

(5) were thanked for their participation and asked to be available in the future for follow up questions.

The mock research question was constructed by considering the students' language level and vocabulary. The phrasing of the question was in a form that the students are able to understand, but was out of their areas of expertise or familiarity. Before conducting their investigations, the

students were asked if they were familiar with the topic. A backup question was available in

case a student was already familiar with the topic, however none of the students were familiar

with the question and the interviews proceeded with the primary question.

Data Analysis

After completing the fieldwork, the data were analyzed with the aid of Atlas.ti. The data

analysis began with a of review the students' answers to the mock research question, "Is wind

energy cheap? Is it effective? Is it practical?" The responses were reviewed to confirm that the

students worked to the best of their abilities and sincerely committed to the research project.

This was determined by comparing the responses to each student's known language abilities.

Next, I conducted a document analysis of each student's recording of his actions online. This

document analysis also confirmed the student's commitment to the study by ensuring the student

moved through sources and activity researched online. The document analysis was also

compared to the students' interview responses. The documents were coded using both a

deductive and inductive approach for resources used, search terms, site selection and the point at

which the students stopped their search (see Appendix for coding directory). General coding

categories were created with the conceptual framework prior to the fieldwork. After the data

were collected, additional codes came from the data. After conducting the document analysis,

the student interviews were coded. Various codes were assigned to highlight distinct

commonalities and differences amongst the students and between the student interviews and the

online recordings. Responses were coded that appeared to be culturally significant and provided

insights into the formation of student perceptions. This form of data analysis was selected

because it allows for a synthesis of multiple responses and captures various points of view.

Validity

The most serious validity threats for this study are alternative hypotheses, researcher bias and the effect of the researcher on the individuals studied. During the study the following was considered:

- Is there another basis for the students' perceptions that has not been identified?

- Have the students' perceptions been misidentified?

- Can the students clearly articulate their perceptions?

- Do the interview questions target the students perceptions?

- Does the researcher's bias lead to a misinterpretation of the students perceptions?

- Does the researcher's presence cause the students to alter their actions?

These questions relate to are threats because they highlight possible misinterpretation of the data, drawing incorrect conclusions, or not being able to draw conclusions at all. In order to guard against these validity threats the study has been designed to use various activities to investigate the same questions. This confirms the information collected and highlights relationships. During the study, the students were asked to share any additional information that came to their minds during the process. This open-ended request allowed students to consider and include aspects that had not been explicitly asked in the study. Each student response was repeated back to the student rephrased to give the student the opportunity to confirm the interpretation of the information provided. The use of computer-recorded actions allowed students to review their steps and reflect on their actions after completing them. These computer-recorded actions lessen the student's dependency on memory and were used to compare the behavior of the students in the study. An outside advisor monitored this process and provided continual feedback.

Although the results of this study can inform the selection of online resources, the information should be generalized cautiously. While generalization can be made about various

cultures, culture is unique to each individual. The values and beliefs of one person from a particular cultural group may not be representative of the entire group. It is always important to consider individual differences amongst the group. Since the students in this study have intermediate to advanced language proficiency, they are likely to have been exposed to more US culture than students who have newly arrived. This may affect the cultural practices of the students, making the generalization to ESL students of different language proficiencies problematic. Furthermore, culture and the online environment are dynamic and change over time. The results of this study are emblematic of the moment in time in which the study took place and caution should be taken when generalizing the results to future dynamics.

Results

Research question 1: How do students use the internet for academic purposes?

During the interviews, the students indicated they move between English and native language resources when using the internet for academic purpose. However, each student transitions between languages a bit differently. Charlie says that he searches in English, "because the question come from English not from my language" (6:11). Then he switches to Chinese, "if I cannot find the things I want, I cannot read or I don't want to read" (6:7). Han says that he prefers starting with Korean resources. He reasons, "Korean is my native language, so I can understand easier than English, but sometimes its same, even if I cannot understand Korean I can use English" (5:11). Han uses English resources as a backup, when Korean sites fall short of providing him with the information he needs. Overall, a transition in language is initiated when the student hits a wall and feels another language can provide additional information.

Although all of the students mentioned that they use native language resources in their research, none of the students used them in their recorded search. This finding was interesting and could have many possible causes. When asking Charlie about why he does not use a translator during his university science class, he said that it would not be fair since the other [native English speaking] students could not use translators. He went on by saying, "I finish my English program, I should know things and I don't… I feel like I'm the only one, it's only me." For Charlie, there seems to be a certain level of shame associated with openly using native language resources for academic purposes. Charlie may associate using a language resource with inadequacy or he may not want to stand out amongst his peers as different. This shame may be augmented by the common ESL practice of stress English only class environments, which extends to online activities.

Research question 2: What is the process the students use to select online resource?

The process that the students use to select online resources centers mostly on information provided by others rather than internal criteria. All three students used search terms that came directly from the mock research question. Mo reasoned, "Because it was the first title, first part of the question" (4:2). Charlie and Mo used Google's auto complete by typing in the first word on the mock research question then accepting Google's suggestion to complete the search phrase. Once the information query was complete, Charlie and Mo selected the first site listed by Google. Han, on the other hand, read the site descriptions to make his selection, and chose the fifth resource. He stated, "I looking for like a sentence about my thesis statement some sort of I thing like a sentence and also what is the reason in the research paper and then which information I give to take from this paper" (5:8). Charlie and Mo seem to trust the information presented by Google with little critical scrutiny, while Han is more selective and considers the

relationship between the search term and the purpose of the research.

Research question 3: What resource qualities do students value?

Popularity seems to be a quality that the students value. All three students used Google in their recorded search and stated it was their preference. Mo mentioned that he uses Google because it is the most popular site in the US and easy to use (4:1). Charles says he prefers Google, but also uses Yahoo to search in Chinese (6:6). In this case, Yahoo was deemed a better search engine because it is more popular in Taiwan and yielded better results. Lastly, Han uses www.naver.com, a popular search engine in South Korea (5:11). The students expressed a connection between the popularity and the quality of information, if a lot of people like it – it must be good.

Research question 4: What types of resources do the students find engaging and repelling?

The students had varying ideas about the characteristics of resources that they liked or disliked. "If there is too much information at the same time," (6:10) Han finds the resource repelling. Charlie does not like resources that make it difficult to find information or difficult to read. He determines the quality of a resource by comments made by other people. Charlie says, "if somebody write a comment right and maybe like the comment will show some of the same problems this let say article have or like this article is some part is like error" (6:15). Charlie adds that he dislikes resources that are political (6:16), while Mo dislikes advertisements (6:19). Overall, the students seem to like or dislike a resource by how the information is presented (quantity and organization) and what is presented (advertisements and politics).

Conclusions

Being able to transition between languages to find additional information can be a significant advantage for ESL students over their mono-lingual peers. ESL students have the

benefit of multicultural perspectives when switching between languages. However, some ESL

educators discourage dual language approaches, citing native language dependencies and

excessive translation (Chu-Chang, 1981). While others promote the benefits, stating ESL

students perform just as well, and often better when transitioning between languages (Lindholm-

Leary & Genesee, 2010; Lindholm-Leary & Howard, 2008).

Trusting Google, selecting the first site listed, and favoring popular resources is not

unique to ESL students. According to an American Library Association report (1989), students

across the nation need to learn the skills needed to locate, evaluate and effectively use

information resources. However, ESL students may be more sensitive to quantity and

organization of information on a site. Rouet and Levonen (1996) indicate that ESL students may

get lost in large amounts of information and experience cognitive overload. Students learning

English need more time to read text heavy resources, which may account for the favor of

organized and text-light resources.

Implications

The ESL students in this study indicated that they move between native language and

English resources. Transitioning between languages can add to the richness of the student's

research. Educators should honor the student's prior knowledge, culture, and preferences to

create a nurturing and conducive learning environment. Gisele Waters (2001) argues that there

are benefits to rethinking ESL philosophy, practice and policy from a linguistic human rights

perspective. She believes that when multilingualism is promoted in education, language

becomes a resource not a disadvantage. Miller and Endo (2004) stress the importance of

understanding each student's educational history. They contend that the key to reducing

information overload is creating assignments that give students the ability to draw on their prior

knowledge and experiences. Phan and Bradley (2011) state that in order for ESL students to

engage in the critical exploration of academic knowledge, educators need to first consider whose

narrative or version of the truth is being taught and how will ESL student relate to this

information. Tove Skutnabb-Kangas (2000) contends that every student should identify with

their native language and have that identity accepted and respected by others. Imposing the

online practices of another culture without considering the student's perspective is not respecting

the student's identity. This is even more prevalent in education environments that enforce

"English-only" policies. Many English language programs penalize students from using their

native language during school hours. However, when students are not allowed to use native

language resources they are cut off from their heritage and a valuable source of information. The

student's authentic activities are disrupted by the imposition of the dominate culture's values and

methods. The implication of this study on teaching is that it urges educators to review their

approach to teaching information literacy. Diverse groups may approach and interpret online

resources differently. Educators need to consider the assumptions they make regarding online

student behaviors. For example, an educator may assume that all students know to click the

arrow on the bottom of the screen to advance an online text, without realizing that this may not

be the case in the student's experience.

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Appendix

Timetable

March 25th – Conduct interviews from 3:30 to 6:30
March 27th – Transcribe recordings and conduct preliminary document analysis
April 3rd – Complete document analysis, input reminder of information into Atlas.ti
April 13th – Finish data analysis
April 17th – Complete presentation
April 24th – Complete report

Description of Software

The Problem Steps Recorder automatically captures the steps taken on a computer, including a text description of clicks and a picture of the screen during each click. Once the steps are captured, they can be saved to a file. To find the problem step recorder open the programs button and search "psr".

Demographic information

Age: _____

Gender: _____

Race: _____

Native Language: _____

English Language Level: _____

Intended Major: _____

Length of Time in the United States: _____

Interview Questions

For each of the sites or resources the student were asked:

    (1) What was the resource that you visited?

    (2) What information were you looking for?

    (3) Why do you find the resource helpful or not helpful?

    (4) How did you learn about the resource?

    (5) Why did you pick that resource opposed to another?

The students were asked the following general questions:

(1) What types of resources to your regularly use? Why?

(2) How did you hear about those resources?

(3) What types of resources do you typically find helpful? Why?

(4) What types of resources do you typically find not helpful? Why

Student Note Sheet

Question: Is wind energy cheap? Is it effective? Is it practical?
Notes:

Coding Directory

Connection CF	Current Codes	Definition
Experience	Answer: Cheaper	A response to the research question of wind energy is cheaper
Experience	Answer: Effective	A response to the research question of wind energy is effective
Experience	Answer: Not Effective	A response to the research question of wind energy is not effective
Experience	Answer: Not Practical	A response to the research question of wind energy not practical
Experience	Answer: Practical	A response to the research question of wind energy is practical
Repelling	Determining Bad	Description of what makes a bad resource
Engaging	Determining Good	Description of what makes a good resource.
Experience	End of Search: After 1	The research ended after conducting 1 search
Experience	End of Search: After 2	The research ended after conducting 2 search
Preferences	Google	Indicated Google was a preferred resource
Culture	Native Language Sites: No	Native language sites were not used a resource
Culture	Native Language Sites: Yes	Native language sites were used a resource
Values/Beliefs	Purpose for NL Sites	Describes the purpose for using native language resources
Preferences	Search Term 1	The first search term used
Preferences	Search Term 2: GS	The second search term used, and is google suggested
Preferences	Search Term 2	The second search term
Values/Beliefs	Search Terms Reasons	Search term quotes
Preferences	Site Selection: 1st Listed	The student selected the 1st resource listed on the Google search results
Preferences	Site Selection: 2nd < Listed	The student selected the 2nd or more resource listed on the Google search results (i.e. not the first)
Culture	Translate from NL to E	Indicate a translation from native language to English
Culture	Types of Resources: D & T	Uses dictionaries and translators when conducting research
Culture	Types of Resources: ELS	Uses English language learning sites as resources

Consent Form

RESEARCH SUBJECT INFORMATION AND CONSENT FORM

TITLE: ESL Student Perceptions of Online Resources

This consent form outlines important information about a research study in which you are being asked to participate. Before you sign this consent form, it will be discussed with you in detail by the principal investigator at which time you will be free to ask any questions regarding the language of the form or your participation in the study. You may take home an unsigned copy of this consent form to think about or discuss with family or friends before making your decision.

PURPOSE OF THE STUDY

The purpose of this research study is to find out how ESL student use online resources. The study serves as a class project for a doctoral level course in qualitative research methods as part of VCU's School of Education. You are being asked to participate in this study because you are an ESL student.

DESCRIPTION OF THE STUDY AND YOUR INVOLVEMENT

In this study you will be asked to participate in an open-ended interview concerning your online activities. You will be given a research question and asked to use the internet to answer the question. Your activities online will be recorded using a computer application. Before the completion of the project there will be a final check to ensure that meanings developed from the research process accurately reflect your experiences and your voice. All interviews and meetings will be conducted at a time and in a place most convenient to you.

RISKS, BENEFITS AND COSTS

It is unlikely that participation in this study will cause you any risk or discomfort. However, sometimes talking about life experiences causes people to become upset. You do not have to talk about any subjects you do not want to talk about, and you may leave the project at any time. If you become upset, the investigator will give you names of counselors to contact so you can get help in dealing with these issues.

You may not get any direct benefit from this study, but the information we learn from this study may help us think about the practice of urban education in new ways. In addition many people find talking in a reflective manner about their work practice helpful.

There are no costs for participating in this study other than the time you will spend in the interviews.

CONFIDENTIALITY
Potentially identifiable information about you will consist of this consent form, interview notes, other field notes, journal entries, and communications. A pseudonym will replace your name in documented field notes and will not be connected to names on the consent form. All electronic data will be kept in password protected computer files. Hard copies of data will be kept in locked filing cabinets. Both computer files and hard copies of your data will be destroyed upon completion of the research study.

The findings of this study may be presented at meetings or published in papers, and may inform future research.

VOLUNTARY PARTICIPATION AND WITHDRAWAL
You do not have to participate in this study. If you choose to participate, you may stop at any time without penalty. You may also choose not to answer particular questions that are asked in the study.

Your participation in this study may be stopped at any time by the investigator without your consent.

QUESTIONS
In the future, you may have questions about your participation in this study. If you have any questions, complaints, or concerns about the research, contact:

Student Investigator
> *Valeriana Colon*
> *School of Education*
> *Virginia Commonwealth University*
> *colonv@vcu.edu*

> Or

Faculty Instructor
> *Jesse Senechal, PhD*
> *School of Education*
> *Virginia Commonwealth University*
> *804-274-8720*
> *senechaljt@vcu.edu*

CONSENT
I have been given the chance to read this consent form. I understand the information about this study. Questions that I wanted to ask about the study have been answered. My signature says that I am willing to participate in this study. I will receive a copy of the consent form once I have agreed to participate.

_____

Participant name printed   Participant signature   Date

_____ _____

Principal Investigator Signature   Date