Describing Research Findings in Tables

Each activity includes a table with a rationale for each data point to help guide your understanding. Use the provided language functions to describe the trends, make comparisons, and summarize the data.

Activity 1: Study Habits of ESL Students by Skill Area

Skill Area	Hours per Week	Rationale
Reading	8	Reading requires more time due to vocabulary and comprehension challenges.
Listening	6	Listening tasks are often passive but still need regular exposure.
Speaking	5	Speaking practice may be limited due to lack of interaction opportunities.
Writing	4	Writing is less practiced outside class and seen as more challenging.

Table Description: Study Habits of ESL Students by Skill Area

The table presents data on the average number of hours per week that ESL students spend on different language skill areas, including reading, listening, speaking, and writing.

According to the table, **reading** receives the highest amount of study time, with **8 hours per week**, likely due to the challenges ESL learners face with vocabulary and comprehension. In contrast, **writing** is practiced the least, at only **4 hours per week**, possibly because it is viewed as more demanding and is not commonly practiced outside the classroom. **Listening** accounts for **6 hours**, which is slightly more than speaking, reflecting the passive nature of listening activities and their accessibility. **Speaking**, on the other hand, is allotted **5 hours**, which might be due to fewer opportunities for interactive practice.

Overall, the data suggests that ESL students dedicate more time to receptive skills like reading and listening, while productive skills such as speaking and writing receive less attention, possibly due to the nature of practice opportunities and perceived difficulty.

Activity 2: ESL Students' Participation in Language Learning Activities

Activity	Participation (%)	Rationale
Group Discussions	40	Popular for improving fluency and social interaction.
Watching Movies	25	Helps improve listening and is enjoyable for students.
Grammar Exercises	20	Less preferred due to perceived difficulty.
Essay Writing	15	Least favored due to complexity and time required.

Table Description: ESL Students' Participation in Language Learning Activities

The table shows the percentage of ESL students participating in various language learning activities, including group discussions, watching movies, grammar exercises, and essay writing.

According to the table, **group discussions** have the highest participation rate at **40%**, likely because they help improve fluency and encourage social interaction. In contrast, **essay writing** is the least popular activity, with only **15%** of students participating. This may be due to the complexity of academic writing and the time it requires. **Watching movies** is chosen by **25%** of students, suggesting it is a more engaging way to practice listening skills. **Grammar exercises**, though important, are only preferred by **20%**, which could reflect students' perception of them as difficult or less enjoyable.

Overall, the data indicates that ESL students tend to engage more with interactive and enjoyable activities like group discussions and movies, while more structured tasks such as grammar exercises and essay writing receive lower participation rates.

Activity 3: Preferred Learning Resources by ESL Students

Resource	Percentage (%)	Rationale
Online Platforms	45	Online platforms are the most popular due to their flexibility, accessibility, and interactive features, making them appealing for students.
Textbooks	30	Textbooks remain a valuable resource for structured learning, offering comprehensive information, but may be less interactive than online platforms.
Videos	15	Videos are useful for visual and auditory learners but are less favored compared to interactive platforms and textbooks.
Tutoring	10	Tutoring is the least preferred due to its higher cost and more time-consuming nature, though it provides personalized support.

Table Description: Preferred Learning Resources by ESL Students

This table presents data on ESL students' preferred learning resources, comparing the percentage of students who use online platforms, textbooks, videos, and tutoring.

According to the table, **online platforms** are the most widely used resource, with **45%** of students choosing them. This may be due to their **flexibility**, **ease of access**, and **interactive features**, which support independent learning. **Textbooks** are the second most preferred resource, used by **30%** of students. While they offer **structured and comprehensive material**, they may lack the dynamic appeal of digital tools. **Videos** are selected by **15%**, likely because they are beneficial for **visual and auditory learners**, though not as engaging as interactive platforms. **Tutoring**, with just **10%**, is the least preferred option, possibly because it is **costly** and **time-intensive**, despite its personalized support.

Overall, the data suggests that ESL students favor **flexible and technology-based resources** over more traditional or time-consuming methods, highlighting a trend toward **independent and interactive learning** environments.