

English Learning Process in an ESL context: A case Study with a group of Latino Community in Australia

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Abstract

This study seeks to identify and describe those factors involved in the learning process of Latino students and their results. Since this is a phenomenological approach study, it is intended to analyze a specific pattern presented among the students of the Latino community, In order to collect this kind of information some instruments were used such as: individual interviews, group interviews and the observation method, all this together deliver an overview of what is sought to identify and allows an analysis of the factors found throughout the investigation.

The results show how various factors such as: fear of speaking, lack of commitment to the course, a context which does not help much are great influencers on the proficiency of Latino students, to conclude this Latino students have created their own obstacles, factors which can be prevented from the same student.

Key words: ESL, Latino community, Learning, Cultural environment

Resumen

En este estudio se busca identificar y describir aquellos factores involucrados en el proceso de aprendizaje de estudiantes latinos y sus resultados. Ya que este es un estudio de enfoque fenomenológico se pretende analizar un patrón en específico presentado en los estudiantes de la comunidad Latina para esto fueron utilizados instrumentos de recolección de información tales como: Entrevistas individuales, grupales y el método de observación todo esto en conjunto entrega una vista general de lo que se busca identificar y permite realizar un análisis de los factores que se encuentran a lo largo de la investigación.

Los resultados muestran cómo diversos factores tales como: miedo hablar, falta de compromiso con el curso, un contexto el cual no ayuda mucho son grandes influyentes en la proficiencia de los estudiantes latinos, para concluir esto los estudiantes Latinos han creado sus propios obstáculos , factores los cuales pueden ser prevenidos desde el mismo estudiante.

Palabras Clave: Inglés como segunda lengua, Comunidad latina, aprendizaje, ambiente cultural

1. Contextualization

One of my main concerns is related to the English learning process and all that has to do with it, this is the reason why I am investigating this topic and its characteristics, the factors that limit the English learning process in a Latinos group in ESL context being this a gap between what we learn and how we put this knowledge in practice. Since many of the students in a foreign country face problem when expressing themselves in the real life. It is important and interesting for me as a student who has the opportunity to experience this kind of environment and also as future professional to analyze such factors that are making of this a collective problem, when I say a collective problem, I mean that this problem is very usual in those foreign students most of them the Latino community. In order to analyze this problematic I had the opportunity to select 8 different participants with ages between 25 to 32 being all of them from south American countries (Latino communities) such as Colombian, Argentinian, Peruvian and Chileans. In regards of the participants for this research project I have as I mentioned 8 students all of them already finished their undergraduate programs in their countries, among these students we can find professional careers such as: education, mechanic engineering, laws and architecture; their economic statues goes from medium stratum to high stratum, the proficiency of these students towards the English language is very low either in class or in the real life the use of this language is poor almost as non-existent outside the classroom. To give a clearer context about what the English course is about I should say that these students are doing (as mentioned before) an English course where they have to go to classes every day from Monday to Friday , the hourly intensity is from 4:00pm to 8:00pm, during the classes they have activities related to the grammar, vocabulary and speaking activities but the classes are mainly focused on the vocabulary and speaking since they are in an advanced level they are supposed to know everything about grammar rules. The institute where they are

doing the course is **EL SIS** is a private English college located in Sydney, Australia. The institute only teaches English. In terms of infrastructure it has 2 floors, 9 classrooms, 4 bathrooms, one reception, one computer room, one library, one common area and one cafeteria. The classrooms are very well-equipped; they all have video projector, big chairs and tables for the students' comfort. As for the teachers, there are around 12 Native English teachers, all of them from Australia. Regarding the vision of the institute is to be a pre-eminent global education provider and employer of choice making emphasis on the speaking fluency and social relations between cultures in personal and social terms and the mission is focused in create lifelong learning opportunities for the global community as it is linked to the vision its intention is to create relationships between cultures around the world through the learning English process. As for their institutional educative project, it aims to guide the students to their correct and most suitable study.

Since **EL SIS** also offers courses focused on career such as: education, sociology, business and science it aims to connect the English courses with one of the possible options for the students to make emphasis, but the institute is mainly known for the English courses that offers, it was an important aspect to remark though.

The guidelines used by **EL SIS** is the "English spoken". This guidelines or lineament consists of focusing on the teaching techniques implementation in the communication in real life and real scenarios the classes have speaking activities where the students are meant to talk like they were in an interview for a job application. They also have to develop writing activities where they have to create their own CV for jobs applications as well, they are taught how to react to possible issues at work and how respond to that, so the guidelines of **EL SIS** is to prepare the

students for real contexts situations through the English classes. As a matter of fact, what the guidelines is intents to do is indeed the main issue in this research project.

But in general opinions about the students, this is something not offered by many schools , most of the private schools might be focused on teaching English for academic purposes which means that the students are taught a very traditional English for only answers a few questions in the exams.

As it was stated by different students, that is why the choose **ELSIS** as their learning institute because most of the students do not know how to develop a CV or how to prepare themselves for an interview, just to cite some examples, so this institute looks very appealing to the factors the students want to learn.

It is also very important to mention that in the institute you cannot speak in your mother tongue, whether if you are inside the classroom, inside or outside the classroom in places like, the library, common areas such as the cafeteria , if one of the teachers sees a student who is not speaking in English, they are allowed to fine the person , this is not that much money it goes around 10 dollars but for someone who is a students and has to work more than a full time it is a lot of money, so this method of the institute forces the students to always speak English all time.

Even if this method sounds extreme it has been very helpful and effective to the students because in fact they can hear and see everyone talking in English so the institute keeps the students practicing over and over again because maybe most of them do not have this opportunity to speak in English as much as they would like to or as much as they need to.

This is basically what the project is about, to understand this ESL context specifically in the Latino community in order to get to know their outcomes during the English learning process in reference to their proficiency in this language.

Having now a clearer idea about what the intention is with this research project, I should say that this is a situation that is worth it to do deeper, every day we have Latino students doing English courses in countries where English is the mother tongue.

However a concerning number of students are not reaching the final goals stipulated in each English course whether if these are speaking or writing goals, etcetera. The students are struggling to get there, and that is the reason why we should study this case to know what the possible factors are that could limit this (a good proficiency in English), to go deep in the students learning English process and get to understand this problematic with our Latino students.

The contributions while doing this research project and once this is fully finished are: firstly, for me as a Latino student to look inside my English learning process and perhaps realize what I was doing wrong, or what I can do better to increase my English proficiency.

Secondly, in terms of the context I consider it is important to know the English learning process of our Latino community, which is not only about going to classes and performing exams, it goes beyond it is the learning process as an individual and what comes with it.

As for the subproject which is *understanding English teaching and learning contexts in ESL education* and the contributions that my research project can give to it is definitely what I would get from the investigation process coming from the target population or students, I consider that the most important aspect and most contributory factor is the response from the participants

since the subproject which I am working on is “understanding” then the analysis that I can put in practice with the Latino community is very likely to give us an overall idea to understand what is happening and what I can do with that information and to conclude the contributions in regard of my field which is the study of foreign languages (English). I think the results I would get from this research exercise they might help in future learning and teaching English process, as I am investigating and reading what different authors say in regards of how we teach, and students are learning; I think by understanding the population / students and the theory for this we can make big changes in order to get the target goals which sometimes Latinos students unfortunately are not reaching.

2. Research statement

The idea for this research project emerges from my real experience as a Latino student. It is important to give a brief contextualization to understand better how this idea arose, in 2019, I came to Australia specifically in the city of Sydney to do an English course and therefore improve my language skills, while I was doing the course which was for 6 months I met different students from different countries and in the process of all the classes, I identified a very common pattern among the students.

Those who were non-native English speakers; and that same comment as above was that all of them were struggling during the speaking activities and moreover the writing exercises seemed to be very difficult for them. For that matter, I started wondering why this is happening. They are supposed to be improving in this 24-hour English environment since we are living in an English-speaking country and some of them had been doing the same English course for almost a year.

Given this short context, I can say now where this idea came from. It is an identified problem and a very common situation among foreign students, doing emphasis on the Latino community since they are the population during this research, even as a researcher but also as a student at this time is still wondering “why do I not have a good English proficiency?” so it is a situation where you start to wonder yourself as well as a teacher, as an institution, as a student, why is this phenomenon so common?

We are used to being told “if you live where the language is spoken 24 hours / 7 days, you will improve faster” and similar statements that might not be entirely true, as I mentioned before I

have realized that there are some people who have been studying English even before coming from their countries, even now that they are studying the target language in an English-speaking country, their English proficiency is not good enough.

The constructs or theoretical contexts I am going to be working on are: ESL, Latinos students and Cultural and social aspects regarding language learning and all those factors that influence whether or not students learn the target language.

The theoretical constructs mentioned before are those on which this research is going to be focused, in order to give a brief contextualization or the reason why those three constructs were chosen is that firstly, the context that I am investigating this is in a country specifically Sydney – Australia where English is the mother tongue that is why the context is ESL because me as a researcher and the participants for this research are using English as second language. Secondly, the target population are Latinos students and thirdly, in regard of the cultural and social aspects that are part of it, are essential to keep in mind in order to analyse the problematic situation or the main idea of this research.

These three constructs give us a more complete view of what I am investigating, these (constructs) allow me to go deeper and focus on specific details and factors to carry on during this research. I consider that each one of the constructs complements each while giving us a result to have findings to help in order to understand the problem stated.

As we can see there are several constructs with information not only in academic but also in social contexts which include, the perceptions we have outside the classroom, the relation between teacher and student and how this is essential for a good learning process. Besides, what we need to know in order to supply the ESL needs in regards of learning and teaching English for

Latino students and more details, these constructs are basically the base and my main support for this research since those resources are the ones that are going to validate and support my research along the investigation process.

2.1. Research Question

What is the result of the English learning process of a group of Latino students who are learning the language in an ESL context in terms of the proficiency of the target language?

2.2. Objectives

2.2.1. General objective

- To determine what the learning outcome of the English as a second language proficiency is in a group of Latino students who are learning the language in an ESL context.

2.2.2. Specific objectives

- To describe the process in the English courses that Latino students follow
- To establish what their learning paths are.
- To establish and analyse the educational and social factors in their learning process.
- To analyse the use of language for communication purposes by Latino students

3. Theoretical framework

The key concepts of this research are based on the following theoretical constructs:

3.1. English as a Second Language (ESL)

As a first construct we have ESL, basically what ESL means is “English as a second language” what ESL pretends to do is to give a learning context where the students have the necessity or as a main priority to use a second language different from their mother tongue, so we can find this context (ESL) in bilingual schools, international schools or English programs, in these kind of places we can find people making use of a second language almost as it was mandatory and by “mandatory” I mean that the people in these contexts are probably using more the second language they are learning than their mother tongue.

ESL context has been existed for years but currently it is being recognized as a way not only for teaching English but also a way to improve the academic skills of immigrant students as it is mentioned by (Razfar & Simon, 2011), so ESL context can be put in practice in different ways for academical purposes such as, English program where people enrolled in an English course in a country where English is the first language. ESL for speaking purposes this means to put the students in a context or exercises where the main idea is only to speak, as a result for ESL context we get to see different people around the world, so it is common to have different cultures and different languages in the same classroom.

With this variety of cultures in one place can appear sociocultural issues that might affect a Latino student learning process, It is presented in two very remarkable factors such as:

generational status and *acculturation*. Acculturation is understood as the process of adaptation to a new culture and therefore new manners and traditions and generational status makes reference to the family status of each student. These factors according to (Becerra, 2012) has three levels, the first one is the first generation which is the Latino students who live in the United States but were born outside the country, the second generation is the one who were born in the United States but has at least one parent who was born outside the country and the third-generation Latino students and their parents were born in the United States.

On the other hand, in terms of acculturation it is believed that the acculturation process has had a negative impact in the behaviour and academic achievement of Latinos (Benner & graham, 2011), as a consequence of the acculturation process; the Latino students lack of interaction between classmates, teachers and school members affecting in different ways the learning process.

On the other hand ESL shapes itself depending on how a teacher interpretes it. In other words, how ESL manifests itself in educational contexts is linked to the view of a teacher (Riley, 2015), whether if a teacher is using ESL for literacy, professional, purposes, social purposes or academic environment ones; the idea is to use ESL in ways that we can take the best from this context for different purposes and different situations.

As I mentioned before the relation between ESL as a construct and my research is basically regarding the context I am currently working on. The target population for this research are students using English as their second language in a country where they have to use the target language and they are studying English as a second language and also me as a researcher so this is a completely immersion in English in its own context being this an ESL context.

Based on the previous fact, to be in this context allows me to analyse in a better way the population, their background and therefore their currently situation in terms of proficiency in regards of the use of English not only inside the classroom but also with communicative purpose in general, while developing a collecting data exercise.

During the last semester, I could find different and possible limit factors for the lack of proficiency at the time to use English (the result of the exercise will be shown later in this research) this makes me reflect on all those factors that are limiting a good learning process and the output of this outcomes, this challenges and barriers that I could find are basically the lack of interest, some of them related to the study material but most important and persistent one was the limited opportunities to use English outside the classroom even if we are in context where people must use English.

This creates a concern in regards on how we are using ESL context for educational purposes, we face questions such as: are we using ESL in a proper way? is it really the ESL context helping out or not?, what else can we do to ensure a better English proficiency? Or what do we have to change to improve this? so by studying the ESL context we realize that this is not only about going to a classroom and sitting there if that was the case we wouldn't have to give answers to possible theories such as the ones mentioned before, there is more about it, perhaps it is needed some emotional and academic support, or maybe the grammar is the main concern and that is why students have such a low English proficiency.

Although it can also be the environment inside the classroom which means , study materials , strategies, contents , teaching techniques etc. But these are only speculations in regards of the ESL context and its population, me as a researcher I still have to go deep and analyse more this

construct because of all the possible limit factors that are actually the ones that made me focus on the ESL context.

3.2 Latino students

As a second construct we have the Latino students. According to Hispanic Network

“Unlike Hispanic, which refers to language, Latino is a term that refers to geography. It is used to signify that a person is from or descended from people from Latin America. It is, in fact, a shortened form of the Spanish phrase latinoamericano — Latin American, in English. Like Hispanic, Latino does not technically speak, refer to race. Anybody from Central or South America and the Caribbean can be described as Latino. There are varieties of races. Latinos can be white, Black, indigenous American, Mestizo, mixed, and even of Asian descent”. (Hispanic Network, 2017, p.1).

The Latino students are not only the community (in terms of cultural definition) my target population / participants but also the people who I will focus on to develop this research work. According to Moussu (2010) defines Latino students as well as the immigrants' students as a NNES (Non-Native English speakers) being as a result a very vulnerable community when it comes to learn English for possible factors such as immigration status, poverty, background, current jobs, college status and lack of general academic preparation. Some authors such as (Becerra, 2012) mentions how these factors can be a huge limit factor during the learning process, because it creates a definition about Latino students as less capable of pursuing and accomplish things such as a higher education, and prestigious institutes. This creates a marginalization within schools in

general where seriously impacted the Latino students, but even if these factors may seem apart from the ESL context, it is not

It is accurate to believe that the ESL context is not only a place to prepare the Latino students for being transfer from one English level to another on the contrary we must take the ESL context as a way of preparing the students for other subjects and different educative fields so there is a gap between what ESL is and what ESL is meant to be for or used for in this order of ideas it is recommended to look inside not only to the Latino students but inside the ESL context , the schools , the English programs , the facilities to help the Latino students by facilities we mean the strategies , teaching approaches , contents , study materials , the issues , possible solutions and everything that can limit or not the English learning process of Latino students.

This construct is directly related to this research project since it is the community in which have been identified a repetitive pattern among. This research proposal is focused on the Latino students and the idea of analyse their situation since I was a student too and I was in the same position as them. For instance, I made similar mistakes in regard with the pronunciation, in writing etc. For that matter, as a Latino researcher and as a former student, I am able to feel empathy about it, so this proposal helps to describe this pattern and try to understand the Latino students overcomes will be.

It is important to clarify that this population was chosen based on the fact I was a Latino student too. For a couple of months, I did an English course and I had the opportunity to see this phenomenon presented from the inside as a “classmate” / “student” so I was witness of different limit factors that could possibly be part of the situation stated.

3.3. Proficiency.

As it was mentioned before in the two first constructs the learning process of a latino student can be affected by many different factors that are not directly related to their skills inside the classroom meaning skills like: reading, writing , speaking etc..., their proficiency can also be affected by factors like: family background , social context and more. This last construct gives a different inside look to the Latino students learning process since it talks about a different or another alternative for latino students to practice their english and to obtain a more accurate proficiency.

This construct focuses on those Latino students who are enrolled in a Dual program which means that students are studying not only English but also another program where English is its main language, this support the idea that the more the person have the need to use English the more they will practice it without noticing it (Lindholm-Leary & Genesee 2010).

Moreover the other subject the Latinos students were studying were related to: mathematics or science which means that they were expanding their vocabulary even more than those students who did not have the need to learn the language (native English speakers), reading and comprehension are the most significantly benefited skills from Dual programs (Collier & Thomas 2010)

The information above help us to understand better that there are other options for Latino students to promote their proficiency (which is by also showing the need to use the language) apart from the usual ones which are: entrance exams, workshops, tests which lead us to the meaning of proficiency. In other words proficiency in English makes reference to the ability or skills a person

have to use English for different purposes either if the person use it for educational purposes, daily life , employment etc...(Nallaya , 2012).

To be more specific what is expected from Latino students in regards to their English proficiency is to show an improvement within the English skills (listening, reading , writing and speaking) However proficiency is not always directly linked to scores or English levels , it is related to the improvement of the student and how the person can face different situations while using English. (Grasparil & Hernandez, 2015).

In some contexts such as: schools , college , proficiency is completely linked to the educational factor as it is evidenced in my research project, In this occasion students are expected and meant to not only show improvement but to accomplish some goals and therefore complete their English levels and so the English course, an example of this is the interview developed with the coordinator and teacher of the institute ELSIS which is the place I did my research in, this goes along with the definition of proficiency in EFL students which is about predict as well as underline the performance of EFL students in their written and spoken activities respectively while working on their academic achievements (Hasan & Akhand, 2014).

Follwing the interview mentioned above they mentioned that the proficiency expected from the students are linked to the contents of the course which means that Latino students are expected to complete a series of tests and in – class workshops that will determine their grade of proficiency, by grade I mean if they have the sufficient English knowledge to continue to the next level or to repeat the course.

To conclude this last construct is important to see the two contrasts where we have the example of dual programmes and the context of the research itself which is an English course they

are different in terms of structure and the commitment each one represents to a student and how this and other factors can shape the definition of proficiency and help us to understand how this (proficiency) occurs and works in different contexts.

This construct helps to this research a lot in order to understand not only those issues that interrupt a Latino student learning process but also it helps to understand what factors can be a big contribution to their successful proficiency, different from the usual idea of :“ more hourly intensity in courses” ,“ travel to the country you are attempting to learn the language” is to change the way we see things and how we can solve them, perhaps this is not an option for everyone because of different reasons such as: lack of time, no interest , a useless extra compare to others this might be the alternative towards a good English proficiency.

This method is in part linked to the context where some of the Latino students of my research were involved , some of them used to have the opportunity to practice English outside the classroom because of their jobs however this was not mandatory which differs from the Dual program where students are required to practice English almost as mandatory even if they do not perceive like that (since the program they are doing was their choice.)

3.4. Related studies

Study 1: *Perceptions of Educational Barriers Affecting the Academic Achievements of Latino K-12 Students*, was carried out in 48 contiguous states of the United States between August 7th and October 15th of 2003, it was decided to do the study in different states to know the distribution of the Latino community. The study aimed to analyse the possible limitations and barriers towards the academic achievement of the Latino students, some of the findings are: Generational status, language and acculturation (is the process of adaptation to a new culture) furthermore a very remarkable reason as academic barrier was that the schools are too quick to label Latinos as having naturally learning problems.

The conclusion is that effectively the reasons above are connected to the outcomes of Latino students compare to white students, so the Latino students are quickly put aside as a minor reason to be worried about. The study encourages the school's administrators to pay attention to these findings and understand what the Latino community needs.

Study 2: *I Know I'm Generalizing but...How teacher's perceptions Influence ESL learner placement*, this study was carried out in a High school in Columbia in 2012, the purpose of the study was to demonstrate and analyse how the perceptions and expectations of the teachers and how these can highly infer in the outcomes of an ESL student and in the worst scenarios these misconceptions can be reflected along the educative life of the student.

The most remarkable findings of this study are: some racist signs, spending time in grading rather than focus on giving a good class and socioeconomical status although some other teachers expressed the idea of consider more aspects rather than just their grades which means to have in mind social factors, family background and other skills the students might have in class. The

conclusion of the results is that the way a teacher creates him/herself an idea of the student can affect directly the outcome and development of the student. The study gives a reflection in regards of being aware of the assumptions we hold about particular groups or communities and to re-examine personal and professional attitudes about teaching to ESL.

Study 3: Influence of Teacher-Contact Time and Other Variables on ESL Students' Attitudes Towards Native- and Non-native-English-Speaking Teachers, was carried in 2005 in 22 English programs in the United States, program which most of the students enrolled were from the Latino community, the main purpose of the study was to analyse the student's attitudes towards NES (Native English speakers) and NNES (Non-native English speakers) and what variables can determine the behaviour of a student, some of the most useful and remarkable variables or reasons are: professional experience, teacher's country origin and expected grades , although the attitude were positive towards NES and NNES there was a repetitive pattern were the ESL specifically the Latino students felt more comfortable with a NNES since they felt some similarity in regards the learning English process.

In conclusion currently the idea that “ only native speakers can be able to teach the mother tongue” (in contrast to those who learnt it) is not valid anymore, day by day the students feel more comfortable with a teacher who lived what they are going to, so the study encourages the NES to be more conscious about what takes to learn a second language and possible limitations an ESL person can present.

The previous studies are related in a way that I can take useful information from them and perhaps some hypothesis, ideas and reasons why that might provide more structure and sense to my research problem moreover the studies made there, the instruments which were used and the research designs can help me to understand better the situation I am studying and how to study it.

4. Design

This research project belongs to Research Field 2, *The study of the English Language and its Contexts*; according Research at Licenciatura En Lenguas Extranjeras Inglés, from Universidad Santo Tomás and it is part of the research macroproject 2 that is related to the experiences and phenomena in the pre-service teachers' educational context.

It is aligned to the research subproject 3: *understanding English teaching and learning context in EFL education*. This is qualitative research that is developed in the frame of the phenomenological focus. This study is relevant because there is a high demand of people studying and doing their English courses abroad in addition to this the population of Latino students have been affected by a pattern that might be common as it has been analysed and demonstrated in the previous research documents.

To sum up it is considered to be helpful to study this phenomenon and come up with possible solutions or ideas about the situation that many Latino students have lived and have experienced, it is also useful in terms of educational contexts in the way that if the possible limitations are studied and identified then it is possible to avoid them in order to provide effective solutions.

4.1. Context description

The study is being carry out in Sydney, Australia and the institute is a private English institute named **EL SIS**, the institute is recognized for being very multicultural which means that students can find people from around the world making the learning process more interesting for the student. The institute is well-recognized among the international students and some reasons are

because: the institute has big classrooms, computers and projectors which makes the classes easier to develop using different resources.

The institute has also a large cafeteria and common areas where the students can get together and have conversations, also the teachers are all from Australia. Therefore, the school makes sure that the students are getting similar lessons, similar vocabulary in order to enrich what the students already know. For example, if a group of students have been doing their English course with the same teacher for a long time but suddenly their teacher is changed for any reason, the students will be assigned another Australian teacher in that way the students remain familiar with the accent and vocabulary in order to continue with a similar learning process, not to mention that the enrolment cost is lower compare to other institutes which makes it easier for a student to pay for their tuition.

Talking specifically about the target population of this study, all of the students there are Latinos, some of them are from Colombia (6 students), other from Argentina (1 student) and the others from Peru and Chile (2 students). This is basically the number of participants that I will be working with along this research project. There are other students who are taking those courses, but they are from Asian countries, they are all currently living in Sydney, Australia.

They all have different jobs such as: builders, waiters / waitresses and cleaning, which are the most usual and easy jobs students to get. In regards of their background, they are all graduated from college which they studied in their own countries, some professional careers among the students are: laws, architecture, mechanic engineering and education. None of them are from families with good incomes on the contrary they used to work to help their families.

Their current lifestyle in Sydney is very similar among them, basically the same routine such as: waking up early, go to work until 3 pm or 4 pm and then English classes during the evening and part of the night from 4 pm to 8 pm as for the weekends, most of them work until Saturdays so they basically rest on Sunday or hang out with friends (it is good to mention that those friends are mainly from the same country).

The reason why Latino population was chosen is because while I was studying in that institute, I could identify some sort of pattern where the Latino students were very persistent in terms of the English proficiency. To illustrate a typical English class, I can say that in the speaking activities the Latino students would have more difficulties in terms of pronunciation or in short conversations exercises the Latino students would be quitter or less participative also during the grammar parts Latino students would have more questions and mistakes during the practice exercises compare to other students such as Asians. For me as a researcher was a strong reason and appealing situation to be considered in this study.

4.2. Instruments

The instruments that are going to be used in this research to gather data will be: interviews, observation and focus groups. These instruments will be defined and explained in the following information for each instrument respectively, but in general words these instruments were chosen since are the most suitable for the design (qualitative research method) and the study (phenomenological focus) since as it was mentioned previously these kind of research method aims

to define a population situation (being the target population involved in the answers) for this it is necessary to use instruments that allow to approach to the participants.

4.2.1. Interviews

Interviews can be defined it as a person-to-person structure conversation with the purpose of finding or creating meaningful data, these can be formulated in an open way where the questions do not have an specific structure giving the participant more freedom to answers while the closed questions usually have the same structure , same words and same order these are used when the interviewers has hypothesis that need to be confirmed (Griffie, 2012), interviews can be carried out: in groups, individually, by phone or videocalls which makes this instrument almost nothing limiting when gathering data (Kabir, 2016).

For the first gathering data collection exercise I had two different types of interviews. The first one (see annex C) structure was for the teacher and the other structure for the coordinator of the institute (see annex D). The interview for the teacher and the coordinator was designed in regards of the English course and the participants' learning process while the interview for the participants where more focused on their learning and social experience studying English and its context (ESL). These interviews aim to get the necessary information that can help me to answers the general questions and the objectives of the research.

The interview was carried out on July 2nd in the institute **EL SIS**, I sat down with each teacher individually and the coordinator, the interview **had 9 questions** for the teacher and some other 3 personal questions that arose in order to go deep and get more information and **5 questions** for the coordinator so I first read them the questions to have an idea about what I was asking for and then I proceed to do the interview, while the interviewed was answering I was recording their

contributions, the interview for the teacher was around 14 minutes and for the coordinator was 4 minutes. The details of this interview will be added later in this research document.

It is important to mention that the participants for each of the two interviews signed a consent form (see annex A) where they were informed about the purposes of the interviews.

4.2.2. Observation

This instrument is a qualitative research method which consist in observing the participant's behaviour in a natural situation or context, as for the process of the observation method, we can have the researcher involved in the context which means to participate with the population being this a participant observation method and we also have the Direct observation which consist only on observing the participant without interfere in their context (Kawulich, 2012).

The results of an observation whether if this was recorded in a video or written down on a paper can be interpreted in different ways this depends on what the researcher is looking for. The results can be quantitative if we are looking for frequency counts or qualitative if we are looking for verbal descriptions these can be open results which means that the researcher is not looking for doing something specifics is more an overall observation and close which is when the researcher is looking for certain answers and purposes (Griffee, 2012).

This instrument was carried out during the Second semester of the year 2021 specifically between Jun 4th and having the last observation on December 2nd, the observations had placed every Friday each day 2 hours in the institute **EL SIS** (see annex F),

Along their English classes I wrote down some notes that I considered important and were related to the general idea and problematic of the research. During the classes there were all kind of activities where I could see the participants developing all of them. I focused specially in aspects

such as the struggle during the speaking activities, questions related to the grammar part of the class and their behaviour in class which means whether if they were committed to the class or not basically these aspects were the guide for the observation exercise. The details of this exercise will be added later in this research document.

4.2.3. Focus Groups

This instrument is also known as Group interviews which represents a conversation between researcher and multiple participants at one time. Focus groups tend to focus on social aspects and constructions of meaning can be either structured or unstructured, utilized for mining information or engaging in building a framework for exploring the participant's reality.

The groups can be defined or not which means that we can have a certain amount of population or a group with undefined participants, in case that we want to carry out activities to gather specific information then it is recommended to use defined and limited participants to limit the research (Atkinson, 2017). Focus groups is a very good instrument when trying to study a common phenomenon affecting a certain population what makes different a focus group exercise from an interview is the possibility to build a relationship between the researcher and the participants in this way the participant is very likely to feel more comfortable since all of them are giving their opinion while they explain themselves to each other's leading the conversation to a comfortable research environment (George, 2013).

This instrument was carried out on July 2nd in the institute **EL SIS**. I wanted to do this was focused on their most recent opinions from the class and their experiences. This application of this instrument had **10 different items** (see annex E) where was included questions about their experiences, their opinion in regards of the English course and free time including hobbies. I first

read them the questions to have a general idea about the topic, the interview was in Spanish and English since there were some Brazilian students and it last **around 23 minutes** being this and online interview because of the pandemic situation.

The details of the interview will be added later to this research document, before the interview the participants were told about a consent form which they signed (see annex B).

5. Data Analysis

5.1. *Qualitative Research*

As for the design, it will be used the qualitative research method, following what different authors have said such as (Mohajan, 2018) along the years about the qualitative research it can be interpreted that Some authors point out that “qualitative research is a type of scientific research”. In general terms, scientific research consists of an investigation that:

- seeks answers to a question
- Systematically uses a predefined set of procedures to answer the question
- collects evidence
- produces findings that were not determined in advance
- produces findings that are applicable beyond the immediate boundaries of the study

Qualitative research shares the characteristics above. Additionally, it seeks to understand a given research problem or topic from the perspectives of the local population it involves. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of particular populations” (Mack et al, 2005, p.1)

“Qualitative research is a form of social action that stresses on the way of people interpret, and make sense of their experiences to understand the social reality of individuals. It makes the use of interviews, diaries, journals, classroom observations and immersions; and open-ended questionnaires to obtain, analyse, and interpret the data content analysis of visual and textual materials, and oral history” (Zohrabi, 2013 as cited in Mohajan, 2018, p.2).

This study is qualitative in a way that it will be studied and analysed in a non- numeric way but in a way to give answer to a phenomena / problematic identified, aiming to explain and understand the situation of a specific population being this the Latino students.

5.2. Phenomenological focus / study

This is Phenomenological Focus study because it seeks to analyse a certain phenomenal or pattern presented in a group of people by no categorizing or abstracting them but to studying the population by only their purely experiences. (Saghafian & O’Neill, 2018, p.60). The phenomenological study tends to bring alive the voices of the people involved in the investigation their own opinion might lead to the possible causes or issues of the situation itself building an intimate connection between the researcher and the students avoiding theorising them before getting to know the population.

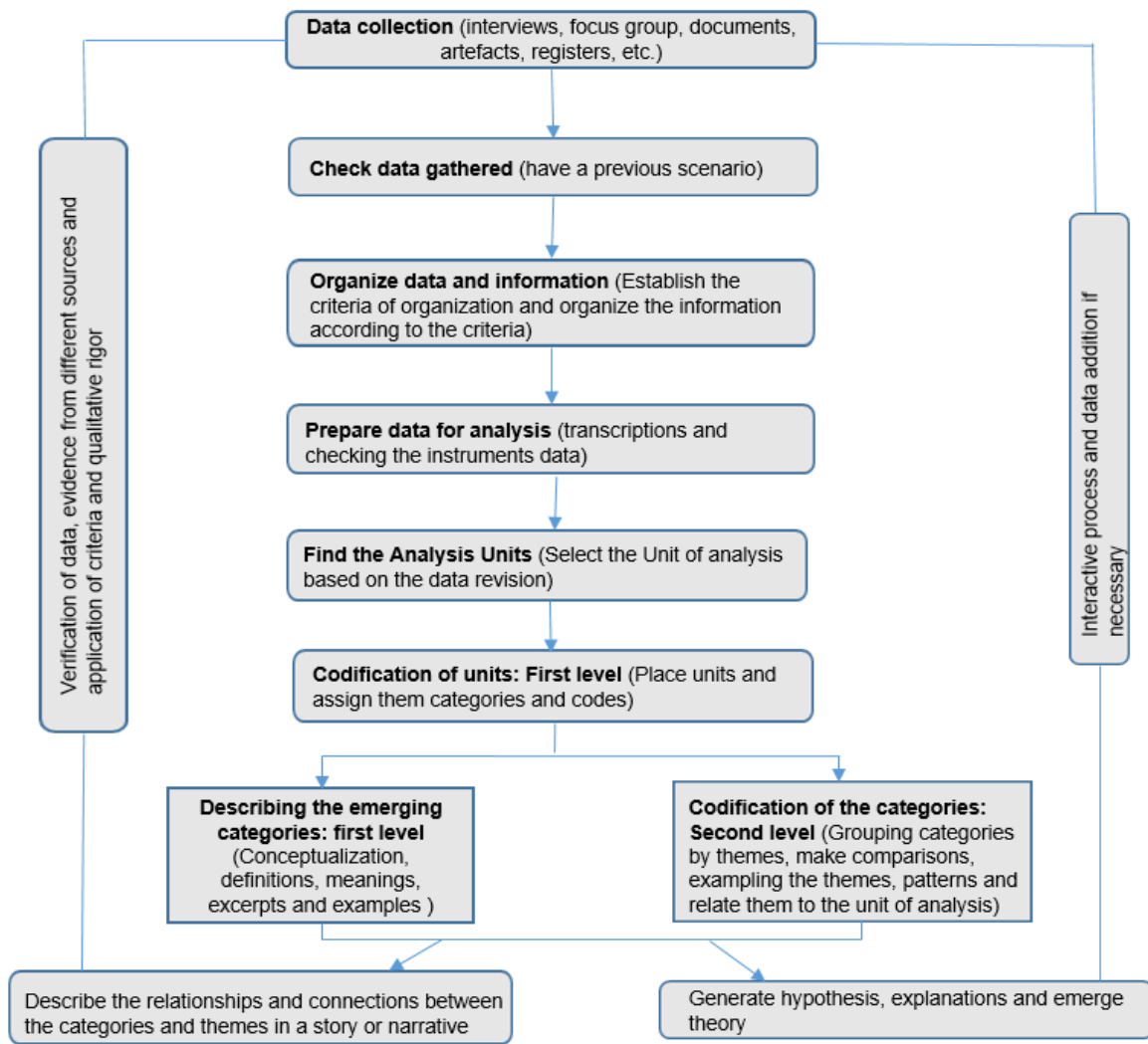
This study lays on the participants' words and not by external assumptions, which means that since the phenomenological study is a study of experience it is open to revision and interpretation guided by the descriptions provided by the participants. (Sohn, Shon ,Thomas, Greenberg & Pollio, 2017).

5.3. Grounded Theory

The results of this study were analysed using Grounded Theory. The Grounded theory is a methodology which aims to dig into a phenomenon, meaning that through Grounded theory it is easier to understand the perspective or situation of an insider. Grounded theory (Cepellos & Tonelli, 2020, p. 4). Grounded theory enables the researches to create new context and specific theories grounded from data than relying on traditional concepts, most of the data is empirically grounded integrating meanings observed from the data by giving descriptions and contributions of the phenomenon. Grounded theory is mainly used for researches to compare theory and its explanation of a specific situation being flexible while examining the experiences of the participants. (Kibuku, Ochieng & Agnes, 2021, p.3).

In this research, the data was analysed following the Grounded Theory established by Hernandez Siamperi, Fernandez and Baptista (2014):

Figure 1: Grounded Theory Steps



Note: Taken and adapted from Hernandez Siampieri, Fernandez and Baptista, 2014, metodología de la investigación, p. 423.

In the development of this research, the process followed to analyse data was using the steps in graphic 1. First, the researcher designed interviews (see annex C and D) and those where applied. In 2021, observations process were done (see Annex F) in ELSIS. The instruments were designed based on the fact that those must have had to collect data enough in order to answer the

research question. Once all the instruments were applied, the researcher organize the information according to most common pattern repetead in the information collected.

After organizing the information according to patterns and themes, three categories were established to report the results and findings meanwhile all the information presented were supported using excerpts from the three instruments to provide real arguments that evidence the reliability from the data collected and make this research trustful in terms of findings.

6. Results and Discussion

Once the information was gathered, it was analyzed through the grounded theory. Three categories were established based on process of codification of the information and the results presented in this section are reported once there was saturation of data what means there was any other new data to be included. This section is shared as follow:

6.1. Category 1: Students understanding their necessities to follow their learning path

The first category is about “paths” which can have different meanings depending on the context, this category explains how the students perceive themselves learning and practicing English and how they react towards certain situations where they see themselves creating their own paths and how this will affect or benefit their outcomes.

ELSIS students are free to choose their most likeable English course based on their personal preference or needs, there are no previous requirements to enroll in an English course, nothing like previous studies or similar requirements. The only filter is a general English placement test that

evidence the students' English level and so they are provided with the options they have to continue with their process.

EC: *"The school offers different courses and then the students can enroll depending on their need or interest, therefore most students enroll in courses where the speaking ability is more practiced because that is something they really want to improve the most."* [Interview excerpt].

P3: *"This particular course that I teach, has, has five things has grammar, reading, writing, speaking and listening, I try to focus on communication is the most important thing, whether it's speaking or writing. And also receiving so listening and reading."* [Interview excerpt].

Following what it is been said by ELSIS in regards of the enrolment it is clear how important is for a student to choose between the many different options they have to do an English course, this relies on the personal preference of the student and their needs, not to generalize but most of the students are here because of obligations, talking with different students in the halls of the school I got a lot answers like "I am here because I wanted to" "My parents wanted me to do this course".

Thus, how the students perceive themselves towards an English course has an important role thorough their learning process which is usually connected to their outcomes P4: *"Everything we learn in the English courses helps us a lot, as in daily life here in Australia Because it is like a mouth-opener, as a preparation to be able to go out and look for a job, to be able to express ourselves in the best way"* [Interview excerpt].

The previous excerpt can actually be taken as a fact because depending on their interests it is commonly supposed that the student will put their effort in class, task, exams, activities and so outcomes, P5: *"the English courses that I have taken specifically here in Australia, have helped*

me a little to understand more easily when the person is speaking, for example my ear is adapting a little better in comparison to what I studied when I was in Colombia.” [Interview excerpt]

The fact that the student is actually choosing their most appealing English course denotes a certain amount of responsibility and commitment which we can name it as a “path” by paths we can define them as: options, ways to do something or to get to something, in educational terms “paths” are the options a student have in order to get to the final outcome which is to have a higher English level, good grades or finished the English course. EC: *“the school offers different courses and then the students can enroll depending on their need or interest, so most students enroll in courses where the speaking ability is more practiced because that is something they really want to improve the most.”* [Interview excerpt].

The outcomes of the path are actually defined by the student and their intentions towards the English course, as part of the observation it was noted that the students basically said that is because they have no goals there, which means that if they are not after a grade, an essay, a test they just do not see the necessity to practice it.

In some situations, the excitement and commitment’s results can decrease at some point during the English course and represent issues, during the observation period I could realize how disappointed and uninterested the students where specifically talking about the parts where the teacher made them do written exercises or anything that had to do with paper sheets, which is interesting is that students must be aware that an English course if it is true it has its fun activities and interesting learning paths, there are also other that we do not like that much but still is absolutely necessary for some topics.

P1:” *Here in Australia and the plurality of people of different nationalities with whom one meets in the course and forces one to speak in English all the time, throughout the course.*”

[Interview excerpt]. P3: *“In Colombia the courses are normally on weekends or during the week, they take two hours and it is at night because I am working or studying, while here in Australia one takes at least 20 hours a week to study English, which can be in the mornings or at night.”*

[Interview excerpt].

These two comments about some of the students show us how the external factors which surround the English course are crucial factors when choosing and studying certain course. In this case the cultural context and variety of people make the student realize how much they will use English in order to communicate between each other’s also the hourly intensity reinforce this ongoing practice. Besides, we can define these factors as also “paths” which leads to a more interesting and as a result a more satisfactory learning outcome, this does not guarantee a successful learning process but it plays a very important role to get one.

As part of the researcher’s role in this investigation, it was observed that by “paths” the teacher told me students have the chance to choose their most likeable course and enroll to it and so students should be responsible for their learning outcomes.

As mentioned before and taking the argument above to conclude this category, students are directly responsible for their learning process since they are the ones choosing what to study so naturally the student should have a sense of commitment and authority towards the learning process, it is important to highlight that paths are not only the options that a school offers but also the paths that a student creates for themselves from the very first moment when they decide what course to take and all the paths they have to take while learning. In other words, how they react to an exam, a speaking activity, paper sheets, behavior in class, commitment, practicing etc.

6.2. *Category 2: Commitment importance, learning process and purposes.*

The second category was the result of ongoing observations during a period of six months, through this observations exercise, I as a researcher could notice how the learning process and commitment were very outstanding aspects along their English course, eventually this category is about how these aspects are connected towards communicative purposes.

ET: *“This particular course that I teach has five things has grammar, reading, writing, speaking and listening, I would try to equally focus on all of those.”* [Interview excerpt]. With regard to the previous excerpt in order to know the process of the Latino students along their English course, it is important to clarify that students are in constant relation with all the academic skills and that Latino students are given the proper tools to have a good development with the language in fact with the group of students I have been studying their teacher focus a lot on their communication outcomes. ET: *“I try to focus on communication is the most important thing, whether it's speaking or writing. And also receiving so listening and reading”* [Interview excerpt].

In order to have clearer idea of the Latino students learning process it is worth it to mention how the English course is structured in general terms to evaluate the students ET: *“so there is a test every six weeks. So, each level is about 12 weeks. So, we have the lower levels, which is elementary, then there's pre intermediate, and then intermediate, and upper, intermediate, and advanced”* [interview excerpt],

Based on the excerpt above we can see that students are evaluated pretty frequently not to mention that teacher usually do small tests during classes to keep track of their students learning process, ET: *“me as a teacher every week, and even every lesson, I try to pay attention, who's improving*

and who is not and if someone's not improving, I try to figure out what's the problem, how we can fix it."[Interview excerpt].

On the other hand, similarly to their evaluation process, the learning process has some stages I could notice during the period of observation (6 months) each teacher is free to lead their class as they want, not all teachers have the same strategy or order to develop the class even so most of the classes had a lot speaking whether if the activity was a play, a game, a group chat or in pairs I can certainly say that speaking was very practiced thorough the course.

In short words, the learning process would be the teacher giving a brief presentation of the topic then ask if any of the students had seen the topic or had any knowledge about it and then proceed to explain the topic, moving forward to the practice stage where this was done with different strategies (workshops, listening, short essays) taking basically one topic per week consequently at the end of the student cycle they would have their respective test.

According to the last paragraphs where we have a better idea about the students learning and evaluation process, it is not risky to say that students indeed have all the resources to learn English and so have a good final result. I as a researcher during the observations, I could see how the teacher was delivering as much as he could to their students likewise the students but yet Latino students struggled in most of the classes.

In one of the classes the teacher asked the students how they felt during classes and their opinions about the course, some of their contributions were: *"I do not feel enough confident to talk in English"*, *"English is just difficult for me"*, *"I do not have someone to talk in English"*, *"I am afraid that someone will point out my mistakes"*.

It was difficult to go deep in their conversation since they could not express their ideas with confidence yet there is an excerpt from one of the constructs. I used for this research that could give us an idea to this as it is been said by Becerra (2012) “when it comes to learn English for possible factors such as immigration status, poverty, background it creates a definition about Latino students as less capable of pursuing and accomplish things such as a higher education” not to affirm anything but this could be one of the reasons why as well as just the lack of opportunities to practice.

A couple of days later, I wanted to go deeper in their answers, this time they were on their break time so they could express their ideas in Spanish, I wanted to know their purposes learning English, based on the observation notes I took, they expressed: when they are not in a situation where they required to speak in English, they will not use it, also just do not feel enough committed with the language because they consider people will highlight their mistakes so they feel ashamed of talking, just 2 students mentioned to constantly practice English because of their jobs, they both work in restaurants where English is mainly spoken.

To wrap up this second category, although it is hasty to give a full affirmation of their communication purposes a general analysis can be that the lack of commitment; based on their answers. It is directly affecting their learning process and so their outcomes, even though the leaning process is detailed and focused on the student’s weaknesses, commitment is the base of all of it, we have students who still practice and make the best of their opportunities to speak in English while we have other students who just do not try to find the occasion for it.

This breaks the connection between learn, practice and outcomes, therefore the language proficiency relies on the student and their effort with it.

6.3. Category 3: Social factor role as part of the outcomes

The last category is related to the social and cultural factors the Latino students find themselves, it is explained how the need of using English is created in different contexts and how this either help or slow down the learning process, the importance the students give and how they interpret the fact that they must use English even when they do not want.

As the third category it is pertinent to mention how the social and educational factors can be involved in the learning process and be reflected through the outcomes. Marrero (2016) follows the theory in which it is believed that individual and the environment are linked, in education, this is demonstrated through a learner's experiences, interactions and their relation with their teachers so this sociocultural matrix impacts who they are, how they learn and their outcomes.

As it has been mentioned before the learning process relies on the student effort, nevertheless it is interesting how the social factor has one of the main roles in the learning process. As I observed several of their English classes and their classroom context, I must say that there were students from different countries such as: Korea, Brazil, Philippines and Italy which is a wide cultural variety for Latino students and their practice.

An example of this was evident when some of the Latino students seemed to get nervous if they had to talk after a good example of speaking for instance: if the Korean classmate did well then, they would feel pressured to do as good as their classmates.

It is a clear example of practice; in this situation the Latino students felt the pressure to do a good job even when they were a bit nervous the fact of having someone from a different country doing a good job push them to try it as well then, we can see how it is starting to make sense how

the social or cultural factor has an important role in the educational factor which in this case was the speaking activity.

Continuing with the idea above it is worth it to mention that I could see how the Latino students interacted not only between them but also with the foreign students, having said that we can see how the social factor inside the classroom helps the learning process directly and indirectly.

What I mean by saying directly is because of the activities developed an example of this was the speaking activity on the other hand indirectly because by having a cultural context of countries with different languages the students see the necessity to use English almost as mandatory in order to interact, make friends, meet people and not only for educational purposes. P2: *“The plurality of people of different nationalities with whom one meets in the course and forces one to speak in English all the time”* [interview excerpt].

More important, is the fact that some students only have the social classroom factor to practice, *“I mostly use English inside the classroom”* in other words it is crucial for a student to have that need of speaking in English.

This sensation of need is created only if the contexts allow it, in other scenario if we have all students speaking Spanish or coming from South American counties, they will not have the desire of speaking English and the learning outcomes will definitely be affected.

In the same way now, we have the social factor but related to their lives outside the classroom, still the fact of being in a place where the student sees the necessity to use English remains as important as in the classroom, P5: *“The English courses that I have taken specifically here in Australia, have helped me a little to understand more easily when the person is speaking,*

for example my ear is adapting a little better". [Interview excerpt], P1: *"But at work it is mandatory to speak in English and in my school too."* [Interview excerpt]

In this order of ideas, it is clear how the social factor force the students to use English sometimes is different though, in situations where they do not have to necessarily use English, they just simply do not do it, P2: *"I would like to spend more time with English-speaking people so I can practice the language a little more, but I do spend more time with Latin American people."* [interview excerpt], P2: *"in my case 70 percent of the weekly time I speak in Spanish"* [interview excerpt], P6: *"For example, English has been very hard for me, in my work more than anything because as I told you, at home I always speak all the time in Spanish"* [Interview excerpt], P7: *"but well, we prefer to speak in Spanish, although as Daniel said television and what we watch is in English because everything is in English, but in terms of speaking is always spoken in Spanish in my house."* [Interview excerpt].

Summarizing the different excerpts above, it is possible to conclude how the social factor is connected to the educational factors and its outcomes even if the social factor happens inside or outside a classroom, the different Latino participants express their opinions where it is visible how they use English based on their needs or when they seem to be forced to do it.

Whether if these situations are because of their work, grades or interact with foreign people but further than a feeling of "I have to" there is no enough evidence from them that shows to actually use it daily or at least practice more than the contexts demand them, some sort of feeling of "I genuinely want to try it".

One last excerpt of one of the participants that contributes to the main idea of the paragraph above which is as follows: P10: *"Some of us do not give enough interest to commit with the*

language, so I think that the attitude and the circumstances is what would lead each of us to create a different relationship with the English language.” [Interview excerpt].

As it was mentioned before the commitment more than the social factors is essential for the Latino student's proficiency it is such a key factor that limits their outcomes till a certain level, because what will happen if they practiced more? What will happen with more self-commitment? These are answers that could possibly be known only based on the students' effort and what comes with it, surely their proficiency would be more remarkable though.

As part of the discussion, the researcher answer the research question stated for this study:
What is the result of the English learning process of a group of Latino students who are learning the language in an ESL context in terms of the proficiency of the target language?

Based on the results obtained from the instruments and its categories, it is fair to say that the result of their learning process is roughly poor, due to the different factors involved along the research exercise it is acceptable to say that their English proficiency overall is not as good as expected.

At this point it is not risky to say that this is only a “theory” it is been proved by facts that the Latino students still have to work more on their English skills although it is directly their responsibility and not much related to the institute in this case is ELSIS, sometimes we believe that the English courses and the context which for this research is an ESL context are everything to learn a language which is something I as a researcher believed at first, after analyzing all the participants' answers I realized that the quality of the results in terms of proficiency is directly link to their commitment and desire to practice and furthermore learn.

During the observation and interviews process there were several answers such as: “I tend to hang out more with people who speak Spanish”, “I find very hard to get into a conversation with someone who speak English because I rather have it in Spanish”, “if I am after a grade, an essay, a test I will not see the necessity to practice it”. On the other hand, we have some other factors beyond just practicing such as Moussu (2010) defined the Latino community as a group of people vulnerable to suffer discrimination because of economic status, country or family background interfering with the learning process.

Which is something I could notice trough the observations in situations where students from different countries would develop successfully the exercise the Latino students seemed to get nervous of participating due to the insecurity themselves had created.

Either way the results of the Latino student’s English process in terms of proficiency and what respects to English skills and use of it is not good enough to be called “good results” the whole process lacks of: self- commitment, practice and awareness of how important English is.

7. Conclusions

In this research it is concluded that there are specific factors interfering in the Latino’s learning process, these factors are: fear of talking, not enough self-commitment, their context is not the appropriated for their language proficiency.

Talking of each one of the factors, to begin we have fear of talking, this was evidenced in the observations exercise and the participant’s contributions, besides of their own answers , I could see the same, it was very notorious how after a good student participation some of the Latino students would feel anxious to do it as good as their classmates and so feel fear of participating , this is not only in the classroom context also in their work places, while doing the group interview

one of the participants mentioned how she constantly was repeating: “sorry, sorry” because she could not understand what the other person was saying, because of this she would feel embarrassed of talking also because she did not know how to properly communicate.

Having said that, there is this cycle where the Latino student find themselves in a situation of fear of talking, because they consider they will fail and this blocks their learning development. Continuing with the next factor which is: self – commitment, it was also evidenced in several parts of this research document how low or almost non – existent was the Latino students commitment towards their learning process, this is highly connected to their learning process and the results they want.

By ‘wants’ is what we could think about, but some of them expressed their obligation to be there doing an English course, they also expressed how important grades are to their commitment sense, claiming to not feel engaged with the English course if the activity did not represent a grade but this not only happens inside the classroom also just the fact of not having any interest to interact with English native speakers is also a factor worth it to analyzed.

Continuing with the idea above during the group interview some of the participants mentioned how they mostly hang out with Spanish speakers in their work places, classroom even their homes, a specific guy commented that his partner is Australian but she speaks Spanish so they communicated almost all the time in Spanish, so it is surprising how even when they have such a facility to practice, they just avoid it.

Coming to an end with the last factor what I mean with ”their context is not the appropriated for their language proficiency” I am not referring to the English context or in other words the place where they find themselves, I really mean “their” because the Latino students are not trying to

build up their own context where they can have the opportunity to speak and practice English, even though they live in a country where English is the native language it can be understandable that not always or everywhere they will use English but this does not mean they cannot make their own opportunities.

Even when they have the right to choose the people to hang out, to speak in English, Latino students always prefer to be around of Spanish speakers, the only places where they must use it are those places where it is mandatory for example: their work place, class room etc....

To conclude this, Latino students have created their own obstacles, this is not anymore about “the country where I live, I do not have the opportunity to practice English outside the classroom” this is more about “I make my own choices either if these helps me or not with my learning process” in other words their leaning outcomes are all linked to different factors unfortunately all of them coming form the Latino student and the way they handle their situations.

8. Limitations and implications

In a different context where the English course was a longer course in terms of time, having in mind that each course can last from 3 to 6 months per level, I consider if I had a one-year course or a full course where I can study and see the student’s development from the start to the end of the curse would have been a different type of research process, because the context would have allowed me to analyze their learning process in a more detailed and extended way.

As I mentioned before the idea of being more involved in their learning process almost as the “second teacher” brings me many ideas of how could that have possibly turned out, so I have two different contexts where I ask myself what could have happened if the circumstances were different.

This does not guarantee that students could have had better results because that might be not the situation, but still it is interesting to consider the idea of a more detailed and guided learning process with the students , it is always a good option to be open to different contexts and results instead of generalizing and set a certain result which for now in this research project the results are clear it can also be interpreted in the way that under other circumstances the result could have been different which is also the factor that generates intrigue to research more in order to know what other situations we can get, what other student's contexts are possible to see , what other issues we can face , how we can manage them and their corresponding results.

To sum up, I do not see the “different circumstances” as a possible factor that could have changed this research project, I consider it as the main role for this and any research project, because based on the context or circumstances it is possible to analyses and developed an investigation.

Starting from the final results of this research project, if I was the person or anyone who would continue with this topic I would like to develop a more detailed and intensive field research because I am very curious about the capacity of the Latino students if they were more committed to their own learning process , so the next step for me would be to follow their learning process more closely , if I can be involved in their proficiency target , to help them with speaking exercises and their confidence while speaking would be very interesting,

Although it sounds like a lot of work and time, as a researcher I have great interest to see how far I could take them and their English capacity, in some part of the document I expressed my interest to know what could have happened if the Latino students were more committed or have taken more risks in their classroom activities and in their daily lives (contexts) or perhaps if they had had someone guiding every aspect of their learning process.

By someone guiding I do not mean a teacher because they already had it, I mean someone who could contribute to their weakness and make them work on them more frequently , so I would say I have high expectations from the Latino students and their English proficiency with some little changes because I know they have the knowledge due to the observations I can say the majority understood the topics in every class , the issue was when they had to put them in practice and the importance they gave to it.

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10. Annexes

Annex A: Consent form ELSIS coordinator and teacher



UNIVERSIDAD SANTO TOMÁS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

VIGILADA MINEDUCACIÓN - SNIES: 1704



Interview Recording Consent

Sydney, February 2nd 2022

Dear
Coordinator and Teachers

I am a student of a Bachelor of English as a foreign language at Santo Tomás University, located in Colombia, Currently I am developing My Research project in which I have to interview different directives of the institute ELSIS.

The research project's Topic is related to the Latino students and their experience learning and using English in different contexts. Therefore, the interviews consist in questions related to the Latino students, Teaching experiences and Information about the English courses and the Institute itself.

The interviews will be carried out Online in a schedule that suits you the best. It is worth it to mention the answers and the recordings of the interviews will be used only for research purposes.

By signing this document, you agree to do the interview and at the same time to be recorded.

Coordinator Signature

Teacher signature

Best regards,
Maria Paula Gaviria Gonzalez



Annex B: Consent form ELSIS participants**Interview Recording Consent**

Sydney, February 2nd 2022

Dear
Students

I am a student of a Bachelor of English as a foreign language at Santo Tomás University, located in Colombia, Currently I am developing My Research project in which I have to interview different students of the institute ELSIS.

The research project's Topic is related to the Latino students and their experience learning and using English in different contexts. Therefore, the interviews consist in questions related to the Latino students, learning experiences and Information about the English courses.

The interview will be carried out Online It is worth it to mention the answers and the recordings of the interviews will be used only for research purposes.

By signing this document, you agree to do the interview and at the same time to be recorded.

Students' signatures

Jackson Espejo

Juan Mario Arbelaez

NI: 000 012 367-6

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Annex B: Consent form ELSIS participants

**UNIVERSIDAD SANTO TOMÁS**
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Annex B: Consent form ELSIS participants

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Lina

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Annex C: Teacher Interview

The objective with this interview is to gather information from the person who is most related to the participant's learning process and his perspective towards the course, this is for the project I am currently carrying out to develop a degree project for the Lic in Foreign Languages English. The information collected will be used for purely investigative purposes and the participants were all previously informed about the interview.

- 1. How would you describe the English learning process of the Latino students?**
- 2. How is the English course structured in terms of abilities? Either of these speaking, writing, reading or listening?**
- 3. Is there any pattern you have identified in the Latino students learning process? Which one or which ones?**
- 4. What options does the course offer to the students to learn English?**
- 5. Do you personally do it in your classes? Like I know, the course offers that. But do you focus on that a lot?**
- 6. What teaching strategies and how do you teach to students who don't know English? Or have a very low proficiency of the language?**
- 7. How do you approach to those students who have nothing of English?**
- 8. According to the Common European Framework, what are the English levels that Latino students have when they start a new English course? And when they finish that English course?**
- 9. Have you had situations where you had this student who didn't have anything knowledge about English? And they finished the course pretty much at the same level? Have you had any students like that?**
- 10. How does the course evaluate the students learning outcomes?**
- 11. Would you say Latino students' kind of struggle learning English? In either ability?**
- 12. Which English ability would you consider is the hardest for us to understand or to develop? Like reading, speaking, writing,**

Annex D: Coordinator Interview

EL SIS Coordinator Interview / the objective with this interview is to gather information from an outsider person of the English course to be complemented with the teacher interview. The information collected will be used for purely investigative purposes and the participants were all previously informed about the interview.

1. How is the English course structured in terms of abilities? Can be (Speaking, writing, reading or listening)

2. What options does the course offer to those students to learn English?

3. According to the Common European Framework, what are the English levels that Latino students have when they start an English course and then when they finish it?

4. How does the course evaluate the students' learning outcomes?

5. Having in mind where the Latino students start the course and finish it, would you say or would you consider the learning process was actually successful?

Annex E: Participant's Interview

EL SIS participant's interview / The objective with this interview is to gather the participants' opinions towards their English course, their own experiences as a learner and in their daily lives.

1. What are the most remarkable difference between the English courses you took in your country and the English courses you're taking in Australia?/ Cuáles son las diferencias más recalcantes que ustedes han tenido entre los cursos que ustedes han tomado en su país y aquellos cursos que ustedes han tomado en Australia?
 2. What are those things that you have learned from the English course and have you used in your daily life?/ Cuáles son aquellas cosas que ustedes han aprendido de ese curso de inglés o lo que ustedes hayan realizado y que ustedes de hecho aplican en su vida diaria?
 3. Which context or situation do you speak in your own language and in which ones in English? / En cuáles contextos o situaciones ustedes hablan en su propio idioma y en cuáles en inglés?
 4. In your social life, Do you hang out with native English speakers or Latino community? If other different culture people which ones?/ En su vida social o vida diaria suelen salir o relacionarse con personas hablantes del inglés nativo o se inclinan más por la comunidad latina. Y si salen con gente de otra cultura, de dónde son esas personas por lo general?
-

Annex E: Participant's Interview

-
5. At work what language do you speak the most and why? / En el trabajoCuál es el idioma
6. What language do you speak when you have free time? / Qué idioma es el que ustedes mas hablan cuando tienen tiempo libre?
7. What situations represent for you difficult while talking in English? / Cuáles son las situaciones que representan para ustedes dificultad al hablar inglés o al comunicarse en inglés?
8. How long do you speak English per day or per week? / Que tanto hablan ustedes ingles por semana o por día?
9. How long do you speak your mother tongue per day? Per week? / Qué tanto hablan Uds. su lengua materna por semana o por día?
10. What are the most common problems you have faced at work in terms of communication? / cuáles son los problemas más comunes que Ustedes han enfrentado en el trabajo en términos de comunicación,?
-

Annex F: Observation Format

This observation format was carried out during the second semester of 2021 specifically having the first observation specifically on June 4th until the last observation carried out on December 2nd, this instrument aims to collect data direct from the classroom context and the participant's relation to the Language English.

Name of the group:
Name of observer:
Date of first observation:
Date of last observation:
Observation: