

The Value Students and Instructors Place on Multimodal Composition within Academic Life

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Abstract

This mixed methods research-based study was conducted to investigate the advantages and possible disadvantages of using multimodal compositions (MMCs) in the English as a Second Language (ESL) writing classroom. The conveniently selected participants were thirteen ESL learners and a native speaker of English instructor. Two data collection instruments were employed to gather the primary data for this research study. The first instrument was a student survey to explore the perceptions and beliefs of the students about MMCs. The second measure involved a set of semi-structured interviews with four students and their instructor. The results of the statistical data analysis of the student survey indicated that the majority of the student participants expressed their preference for using MMCs because this writing approach enabled them to more completely and professionally explain their meanings to others. The findings from the analysis of the data gathered from the semi structured interviews demonstrated that the students believed that MMCs made writing easier than writing with words only. However, the perception of the teacher was that some students believe that MMCs add an extra burden to their writing assignments and do not constitute an integral part of an assignment itself. Suggestions and recommendations for the more effective use of MMCs in ESL writing classrooms in the USA context, based on this research study, are provided at the end of this study.

Keywords: Multimodal composition (MMC), English as a Second Language (ESL) context, mixed methods, TESOL

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