

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

English Language Users' Identity Shaped as a Context Consequence



Diomar Geraldin Calderón Arias

CAU: Bogotá

**A research report submitted in partial fulfillment of the requirements for the degree of
Licenciado en Lenguas Extranjeras Inglés**

Directora: M. Ed. Johanna Patricia López Urbina

**Licenciatura en Lenguas Extranjeras Inglés
Decanatura de División de Educación Abierta y a Distancia
Facultad de Educación
Bogotá, 2023**

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

Table of Content

Contextualization	4
Research Statement	5
Literature Review	8
Identity of the language user	8
Non-English native speaker	10
Context of the English language user	13
State-of-the-art	15
Research Design Methodology	16
Data collection instruments	20
Focus group	20
Life Stories	21
Data Analysis	25
Analysis Results	29
Conclusion	45
References	48
Annexes	51

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

Abstract

This case study reports the findings on how a person's identity is shaped by learning English as a second language, analyzing the reality of 3 participants from different cities in Colombia. The study was conducted virtually where data were collected through life histories and focus groups, to obtain results through emergent analysis, axial code, and focused category to obtain results on how situations impact; personal changes, and the influence of the context where they learn English as a second language. The study revealed that the linguistic identity that shapes each participant in their process of learning English as a foreign language depends on the place where they are, the type of approach each one has with the language, and the influence it has on their daily life.

Keywords: Non-native speakers, research, speak, identity, reality.

Español

Este estudio de caso reporta los hallazgos sobre cómo se moldea la identidad de una persona al aprender inglés como segunda lengua, analizando la realidad de 3 participantes de diferentes ciudades de Colombia. El estudio se realizó de manera virtual donde se recolectaron los datos por medio de historias de vida y grupos focales, para por medio de los análisis emergente, código axial y categoría enfocada obtener resultados de cómo llega a impactar las situaciones; cambios personales, y la influencia del contexto donde aprenden inglés como una segunda lengua. El estudio reveló que la identidad lingüística que moldea cada participante en su proceso de aprendizaje del inglés como lengua extranjera depende del lugar en donde están, y del tipo de acercamiento que tiene cada uno con la lengua y la influencia que tiene en su vida diaria.

Palabras clave: Hablantes no nativos, investigación, habla, identidad, realidad.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

Contextualization

This study is related to the identity that English users develop, and how it affects the context in which they find themselves. The novice researcher thought that when people learn English, the circumstances, or the places in which users learn English do not matter, because finally: People learn English. However, this case study is important because through the approach to the language, users will be able to shape their identity and generate an approach to the culture, without being in another country.

For this study, I will have 3 different contexts; the first one is the call center, where the first person works; this is the place where he formed his English identity, the second one is from the Santo Tomás University where the person only studies a foreign language and that is the only context where he formed his English identity, and finally the third person works in call center and I study at Universidad Santo Tomás where I can develop and shape my English identity.

And the reason why this is the context in which the study is going to be developed is to understand the different perspectives that exist when knowing the language, and identity. Furthermore, these socially constructed identities, they argue, are often multiple, varied, and contradictory (e.g., Gu, 2010, Norton, 2000, Norton and Toohey, 2001, Norton Peirce, 1995). As Ricento (2005) pointed out, these sociocultural approaches to identity do not treat identity as a fixed and unchanging attribute in the mind of each student.

The relationship between this case study and is Research Field 2, because the study of English will be developed in different contexts, research macro project 2; since the

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

experiences and educational contexts that exist for each person are considered, and finally research subproject #3 because I will be able to know how to identify shaped language user considering the teaching and learning contexts.

Research Statement

The idea for this research project comes from the experiences as an EFL English student and at the same time working in a bilingual call center. Those experiences led the research to analyze why the vocabulary knowledge is different from the classmates and different from the people working in the call center. Also, the reason why the English level was different from the others. Because of this, with this research, how a person shapes their identity with a second language depends on the context in which they find themselves and the effects in each one's life.

In a world where English has been marketed by the neoliberal ideology as the means for nations to achieve economic success (Macedo et al., 2003), understanding identity construction processes in English language learners has become paramount, my research study is related to the identity that English users develop, and how it affects the context in which they find themselves. The novice researcher thought that when people learn English, the circumstances, or the places in which users learn English do not matter, because finally: People learn English. However, this case study is important because depending on the approach users have to the language, they will be able to shape their identity and generate an approach to the culture, without being in another country.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

Consequently, speaking English has become highly valued since it is viewed as the key to accessing more opportunities and achieving visibility in the world's economic market (Mejía, 2006). The problem for this study is related to how identity is shaped. Because, in the context that people are is where they develop their identity, and here is the problem, it is the only shape that they have, the only way. Users are not able to realize their full identity or know more about the culture. So, they cannot feel comfortable speaking or just being an English user. Also, people can get more experiences and shape their identity based on that. For example, if the only context that I have is the university, I will be able to interact with people from my knowledge as an academic person, and that could be better, if I can get more experience and knowledge, I will be capable to get another shaped for identity.

Nonetheless, the idea for this study arose from the development of the identities that I have seen in each of the parties/persons in this study. In the first instance, knowing the identity development of the person who works in a call center, and that this is the only closeness with the language, that is the context, I could notice that it is very different from the person whose only closeness with English is the University, the way of speaking, the knowledge of the culture, the vocabulary and how it is expressed. In another way, I could also notice that in my case there is a mixture of those two parts, which are mixed in the moments that I am speaking, writing, or simply interacting with another person using English. This has also brought questions to me about identity, cultural views, comfort, and fluency with the language. Those are the reasons that conducted the study on this topic.

Consequently, the research problem started from the observed needs. These needs are due to the difference in fluency when speaking in English. When the person who only works in the

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

call center interacts with others, she has a slightly more "native" accent, her vocabulary is much broader, and her confidence when speaking allows her to function completely well. However, the fluency of the language of the person who only studies English at the university is much lower, there is not as much vocabulary to continue a conversation and there is no confidence. Therefore, since I can be in both contexts, I can gain knowledge from both sides, and gain more confidence in what I know, and my vocabulary grows. It would be ideal for us as future English teachers not only to limit ourselves to teaching how to write and pronounce well but also to generate confidence and a wide vocabulary in students so that they can develop. Not necessarily all teachers need to work in a call center to have another shape identity, but based on my experience and in these contexts, it could be useful for us.

Research question

How is the English language identity shaped in three non-English speakers as the result of the interaction between different language use contexts?

Research objectives

General objective

To portray the identity as an English language user in three non-English speakers based on the context exposure.

Specific objectives

- To analyze how an identity is shaped based on the context exposure.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

- To establish how a working context contributes to shaping an identity as a Non-native English speaker.
- To determine how an academic context contributes to shaping an identity as a Non-Native English speaker learner.

Literature Review

This chapter presents the state of the art and the literature review of the study to be conducted. During the development of this, the research projects that are correlated with the present are highlighted through analysis and comparison considering the study to be developed. This research was based on three main constructs: language user identity, non-English native speaker, and language user context.

Identity of the language user

The identity of a language user will be investigated in this study, with an emphasis on beliefs, values, and the use of a foreign or second language in daily life in addition to culture.

The identity of a language user points to the identification of the person, or people, who speak a language, or more than one language (Byram, 2006). The development of a person when learning a language is an important part of the identity, as it is in many cases the geographical location; it generates a different impact on that identity.

Novice researcher wanted to implement the identity of the language user in this study because as Nasrollahi (2018) says “Through classroom observations, biographical and sociolinguistic interviews, and learner metalinguistic commentary, the study reveals how the two participants

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

invest in two different voices that index their efforts towards the construction of a second language-mediated identity.” (p. 5) In this way, you will be able to identify why the identity of each person is different, how it is affected by the context, and how it can be shaped also considering the history of each person, how the contexts influence the construction for the identity of the language user.

Furthermore, through this identity of the language user, it is possible to analyze how people construct the learning of the second language, not only in the classroom. It can also be in the work environment, education, or in life itself.

On the other hand, the research is focused on knowing how a new language allows the person to build and manage their identity in; the same that can shape behaviors (Miller, 2022). Likewise, education not only provides knowledge but also develops skills in the person (Iris et al., 2012). These skills that are generated while knowing the language also contribute to the development of the identity of the user who learns the language. The information means, it is considered that the language that users have, for example, the Spanish language, gives the user an identity, that is different from a person who speaks German, then depending on the language he has, his identity is formed.

As mentioned, the identity of a user who learns another language goes beyond language; In this way, it is intrinsically linked with the sociocultural identity, maintaining the language would be maintaining the identity (Wei, 2018). Therefore, if the person learns 3 languages, it means that they will be able to shape their identity based on language, and therefore a single person can generate 3 different identities, one for each language learned.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

Finally, a new dimension of language pedagogy is necessary for students to understand their linguistic repertoire and that of others whether they learn it at school, at home, or in the community. Thus, their agency to claim a multilingual identity according to Forbes (2021) considers that people are capable of developing identities to the extent that they consider it relevant to the languages they know, and what they learn from the culture. This research seeks to inquire about how throughout their lives and considering the experiences of the participants, it is discovered why each of them has a linguistic identity in a certain way. He considers that people can develop identities as much as they deem relevant based on the languages that are known.

In summary, based on the concepts reviewed above, the identity of people is not only cultivated (concerning languages) at an educational level, but also at an individual level, considering the efforts, and the place where knowledge is developed: the identity of the language user focused on several points, such as culture, beliefs, values and the use of the foreign or second language in the life of each individual.

Non-English native speaker

Taking into consideration the previous analysis related to the Identity of the language user can also be discussed the meaning of non-English native speakers.

People who learn English as a second language, usually Latin Americans, do so either for academic, personal, or work-related needs. During this process, they are confronted with different contexts, and these allow them to form an identity. It is important to remember that a native speaker is someone who has spoken a given language since they were a baby, rather than having learned it as a child or adult. Some governments are developing and managing the use of

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

policies to improve the English proficiency of the population, especially primary and secondary students (Gonzalez et, al., 2016)

Considering the labor issue, employers are required to provide customer-oriented service and use their native language (other than English), but employees should communicate in English when encountering service with customers who speak the same native language (Williamson, 2018). According to the author's interpretation, although English is not spoken in all countries, it can be considered a world language that can make people feel better and more confident in conversation. He is right, as I mentioned before, usually Latin Americans have more job opportunities about their English level.

Therefore, through the analysis of this keyword (non-English native speaker), not only as a word but also as a meaning for this research, this study can be developed with greater objectivity, since it will be possible to understand more closely how it affects the identity that a person develops, the fact of not being a native speaker of English.

Otherwise, throughout history, they have been investigating how it affects the fact of being non-native speakers when a person wants to learn a second language in academic subjects.

Therefore, the following can be shown from Khasawneh (2017):

Journals around the world require scholars to accompany a research abstract along with their original articles. English non-native scholars face difficulties and challenges when attempting to present the results and findings of their research works to other international scholars in the same field. (p. 3)

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

In addition, it is understood that learning a foreign language is not easy because of the existing knowledge of the native language. Therefore, there will be challenges related to writing, pronunciation, and grammatical rules that are different from the native language spoken from birth.

Based on the above, learning a foreign language is not an easy task. There will be challenges with spelling, pronunciation, and grammar rules that differ from the native language spoken at birth (Toyoda, 2002). These challenges are seen to be more pronounced in an academic setting, language learners often report feeling frustrated because they forget unfamiliar words, do not understand the teacher, and become incredibly nervous when speaking in front of others in a language they do not speak.

Considering the above, it can be understood at a higher level why the performances of second language learners are not "as high" as they should be, and likewise become a difficulty when communicating and interacting in that second language, Hidayati (2018) states that "as well as in the native language due to their limited ability in the target language." (p. 99). Even if there is some difficulty in the language, it does not mean that effective communication cannot be generated, and this study will also allow us to analyze that; even if a person does not have the capabilities/ opportunities to learn English as a second language, he/she can still do it.

However, this fact of not being a native speaker does not only affect the learners and their learning. It can also affect the teachers and their teaching. And this is something that happens when someone, for example, is going to study English as a second language.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

Taking this into account, teachers lack the role of the use of English in the learning process.

Therefore, the consequence is that students prefer to use their native language instead of English (Hibatullah, 2019). Teachers would agree with the obstacles they may have when teaching English as a second language, and on several occasions out of fear of leaving their comfort zone, and making mistakes, they agree to speak their mother language (Spanish), in the same way, the obstacles that students may have in their learning process in that learning process.

Finally, this research will analyze how their identity is shaped in a user who is not a native speaker. This does not mean that you cannot generate effective communication when learning a second language as a foreign language. Therefore, it should also be considered for this study, is how it affects (either positively or negatively) the place where a person is.

Context of the English language user

This last concept is as important as the previous ones and will allow the novice researcher to understand in this study a little more about the participants since it is important to consider that the context in which people learn English influences how their identity is shaped.

Address special challenges for bilinguals, such as balancing spoken and signed language (i.e., they speak and sign at the same time rather than code-switching). An important aspect of the study of linguistic heritage is the valuation of its generation (Petroni, 2019). Thus, speaking, listening, reading, or writing is a challenge to which English language learners are exposed. These challenges present themselves in diverse ways and allow them to improve their learning with the language as a second language and help them shape their identity.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

Likewise, depending on the context, the language has variants. It also affects the voice changes when speaking in dialects (Poria et al, 2017). Therefore, the environment in which a person who is learning English as a second language is in will make some variations at the phonetic level. This is something that will also be analyzed in this study to review whether the contexts in which people find themselves generate a change in their voice, in their way of speaking and expressing themselves with others.

Language has gone from local, rural, and almost monolingual to global, urban, and multilingual. (Jenkis, 2017) That is, the context has evolved, as well as the form of identity, this allows each person to develop their identity regardless of the context in which they find themselves. Hence, they shape their identity considering the context where they are.

Also, there is a study that addresses the emerging trend of using SMT in ELT in the Indonesian higher education context. This review study is about ELT teachers from the language center of a leading private university in Indonesia. The results show that Facebook and YouTube are the types of SMT most used by teachers in foreign language centers. Furthermore, the analysis shows that although most educators are aware of the benefits of SMT in teaching and use different SMTs for different personal and professional purposes, they force its use in the classroom (Inayati, 2015). It is here where it can be understood that the contexts in which the participants are found are not purely physical, I mean; This context in which they develop their language can also be through social networks or by phone, as is the case with the call center, this also generates a great impact on the shape identity.

Over time, English has become the preferred language of international communication in various fields, thus achieving the status of a lingua franca (Lee & Heinz, 2016). This indicates

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

that the contexts in which language users shape their identity are different and have occurred throughout the world. For example, even if it is considered that in Colombia the context would be similar for everyone, it is not, and this is due to several aspects to consider, such as those of the participants in this study.

Finally, analyzing the context in which language learning as a second language is generated, along with the fact that a person is not a native speaker and becomes a language user, is where their identity is shaped. This study makes it possible to analyze each case and understand the situation of each participant.

State of the art

The first one is a study entitled *Exploring professional identities of non-native-English-speaking teachers in the United States: A narrative case study* was conducted by Feifei Fan and Ester. de Jong, in The United States of America in 2010. This article explores the experiences of a Chinese language teacher in the United States and how she constructed and negotiated her professional identities during and after her teacher preparation in a U.S.-based English as a second language (ESL) teacher preparation program. Findings underscore the dynamic nature of language teacher identities as individuals find themselves in different English language teaching contexts.

The second one is a study warrant “Exploring the language ideology of nativeness in narrative accounts of English second language users in Montreal” which was conducted by Ferri and, Magne, in Montreal in 2021. The study qualitatively examines twenty-three interviews with English second language users focusing on their lived experiences of communicating in the context of multicultural and multilingual interactions in Montreal. The interpretative

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

phenomenological analysis of data reveals two superordinate themes: the idealized native speaker of English and ambivalent attitudes toward linguistic diversity which uncover the contested and shifting nature of language ideologies. The study proposes the adoption of Lx speakers to challenge the monolingual bias inherent in the native and non-native speaker dichotomy.

The last study warrants *Imagined Communities, Identity, and English Language Learning in a Multilingual World* which was directed by Norton & Pavlenko (2019). This chapter discusses the construct of *imagined communities* to better understand the relationship between second language learning and identity. It is argued that language learners' actual and desired memberships in *imagined communities*. Also, Benedict (1991) on *Imagined Communities: Reflections on the origins and spread of nationalism*. Affirms that relationships can affect their learning trajectories, influencing their agency, motivation, investment, and resistance in the learning of English. They discuss the relevance of "imagined communities" for classroom practice in English education and conclude with a reflection on the future of English language teaching in our increasingly multilingual global community.

Research Design Methodology

This study is part of the research seedbed of the Santo Tomas University. The main objective of this research is to analyze how language user identity is shaped. Thus, it will be possible to obtain a greater scope of speakers as the result of the interaction between different language use contexts.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

To make a thorough analysis of each participant together with the context and shape identity, this study will apply some data collection instruments, which coincide with the approach and methodology, for this, Sileyew (2019) says:

“Research design is intended to provide an appropriate framework for a study. An especially crucial decision in the research design process is the choice that must be made regarding the research approach since it determines how the relevant information for a study will be obtained” (p. 28)

This research seeks to portray the identity of an English language user in three non-English speakers from the context of exposure, this research is part of qualitative research as the analysis that will be provided in front of each part of the research will be beyond the numbers.

Understanding that numbers are important in research does not turn the participants into a number, the analysis will be deeper so contexts, ages, situations, and others will be considered to obtain the results of the proposed objective.

Qualitative approach

This study will be conducted based on qualitative research, which is typically flexible and subjective. Therefore, in the study is possible to analyze each participant, the contexts, and their shaped identity at a greater and more detailed level Carter & Little (2007; as cited in Chamberlain, 2020) consider that:

Critical and qualitative approaches have much to offer to the behavior change field. In adopting the approaches and methods of the physical sciences, behavioral science

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

researchers and practitioners assume that they can develop and use theories and models of change that are universally applicable. (...) These assumptions determine the directions, practices, and findings of the research (p. 431-432).

In qualitative research, the data is used to determine the direction of the interpretation, using the data to generate hypotheses and new research questions (Heaven, 2019). The data collected with this research, beyond analyzing, will allow us to understand what the following steps of a person are, to understand if an English teacher will have a good salary or can get a better one working in a call center simply because they know English. Therefore, the appropriate approach for this study is qualitative research. This will allow me to get closer to the people in this study. In the same way, I will be able to listen and observe the principles of the causes of their identity. Subsequently, I will identify, analyze, and understand the identity they have, their closeness to the culture, and their experiences in professional practices.

Considering the above, taking qualitative research along with the objective of this research, one of the research processes to use is a case study. To conduct a deeper analysis in a systematic way of one or several cases, the study is also based on the analysis of a phenomenon and not on statistical data, that's why three participants are taken, and the investigation is conducted around them.

Case Study

My main objective is to analyze how the context in which each participant in this research affects their learning of English and the development of their identity.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

This will also allow us to understand why the participants do not have the same level of English and why their identity is configured differently. Thus, concerning Hartley (2004) The objective of the case study is

To provide an analysis of the context and the process that illuminates the theoretical questions that are being studied (...) It is of interest precisely because the objective is to understand how it influences the behavior and/or the process and influences the context (p. 323).

That is why the case study will allow me to develop my research objective; portray identity as an English language user in three non-English speakers based on context exposure. Also, understand how the context in which the language has developed has influenced their lives, and why they are where they are.

Participants

According to the context and type of the study, the researcher selected a purposeful sample of participants, who were finally defined as 3 individuals. The description and particular information are related as follows:

- The first person, he works in a call center and the contact he has had with English is the call center. And in the same way, his approach to the culture has been through this medium. This person was raised in the city (Bogotá). He is around 35 years old, and he learned English through school, courses, university, life living abroad, and work.
- The second person studies at the university and that is the only approach he has had with the English language. Likewise, his approach to culture has been through this

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

medium. This person was raised in a village. He is around 21 years old and he learned English through school, and the university.

- The third person works at the university, and she works in a call center.

Therefore, the approach to the culture is through these 2 parts. The person was raised in the city (Bogotá). She is around 23 years old, and she learned English through school, courses, work at a call center, and the university.

Data collection instruments

Given the point from Yahng (2020), "Data collection instrument is one of the most powerful tools that researchers in health and medicine, business and public policy, education, and the social sciences have to obtain accurate measurements of attitudes, opinions, beliefs, and behaviors." (p. 130). In this study, I will use two data collection instruments a focus group and life stories, both fall under the classification of qualitative approach.

Focus group

As part of the data collection instruments, the Focus Group will be used in this research, which presents several ethical challenges that are not the same as individual interviews. This document examines three key issues from a conceptual and practical perspective: consent; confidentiality and anonymity; and risk of injury (Watwefield, 2019). This data collection instrument matches this case study because you can have deeper contact with each person and can better understand how identity is formed. In the same way, it will allow this investigation and analysis to be conducted anonymously.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

Equally important four focus groups are sufficient to identify various emerging issues that are identified as code bloat, but multiple focus groups are needed to fully understand these issues, and this is known as code saturation (Williams et al, 2020).

Considering that the focus groups offer immediate ideas to improve the investigation through concepts and experiences, this process will also allow identification of the reason why each person has that identity, as well as other needs related to the form of identity that may arise within the study.

In this study, the focus group will be conducted through online sessions due to the locations of the people. Then, the data through this instrument will be prepared by Zoom, Google, or teams depending on availability, which will be recorded and transcribed. The focus group will be held individually on April 28, since the participants have many daily occupations, therefore, they will record a video and the transcription will be made.

However, in that session, I will get all the information from the people to have a better understanding of the identity of the English form, therefore the life story will also be used.

Life Stories

Taking into consideration the first method of data collection, it will be complemented by the life history; it is a dynamic and recursive process between the researcher and the participant that strives to provide a large-scale autobiographical account, through childhood accounts or descriptions of the participant (Ritchie, 2003). In the same way, this dynamic will allow the participants to share information from childhood to the present, and this will allow the study to have greater scope and a deeper approach, to later be able to analyze the information collected.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

The life story is a dynamic, recursive process between researchers and participants that aims to provide respondents with a "large-scale autobiographical narrative" of their lives from childhood to the present (Carter & Little, 2007, cited in Chamberlain, 2020)

Through life stories there is consistent evidence of its value in giving people a voice, in addition to increasing empathy; It allows us to understand the identities of people. In the same way, during the study, it will be allowed to make a greater analysis regarding its shape identity.

This analysis, which will be developed throughout the study, will allow us to understand that there can be many unexpected turns in a person's life. No one can escape from this world without facing some misfortune. Therefore, the value of flexibility in teaching and research cannot be overstated (Russell, 2022).

That is why life stories will be developed in the study, it will allow us to know key information about the identity of the English form that people have acquired over the years, and with the changes that each participant has had.

Table 1

Analysis of data collection instruments

Technique	Participant and how the instrument was applied.	Purpose
Interviews	Camilo, Julieta, and Manuel will conduct the interview individually. This is due to two things; the first is because each one of them has various responsibilities at work and it was not possible to find a date for the meeting, the second is	The purpose of the interview is to get to know each participant through the answers to the questions asked. Thus, the first data to be analyzed in the study will be obtained.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

	because they do not know each other, there may not be complete information about what they want to share.	In addition, through life stories and knowledge of those events/stories that are considered "unimportant", it will be possible to identify how listening, speaking, writing, and speaking skills have improved over time and, likewise; develop probing questions that help create meaning in English and shape identity.
Focus Groups	Camilo, Julieta, and Manuel will conduct the focus group in a group call. The call will last approximately 40 minutes, through teams, where I will ask the questions and they will respond one by one, also complementing or discussing the answers provided. Although they don't know each other, it will be a positive point to have the cameras on to generate a good connection.	The purpose of the focus group is to be able to delve deeper into the responses provided by the participants in the life story. Take a more detailed approach. Furthermore, since this data collection instrument will be done in a group, it will allow the participants to dialogue with each other and go beyond the basic answers. Therefore, this will allow me to collect more data.

Trustworthiness:

The concepts of trust and honesty have been widely studied in various disciplines such as sociology, political science, psychology, economics, administration, philosophy, and anthropology. They have taken place in modern debates, different schools of thought have developed, and anyone interested in the subject will find definitions, some of which are vague (Bauer, 2019).

This study will provide reliable data because the researcher collected the data from a primary source and talked to the participants through data collection instruments such as life

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

history and focus groups. The information was anonymous so that they would be more honest and open. In the same way, the information collected will be qualitatively analyzed to have a closer relationship with each research participant, also with thematic analysis which focuses on identifying, analyzing, and reporting patterns, to answer the research question.

Credibility describes the probability of lying or deceiving others. Typically, researchers look at characteristics or factors that increase reliability (Bauer, 2019)

Finally, in this study the data obtained will be collected and analyzed efficiently and completely, to provide actual results.

Schedule

Data collection methods were conducted as follows; the life story was conducted on an individual basis to check how open the participants could become. The focus group was conducted as a group to obtain more detailed information.

Table 2

Comments when applying data collection instruments

Participants	Life Story		Focus Group	
	Date	Comments	Date	Comments
Camilo	04/28/2023	Camilo gave information about his life and the path he has been going through. He answered extensively to all the questions proposed	09/02/2023 05:00 PM	All participants actively participated in the questions that were asked, each
	09:00 am			

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

Julieta	04/28/2023	Julieta gave information about her life but did not go into detail. She answered all the proposed questions but could have gone into more depth.	gave their point of view and on many occasions complemented each other, this generated a deeper analysis of the questions and not just answering.
	03:00 pm		
Manuel	04/28/2023	Manuel provided information about his life but without detail. He answered several questions and could have gone into more depth.	
	07:00 pm		

Data Analysis

After data collection, the life history and the focus groups were transcribed, 4 formats were ready to be analyzed, 3 for the life history and 1 for the focus group. General induction provides an effective way and method of analyzing qualitative data for research purposes. After conducting the data collection instrument, 4 videos could be obtained, with a total duration of 110 minutes. The results of the analysis are indistinguishable from those obtained from the grounded theory approach. Induction is a systematic qualitative data analysis procedure, from which a specific objective analysis is conducted (Thomas, 2003). Corbin & Strauss (1990) indicate that “coding is the fundamental analytic process used by the researcher. In grounded theory research, there are three basic types of coding: open, axial, and selective” (p. 12).

This data analysis was conducted by 3 participants, Camilo (Who works in a call center), Julieta (Who works in a call center and studied modern languages), and Manuel (Who is studying for a degree in a foreign language English). Speaking of time, it took approximately 8 months, to make the recordings, transcribe them and perform the analysis.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

In this study, the coding of the data obtained in the life story and the focus group was conducted manually. First, the recordings were transcribed, and authorization was obtained from the participants regarding what was written in the transcripts.

Subsequently, all relevant information from each transcript was captured in an Excel document. Transcription may seem like a simple technical task, but it involves judging what level of detail to choose for example, omitting non-verbal dimensions of interaction, interpretation of data, and presentation of data for example, verbalization of representations (Bailey, 2008). While the information was being written, keywords were written to organize the information. This is how open coding was generated, understood as the process of analyzing and disaggregating data for interpretation. The goal is to provide analysts with new insights by deviating from standard ways of thinking or explaining the phenomena reflected in the data (Corbin & Strauss, 1990). The greatest number of similarities was the cultural issue and the differences that this aspect has generated. Also, and relatedly, none of them is a native English speaker, and this has caused the participants to face different challenges and, finally, how the process of learning English as a second language was generated. Once this analysis was conducted, 61 codes could be obtained, which provided a slightly more specific view of the information obtained, few codes were repeated in this first step for analysis, which is why a large number of codes was generated. That is why the most detailed analysis was conducted on each code to reach the final categories.

That's why after generating this open coding, was performed the axial coding, understood according to Corbin & Strauss (1990) as the categories are related to their subcategories, and the relationships tested against data (p.13). In Excel, a color to each open coding was generated, and that color related to them, so groups were created to start organizing the information, then in the

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

other Excel sheet, the groups were organized. The information was categorized, promptly reviewing the information. The coding results were as follows; seven groups each with specifications of what was shared in the Life Story and the focus group, the information generated was:

Table 3

Axial coding

Use of English in a real context	Learning	Context
Use / learning of English in a real context	Authentic EFL Connected Learning	Motivation to learn English
Non-English speakers // Linguistic differences in a real context	Learning English to communicate	Benefits of Knowing English
Language process EFL // Linguistic differences in a real context	Learning process EFL	Necessities and context to force you to learn English
Use of English Language	Self-Learning process Learning process	Non-English speakers Different context
Feelings regarding EFL	EFL Learning	Necessities to learn English
Improving English through Work	Willing to Learning process depending on the context you are	Influence to learn English
Context regarding EFL Learning and usage	Awareness of the learning process	Necessities to use English
Feel comfortable with EFL	Support on learning process	Economical factor
Use of English Benefits of Knowing English	Self-Learning	Motivation to Use English Translator-mediated EFL learning

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

Non-English speakers		
Use / learning of English in a real context	Root	Personal changes
The knowledge we obtain and use in a real context	Father's learning process background	Shape the identity regarding the use of English
Use of English in a real context	Mother's learning process background	World's perspective due to knowledge of English
The learning process depends on the context you are	The place where she was born and raised	
Job opportunities regarding English knowledge	Father's background	School
	Mother's learning process background	School process in a foreign context
Culture	The place where he was born and raised	Favorite subject
Complex EFL in a foreign language	Personality on English learning process	The subject he didn't like
Cultural differences // Situated learning of culture	Communication difficulties because of personality	Favorite subject
Different forms of teaching and learning a language	Family influence on the learning process	It was not her favorite subject
Cultural differences		the teaching of English as a foreign language in the Colombian educational system
Knowledge about another culture		

Finally, selective analysis was performed, which is understood as the process of combining all categories into a "base category" by completing descriptive information about the categories that need further explanation. This type of coding will occur at a later stage of the study (Corbin & Strauss 1990). The categories reached were taking into consideration the most significant

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

points of the information provided by each participant, after conducting the previously mentioned analyses. To generate this analysis, another filter was performed on axial coding, where the information was organized in a much more concise way, and finally generated the next information.

Table 4

Resulting categories

RESULTING CATEGORIES	
1. Personal changes	2. Influence of the Context in the EFL Learning
1.1. Shaping of identity regarding the use of English.	2.1 Different forms of teaching and learning a language.
1.2 Modification of the world's perspective due to interaction with other contexts and cultures.	2.2 Learning English to communicate in real contexts.
1.3 Self-management skills to learn English.	2.3 Influence of actors in each of the learning contexts.

Analysis Results

After having conducted the data analysis, and having highlighted the category and subcategories, the analysis of the results is conducted. In this section, it will be analyzed how the information provided by each participant was of vital importance for this study. The analysis was based on the process of reviewing each of the data and organizing it by section to obtain specific information. The process is developed as follows; each category obtained from data analysis and the respective subcategory may be reflected.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

1. Personal Changes

This first category indicates the personal changes that each participant had, changes that were generated since they approached English as a second language. In the following paragraphs, the subcategory will be explained in detail.

1.1 Shaping of identity regarding the use of English

As mentioned above, each participant has faced personal changes, the biggest one is identity, and how it has been formed as English is used. Each participant shared different experiences regarding how their identity was changing little by little, as each one learned a little more about English as a foreign language and delved much deeper into their culture.

The first aspect to be considered in this analysis is self-confidence vs personality difficulties, as mentioned above, the identity of a language user points to the identification of the person or people who speak a language, or more than one language (Byram, 2006), this was exactly what allowed each participant to shape their identity, as Camilo mentions "how people talk how people feel, how are their feelings, something that I learned afterward; was distinguished when we say I love you or te Quiero o te amo in Espanol, in English, it's way different they have just one expression to say I love you, which is te amo te Quiero, they don't use the "I want you", I mean of course they use it but it's for another context. (LS - P1). The participant, at the beginning, this type of difference generated difficulty on a personal level to be able to express as expected, it was what allowed the participant to obtain self-confidence as his knowledge increased. Also, Julieta adds something highly important for the research, and it is the personal change going from a student environment to a work environment, where the participant had to generate self-

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

confidence to be able to develop this role, "what has changed the most is the work, because let's say, suddenly in the study you have the basis, but the work and that some people face reality, well that's something else, and that's where one is more formed. (FG-P2).

To conclude this first aspect, considering the theory collected in the theoretical framework, personal difficulties are evident when learning English as a second language, or when using it. However, these difficulties required them to improve their level of English, which later gave them the self-confidence to express themselves using English as a second language as the participants do now.

Also, there is a second aspect to be considered; labor skills and economic factors, taking into account what was discussed above, considering all the changes that the participants had to face they were able to identify that there an economic and work factor that changes, also considering that they are not native speakers, a native speaker is someone who has spoken a given language since they were a baby, rather than having learned it as a child or adult (Gonzalez et, al., 2016) that is why Julieta added the following; "There is a difference, it is not the same to work and per, I mean, maybe this is going to sound very repetitive, but it is not the same to work in a call center in Spanish than in a bilingual call center in terms of income, but, let's say of other careers, I mean, let's talk about an engineer, a lawyer who is also billing there, well, they are also billing." (FG-P2) It can be identified that the change in salary can be positively affected because the participants know English. In the same way, Camilo affirms what was previously said, "Because there are better salaries for people who speak Spanish in other areas of knowledge, but the fact that you speak another language gives you the possibility of accessing other types of jobs, of course. That is, it is not better, but it allows you to access more opportunities to a greater number

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

of opportunities, whether they are better or worse paid, depending on what other knowledge you have as an adjunct with which you can complement your English " (FG-P1) but the author adds a different point to take into account and that is the fact that it does not apply to all jobs.

To conclude this second aspect to be considered, taking into account the theory gathered in the theoretical framework, it was evident that having learned English as a second language provided the participants with an extra "skill" in their work which brought them a benefit and that is that it allowed them to have a job with a higher salary than normal which is beneficial for their life.

Therefore, there is a third aspect to be consider; feelings regarding EFL learning, these personal changes allowed the participants to generate certain feelings when using English in their daily lives, again considering that they are not native speakers, and this means that There will be challenges with spelling, pronunciation, and grammar rules that differ from the native language spoken at birth (Toyoda, 2002). In this way, Camilo mentions the following: "When you realize that something that is on your mind, and you can say it, and someone can reply to that with whatever comment, but at least they are understanding what you are saying, it is very fantastic" (LS - P1) The entire learning process generated gives the participants an emotion of satisfaction perhaps, and this is also shared by Manuel, who indicates that "in my case, like the time that I start, or that I feel like confident to speak English, and also to learn, to have more words, to have another perspective, to have another point of view, point of view, I'm sorry, it is when you work, in my case; or it is when I start to work in a bilingual call center, or contact center" (LS - P2)

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

To conclude this first part of aspects to be considered, it can be concluded that considering the theory collected in the theoretical framework, the participants during the process related to learning English as a second language, generated several feelings, in what was analyzed during the research, at the beginning They were feelings of frustration but later, they transformed into feelings of happiness, they are proud of the process carried out so far and the one that is still missing.

1.2 Modification of the world's perspective due to interaction with other contexts and cultures.

This second subcategory tells us how the participants' perspectives about the world have changed or been modified about the context and cultures they have faced. To obtain more detail of this information we will talk about some aspects to be considered.

The first aspect to be considered is awareness of the cultures, as mentioned in the theoretical framework, there will be challenges with spelling, pronunciation, and grammar rules that differ from the native language spoken at birth (Toyoda, 2002). In this way, Camilo tells us that “culture mainly that's the keyword, it's actually what English is all about, if you want to express, if you want to say something, of course, we have some sentence just like I did when I want to go to the bathroom, But they have expressions like “I want to go to the boy's room or the ladies' room” so that makes, that makes a lot of sense for them and it's also very useful when we want to understand why they talk like? that's why they think like that? yep that's pretty much everything” (LS - P1) there were changes in his life and in his way of thinking when it came to wanting to express himself in English, and Miguel also shared with us another situation to be analyzed “the differences of cultures, expressions and, regiments as well as the – people communicate and

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

express themselves such as the way they pronounce American English to British English” (LS - P3)

To conclude this first aspect to be considered, considering the information obtained by the participants and the investigation of the theoretical framework, it was evident that each participant generated awareness not only in their own culture but also in that known through knowledge of English as a foreign language.

However, there is a second aspect to be considered, which is cultural differences/situated learning context. Before generating this awareness of culture, participants encountered cultural differences considering the context in which they were located as mentioned before; language has gone from local, rural, and almost monolingual to global, urban, and multilingual (Jenkins, 2017). That is why Camilo shares the following with us “The streets, they are way too different from what we have here in Colombia, the brakes are also different they have this thing called after class time and which in my case, as my mom was pretty much working every day. So, I need to stay there like for 2 or 3 hours after class” (LS - P1). This participant shares with us his point of view considering his individual experiences, as Manuel tells us “Who is learning this language it is complicated because you are going to speak it. If, well, let's say you have the basics to speak it, yes, then you are not going to speak it as such at a super high level as if you learn it, let's say in the United States, in Canada, I don't know you are going to have a higher level and you are going to act and think everything, most things in English no, while let's say” (FG-P3)

In conclusion, for this second aspect to be considered, analyzing the information obtained from the theoretical framework and the responses obtained from the participants, the cultural

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

differences allowed the participants to know something beyond just vocabulary or grammatical content and more strongly forged their knowledge of English as a foreign language.

1.3 Self-management skills to learn English

This third subcategory was generated through the analysis of the information provided by the participants and what was investigated in the theoretical framework and is developed through the following subcategories Self-learning and Motivation to learn and use the EFL. There are two aspects to be considered and will be analyzed in the following paragraphs.

The first aspect to be considered is self-learning, as mentioned above, a new dimension of language pedagogy is necessary for students to understand their linguistic repertoire and that of others whether they learn it at school, at home, or in the community. Thus recognize their agency to claim a multilingual identity (Forbes, 2021) this is why self-learning plays such a significant role in the participants' learning process. To this end, Julieta adds the following “I feel that what I learned from English more than anything, I give it back to myself, because I learned it through the present, well no, I don't learn too much, right? But if you do, that is in IT, if you go to look for, I don't know texts or, you go to listen to music in English or my case, I like to listen to or watch interviews of famous people who speak English and things like that” (FG-P3) this is how she needed to generate that self-learning to achieve the objective she was looking for. Likewise, Camilo shares that “being self-taught to the level of pushing yourself. Like well I'm going to read, I'm going to learn, I'm not going to listen, I'm going to repeat because that's basically how you learn your language by listening and repeating and adapting, adapting to the mentality” (FG-P1)

To conclude the first aspect to be considered, as mentioned in the theoretical framework and the information provided by the participants, self-learning is generated as a need to obtain

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

knowledge that the participants saw as necessary when learning English as a second language. Having self-learning allowed participants to adapt the way they speak, just as native speakers do, the way they express themselves, the keywords they use, the way they speak, the way they express themselves.

The second aspect to be considered is motivation to learn and use the EFL, based on the mentioned from Hidayati (2018) states that "as well as in the native language due to their limited ability in the target language." (p. 99). Taking this information into consideration, Camilo tells us that "my job requires me to, to have a constant interaction with Americans, everything is in English, everything comes in English so, I need to, to come around that, to how to look for what's properly, that's my motivation" (LS-P1) This is how it can be considered that for him one of the motivations for learning English as a second language is his work. However, analyzing Miguel's answer, "I just wanted to learn that language, this or that sound interesting, and I wanted to do that" (LS - P2)

Finally, to conclude with this aspect to be considered, the analysis provided in this research, can be identified that to generate the Self-management skills to learn English, self-learning and the Motivation to learn and use the EFL are taken into account, it is not simply out of necessity, but also out of simple pleasure, depending on the point of view or situation of the participants. It also benefits participants to learn about other cultures, gain a better understanding of English as a foreign language, and achieve their goals.

2. Influence of the Context in the EFL Learning

This second subcategory is the influence of the context in the EFL learning, indicating the influence on learning English as a second language, depending on the context in which the EFL learning is generated, and the influence that each participant has had since they approached

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

English as a second language. Each subcategory will be explained in detail in the following paragraphs.

2.1 Different forms of teaching and learning a language.

As mentioned above, each participant faced several situations, among them the influence of learning to consider the context where they were, and therefore, this allowed them to learn diverse ways of teaching and learning a language. There are some aspects to consider such as authentic EFL Connected Learning (Outcome), formal Education Contexts, and the Colombian educational system, which allow us to conduct a greater analysis of the information obtained.

The first aspect to be considered is authentic EFL-connected learning, should be considered that the knowledge of a new language allows a person to construct and manage his or her identity, which can shape his or her behaviors (Miller, 2022). In the same way, the identity of a language user points to the identification of the person, or persons, who speak a language, or more than one language (Byram, 2006). The development of a person learning a language is an important part of identity, as is in many cases geographic location; it generates a different impact on that identity. As Camilo indicates "We lived in a complex of buildings in Montreal, on St George Street. I went to La Salle Elementary School in Montreal. Afterwards, we moved to Quebec for a couple of months and then we came back to Colombia" (LS-P1), which allowed him to learn English as a second language, from a real context, where he had to face real situations. Julieta complements Camilo's comments with the following: "Other people prefer not to work, but probably to travel. And I think it is also very important in your process because you can, you are forced to learn, not only to learn, but also to speak this other language, so yes, it is, in my case, it was at work, working, in a bilingual call center" (LS - P2). Julieta also shares

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

Camilo's point of view, there are several situations in which she was able to learn English as a second language, without leaving the country. As mentioned above, each participant faced different situations, among them the influence of learning to consider the context where they were, and therefore, this allowed them to learn diverse ways of teaching and learning a language. There are some aspects to consider such as the authentic EFL Connected Learning (Outcome), the formal educational contexts, and the Colombian educational system, which allow us to conduct a greater analysis of the information obtained.

To conclude this first aspect, according to what the participants shared with us, it is important to keep in mind that each one of them faced an authentic way of learning the language. However, it is not entirely necessary to go to another English-speaking country to learn English as a second language.

On the other hand, there is a second aspect to be considered; formal educational context, analyzing the intervention Nasrollahi (2018) says "Through classroom observations, biographical and sociolinguistic interviews, and metalinguistic comments from the learners, the study reveals how the two participants invest in two different voices that index their efforts toward the construction of a second language-mediated identity" (p. 5). Each participant also generated learning in a "formal" way, which also gave them insight into diverse ways of learning a language. According to Toyoda (2002), there will be challenges related to spelling, pronunciation, and grammatical rules that are different from those of our native language. The problems are more noticeable within the academic environment, as language learners experience the frustration of forgetting novel words, not understanding the teacher, and feeling incredibly nervous when speaking in a foreign language in front of others. As Camilo points out; "the ideas

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

of a person who speaks another language are different from yours, it helps us to be more critical, it helps us to be more analytical, it helps us to see the world differently. If that were done in the right way, both in a school and in a university (...), because even the universities teach the basics or the theoretical, they only inject you with the theoretical, eh, education would be very, very different if, from an early age, we could do it natively, in a way that is practical for life, in a way that can be useful, I go to another country and the English I learn will be useful not only to say Hello, goodbye or anything else, but it will open doors for something else, it will lead me to another job, to another study, to another reading" (FG-P1). This is the point of view, considering Camilo's experiences, likewise, Miguel also mentioned the following: "I learned English through courses and at the University as well and although I think I still have a lot to learn" (LS-P3).

According to what was previously mentioned by the participants, although learning is generated in a formal education context, this does not mean that 100% of the topics are learned. This is where it is analyzed whether it is important to learn in a formal education context or whether a context that forces one to learn English is enough, as mentioned in the previous aspect to be considered.

Finally, the third aspect to be considered is the Colombian educational system, and continuing with the analysis of education, we are going to take into account the Colombian educational system, as it indicates to us, Hidayati (2018) states that "well in the mother tongue due to its limited ability in the target language" (p. 99). That is why Miguel shares with us that; "I think that English should be required more in the curricula, not in the, I mean, how do you say "lesson plans" that are used for English because in this context, in my case, I am doing an internship in a school, that school has no English base at all, the children learn English very

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

badly, what the curricula ask for, I mean, the teachers do not take it because there is no good teacher, in this context there is no teacher who knows anything about English" (FG-P3). What he shares with us is considering his experience as a teacher. Likewise, Julieta shares information about her experience; "I thought about trying to make English look nice because there are many people who hate English simply because they were not taught it well in school or they were taught it through their eyes and well maybe change that perspective of English in the school where I studied with the district school and I think that was a very good advantage" (FG-P2).

According to the individual experiences of each participant, it can be noted that the Colombian educational system has its positive points and some more negative ones. However, the participants complemented this learning with one in a formal setting and in a real context. All of this allowed each of them to create a learning of English as a second language.

2.2 Learning English to communicate in real contexts.

Returning to what was mentioned above, the place where each participant learned English influences how they develop in real contexts. There are some aspects to consider such as the complexity of using EFL in real contexts vs. non-speaking countries, non-English speakers, and linguistic differences in a real context vs. non-speaker countries, this will allow us to approach the analysis in a more detailed way.

The first aspect to be considered is the complexity of using EFL in real context vs non-speaking countries. Although there are some linguistic difficulties, this does not mean that effective communication cannot exist when learning English as a second language. Besides in the mother tongue, this occurs due to their limited linguistic ability in the target language

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

(Hidayati, 2018), communication can become a bit complex, there is something that invites participants to want to learn the second language, just as Manuel mentions; "It is the key to talk to other people because I want to visit as many countries as I can, and I think English gives you the ability to communicate with others" (LS - P2). However, there are situations that "force" to obtain more knowledge of the language, as Camilo indicates; "Especially at work, because 24 hours a day, 7 days a week, I spoke English and I did it very well, because part of learning a new language, or at least to understand it and speak it correctly, is to practice" (LS - P1). What was mentioned by the participants, allows us to verify that English has become the preferred language of international communication in various fields, thus achieving the status of a lingua franca (Lee & Heinz, 2016).

Having learned English as a foreign language allowed them to face these situations, the contexts allowed each of the participants to face these complex situations and thus, build their knowledge in English as a foreign language. With this in mind, we can analyze the second aspect to be considered which is non-English speakers. The term "non-native speaker" is used to refer to those individuals who acquired English later in life. And some individuals, inexplicably, feel the need to apologize for not being perfect or not having a perfect accent. As if they were to blame. And in this research, this is quite an important aspect to analyze, journals globally require researchers to include an abstract of their research along with their original articles. Non-native English-speaking scholars encounter difficulties and challenges when trying to communicate the results and findings of their research studies to other international scholars in their field (Khasawneh, 2017). Thus, Manuel indicates that; "When I start to speak it; I made mistakes, or I still do but I think I have improved from practicing the language daily, from the mistakes you learn in each time you get better and better" (LS - P3), allows us to identify that it has been a

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

process of quite some time to reach 1 point of knowledge that he possesses. Also, Camilo indicates that; "when I come across the fact that we are not going to be able to be able to lose the accent but at least we need to understand that we have the vocabulary, we have Expressions, we have the verbs" (LS - P1) and thus, the participant is "resigned" to reality, but gives his best to build his knowledge.

An expectation has arisen in society that people should know, understand, and spread English as a language. That is why communicating through a second language after having learned it without being a native speaker, allows us to identify the differences, but accept them and do our best to learn English as a foreign language, and finally, to analyze this third aspect to take into account, which is linguistic differences in a real context vs non-speaker countries, considering the previously mentioned referring to the fact that the participants are not native speakers of the English language generates several differences in the contexts in which each of them performs, it can also be added that depending on the context, the language has some variants. It also affects voice changes when speaking in dialects (Poria et al, 2017). Therefore, the environment in which a person who is learning English as a second language is in will cause some variations to occur at the phonetic level. By context, I mean that language has gone from being local, rural, and almost monolingual to being global, urban, and multilingual (Jenkis, 2017). Camilo shares with us a clear example of linguistic differences referring to context; "So, I usually ask: Can I go to the bathroom? or, or things like that. And then, they explained to me that the correct way to say it is: can I go to the bathroom? Because we were asking for permission, at that time I didn't understand how it was different because when I asked can I go to the bathroom? The teacher said I don't know, can you? so there were many conflicts in my mind because I didn't understand her answer and I thought she was being rude or mean to me but no" (LS -P1), he faced this

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

difference in a school context, at an early age, however, these differences can also be identified in a different context as Julieta indicates; "when I get the, or have interaction with other people, native people, and I think they are more like straight to the point and that's so the opposite from the Colombians cause we are so talkative and we give like an explanation, to an explanation, to the explanation. But they are like straight to the point, I wanna say that they are a little bit cold. So, that's it" (LS - P2)

Finally, English has become the language of choice for international communication in various fields, thus achieving lingua franca status (Lee & Heinz, 2016). What the author indicates is very much related to the reality of the participants, each of them faced linguistic differences in their context, but always focused on English as a foreign language.

2.3 Influence of actors in each of the learning contexts.

To conclude, the previous analysis is taken into consideration, together with the reality of the influence of actors in each of the learning contexts, beyond their learning, their differences. Each participant developed his or her path towards learning English as a foreign language. There are some aspects to consider such as translator mediating EFL learning and parents' influence on the learning process. There is another aspect to take into account, which also contributes a lot to the research and it is the translator-mediate EFL learning, there is another aspect to take into account, which also contributes a lot to the research and this is how again we take into account that Toyoda (2002) indicates, there will be challenges with spelling, pronunciation, and grammar rules that differ from the native language spoken at birth. Carlos experienced something different from the other participants, which had a big impact on the way he learned English as a foreign

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

language, and thus shaped his identity as well; "But when we were transferred to Canada we got this translator or an interpreter that was existing as ever since we got to Canada" (LS-P1).

Also, the second aspect to consider is the parent's influence on the learning process, the influence of parents in learning English as a second language to the participants also allows them to shape their identity, the identity of a user who learns another language goes beyond language; In this way, it is intrinsically linked with the sociocultural identity, maintaining the language would be maintaining the identity (Wei, 2018). In this case, for Camilo, "it was necessary for him to learn English, so he was studying English for two or three years before traveling, he learned the basics to be there. That's mainly what I remember from my childhood with her when we traveled" (LS-P1), a bit more work-related setting. However, Julieta comments that "she is also from Bogotá (...) I think she was one of the influencers of the English process in my life because I remember, this a memory; I remember that one time she was talking in English, something that I didn't understand at the time, I think I was 10 or nine years old. And she was talking about something or something related to English, which I didn't understand, and I was like, "Oh my God!". (LS - P2) it was a little bit more of a personal, everyday life interest.

Finally, the influence of the people who were in the participants' environment, which allowed each of them to experience different situations, also influenced how they shaped their identity and, to a considerable extent, their knowledge of English as a foreign language.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

Conclusion

This research aimed to answer and understand concepts related to the question; how is the English language identity shaped in three non-English speakers as the result of the interaction between different language use contexts? Two categories were obtained in this research; personal changes and influence of the context in EFL learning with three subcategories each; shaping of the identity regarding the use of English, modification of the perspective of the world due to the interaction with other contexts, and cultures, self-management skills to learn English, different ways of teaching and learning a language, learning English to communicate in real contexts, and influence of the actors in each of the learning contexts. Likewise, aspects to consider that allowed a deeper analysis in the research, to later be able to have a conclusion of each one of them previously named in the data analysis.

From the personal changes, could be concluded that the development of identity in the use of English is influenced by personal changes, it is identified that self-management to learn English is based on self-learning and motivation to use EFL, which can be for necessity or pleasure, depending on the point of view or situation of the participants of this research. In addition, it helps the participants to become familiar with other cultures, to have a better level of English as a foreign language, and to talk about knowledge.

Taking into consideration personal situations, such as having been able to learn English in a native environment, having learned English in a Colombian public school, and facing work situations with native speakers. Also, it is important to take into account the influence of the context in the Learning of English as a Foreign Language, the research allowed us to conclude

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

that the environment of the participants had a great influence on the formation of their identity and their mastery of English as a foreign language since it allowed them to experience different situations thanks to the people around them. This finally allowed us to identify that each participant has a conception and expression about their belonging to English as a foreign language.

This research has provided us with some contributions. In the first place, the results obtained allowed us to identify the way of portraying the identity of each participant as a user of the English language based on exposure to the context. To obtain the research data, the data were obtained through a virtual environment, the people in this research are from Bogota and Cucunuba, therefore the data were collected through recordings. Secondly, the participants did not need to be native English speakers to obtain valuable information and perform the analysis that was done talking about the limitations of this research. Finally, something to keep in mind is how complicated it was to obtain the information, since there was a great commitment, and it was complicated to schedule an appointment together. This allowed us to obtain more details in the research, and the analysis of the information obtained, which modifies the learning of English as a foreign language through the opportunities that these aspects provide, and the realities they face to improve their knowledge of English and how their identity is shaped.

Likewise, it is important to take into account that the context in which each participant is found allowed them to generate their learning process of English as a foreign language in a unique way, and also to identify that the knowledge of the language that each one of them has is different, which the objectives were proposed for the research. They were resolved through questions and data analysis, which allowed us to identify how each participant developed not

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

only their language learning, but their identity as non-native English speakers, each situation they went through, and the culture they gained.

The study methodology used was qualitative; in qualitative research, data are used to guide the interpretation process, helping to generate hypotheses and new research questions (Heaven 2019). This methodology also allowed us to obtain more in-depth information, since it was linked to the reality of the participants, the realities of people who must study and work, only work or only study. Also, the methodology through data analysis showed that the realities they face are what has allowed them to build their learning and shape their identity.

It was possible to analyze how an identity is shaped by exposure to the context. Also, to establish how a work context contributes to shaping an identity as a non-native English speaker and to determine how an academic context contributes to shaping an identity as a non-native English learner. However, if the analysis had been conducted through a mixed methodology, the information would have been more generalized.

Finally, after having conducted the analysis, further research can be enabled from these results. For example, to conduct the research with participants from rural areas, to have a larger number of participants, or if there are more contexts where the learning of English as a foreign language is generated. I would expect to be able to find the analysis from other positions, from other situations of other people. It is understood that each person individually experiences different situations, which forge their knowledge and as non-native speakers, shape their identity.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

References

- Al-Khasawneh, F. M. (2017). A genre analysis of research article abstracts written by native and non-native speakers of English. *Journal of Applied Linguistics and Language Research*, 4(1), 1-13.
- Alhawsawi, S. (2015). The influence of identity on students' learning experiences in an English as foreign language program in a Saudi medical university. *Education Journal*, 4(4), 149-157.
- Amble, C. A. A. C. (2016). Identity and English Language Learning: The Case of Pakistani Elementary Students in Saskatoon (Doctoral dissertation, University of Saskatchewan).
- Bailey, J. (2008). The first step in qualitative data analysis: transcribing. *Family Practice*, 25(2), 127-131.
- Benseddik, L. (2020). The Impact of Students' Future Imagined Identities on Their English Language Learning in an EFL Context: The Case of English for Law (Doctoral dissertation, University of Northampton).
- Byram, M. (n.d.). Languages and Identities. Coe. int. Retrieved April 5, 2023, from <https://rm.coe.int/preliminary-study-languages-and-identities-intergovernmental-conferenc/16805c5d4a>
- Bauer, P. C. (2019). Conceptualizing trust and trustworthiness (No. 61). Revised version of a working paper published in: Political Concepts Working Paper Series.
- Chamberlain, K., & Lyons, A. (2020). 30 Critical and Qualitative Approaches to Behavior Change. *The handbook of behavior change*, 430.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

- Fan, F., & de Jong, E. J. (2019). Exploring professional identities of non-native-English-speaking teachers in the United States: A narrative case study. *TESOL Journal*, 10(4), e495.
- Ferri, G., & Magne, V. (2021). Exploring the language ideology of nativeness in narrative accounts of English second language users in Montreal. *Critical Inquiry in Language Studies*, 18(3), 229-246.
- Forbes, K., Evans, M., Fisher, L., Gayton, A., Liu, Y., & Rutgers, D. (2021). Developing a multilingual identity in the language's classroom: the influence of an identity-based pedagogical intervention. *The Language Learning Journal*, 49(4), 433-451.
- González, A., & Llorca, E. (2016). Bilingualism and globalization in Latin America: Fertile ground for native-speakerism. *LETs and NESTs: Voices, views, and vignettes*, 90-109.
- Hartley, J. (2004). WHAT IS A CASE STUDY? Essential guide to qualitative methods in organizational research, 323.
- Hibatullah, O. F. (2019). The Challenges of International EFL Students to Learn English in a non-English speaking country. *Journal of Foreign Language Teaching & Learning*, 4(2), 88-105.
- Hidayati, T. (2018). Student language anxiety in learning English: Examining non-English major students in the rural area. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2(2), 95-113.
- Lee, J., & Heinz, M. (2016). English language learning strategies reported by advanced language learners. *Journal of International Education Research (JIER)*, 12(2), 67-76.
- Nasrollahi Shahri, M. N. (2018). Constructing a voice in English as a foreign language: Identity and engagement. *TESOL Quarterly*, 52(1), 85-109.

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

- Norton, B., & Pavlenko, A. (2019). Imagined communities, identity, and English language learning in a multilingual world. *Second handbook of English language teaching*, 703-718.
- Ngulube, P. (2015). Qualitative data analysis and interpretation: systematic search for meaning. *Addressing research challenges: making headway for developing researchers*, 131, 156.
- Petroni, F., Rocktäschel, T., Lewis, P., Bakhtin, A., Wu, Y., Miller, A. H., & Riedel, S. (2019). Language models as knowledge bases? arXiv preprint arXiv:1909.01066.
- Poria, S., Cambria, E., Hazarika, D., Majumder, N., Zadeh, A., & Morency, L. P. (2017, July). Context-dependent sentiment analysis in user-generated videos. In *Proceedings of the 55th annual meeting of the Association for Computational Linguistics (Volume 1: Long papers)* (pp. 873-883).
- Sim, J., & Waterfield, J. (2019). Focus group methodology: some ethical challenges. *Quality & Quantity*, 53(6), 3003-3022.
- Tarhan, H. (2015). Social identity change among English language learners: A case study (master's thesis, Middle East Technical University).
- Thomas, D. R. (2003). A general inductive approach for qualitative data analysis.
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied linguistics*, 39(1), 9-30.
- William G. Tierney & Michael Lanford (2019) *Life History Methods* 1.20 (S/f). Researchgate.net. Recuperado el 16 de noviembre de 2022, de https://www.researchgate.net/publication/332555088_Life_History_Methods

ENGLISH LANGUAGE USERS' IDENTITY BASED ON CONTEXT

Williams, S. N., Armitage, C. J., Tampe, T., & Dienes, K. (2020). Public perceptions and experiences of social distancing and social isolation during the COVID-19 pandemic: A UK-based focus group study. *BMJ open*, 10(7), e039334.

Williamson, D., & Chen, T. (2018). Linguistic labor: International hospitality employees' use of non-English native language in service encounters. *Hospitality Insights*, 2(2), 7-8.

Annexes

Life story: [LIFE STORY QUESTIONS.docx](#)

Life story videos: [LIFE STORY' VIDEOS](#)

Videos' transcription Life story Camilo: [Videos' transcription Life story Camilo.docx](#)

Video's transcription Life story Manuel: [Videos' transcription Life story Manuel.docx](#)

Video's transcription Life story Julieta: [Videos' transcription Life story Julieta.docx](#)

Focus group: [FOCUS GROUP QUESTIONS.docx](#)

Focus group videos: [FOCUS GRUOP-Meeting Recording.mp4](#)

Videos' transcription Focus Group: [FOCUS GRUOP Transcription.docx](#)