Practicing English in a Different Way: Non-Institutionalized Spaces in Bogotá

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Note of acceptance

Advisor _____

Pilar Méndez

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“La Universidad no se hace responsable de las ideas, ni del contenido del presente trabajo debido a que éstas hacen parte única y exclusivamente de sus autores”.

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Abstract

Out-of-class learning spaces for practicing English are appearing in Bogotá and giving a different perspective to language learning and practice. These places are frequented by visitors from diverse contexts, including locals and foreigners who participate in the activities offered by these places. The current ethnographic research aims to explore the reasons why attendees visit these spaces and which are their motivations for learning English in this type of context. The intervention was developed through six sessions in two out of class learning spaces where the researcher obtained the essential information for the developing of this project. Data was obtained by way of semi-structured interviews, participant and non-participant observations and post facto notes and transcriptions. The findings reveal that social and learning practices are aligned and controlled by attendees to expand their social circle and their language skills.

Keywords: out-of-class learning, non- institutionalized spaces, language learning investment.

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CHAPTER 1. INTRODUCTION

Learning spaces are appearing around the city and they are promoting the learning and practice of a language in a different way; their names may vary among intercultural exchange, conversation clubs, language tables, language meetups, language exchange, among others. Although, these places are related to informal chats combined with entertainment, food, drinks, games, socialization activities (karaoke, card games, guessing games, among others), there are different perceptions towards them and it might be believed that they are not proper enough as the formal and institutionalized learning spaces. Locals and foreigners attend these spaces and it may be thought that is because they are offered as spaces where people can practice, learn and share a language experiencing some freedom. These locations work as spaces where several cultures share the same room.

Indeed, worldwide, Gutiérrez et al. (2008) explore the proliferation of out-of-school locations, recognizing that there has been a rupture of traditional spaces for learning languages such as classrooms. In comparison to traditional classrooms, these spaces that are - named in this study as *Non-institutionalized spaces* (hereafter NIS) - can be described as places that offer a variety of activities in order to practice, learn or reinforce a language in a different way, disrupting the rituals, modes and practices of institutionalized classrooms. In this research, the author wonders how these spaces can be perceived by their visitors as learning ones in order to understand the personal and academic agendas that mobilize learners to practice language. This research project also intends to explore two non-institutionalized spaces for the practice of the English language in Bogota to display English learners' self-regulated actions to learn and practice the language within social settings.

Furthermore, it is expected that this research project contributes to the fields of ELL and ELT regarding Non Institutionalized Spaces as another way to learn and practice a language. Additionally, I wish that this research project serves as a way to make NIS visible because these wonderful spaces located around the city should be also taken into account when thinking about practicing or even learning a language.

1.1 Justification

This study contributes to enrich the LEBEI program research line: Imaginaries and social representations, and also to complement the findings of the research English teacher subjectivity and English teaching in Bogota" developed by Intertexto group. The revision and characterization of non-institutionalized places for practicing English in Bogota expands knowledge about the learning culture of people who seek alternative places (out of the education system) to relate with language and other people who speak English language in different proficiency levels.

1.2 Problem statement

The present project emerges from the interest of Semillero Internautas, Contextos y Prácticas to explore different contexts and practices in relation to English in non-institutionalized places in the city. Few researchers have addressed the topic in the local area, however in order to locate these places I found information about non-institutionalized spaces for learning languages in a website named Meetup.com which is a directory that provides a description about the places and the activities offered in principal cities around

the world such as Hong Kong, New York, and Paris, including Bogotá. since it attracts exchange students or curious locals who want to practice the language, to meet people who share their interests (academic, work, affective, etc.) or desire to explore this world and what it can offer to them.

A study carried out in Canada (2016) at a college in the British Columbia interior evidenced the experiences of ten immigrant people, whose role was as English as additional language learners (EAL). They were part of a group of volunteers in a multicultural café and they had the opportunity to interact with the locals. As the authors Riley & Douglas (2016) comment, this encounter improved the participants' communication with the academic community and given access to the cultural, language and social knowledge in order to integrate themselves into the Canadian community.

In the Colombian context, more specifically Bogotá city, there is not enough information in articles or studies that provides the reasons why these places attract people, further from the desire of learning or improving a language. It is important to know more about attendees' perceptions in relation to NIS practices and experiences of learning to inform the English Language Teaching (ELT) field. These experiences of learning in connection with social practices may serve to understand attendees' identities, profiles, and repertoires for the development of English Language Learners (ELL) scenarios around Bogota as an alternative or complementary space.

In doing so, the ethnographic component of this research meant constant visits to these places to explore its influence on the citizens and foreign people and inform the ELT field.

For the reasons mentioned above, this project poses the following question:

1.3 Research questions

What do non-institutionalized spaces inform us about English learning practices, interests, identities, and habitus of attendees?

1.4 Research Objectives

In order to respond to the needs of this research project, the following objectives were proposed by the author:

1.4.1 General objective

To describe attendees' habitus and practices of English learning in Non institutionalized spaces.

1.4.2 Specific objectives

1. To describe frequent visitors' identity features in terms of commitment and aspirations.
2. To characterize non-institutionalized spaces for English Learning and its practices
3. To identify attendees' perceptions about practicing English in Non-institutionalized spaces.

CHAPTER 2: LITERATURE REVIEW

This chapter displays the information concerning the two concepts needed for the development of this research project: Out-of-class spaces and Language learning investment. The chapter is organized by the definition of each concept using information provided by different resources obtained through databases such as studies, articles, online books, dissertations, monographs, among others. Some researchers have shown a growing interest in the different activities in which learners participate in order to practice the language they are currently learning.

2.1. Non-institutionalized spaces

In this research project, Non institutionalized spaces serve as a term that helps to locate those out-of class spaces in Bogota that do not have scholar conditions to certify learning with a valid diploma.

2.1.1. Out-of class learning (Language learning beyond the class)

Out-of class learning is one of the variety of designations assigned to Language learning and teaching beyond the classroom (hereafter LBC) (Benson & Reinders, 2017) this term is also recognized as: “out-of-class, after-class, extra-curricular, self-access, out-of-school and; informal, non-formal naturalistic learning; non-instructed learning and self-instruction; autonomous, independent, self-directed and self-regulated learning.” (p.561) as the authors display in their inquiry.

Moreover, Lai, C., Zhu, W., & Gong, G. (2015) highlight the importance of out-of-class learning that they consider as ‘an important context for human development’ (p.1). The

authors also lecture about how these experiences can be beneficial for a learning process if there is quality enough to learn a language in those spaces and obtain optimal results.

Benson (2011),in his study, he decides to use ‘Language learning beyond the classroom (henceforth named LBC); however, in the present project I decided to use the terms ‘out of class spaces’ and ‘Non-institutionalized spaces’.

Consequently, for this theory, the author determines four dimensions: Location, formality, pedagogy and locus of control, and he explains their purpose is to provide coherence to the research field of LBC. Each dimension is going to be displayed in the following figure. (see figure 1)

Figure 1: LBC Dimensions proposed by Benson (2011)

LEARNING BEYOND THE CLASSROOM

DIMENSIONS

1.Location



Benson (2011) explains the reason why he decides to use the term 'Language learning beyond the classroom', adding that is not common to characterize a language learner without he or she frequenting classes of any type or being immersed in the variety of learning described above; moreover, he describes this term as inclusive.

Learning can be originated in other spaces, which at the same time, may serve to break down preconceived ideas about where does learning takes place.

However, Benson (2011) recognizes that Out-of-class learning is also found inside the school and is represented through activities such as debates, public speaking, presentations among others.

2.Formality

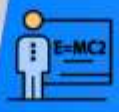


This dimension corresponds to the concepts of 'non-formal' and 'informal' and their differences with 'formal' teaching and learning.

Benson (2011) claims that **'formal' teaching and learning** occurs inside institutions. Meanwhile, non **formal learning** is related to classroom or school-based programmes which do not include tests or any other type of qualification. And finally, he mentions that **informal learning** consists in actions that people accomplish in order to train a skill, obtain knowledge or understanding about anything that fulfill their interests, all of this carried out outside the classroom.

In addition, the author takes into account the theory of public pedagogy proposed by Henry Giroux in 1984 which affirms that learning occurs beyond formal education and can be found in popular culture, internet, public spaces among others.

3. Pedagogy



The author focuses his attention on the role and the kinds of pedagogy in LBC in order to differentiate the concepts of 'self-instructed' 'non-instructed' and 'naturalistic' learning with 'instructed' language learning.

Benson (2011) explains that instruction is associated with formal methods which include distribution of adequate material, explanation and test application. It happens when is necessary a guide that helps to understand the whole process.

'Self-instruction' refers to the intention of the learner to acquire knowledge related to the language he or she intends to learn considering that, he or she seeks instruction from appropriate material such as books, podcasts, tv programs and others that serve as classroom instructors. In different circumstances, in 'naturalistic' learning there is not a learning purpose at all. It is is not necessarily directed by a guide or supplementary material but it happens in other circumstances; for example, an event carried out in a bar, where through interation with others,the learner decides to experiment public speaking and tries doing stand-up comedy where this person learns about different ways to entertain and communicate with others.

4- Locus of control



The last dimension consists of the contrast among 'independent', 'self-directed' and 'autonomous' language learning.

Benson (2011) claims that the presence of a teacher is not required when talking about these concepts.

An example that evidences 'autonomous language learning', as the author says, is, that the decision of learning without a teacher lies in the learner, he or she determines it and also if he or she prefers to take a course. However, in most of the cases, the learner is not the one who makes the decisions about learning a language, younger learners that are part of 'compulsory school curriculum' cannot really decide about their learning of the language. On the other hand, for adult learners acquiring a foreign language can represent personal progress and enjoyment they can choose what they desire to do.

Regarding the previous dimensions, other authors decided to increase the number and add their own. Benson & Reinders (2017) display them briefly:

> Chik (2014) added a temporal dimension to the model, concerned with the 'TRAJECTORY' of a learner's engagement in a particular form of LBC. Lai et al. (2015) also consider VARIETY OF ACTIVITIES and the degree to which they are MEANING FOCUSED as factors in the quality of LBC. Other important dimensions may include: MEDIATION, or the resources used in learning (teaching and learning materials, authentic texts, technologies, etc.); SOCIALITY, or the social relationships and networks involved in the learning process; MODALITY, or the learning practices engaged in (e.g., language study, or language use: reading, listening, spoken or written interaction); and a LINGUISTIC dimension, concerned with the language skills and levels of language competence involved in LBC. (p.562-563)

In addition to the preceding information, the authors mention three more dimensions which they consider are directly related to LBC learning processes. The first one, proposed by DeKeyser (2008) as cited in Reinders et. al (2017), which establishes the dimensions of 'intentional' which consists in the attention centered on language learning, while 'incidental' is referred to directed attention to something else and the language learning as an aftereffect, this dimension has a similarity with the naturalistic learning. The second set of dimensions introduced by Ellis (2008) as cited in Benson (2017) correspond to the 'explicit' learning; what is learnt is incorporated to the conscious knowledge while the term 'implicit' is integrated to abilities or skills in an unconscious level. The last corresponds to 'inductive'

learning that interprets general aspects from particular details and ‘deductive’ that consists of implementing general aspects to particular details.

The information aforementioned evidences the increasing number of dimensions related to the LBC model, which the authors consider is still in development. Moreover, they also mention that when carrying out a study related to LBC, is a good starting point being aware of the different dimensions where it is located.

2.1.2. Setting

Benson (2011) recognizes the importance of where LBC develops, more specifically in the setting or environment as he recognizes it in his later research developed alongside Reinders in 2017.

The author claims that setting is not a specific area but a series of different situations developed inside a space where possibilities and limitations surrounding language learning occur. However, Reinders et al. (2017) clarify the assumption about classrooms not being part of LBC and explain that this space should not be excluded but considered as one more of the variety of language learning environments. They also mention that a classroom serves as a connection to other settings.

Benson, in his work developed in 2011, defines setting as: “An arrangement for learning, involving one or more learners in a particular place, who are situated in particular kinds of physical, social or pedagogical relationships with other people (teachers, learners, others) and material or virtual resources.” (p.13). Furthermore, he relates these locations to social learning spaces which Murray (2013), taking into account Oblinger (2006), refers to it

as a location where learners attend, interact with others, share their experiences and learn with them.

Based on the previous declarations explained by the authors, it is important to notice that several elements are involved when talking about a language learning setting, those are the relationship of the learner with the physical location, objects and clearly the other learners, as Benson (2011) points out. And what is worth mentioning is that interaction is a meaningful aspect when the authors comment on the implication of various learners or a learner with supportive material such as videos, podcasts, movies, books, among others.

2.1.3 Possibilities and limitations of LBC

Reinders & Benson (2017), also mention a diversity of settings in which figures language cafes, English corners, face-to-face and online tutoring, independent learning in home, heritage language learning in the community and they also include online locations such as fan fiction, gaming and online TV dramas or series. The authors assert that those spaces found in the literature offer a perspective about the amount of possibilities where LBC is developed. Another aspect taken into consideration in Benson et al. (2017) inquiry is studying abroad because it involves LBC and classroom in a foreign context which offers a wide variety of opportunities and practices compared with house setting. Nevertheless, there are still limitations due to the difficulties of accessing to native speakers and interactions end up narrowed to classroom only, the authors state.

2.2 State of art

As this study deals with non-institutionalized practices in connection to local experiences at Bogota, it is important to explore studies that have been carried out through the past years in order to identify how these practices are being developed worldwide therefore these sources will help to nurture the present research project. Is important to clarify that studies related to NIS developed in Bogotá were not found but studies carried out in other countries under the concept of out-of-class spaces. The aspects analyzed in the articles, books, among other documents used in this research were the way non-institutionalized practices are being developed in different contexts, the participants, the instruments used to gather data and the conclusions.

The first example documents the qualitative multiple-case study carried out by Chan (2016), in his article, he reveals the experience of a group of six English learners who participated in out-of-class activities developed outside the traditional classroom, in Hong Kong, China. The study was aimed at exploring how the participants used popular culture throughout out-of class-learning tools (English movies, English TV channels, online resources, social networking) and established their autonomy in that context. The data collection techniques used were a survey which served to make the selection of the participants who manifested their involvement in out-of-class learning. The author also applied semi-structured interviews (two of them were in Cantonese, the participant's first language) and journals where they could reflect about their practices.

The students revealed their intentions to endeavor to comprehend the language adopting strategies that helped them to improve their skills including vocabulary, reading and

listening. Some of them while watching a TV show, others paying attention to the vocabulary and expressions used in sports programmes and movies. Other participants wanted to improve their writing skills through a blog and another participant read books in order to gain more vocabulary. They developed strategies where they could evaluate themselves, they also manifested their enjoyment of the process due the fact that the activities were related to their interests. Finally, Chan (2016) also discovered that out-of-class learning helped the participants to improve their school performance, to use the language for personal purposes and to promote autonomy.

The development of this research contributes to the present project because it explores a different way of learning and practicing the language, some of them were chosen by the students and the others suggested by the author of the inquiry. The researcher affirms that these elements denote the interests of the learners in seeking entertaining ways to learn a language and enjoying the process. Another important aspect considered by the author is the autonomy which is a great component to complement what has been learned at schools, institutions, workspaces among others. Even if the decisions of the students are not completely independent from those promoted in the classroom, they still can choose the type of material they prefer and what is more, as Benson (2011) mentions, classroom also serves as a way to connect to other spaces.

This case also demonstrates the way these students got hold of those materials and used them to increase their knowledge in the language at the same time, they enjoyed the process which is not directly addressed in the study, but can be inferred through their preferences reflected in the materials chosen by them.

Lai et. al. (2015), highlight the relevance of out-of-class learning that they consider as "an important context for human development" (p.1). The authors also lecture about how the experiences can be beneficial for a learning process if there is quality enough to learn a language in those spaces and obtain optimal results. Regarding this, in their investigation they wonder about the connection of out-of-class learning experiences and the results obtained in the language learning, the also question about which aspects influence the development in the different out-of-class situations.

The inquiry was applied to 82 participants, who were students and EFL learners from a high school located in China. Lai et al. (2015) implemented a questionnaire in the native language of the participants and they included questions related to the extent of time and technological means they employed to study English outside the school and nurture their learning in that language with purposes different from developing their school assignments, the researcher also inquired to the participants about those out-of-class practices and reflect them in the questionnaire as well. Lai et al. (2015), also gathered their end-of-semester English grades, they also managed focus group interviews.

The results of the study demonstrated that the participants were self-driven regarding engagement in the out-of-class practices, despite this result, the authors found that not all of those practices indicated were useful at all. A substantial number of students depended only on learning and instructional materials and they receded to the opportunity to appropriate themselves in their locus of control, which Benson (2011) refers to independent and autonomous learning. It is not implicit in the study, but it is possible that students were afraid or lacked knowledge about independent practices which allowed them to own their locus of

control. Another element to consider of the issue previously discussed was that parents and teachers decided the development of the out-of-class activities and their opinions were taken into account by students when developing their assignments.

Nevertheless, the authors suggested that in order to promote autonomous practices, teachers could start by educating their students and their parents to ‘go beyond the dominant self-instruction pedagogy’ (p.22) and including naturalistic materials that do not necessarily include instructional resources but other types as the ones adopted in Chan’s study (movies, series, music, popular culture material) However, is also favorable that the responsibility of supporting these practices can be shared between teachers and parents. Teachers develop their part during school times however the ones who share most of the students’ time are their parents who from home can also develop practices alongside their children that allow building up the autonomy in the English learners.

The studies aforementioned revealed two different sides: in one of them students took ownership of the out-of-class learning resources which was reflected in the inquiry of Chan (2016); meanwhile in the study carried out by Lai et.al (2015) learners completely relied on material ascribed to their classroom practices and still needed to be encouraged to develop their naturalistic learning and take advantage of the out-of-class learning spaces, resources and experiences.

Another example portrays the case of four learners in their endeavor of renovating their language learning skills in their own out-of-class learning spaces. The study was carried out in Iran. The authors express their interest in the opportunities that learners conceive in

relation to English learning in out-of-class spaces and which are the results they obtain through those practices.

The authors gathered the data through the implementation of in-depth interviews during three sessions which served to obtain information about the multiple ways the learners used and practiced English language in different events outside the classroom. Mohammadi & Moini (2015) developed the interview in the learners' L1, which was Persian, and noted that one of the participants was disposed to answer it in English. The results provided that the participants owned a substantial inclination to be autonomous specially in activities concerning their personal interests such as interacting in the campus of the university and their social world outside there which proves once more, the participants' interest on being in charge of their own learning and make decisions in terms of their language learning. Moreover, the authors found that learners selected several resources such as texts about products and assets, online language games and attending 'mobilized language practice groups'(p.112).

The context is an influential issue, as Mohammadi and Moini (2015) assert, these participants denote their desire to become a language learner even in a setting, as the authors describe, that does not completely support the use of EFL.

The elements described in this study and the previous developed by Chan (2016) and Lai et. al (2015) propose a set of dimensions previously described in Out-of-class learning theory. One of them refers to the different resources used in learning, which mediate and serve as a support to the learner such as the materials, movies, series, music, books, magazines among others. It is not a general rule that the content of the resources has to be

exclusively focused on language learning, on the contrary, the variety of content, which is wide, may support the increase of knowledge of the language in other terms. e.g. vocabulary, slangs, idioms, among others.

By way of conclusion, Reinders & Benson (2017) rush to declare that classrooms should not be separated from other NIS, but it also serves as a bridge to get to other spaces where the learner can nurture their language learning. This statement can be contradictory when searching in the literature however that idea should not be excluded because as he mentions, nowadays there is a considerable amount of other NIS which have been increasing during the last years. Those alternatives may provoke the change of perspective of a formal classroom when there are other different spaces with offerings such as the promotion of autonomy, decision making, self-instruction among others. Another aspect is that there is not teacher monitoring in some NIS, but it does not mean there is no instruction at all because it also depends on the way certain out-of-class spaces are organized.

2.3. Language learning investment

The term language learning investment (hereafter as LLI) was implemented by Peirce Norton for the first time in 1995. The author claims that this concept “attempts to capture the relationship of the language learner to the changing social world. It conceives of the language learner as having a complex social identity and multiple desires” (p.17).

Darvin (2019), based on Norton's statements, adds that investment is the commitment to the goals, practices and identities that are included in the learning process, these elements are negotiated in the relations of power.

Norton (2013) based her theory in the work of Pierre Bourdieu and states that LLI is a constructed relationship between the learner, the target language and the desire of learning and practicing it. Darvin (2019) points out that when a learner feels prepared, he or she can claim legitimate positions in the different contexts where he or she thinks has opportunities to invest in his or her learning. This means that learners who want to achieve personal standards that they imagine for themselves as speakers of a foreign language must invest in language learning and practicing which they see as a mean to obtain what they desire or are interested in, in order to pursue a personal goal and request for a spot in a determined context that the learners considers beneficial for themselves.

Norton (2013), highlights several aspects such as the resources acquired during the learning of a language and divides them in two types: symbolic and material. The first is related to language, education and friendship which are not tangible, the second is associated with real estate or money, elements that are tangible. The author, conveys that these aspects increase the value of the cultural capital of the learner which allows him or her to obtain a higher status inside a group, if the value increases, the desires of the learner for the future are constantly being re-examined in order to achieve his/her goals with the support of the target language. In addition, Norton (2013) claims that investment and identity are correlated, however this relationship between these two concepts will be explained later.

First, it is necessary to understand the concept of identity, Norton (2013) provides a definition and says it is the way a person comprehends his or her relationship to the world, how it has been built up and modified across time and space and how this person creates possibilities that can benefit his or her future. Moreover,Merriam Webster dictionary (n.d)

defines it as the distinguishing character or personality of an individual.[1] The previous statements indicate that the context and the background of a person may affect his or her perspective towards the world around him or her and the way of proceeding for personal gain.

2.3.1. Language learning investment and identity

As reported above, Norton (2013) also mentions a relationship between these two concepts, which she refers to it as: "the desire of the learner and the commitment to learn a language and their complex and changing identity." (p.6)

Identity may be influenced by the variable desires of the individual and is being constantly negotiated with others as Norton (2013) and Darvin (2019) assert. In addition, Darvin (2019) says that a learner may show diverse identities when moving from a different space to another. In the case of investment, the individual understands that those practices allow him or her to acquire not only a series of resources but benefits as well.

Some researchers have shown interest in LLI and their contributions to the matter are going to be displayed in the following:

The first case is Teng (2019) who conducted a case study through a narrative inquiry in order to explore the way three EFL learners developed and practiced the language and how the construction of their identity influenced their investment in their learning. The author collected autobiographical stories and narrative interviews from the participants, who were students of a Chinese university. The data analysis procedure used was triangulation, which

[1] Translated from Spanish.

served to analyze the multiple sources of data. During the development of the research, the author identified three categories obtained from the data analysis: EFL learning in primary and secondary school, EFL learning in college and action possibilities for future EFL learning. After that, the author re-examined the data and searched for the identity development of each learner. The participants' identity was explored and their investment in English learning as well, for example, one of them constructed a positive identity while the other two struggled with theirs due to factors related to their self-perception as English learners (if it was poor or affluent) and their language proficiency which deteriorated their relationship with the language and their imagined identities.

The author discovered that identity affects learners' investment in their language learning and EFL learning is a social practice, furthermore, a learner negotiates his or her identity in order to achieve what she or he desires. Teng (2019), based in the categories analyzed, says that the transition from one community to another (from school to university) also caused the shift or collapse in the participants' identity and interpersonal interaction is needed in order to adapt to a new learning community in order to become a legitimate member.

The previous study evidences the way a student may feel when learning a language and how it affects his or her investment in the target language, in order to claim a legitimate space inside a community where the interaction is fundamental for accomplishing her or his desires and how identity is also negotiated during that process. This article also serves as a contribution to this study because even if it is not located outside the classroom, it informs about the way learners recognize themselves as English speakers. As Teng (2019) asserted,

the shift from one community to another may affect or contribute to their identity as language speakers which could also happen in a NIS.

A second example of the relationship between investment and identity is the case study developed by Umrani (2016) which aimed its attention to the construction of English Language Learning Identity (ELLI).

The author expresses her intentions of analyzing the way learners reconstruct, redefine and negotiate their identities as language learners in their classes and at the same time, to explore their investment and projection for their future selves with the support of their English language skills. The participants were two groups of people (primary, secondary year students) from the English institute of a postcolonial public university located in Pakistan, and she highlights that most of the academic population were indigenous and non-English speakers. She collected the data through interviews, reflective diaries written by the participants, focus group discussion, participant shadowing and non-participant classroom observations which helped to gather the learning experiences, past experiences and future aspirations of the learners.

Umrani (2016) found that their identities were constantly being negotiated and reconstructed through time in social, academic and cultural contexts. She observed that the investment was affected by their socio-economic background, the type of school they attended before (vernacular-medium state, elite and non-elite English-medium school) and she explains that students from elite English medium school invested more than the others, however, vernacular medium school and non-elite found ways to practice with the help of their families, friends and media, which she affirms that the learning of the language was not

limited to school but outside the classroom. Other alternatives were self-study at home and private classes. The findings also disclosed that their investment and identity negotiations were associated with personal experiences, social class, gender, academic and ethnographical background including the time they were part of the English program. Moreover, the participants invested in their English learning in order to get economic, symbolic and social profits, as the author mentions, they expected these practices would help them to obtain a better socio-economic position.

What I am interested in showing from the previous studies is that even if the alternatives mentioned are not completely separated from school, it serves to demonstrate the way the students searched for different alternatives that helped them to reinforce their knowledge in the target language and build up their identities as language users revealing their commitment and investment because they recognized English learning as a way to pursue their personal desires and communicate with others.

A similar situation is described in Collazos & Gómez (2017), who investigated the identity construction of a group of students in an EFL classroom in a school located in Bogotá. Field notes were used as data collection instruments used during the implementation of the research, which served to compile the behavior of the students. The author also implemented a questionnaire and interviews in order to gather the different students' beliefs about their social status as language learners.

Aspects like socio-economic situation, academic and family requests and the relations of power inside the classroom affected the students' English learning. The authors observed insufficient or low levels of investment as a result of the lack of participation from the students in the English classes because they felt uncomfortable, some of them thought they

could not have access to different opportunities or circumstances in the future where they could use the English language. On the other hand, they did not perceive English as a way to obtain symbolic capital or to get better conditions even if they were aware of the benefits that learning a language could bring to their lives due the influence of their parents however they did not applied this. Collazos & Gómez (2017), also identified that students who were poor investors strived power over the minority of students who were considered good investors through offensive behaviors causing them to become shy and abstain themselves of participating in the class causing the decrease of their investment. The authors mention that their investment decreased by cause of their social and contextual background which were influential in their status as English learners.

From the previous information, it can be observed that the class was divided by good and poor investors, and is worth mentioning that even with the difficulties, the good investors recognized the importance and benefits of English language and it would be interesting to observe their identity development as English speakers in other contexts where they can possibly take advantage of their language skills.

On the other hand, in the case of poor investors, it can be seen that they resisted the practices developed in the classroom. Norton (2015), comments in her theory about the aspect of resistance and affirms that: “While larger structural constraints and classroom practices might position learners in undesirable ways, learners, with human agency, can resist these positions in innovative and unexpected ways” (p.21).

This situation is seen in these students’ attitude towards English class and the language itself. They expressed discomfort through behaviors such as not completing the

homework assigned, not demonstrating interest in the class, low levels of class participation, they also used their native language all the time and ignored their teachers' advice about the benefits of investing in the English language. Although, even if the students from the previous study did not look for 'clandestine literacy practices' (p.21) as Norton (2013) refers to the alternatives that learners seek outside the classroom. In this case, it could be considered that students try other contexts and activities where they can practice the language and have the chance to change their position from poor to good investors.

These cases can be directly related with motivation, however in the subsequent paragraphs the relationship between motivation and investment will be cleared by Norton (2013) and Darvin (2019) regarding the differences between these two terms.

2.3.2. Language learning investment and motivation

Norton (2013) expressed her intentions to clarify the differences between investment and motivation, since these two concepts have been associated in the academic field. Darvin (2019) explains that both terms focus in understanding how learners engage and commit to L2 learning. One of the main differences is that motivation is located in the social psychology field whilst investment is a sociological construct that considers language learning as a social practice bounded to relations of power.

The author continues and claims that the concept of investment was established in order to complete the construct of motivation in the Second Language Acquisition (SLA) arguing that theory of motivation does not pay attention to the relations of power between language learners and target language speakers, which can be unequal and neither does capture their identities . At the same time, Norton (2013), explains the difference between

these two concepts stating the next example: inside a classroom, a learner may be a highly motivated language learner but the level of investment is low in the language practices developed in there because some of them can be racist, sexist, elitist or homophobic. As the events described in the previous study carried out by Collazos & Gómez (2017).

In addition, the following example also illustrates a situation occurred not only inside a classroom, but in a workplace or even in a NIS, which is evidence that the language learner expectations of a good teaching and the practices in a space are not completely homogeneous.

Lee (2014) portrays in a case study the situation of a Korean engineering student. inquiry was developed in a public university located in the United States and the researcher wanted to focus on the social interactions and L2 communication skills of the participant in contexts different from the academic field. The data collection methods used by the author were triangulated interviews, an autobiography of the participant about her EFL learning experiences, the journal entries of the participant about her English learning progress and strategies, written evaluations of the oral development in the language (these were composed by three members of the church she attended to) were added as well. Lee (2014) clarifies that even if they were not experts in SLA, their contributions helped the author to observe her social interactions and the development of her English and her language socialization.

The findings evidenced that the participant was a highly motivated learner and she invested effort and time in order to enrich and practice her English. At the same time, the community she was part of recognized and celebrated her improvement encouraging her with comments about her pronunciation which according to them was closer to the U.S standard.

Alongside her English courses, she took into account the advice of her teachers and developed strategies of practice such as watching the news or reading aloud.

This study demonstrates that the participant's efforts were recognized by her American colleagues which evidences the relations of power where she was accepted as a legitimate speaker and at the same time her identity construction, as the author mentions, helped her to describe herself as a legitimate member of American society.

In addition, the participant also experienced situations with individuals who had stereotypes about non-native speakers of English, in this case it was a teacher of the university she attended. Lee (2014) taking into account Norton's statements, refers to these individuals as "stakeholders" or gatekeepers, the ones that represent or provide access to the communities.. That situation was challenging due to factors such as intimidation, marginalization or discomfort that the participant experimented with while interacting with the members of that community.. Afterwards, she could find a better environment where she practiced the language freely without feeling judged and rejected as she felt in the previous place and also her engagement and language development were more productive in terms of investment. It is important to comment that the shift between one context to another contributed to her investment in a positive way and allowed her to develop her language skills in a better way as it was evidenced through the article.

Lee's study reflects how relations of power take precedence in a given context, in this case in a foreign public university. The participant, who came from another country, set a need to situate herself inside there in order to guarantee a place and have the possibility to

imagine a better future. She was clearly motivated but inside the context there were limitant conditions that would not allow the development of her abilities in a complete way.

Another example of the relationship between investment and motivation is the study carried out by Hassler (2019) in an immigrant non-profit institution located in Tennessee, United States. This researcher wonders about nonprofit adults ESL learners' perception of their own identity inside the ESL classroom and other contexts, their investment in learning English, which circumstances influence it and how they reacted to relations of power in their community. applied semi-structured interviews, surveys, diary entries and classroom observations as data collection instruments.

The results revealed that one way students invested in their learning process was frequenting their English classes at the institute in order to attend college language classes in their futures. Besides, the author wanted to investigate their investment outside the classroom and found that some learners used materials like workbooks, movies, music among others, that helped them to enrich their English learning while other participants took advantage of language socialization in other contexts such as their home, work and the community of the city they lived in.

Likewise, Hassler (2019), observed that participants felt the need to practice the language due the context they lived in (a city located in the United States), they need it for their social life and their professions. They also perceived learning a language was a way to obtain more cultural capital and to attain their imagined identities and communities. The author also addresses the struggles that learners faced regarding the disproportion of power

between native and non-native speakers. They had different ways of reacting but these situations did not impede their investment in their learning.

Most of these studies focus on the experience of immigrants who wanted to practice the language in different contexts, they faced difficulties during their stay however their impetus in learning and practicing the language enriched their investment because they recognized the multiple possibilities they could access with the support of the English language. It is also important to analyze how learners of L2 in EFL contexts draw on other resources such as series, movies, language socialization in order to reinforce their skills.

2.3.3. Imagined communities (A world of possibilities)

In the preceding sections, it has been mentioned that learners think of themselves in a future when learning and using an L2 and how it serves to project what they wish. Norton (2013) defines this aspect as 'imagined communities' which are "groups of people, they are not immediately tangible and accessible, with whom we connect through the power of the imagination" (p.8). This means that learners' connections with these communities influence their learning process and may have an important impact in their actions and investment, even if they never had an encounter before. In order to get entrance to a community, the learner needs to invest in an L2 so he or she can participate alongside other learners.

Darvin (2019), explains that from the imagined community emerges the imagined identity and he explains "learners are not limited by their historical past, and are instead able to claim new possibilities for themselves" (p.250). He also analyzes Norton's appreciation of imagined identities and states that a learner can think further about his or her current identity, and imagine a new one may lead to connect with others.

Learners imagine themselves being part of a community, one where they can create or think about new possibilities, a future that offers the possibility to recognize the amount of possible identities that emerge in there. As the inquiry developed by Armendáriz et al. (2016), which explored the imagined community of a group of students from a language institute of a Mexican university. For the participants studying a language represented success, opportunities and even a requirement. The authors also analyzed that learning a certain language could increase the possibility of the learners to be part of a community and its particular practices and identities appeared turning learners into social and linguistic agents as well. For those reasons, the researchers' question about which is the imagined community of the language that a learner acquires.

In order to carry out the case study, a semi structured interview was firstly applied to a group of twenty students, then three of them were chosen. The researchers wanted to analyze in depth the imagined communities of the languages they were learning at the moment and their desires of being part of it. It is important to mention that researchers wanted to analyze the level of investment of each language that the students were learning including English, French, Japanese, German, among others. The authors found that in the case of two participants their language learning may serve as a social and economic survival condition in their futures whenever they desire to represent themselves or negotiate their identities in other contexts. It was also discovered that if a learner located himself or herself in an imagined community of the target language their level of investment increased. Some learners related it to their careers, lifestyle, communicative competence when interacting with other speakers.

This study represents the multiple aspirations and desires an individual has when learning the target language, the way he or she can approach their imagined futures with the

support of one or multiple languages as the article displayed. If the learner recognizes that the language serves to get closer to what they wish, he or she will invest time, dedication and effort to it, as the authors expressed. It was also mentioned that their concept of the imagined community also influenced their investment, in this case, the learner considered aspects as culture or social relationships surrounding that community and he or she found it suitable and convenient for themselves.

The study of Armendáriz et al. (2016) contributes to this research because it demonstrates the factors that influences the decision of the learners of investing in a language, some of the participants considered in their imagined communities the possibilities in the work field with the support of the language, taking into account that some of them wanted to go back to Mexico where English speaking is valued. And it is not only about the job field but other interests such as acquiring skills for business, searching relationships among others.

2.3.4. Language learning investment and habitus

Another important concept taken into account for the development of this research project is habitus, which is related to LLI theory.

Murillo (2018) based in Bourdieu's statement, provides an explanation of this concept and refers to it as:

> A set of structures of thought and action that defines the subject by his or her social, geographic, academic, gender, preferences among other factors. Those aspects

> configure the practices and strategies that he or she uses in the site of struggle.[2] (p.9-10.)

Murillo (2018) adds that public attitudes and acts of the individual such as social places, usage of the language and dress-codes indicate their habitus as well.

At the same time, habitus is located inside a field where different subjects are involved in and own a certain position which can be improved when getting more capital. In order to maintain habitus, the subject does not play by rules but in habits, dispositions in which he or she acts as Hanks (2005) declares.

In addition, Darvin (2019), in his analysis of Norton's work, discusses about habitus and relates it to identity explaining that ideologies[3] and social positions form it.

In the case of this study, this concept helps to understand how learners build habitus in relation to their language learning investment, the decision making when using the language and even the places and practices where they decide to implement their skills.

The information found in the past revision of the literature regarding LLI can be sum up into two themes: The first, consists in a common pattern which is about the students who wanted to invest and decided to nurture their knowledge of the language through extracurricular activities which can be seen as resistance to the practices that take place in their classrooms. These activities can be language socialization, text books, movies, music,

[2] Translated from Spanish

[3] Darvin (2019) refers to it as dominant ways of thinking that organize and stabilize societies and at the same time, they determine manners of inclusion and exclusion.

series among others which serve to improve their communicative abilities and reinforce their identities as language learners.

The second theme is that investment happens with the encounter between identity and the desires of the learners mediated by relations of power. Motivation is not the mere reason why learners act the way they do, investment serves to fulfill their identities as good English speakers and aspects like changing the context, going from a traditional classroom vs open non institutionalized spaces affects their identity as well. In one context they may feel powerful while in another, the learners may develop a weaker identity, depending on it they can claim themselves as legitimate members of the community.

Furthermore, from the previous studies it is possible to conclude that learners are constantly imagining their futures based on their experiences, mostly the ones that contribute to the nurturing or enrichment of their cultural capital.

However, it is still crucial to find studies that address the way learners invest in other contexts outside the classroom, more studies developed in the local area that reveal the current situation in Colombia regarding language learning investment.

CHAPTER 3: RESEARCH DESIGN

This chapter is constituted by the research design and the methodology, its purpose is to display their utility in the development of this project.

The research approach used in this project, the type of study, a description of the population and the settings where the study was carried out will be displayed alongside data collection instruments and the ethical considerations will be described as well.

3.1 Research approach

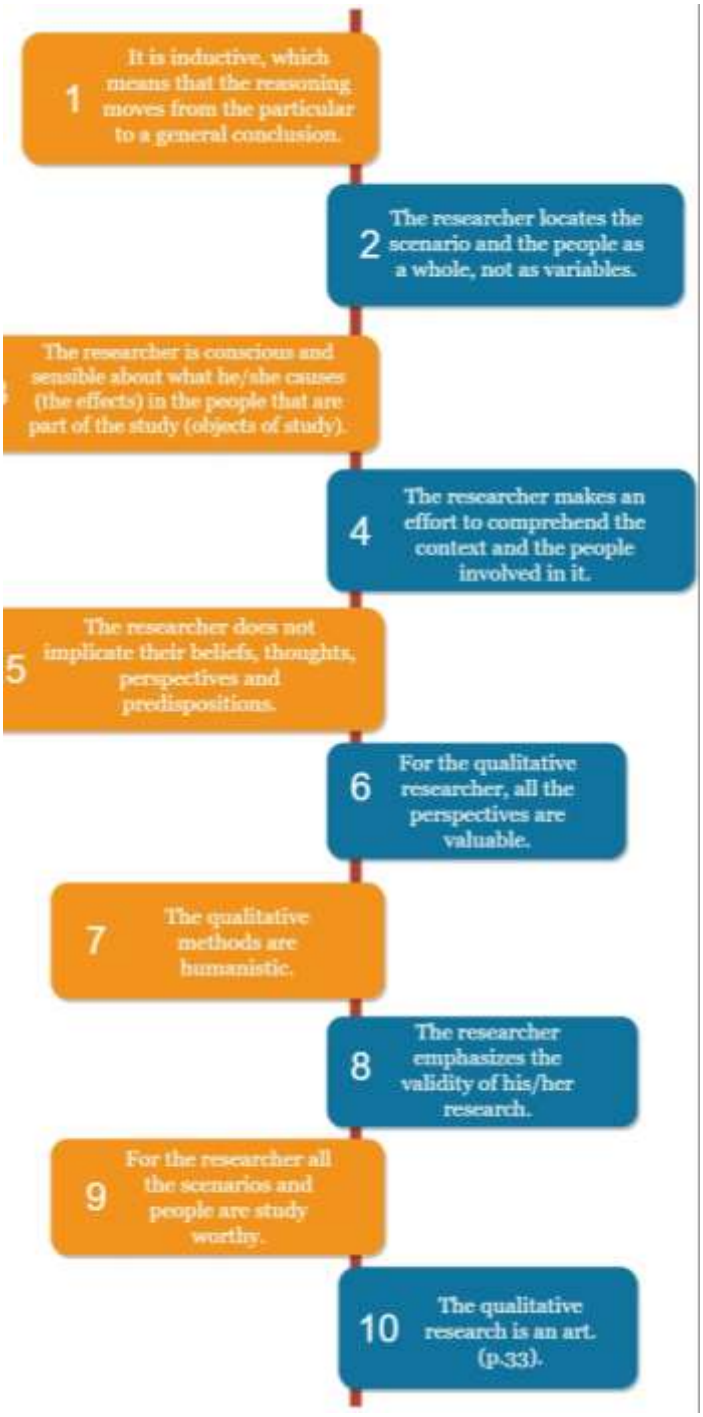
This research is carried out through a qualitative method. According to Sandin, (2003) who takes the definition provided by Strauss and Corbin (1990) and described it as: “Any type of research that produces results, those results have not been obtained through statistical procedures or any other form of quantification ” (p.121).

The authors also declare that even if some results can be quantified, the analysis still remains qualitative because these types of inquiries are about life experiences and behavior of the people. Sandin (2003) ascribes the qualitative method to the naturalistic current due to the comprehension and interpretation it takes towards life situations such as events, interactions, behaviors, thoughts, beliefs, reflections expressed from the voice of the participants, information that is attractive for researchers (Perez Serrano, 1994 as cited in Sandin 2003).

Meanwhile, Rodríguez et. al (1999) refer to the qualitative method that implies the compilation of a great variety of materials such as interviews, personal experiences, observations, historical texts, images, sounds that collects routines, problematic situations and meaning in people’s lives. (p. 32). The authors also imply that researchers study reality inside

its natural context which can be considered as an authentic and raw way to get closer to the information needed for the project, is a firsthand experience. Rodríguez et al. (1999) use referents from Taylor and Bogdan (1986) in order to describe the important characteristics of the qualitative method, which are represented in the following (see figure 2.) having into account their connection with this study.

Figure 2. Qualitative method decalogue.



This decalogue collects important aspects that are not usually taken into account when developing a research, in some occasions the process becomes mechanical and the researcher may lose important details which can be essential for the inquiry he or she is currently

developing. Elements like considering the participants as individuals, understanding their context and experiences, considering that all perspectives are valuables should be not being taken for granted, to the contrary it helps the researcher to understand in a better way his or her duty and the relevance and impact of his/her inquiry.

Qualitative method was adopted to evolve this research project because it collects stories, thoughts, perspectives, opinions from people, an interaction among the participants and me is needed in order to get involved, there is no use of numerical data in order to explore but several elements as words photographs, journals which help to describe and discover experiences told by the attendees of this type of spaces (NIS) or out of class spaces which is the phenomenon and those who are experiencing it (Glenwick et al, 2016). The participants shared their experiences and I interacted with them in order to acquire details that allow the unveiling of these spaces, which, as it has been said, are a different experience outside the traditional classroom.

3.2. Type of study

The approach indicated for this research is ethnography considering that a portion of a certain population is going to be analyzed. These people are part of a group that acts inside a social circle, according to Bertely (1994) this process is “to interpret the others” (p.106).

In addition, Creswell (2012) defines it as “writing about groups of people” (p.41) and he also declares that it is about studying people in their homes or workplaces even in other types of places where they spend time or socialize. In these spaces, a researcher can observe the way people behave, act, think and communicate, then, based on this he or she can elaborate an illustration of the group.

In this case, the target population was the public that attended several events that occurred in NIS, such as bars, pubs, cafe, among others, and their intentions, reasons why they do attend these kinds of places.

Ethnography analyses take into account social interaction patterns and is a holistic inquiry of society, which is being observed as a whole. Rodríguez et al. (1999) unfold this term and they refer to it as “form to learn about the life of a particular social unit” (p.44). Ethnography has its origins from anthropology (culture) and sociology, as Sandin (2003) states in her work. She indicates this approach as the research process of learning or exploration of the lifestyle of a certain group and the result is the product of that inquiry, which can be an ethnographic text or a portrayal of that lifestyle. The authors also expand the concept by displaying the characteristics of this type of approach following the statement of Latorre et al. (1996) . The most relevant items are listed next:

1) Holistic character: It describes phenomena in a global way inside its natural context, taking into account the totality and the complex scenario as its base.

2) Naturalistic condition: The ethnographer studies people in their natural context. He/ she observes, listens, talks and jot down life-stories.

3) It uses the inductive way: The ethnographer uses the evidence for his/her conceptions and theories and also the empathy and ability to study other cultures.

4) Phenomenological or emic character: The author refers to it as the meanings are studied from the point of view of the agents involved in it.

5) The data appears contextualized: It means that the observations are placed within a broader perspective.

6) It is free of value judgements: As it was mentioned in a previous passage, the researcher must be free of judgmental thoughts.

7) It is reflective: The researcher is part of the world he studies and is being affected by it. (p. 155)

Besides the previous information, Rodríguez et al. (1999) provide information about the stages of this approach, which as the authors explain, are not clearly defined however, they based on the work of Goetz and LeCompte (1988) in order to illustrate and guide the researcher into an organized way to do his/her inquiry based in an ethnography.

The first step suggested is to select the group that is going to be studied, this is developed before the intervention starts considering that some aspects such as theoretical framework and identifying the purpose of the inquiry needs to be analyzed first. Then, the researcher plans his/her entering on the scenario, the selection of the informants and data sources, the strategies when gathering data and finally, the intensive analysis of the information.

Therefore, this approach allows me to develop this research project and to explore and attend to the reunions where the language is practiced.

3.3. Data collection instruments

The data collection instruments chosen to conduct this project were: participant and non-participant observation and semi-structured interviews which served to collect the information which was essential for the development of the project.

3.3.1 Participant and non-participant observation

Rodriguez et. al (1999) outline that research does not only consist in just posing questions to certain people related to a situation or a social phenomenon. Observation can also be another way to obtain data about a particular circumstance as the way it is and produced.

As researchers, we can place our attention in a situation that was not described by the participants due to factors as memory distortion. The authors also mention that it is common to see that people are not aware of their own behaviors, which is necessary to use observation if the researcher wants to go deeper in certain characteristics.

In some cases, even that observation can be affected by the researcher's perceptions and as a consequence be modified due to factors such as focusing, assimilation and contrasts, as the authors say. In order to get an accurate description of the events it is necessary to organize the specific items that are going to be observed. Clearly, there will be other interesting events that can suddenly appear and it is good to write down notes about them if they support and nurture the research.

In this project, I was immersed in NIS considering it as part of the implementation of the participant observation.. Rodríguez et al (1999) defines it as "an interactive way of

gathering information that requires the implication of the observer in an event or phenomena that he or she is examining" (p.165).

The authors assert that this implication consists in participating and sharing the activities proposed in those spaces in order to become part of that community or institution. The researcher should be able to mingle, to interact with the people that are part of it and at the same time to understand how they behave. And what is more, this tool allows closeness to the researcher with the people who attend and their experiences.

The Consorcio para la educación compensatoria y la formación ocupacional Gipuzkoa (n.d), (hereafter Gipuzkoa) refers to participant observation as a way to describe phenomena from within, sharing the lifestyle of the people in order to identify the specific behavior that the researcher is interested in.

In this project, I aimed to be involved inside NIS, which as Gipuzkoa (n.d) refers to it as a "privileged place" because it allows intervention. The author expresses that even this may cause a modification in the process but also serves to inform about situations or problems that are not seen with a naked eye.

3.3.2 Interview

Dörnyei (2007) refers to interviews as an aspect that is recurrent in daily life, is everywhere; in television, social media and even in the closest social circle. In general, people are often involved in it and the different roles switch among each other, one time a person can be the interviewer or the interviewee, as the author suggests. It is possible to turn

an interview into a casual conversation where the interviewee does not feel pressured and evaluated and instead have an agreeable moment.

The type of interview chosen for the development of this research project was one-on-one interview due to the interest of collecting answers from each participant. As Creswell (2012) asserts, this form of interviewing is ideal when a participant is not a hesitant speaker and feels comfortable to share his or her ideas and even develop them in a broader way due to the nature of the interview that is semi-structured and is defined in the following.

The semi-structured interview allows the creation of a set of basic questions, Gipuzkoa (n.d) states that this set of questions, even this instrument and its order is predetermined. In this case, the interview will take place inside a bar or a café, the setting is informal but still needs an organization.

It is important to develop the interview inside a comfortable environment in this way, as it was previously mentioned, the interviewed will perceive it as a casual conversation, without realizing about the interrogative structure, as the author suggests.

Gipuzkoa (n.d) establishes the differences between formal interview and a daily life conversation:

a) During this process, the interviewer and the interviewee know in advance when it is their turn to speak and listen.

b) The interviewer encourages the interviewed to speak.

c) The interviewee expects the interviewer to be in charge, to organize and maintain the conversation. (p.357)[4]

The previous statements from Gipuzkoa (n.d) allow to differentiate a casual conversation where there is not a pre-established structure. On the other hand, in both parts, the interviewer and the interviewee already know their roles which is a more organized way to obtain information.

Also, Dörnyei (2007) refers to semi-structured interview as a set of pre-prepared questions which will serve as support to the researcher when conducting it, during the process he or she will know when to get more details if necessary. This type serves to develop new questions during the interview and when the researcher does not want to be limited but to explore as the conversation advances.

Equally, Fountain (2004) suggests useful tools when developing the interview, in order to obtain accurate data that can be essential for the project, tools as video or audio-tape are very helpful because it helps to observe aspects that were not perceptible by the interviewer when the interview was happening. In the case of this project, the way to demonstrate the collected material was through transcriptions (See annex) obtained from the audio recorded interviews.

The type of information collected are the different opinions and thoughts surrounding these NIS, the intentions of the attendees, their experiences inside these places and discovering what was behind the doors of these establishments. It was important as well to

[4] Translated from Spanish.

experience the activities that NIS offer to the attendees, in which ways they were perceived by the participants of this research.

3.3.3. Research journals

It is worth mentioning that attending to these types of events (NIS) was essential for the development of this inquiry. For this reason, I felt the need to reflect the different thoughts and feelings experimented during the visits to those spaces.

Dörnyei (2007) cites Hammersley and Atkinson (1995) who explain that "analytic notes" (p.160) are the result of an internal dialogue, the meditation of a process, which is the core of reflexive ethnography. The authors mention that research journals serve to exteriorize and evidence the different thoughts he or she had during the moment of the experience and is a way to inform the aspects mentioned before. Moreover, this tool is a way to reminisce facts, important details and ideas by which meaningful information can be obtained.

It is also essential to comment that the notes were taken right at the end of the event due to factors such as the context, which was not an indicated place to sit and write in the middle of the meeting. Lankshear (2004) refers to them as post facto notes and defines them as: "records of observations written as soon as possible after an observed event that was impossible to record in writing while in process." (p.229)

3.4. Setting description and participants

In the following section, location, characteristics, activities, food and drinks offered to the attendees among other details are going to be displayed. The places chosen were valuable for the development of the current project because they helped me to search and address the

participants and also learn about the different activities and practices offered. The characterization of the places was developed through a further search that included attending to the physical spaces and checking in web pages looking for information that could provide details about them.

3.4.1 Meeting house

The first place is located in Chapinero, near San Martin Shopping center, on the third floor of an elegant building Meeting House can be found. This place offers bar and restaurant service. On Wednesday and Saturday nights this place's sole purpose is to become a space for cultural exchange. They promote encounters where people from different countries and social backgrounds have the opportunity to interact and share with other visitors.



Figure 3: A drink offered in the menu of the place. Taken by: Miguel Rubio.



Figure 4: Bar and drinks. Taken by Jessica Barragán.

Their focus are languages and artistic expression, that is one of the many reasons (alongside

having an enjoyable time, dance, eat, drink, party, meet new people, etc.) why they organize this type of events.

As some visitors described it in one of the conversations the author had when she attended there: “this place has an immense chest of games” In one of the columns of the place there are different boxes that contains different board games such as Cards against humanity which is dark humor game and the learner can discover new slang and culture vocabulary, What do you meme? based in popular memes and relate them to an everyday situation.

Meeting House also offers a menu with different options that includes pizza, lunch, beer, cocktails (see figure 3. and figure 4.), non-alcoholic beverages among other choices. In one of the walls there is a huge world map which may illustrate their interest in receiving visitors from all over the world.



Figure 5: Map. Taken by Jessica Barragán.

The place atmosphere allows having an agreeable conversation while different sounds are being played at the back, from classic rock to salsa, they even dedicate a day for open mic, which is a practice where a visitor can do stand-up comedy or just telling a fun anecdote. One of the first things that an attendee can notice is a map hanging near the entrance, which makes the place even more attractive. (see figure 5.)

During language exchange days, people can gather in tables for six and where a small flag is placed in order to indicate which language is spoken there.. Then, a group of people are in charge to organize the meetings, they propose games and activities to the attendees and at the same time they support and encourage them to open themselves to the language and to not be afraid of participating.



Figure 6: Advertisement on webpage. Source: Instagram webpage. Consulted in November, 2019.

Meeting house also has different channels of communication: Instagram, (see figure 6.) Facebook and Meetup.com where they constantly update their weekly agenda, upcoming events, photos and videos of the meetings and celebrations and more information related to the place.

3.4.2. Nicopan language exchange

Nicopan is a bakery located in Chapinero. Every Saturday a language meeting is developed in this space. Is a place for making friends while learning and practicing a language and as they describe in their website in Meetup.com (see figure 7.):

> "Wanna hang out, flaunt your English and practice your Spanish with interesting locals?!? We are professionals from all fields and walks of life. Come and have fun with us!!!" (Nicopan webpage)

This intriguing event is developed in the second floor of Nicopan, near Universidad Pedagógica and people can enjoy a cappuccino with a croissant or some 'onces santafereñas' while having a nice conversation with a local or a foreigner or playing Cranium which is a fun game where everyone gathers and participates using their knowledge. Their meetings take place on Saturdays from 2:00 to 8:00 pm and then they move to Morfeo, which is a bar located near the bakery and they share a pair of beers and have a karaoke night.



Figure 7: Advertisement on webpage. Source: Meet-up webpage. Consulted in November, 2019.

3.4.3 Participants

The participants of this research project were part of the population who attended NIS, for a total of 12 people who were not chosen by prior decision but during the meetings. Most of them were around their twenties and forties and attended regularly to different NIS. The characterization of each participant is going to be displayed in the following:

Participant 1. Daniel. He is a 23 years old young man; he works in a call center located at the north of the city and he liked to visit NIS in order to practice and improve his communication skills.

Participant 2: Ryan. He is a frequent visitor of the different NIS located in Bogotá. He expressed that his interest in attending these spaces was due to the fact he spent most of his time working from home and NIS offered him a place where he could share with others.

Participant 3: Brenda. She has been residing in the USA for the last 20 years and explained that she decided to attend NIS because back in that country she used to practice in those types of spaces.

Participant 4: Diana. This participant expressed that she has been attending to NIS for many years and expressed that these experiences allowed her to make contacts and friends

Participant 5: Sara. She manifested being attending for several years to NIS because she liked to practice and teach languages.

Participant 6: Helena. Her experience with NIS started during one of her travels to Europe and she wanted to replicate it in Bogotá.

Participant 7: Robert. He was a new attendee to NIS however he manifested he wanted to explore more spaces in order to practice the English language and improve his communication skills with his team work.

Participant 8: Ariadna. She asserted that she was a frequent visitor of NIS due her interest in exploring a different environment from the traditional classroom.

Participant 9: Andrew was a habitual visitor and declared it was one of his hobbies because his job was isolated and wanted to share with people during his spare time.

Participant 10: Edward. When he went to Canada, he learnt about NIS and joined them, then he arrived in Colombia looking for a similar experience which turned him into a habitual visitor of this type of contexts.

Participant 11: Louis. He has been attending NIS for a few months and expressed he wanted to learn English in order to study abroad.

Participant 12: Bret. He is a teacher and said he wanted to stay there during his spare time, so he decided to attend there because he was busy most of the time attending formal classes.

3.5. Ethical considerations.

Inside the research field, as investigators we have to make sure about the wellness of the participants when they share their information with us in order to maintain their privacy. Lankshear (2004) manifests the importance of ethical considerations in the field, which are a novelty nowadays, in the past this was not considered at all and it lead to consequences such

as participants being insulted and stigmatized due to a misunderstanding of a statement that was reflected on a research work. As a result, ethical research practice was set and implemented in the academic field.

On the other hand, Creswell (2012) considers that when developing an ethnographic study, which is the core of the present project, the researcher should carry out a transparent process when gathering data, to let the participants involved know about the purpose of the inquiry. As an ethnographer, it is necessary to get to know the people and place where the study is going to be applied, maintaining respect and discretion in order to not disturb or invade them. The author, at the same time, expresses that under any circumstance there should be plagiarism, falsification or fabrication of false evidence. It is under the responsibility of the ethnographer to be careful about these issues.

Taking into account the previous statements, it is vital to keep in mind that transparency in the development of an inquiry will affect positively or negatively to several subjects such as the participants, other researchers who are interested in the topic.

Certain considerations were taken into account when collecting the necessary data that would be essential for this research project and one of the most important was to protect their identities. The first step was to ask the owners of the places if I could attend and be in the meetings in order to develop the interviews, both owners showed interest in the project and approved my attendance.

At the moment of the interviews, the participants, which were not selected by prior decision but by mere coincidence due the given context (a bar and a bakery) which facilitated the localization of each one of them, decided if they wanted to participate. It is important to

highlight that they were informed right before the voice recording about the person who was conducting the interview and which was the purpose of this research project. Finally, the names of the participants remain anonymous. Instead of the real names, pseudonyms are used.

Moreover, in the subsequent chapter is going to be detailed in depth the procedure carried out in order to analyze the data collected and finally present them in a narrative discussion that will provide more details about what was found.

CHAPTER 4: DATA ANALYSIS AND FINDINGS

This chapter details the development of data analysis procedure, the strategies implemented for the organization of the data obtained from interviews, observations and research diaries are going to be displayed as well. This section also includes the way the data was triangulated and the results obtained from this process in order to evidence and guarantee the validity of this study. As a result, various categories emerged and they will be presenting the way this is linked with the literature review, the research questions and the objectives proposed at the beginning of the project.

Before getting into data analysis description, it is pertinent to mention the data collection procedure. The data was collected during eight weeks in total. From July 24th to September 14th of 2019. I attended both locations and developed the interviews and research journals in six sessions. The interview was made up by five questions, as it was semi-structured at least one or two new questions were added when the researcher felt the need to expand the conversation in order to get more details about the information provided by the participant such as the frequency of their visits. The questions were about the reasons why they decided to attend this type of spaces, the reasons behind their choices about the place, the modality, their experiences in there and how they have felt their language proficiency was influenced by this modality (outside the formal classroom). The research journals served to reflect upon my thoughts and feelings during the visits done to these spaces.

4.1. Procedure for the organization of the data collected

When the data was collected, considering that a way of managing the information was needed, I recurred to the six steps proposed by Creswell (2012) which serve as a guidance for the organization and interpretation of the data in a systematized way. The procedure designed by Creswell (2012) is going to be described, however he also says that these steps are not always followed into a sequence :

1. Prepare and organize data for its subsequent analysis. In this case, to do the transcription of the interviews.

2. To make an exhaustive reading of the data collected, in this case analyzing the information obtained through the implementation of the instrument mentioned above.

3. A detailed reading of the whole document (transcriptions) was done in order to identify the codes. Which, as it was mentioned above, they were already set.

4. Represent the data through a table (see table 1) that allowed a manageable way to classify the information according to the themes.

5. To describe and develop the themes obtained from data (transcriptions and research journals) in order to answer the main questions of the research.

6. Make an interpretation of the data collected and organized through a narrative discussion in order to summarize the findings in a detailed way. In this project was taken into account making relationships among the categories or as Creswell (2012) refers to interconnecting themes. (p.254).

The procedure of the organization of the data is already explained above, however it is going to be detailed in depth in the following:

4.1.1 Interview analysis

Based on the objectives of this research project, a set of questions was proposed; each one of them is reflected in the following:

1. What are your motivations to come to this space?
2. Why did you choose this place?
3. Why did you choose this modality instead of the formal?
4. Talk about your experience in this space.
5. How NIS activities contributed or affected your language proficiency?
6. Additional question: Are you the same person or do you feel the same while being here instead of a classroom?

4.1.1.1 Transcriptions. Once the collecting of the interviews is finished, the researcher draws on transcriptions in order to observe and have a better comprehension of the information gathered. Creswell (2012) refers to transcription as the process of converting recordings into text. In this case, the researcher serves a transcriptionist and organizes the document enumerating each line in order to locate specific information in an agile way.

The transcriptions of the interviews developed can be seen in the section “Annexes” which is located at the end of this document and demonstrates how the interviews were carried out.

Then, after organizing the document and transcribing the data collected through the instruments previously mentioned, I proceeded with the coding process. For this activity, I decided to use deductive coding which is proposed by Huberman et al. (2014) as cited in Burkholder (2019). This method consists of establishing predetermined (a priori) codes based on the theoretical and literature review, and as Huberman (2014) mentions: “they are topics to which the researcher is sensitized perhaps even before data collection”. (ch.7).

In this case, I decided beforehand which codes were going to be used considering the concepts: habits, practices and interests which are reflected in the theoretical framework section and in the research questions as well. In the table (see table 1.) they are reflected as: interest/investment, profile/identity, personal and social spaces / habitus and practices.

4.2 Procedure: Data triangulation

The strategy used for validating the findings was method triangulation in qualitative research allows us to use different data sources to gain insights about a phenomenon as Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J., 2014 comment. In this particular case, research journals and interviews were compared and intertwined in order to get an accurate description of the results and they also were used to respond to research questions and objectives. In the following paragraphs, it is explained the way each source was analyzed.

4.2.1 Stage 1. Journal analysis.

Research journals are a written record that serves to compile information about my thoughts and feelings towards the meetings and the situations I experimented there.

Right after the events, I wrote the journals and they can be found at the end of this document in the section named “Annexes”. This data and the one obtained from the interviews were compared, crossed and served to create the categories, further information about it is going to be displayed later.

4.2.2 Stage 2. Organization of the data obtained from the interviews

In this case, it was essential to read out through the data collected (the transcriptions from the interviews) looking for information that could inform about the profile/identity of each participant, which were their interests in relation to learning English and why they decided to visit and frequent social spaces or NIS were taken into consideration when classifying the data.

Considering the previous, a table was created (see table 1.) as a way of organization and location of the information obtained and in order to evidence the coding process. The data was organized according to the connection between the pre-established codes (interest/ investment, profile/ identity, personal and social practices/ practices and habitus) and each participant's intervention (excerpts taken from the transcriptions).

Table 1: ***Participants focalized information***

Interests/ Investment	**Profile/ Identity**	**Personal and social spaces (Practices/ Habitus)**	
Daniel: I think I find in this kind of spaces and places an	**Daniel:** Off recording expressed	**Daniel**: Well, I think is kind of	**Daniel**: I always come here alone like

option to learn a language and to meet new people and learn about different cultures and experiences from different people like any experience that people from England [2]	that he was working in a call center located in the north side of the city. [1] (…) actually, I found information about these place through Facebook it was a post and honestly, I always come here alone...	related to what I've just said it's like how you can meet people in a more chill place like you're not scary by making mistakes in front of your teacher you are just like I don't know having a beer and (unintelligible) something that happened to you in the past and it doesn't feel awkward anymore like you're ha… actually having fun and you're learning this language just like fun… I think is the first thing, it's fun it's not a job. [4]	nobody wants like they… the people I'm surrounded by they are not interested so I just decided to give it a try see who or what I can do and who I can meet and live give it a chance to explore something new… [5]
Ryan: I need to find a way just to do stuff, to move, so yes like basically stand up [3] and meet new people because working from home doesn't give you that opportunity, is nice to meet new people. [3]	**Ryan**: I actually work from home [1]	**Ryan**: Well, because actually I have studied on the formal modal before I mean I'm fully bilingual now so I don't need to go to a classroom now but if I was in a… If I were in a formal learning process, I would choose these places [4] because it gives you contact with foreigners, with people from other places and therefore you are more exposed to learn yeah it is better to move in that way is more natural.	**Ryan:** I have had the opportunity to meet new people, to meet interesting people, to meet friends for other places, from other countries which otherwise wouldn't have the opportunity to meet and it's actually quite fun, I mean you actually have fun you speak, you relax, you have some time ,you eat something, so is a good place I recommend it of course.
Brenda: I get to meet a lot of people, I make a lot of connections, business	**Brenda:** I came because I'm staying in here in Bogotá for	**Brenda:** Well I belong to different… I don't live here but I	**Brenda:** I like the area is very international and is

connections and new friendships and new experiences… [2] you get to learn new like slang words and words that you don't generally learn in an institution less formal so I think that the way to learn is by practicing with people that speaks the language not necessarily teachers or grammar, you know what I mean? [4]	this summer with my son which speaks English and he is also learning to speak Spanish so I learnt about this group where there is an English and Spanish exchange and that's why I came.	belong to groups like these where I live, in the United states and I get to meet a lot of people, I make a lot of connections, business connections and new friendships and new experiences so (unintelligible) so that's better than going in a class, is pretty much better.	very "newyoristic" and so yeah! I decided to come here and not go to the Zona Rosa or the other places I found this more, there is a lot of diversity. Well I belong to different… I don't live here but I belong to groups like these where I live, in the United states [5].

Note: Table created by the author.

The first column of the table, contains the 'interests' code and displays the information obtained from question one. In this case, the participants manifested their multiple concerns and motivations regarding NIS, what led them to attend there. The second column reflects the 'profiles/identity' code, and collects the information obtained from the research journals which served to identify the multiple occupations and activities that the participants had outside NIS, each one of them expressed during conversations with the researcher of this project. Lastly, the third column labeled with the code 'personal and social spaces' contemplates the information obtained from questions 2, 3, 4 and 5 and reflects their different thoughts regarding their practices and their preferences regarding NIS over formal contexts. The optional question (6) is directly reflected in the findings and served to complement the information.

Finally, it is essential to mention that the categories emerged while searching for common co-occurrence patterns between the interviews (organized in the table 1. according to the pre-established codes) and the research journals (see the section “annexes”). This means that there were repetitive items during the data analysis that allowed the identification of the patterns. What is more, these patterns are represented all over the data collected through values from 1 to 6 in parenthesis and served to label the co-occurrence patterns, each number represents a category. The analysis of the categories is expanded in the following section.

4.4 Discussion

4.4.1 Category 1: Different people, different agendas…

Based on table 1,where the differences between participants (age, gender, professions) are displayed, demonstrates a wide variety among them. Their interest on English was a common aspect among the participants. Nevertheless, this analysis served to unpack the attendees hidden agenda, what he or she does in their lives outside the NIS and their strategies to learn English in these places.

As this category explores the identity of each participant, I look back to the definition that Norton (2013) provides of this concept. She claims that when a person understands the relationship he or she has with the world, it allows her or him to act in his or her own benefit.

Taking into account the previous statement, most of the participants had a relationship with the language, it means it was present in different aspects of their life. Some of them expressed they worked from home as call center agents for international companies

as in the case of Daniel and Bryan. On the other hand, Diana, Sara, Helena and Andrew manifested being working on the ELT field. Brenda expressed that she was spending her holidays in Colombia with her son. Robert and Louis were working in the engineering field and wanted to study abroad. There was also a business management student whose name was Ariadna and finally, Brad who is a teacher of design.

Finally, I highlight that some participants, at least five of them, expressed they were teaching different languages such as Spanish and English while studying a career different from language teaching. It means that some of them already have a high proficiency in the language, and their interests are beyond learning. And also, that these places offer to them opportunities for real interaction with people who speak English as it is reflected in the case of Helena, Andrew, Ryan and Bret. In the case of Robert and Louis, they are still preparing themselves in this social immersion space in order to face the real context where they have to implement their communicative skills in order to get better opportunities for their careers.

4.4.2 Category 2: Ties and friendship with English speakers

This category corresponds to the interests of the participants. They expressed the reasons why they attended these types of places. A common interest was the fact that they wanted to practice English and meet new people, make local and foreign friends through the use of English in a real context as some of the participants revealed:

> I think I find these kinds of spaces and places an option to learn a language and to meet new people and learn about different cultures and experiences from different people like ahh any experience that people from England.
>
> (Daniel: semi-structured interview, July 24, 2019)

> I get to meet a lot of people, I make a lot of connections, business connections and new friendships and new experiences so (unintelligible) so that's better than going in a class, is pretty much better.
>
> (Brenda: semi-structured interview, July 24, 2019)
>
> I have been attending language exchange for many years and I have been able to make friends in different countries so when I travel to North America or in Europe, I get to visit these friends and stay with them so those you know first contacts became actual friends.
>
> (Diana: semi-structured interview, August 21, 2019)

Other participants expressed they felt lonely due their job and they wanted to socialize with other human beings as Andrew and Ryan expressed.:

> I actually work from home so I need to find a way just to do stuff, to move, so yes like basically stand up and meet new people because working from home doesn't give you that opportunity, it's nice to meet new people.
>
> (Ryan: semi-structured interview, August 31, 2019)
>
> I really like to be social; I need people to talk because my profession is very lonely so I need to interact with human beings.
>
> (Andrew: semi-structured interview, September 12, 2019)

The previous excerpts represent that learners also desire to make friendships with other attendees who they can share experiences beyond those spaces. They also want to meet people from different backgrounds and cultures and who they can speak and practice the language.

In this category, based on what was found during the data analysis and my visits to the NIS, some behaviors of the participants clearly indicate their habitus. This term, described by Murillo (2018) and based in Bourdieu's work., relates to the different attitudes and actions a subject has such as frequenting social spaces, in this case NIS, the use of the language, which is demonstrated through their interest in practicing it and what is more, exchanging their knowledge with other learners in order to get more capital.

As Diana manifested, she could construct her friendships and get to travel to other countries and visit her friends that she met in NIS or in the case of Brenda and Daniel who were willing to increase their friends list. All of this was possible because they frequented NIS, which allowed them to obtain benefits from these experiences they experimented there.

4.4.3 Category 3: Networking and professional development

This category corresponds to the interests and practices of the participants. It is essential to note the concern of some participants to build their contacts list in order to establish their networking, this means that they recognize these spaces where they can gain symbolic capital which Norton (2013) explains:

> If learners 'invest' in the target language, they do so with the understanding that they will acquire a wider range of symbolic resources (language, education, friendship) and material resources (capital goods, real estate, money), which will in turn increase the value of their cultural capital and social power. (p.6)

In line with the aforementioned, the participants recognize the possibilities they have when attending to NIS, and they not only exchange their communicative abilities in English but their knowledge in other fields such as networking, which can be seen in the case of

Brenda who was interested in real estate and car renting, meanwhile, Edward who was looking for people interested in his tourism business.

> “For networking, for improving my English and to relax”
>
> (Edward, September 7, 2019)
>
> “I get to meet a lot of people, I make a lot of connections, business connections and new friendships and new experiences so (unintelligible) so that’s better than going in a class, is pretty much better (…)”
>
> (Brenda: semi-structured interview, July 24, 2019)

These participants also wanted to locate people who had the same interests as them in order to share and exchange information. Meanwhile, some others expressed that they wanted to improve their English skills through these informal practices in order to get a job opportunity as Louis mentions in the following:

> “I’m looking for one position job ...so this is my dream speaking very, very good English... I’m looking for good level and I think so studying all the time, I can get it.”
>
> (Louis: semi-structured interview, September 7, 2019)
>
> Or because it was required in the company they worked for as Robert expressed:
>
> In fact, about my current job I need to improve my English skills because I have meetings almost all the time with coworkers in a [unintelligible] in United States is the main reason but besides I have interest in improve my English skills for me, for personal motivations.

(Robert: semi-structured interview, August 28, 2019)

Robert said sometimes he felt awkward because he could not understand what his partners said during the meetings and he wanted to be part of the jokes and comments made besides improving his negotiation skills as well.

Which reminds of Norton's (2013) statement about imagined communities, these learners expect that the language ensures them an entry to a group they desire to be part of and that is why they decide to invest in the language learning process through either a formal English class as Robert commented he attended a NIS.

For the reasons mentioned above, it is possible to infer that attendees go to NIS because it is a place that is constantly organizing events where they can gather and exchange not only their language skills but information about themselves in terms of friendship as it was mentioned in the previous category or in this case, for business and networking.

4.4.4 Category 4: Resistance to the practices carried out in classroom and autonomy development

Another element identified during the data analysis, revealed the different opinions the participants had regarding the classroom as a learning space. Off recording, during one of the visits to the NIS, Andrew expressed in a casual talk that he doubted about the effectiveness and knowledge of the teachers inside the classrooms so he preferred to attend language exchange because he felt he was learning and enjoying the process and he felt awkward and insecure when attending to his English classes.

The participants of the inquiry also commented their thoughts regarding the formal practices, some opinions are displayed in the following:

> "you're not scary by making mistakes in front of your teacher you are just like I don't know having a beer and (unintelligible) something that happened to you in the past and it doesn't feel awkward anymore like you're ha… actually having fun and you're learning this language just like fun… I think it is the first thing, it's fun it's not a job".
>
> (Daniel: semi-structured interview. July 24, 2019).

> "you get to learn new things like slang words and words that you don't generally learn in an institution less formal so I think that the way to learn is by practicing with people that speak the language not necessarily teachers or grammar…"
>
> (Brenda: semi-structured interview. August 31, 2019).

The observations aforementioned manifest two significant aspects cited before. The first one is referred to resistance which Norton (2013) describes as an underground, subversive or alternative practice from the usually suggested in an institutionalized space or a classroom. Attending NIS could be defined as a way of resistance on the part of these attendees who manifest their opinions and criticism towards the formal classroom. The second aspect, which is addressed by Benson (2011) in LCB theory, is related to the decisions the learner makes towards their learning, their locus of control. In this case, the participants the way they want to learn the language, this may portray them as autonomous learners who are able to make decisions in pursuit of their personal interests due to their self-recognition as being responsible for their learning process. This category corresponds to the identity of the participants regarding resistance to some practices.

A particular feature of this group of participants is that they attended voluntarily, which Benson (2011) highlights in his work, the great majority were working, this practice on NIS was taken, in some cases, for interest for the sake of nurturing their knowledge in the target language (train a skill, fulfil an interest, negotiate their identity as English learner or language speaker.)

However, in the case of Sara, she recognized that NIS and classroom were not very distant from one to another:

> (...) “So these spaces are not so apart from school but can be a combination with them because it allows people to be more relaxed to talk learn about cultures things meet foreign people in a destructured environment so it’s very good and nowadays in the city there are tons of them.”
>
> (Sara: semi-structured interview. August 21, 2019)

The declaration of Sara serves as an evidence to the statement made by Reinders et. al (2017) who argue that classroom also functions as a connection to other spaces such as NIS, and also in terms of the dimension of setting proposed by Benson (2011).

On the other hand, the case of Ryan, Andrew, Edward and Helena reveals a different facet. They expressed their intentions to attend NIS were related to communicating in the language but not practicing it. In the interviews, they manifested having enough knowledge and English level to communicate in that language so they went there to relax, have a good time, eat and drink (the places offered a wide variety of food and drink for the attendees for reasonable prices) play games, talk and get to meet local and foreign people and

even “kill their time”. So, they needed to live the language in a real experience because they already own it.

> Well, because actually I have studied on the formal modal before, I mean, I’m fully bilingual now so I don’t need to go to a classroom now.
>
> (Ryan: semi-structured interview. August 31, 2019).

> Because all the four languages I speak are in levels C1-C2 so I don’t think I really need further learning, as informal learning, I just wanna talk to people.
>
> (Helena: semi-structured interview. August 28, 2019).

Andrew manifested he already knew the language and just wanted to be there making fun of the people when they played games developed in there. Another participant, Edward expressed he did not want to spend money paying courses in schools and institutes and he considered he just desired to be there in order to relax and expand his business as it was mentioned in a previous paragraph.

The preceding cases depict what Benson (2011) recognizes as ‘self-instruction’ or ‘naturalistic learning’ in the dimension of pedagogy considering their interest was not practicing or learning the language itself but for entertainment and socialization. Furthermore, these participants recognized their identity as a proficient English speaker, which they denoted through their attitudes towards the language evidenced in their comments and their performance during the meetings.

4.4.5 Category 5: A place where different stories meet

This category takes into account the relationship of the concepts of practices and habitus. Some of the attendants who frequented these places went alone, they expressed one of the reasons was that their friends and relatives were not interested in this type of events:

> "I always come here alone like nobody wants like they… the people I'm surrounded by, they are not interested so I just decided to give it a try see who or what I can do and who I can meet and live give it a chance to explore something new."
>
> (Daniel: semi-structured interview. July 24, 2019)

Attending alone to these meetings can be pressuring but it can also be an opportunity to meet other people who can share their experiences, customs, traditions, thoughts, opinions among other aspects with the other attendees.

> "I attended with a friend; the place was located on the third floor of a building near the city downtown. People were reunited at the back of the room, sitting around a table, it can be intimidating when you're new but with a simple question as: May we join? The others will open a short space for you."
>
> (Jessica: research journal. July 24, 2019).

Part of the participants pointed out their interest in meeting the customs, practices and culture of the other attendees. The next excerpts provide information about this perspective:

> (...) "you can enrich your language not only your language but your culture about the world because you're knowing the world through another person and you can exchange also different situations like for example in other places they are dancing or games activities that involve other (...) I have learned culture from other people, other places around the world that I haven't been yet so I can learn a lot of things, I can use

> that information with other people , to teach other people I'm a language teacher so I can teach things about culture is different the culture from Australia, from Britain from other places, from India I have met people around so it's really, really, really important to use these spaces to contribute to a language learning apart from class is not [unintelligible] is a combination of both things that can be useful and is very useful because yeah I can teach other people about what I learnt in those clubs learn about language about culture about this about life experiences and so on…"
>
> (Sara: semi-structured interview. August 21, 2019).
>
> "They have definitely like help me to understand different parts of culture because you know in different language exchange that I go to is mostly foreigners so I get to manage to understand their culture more than learning language, like understanding who they are from a perspective of different country, different culture, different ideas."
>
> (Andrew, semi-structured interview. September 7, 2019)

In the previous excerpts, Sara and Andrew manifested their interest in meeting other people in order to learn and understand about their culture and share theirs as well. In the case of Sara, she manifests she can use her knowledge acquired during the meetings and apply it in her English classes. Based on this, NIS is a place where attendees can increase their cultural capital.

Moreover, some attendees such as Brenda, Edward and Helena expressed they already frequented NIS in the countries where they lived before (in the case of Brenda she has been living in the USA for 20 years approximately meanwhile Edward lived for 3 years in Canada and Helena lived for 15 years in Europe).

Brenda expressed that she attended several meetings that she and her colleagues organized back in the USA. She liked it because she could create business connections and make friends. She opted to go to this specific place (Meeting house) because the environment was nice and calm compared to other NIS in the city. She also expressed she was attracted to this part of the city where the NIS was located because it was “newyoristic”.

Furthermore, in the case of Helena, she moved out of the country when she was 15 years old in order to live and study in Italy and Switzerland. The other participant, Edward commented he was living and studying in a city of Canada and he wanted to practice English and interact with others because he was alone in there so he heard about meeting:

> In Canada I took classes and when I really felt like learning it was when I started going to these meetings with yankees, with drug addicts just like saying that I was a drug addict but I was not just was to meet people and there I started like practicing and later when I went to normal places.
>
> (Edward: Semi-structured interview. September 7, 2019).

Based on his experience in Canada, Edward explained his intentions to maintain the habit here in Colombia and after doing some research he found about NIS developed in Bogotá.

In addition to the case of Edward, Helena also shared her experience while studying abroad, where she was attending Law's school. She expressed that her practices started back in Switzerland, when she discovered NIS. While living there, she practiced other languages and when she came back to Colombia she discovered that she wanted to replicate the habit here in order to find other language speakers whose she could spare time with and practice.

During the events, a person had to be in charge of the activities developed in the meetings. It is worth mentioning that some participants of this study were hosts, Helena was chosen by an instructor of the place in order to be in charge of one of the tables. She accepted and offered a brief English lesson based on the questions of some of the attendees and what is more, she was also in charge of providing the instructions to play some of the games. Meanwhile, Edward was rapidly in charge of an activity called 'Spotted' due to his ability on his knowledge about unknown vocabulary, he even taught the others how to play and win faster. These situations are reflected in the following excerpts:

> (...) "then we met Helena who led our table, an unique woman who taught us different expressions and her different experiences she had while traveling, she told us she was Colombian and Italian and that she worked for fifteen years as a language teacher [1] and nowadays she is a lawyer. She also mentioned she was there for merely practice and hanging out, she was there to have fun. That night she was the teacher, we got to know each other through several questions about our lifestyle and hobbies" (...)
>
> (Jessica: Research journal. August 28, 2019)

> (...) "a game called Spotted! and we started to play, it was a set of round cards that contained drawings of different objects, the person in charge in this case was a man called Edward, he provided us seven cards to each one of us, we had to be quick and observe the images attentively from the card in the table and observe ours in order to look for the same image, if they coincide you had to put it over the one of the table, but the main condition was that you had to say out loud the name of the object."
>
> (Jessica: Research journal. September 7, 2019)

The previous examples support what Murillo (2018) based in Bourdieu's work, refers habitus and manifests that the different attitudes and public actions such as places and ways

of socialization, the use of the language, the way a person dresses and in this case the experiences and the different stories told by each one of the participants, even their gestures and the way they communicate, all of this serve to grant them a place.

> Through the habitus, society is impressed on the individual, not only in mental habits, but even more in corporeal ones. (Hanks, 2005)

In the cases described above, it is possible to infer that the habitus of some participants allowed them to take control of different situations concerning the activities developed in the NIS.

4.4.6 Category 6: Hidden interests

Based on the literature review and the data analysis, a graph was created in order to explain and represent the number of different aspects that arise around a NIS. These are related to other repetitive patterns that appeared along the data and also taking into account the additional information provided by the attendees related to relationships beyond friendships and business, their point of view of the places and what it offered to them (food, drinks, spaces, activities different from language practice, among others).

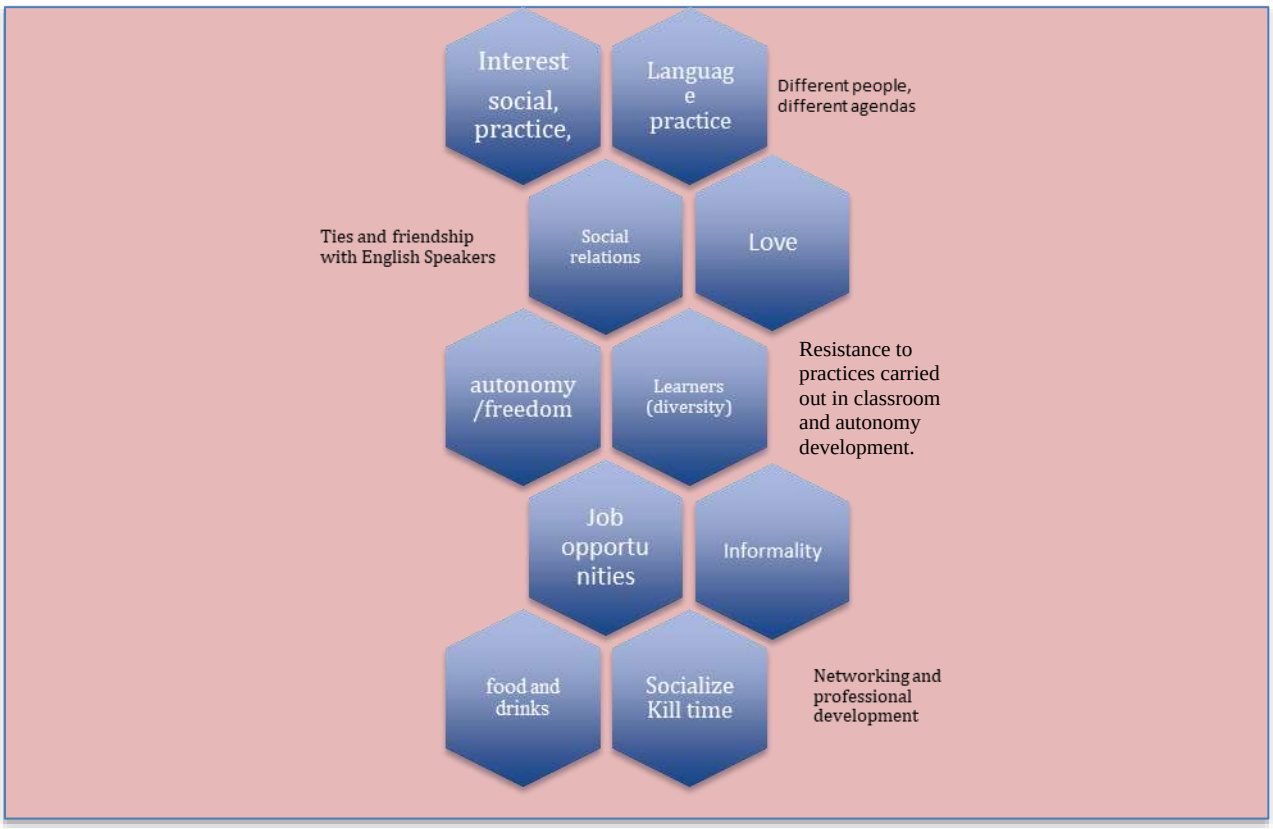


Figure 8*:* Other aspects considered by the attendees.

An alluring aspect appeared during the conversations was love. Andrew openly said that he had the opportunity to meet and interact with women and that there was the huge possibility of finding his future wife there. Edward manifested that he met two of his girlfriends in that type of events and Ariadna said that she met her current partner while attending language exchange meetings.

> I've met my actual girlfriend there and my ex-girlfriend from Canada there too and we hanged out for three months in Chocó, Buenaventura, Tumaco, Cali, three months traveling around and all those things happened because of Nicopan, also I have traveled a lot because of Nicopan.

(Edward: semi-structured interviews. September 7, 2019).

> In these types of spaces I have found relationships, I have found girls who have been my girlfriends for a very long time I think I actually found who is going to be my wife.

(Andrew: semi-structured interview. September 7, 2019).

Sara also expressed if there was the opportunity of finding someone, she would be glad to meet a person who has her same love interests.

Another element considered by the participants was food and drink, which are not easily available in a classroom as in a NIS.

> I can invest in transportation, food that I eat, different meetups that are almost free everyday so actually in general all that meetups are free and you just buy the food and you make friends like foreign friends.

(Edward: semi-structured interview. September 7, 2019).

> I met Sara and we bought a delicious pizza which was being offered on the menu, it delivers many options in cocktails, beers, pizza, hamburgers among others.

(Jessica: Research journal. August 21, 2019)

The menu of the two places, a bar and a bakery, was wide and had a variety of food and drinks proper to each place. This issue was attractive for the attendees who during the meetings, including the researcher of this inquiry, decided to choose something from the

menu, a cup of tea, a burger, a slice of pizza even a cocktail serves to enliven the moment.

Others as mentioned before, were attracted to freedom that NIS offers, activities as games:

> (...) for example in other places they are dancing or games activities that involve others... other characteristics about language so you move your brain more far from the left side or right side to the creative part so you can make the language not mechanical but very, very practical is a moving thing, you can use the language in different way you can build up the language in a different way restructure, you can make mistakes and not be that bad on that so it's amazing.
>
> (Sara: semi-structured interview. August 21, 2019).

> I mean all these games we were playing "Spotted" is really good for short-term memory and different, a lot of vocabulary in English, that means that is just not good for the English itself like vocabulary and those things but also like all that fluency and different skills that you need to speak English.
>
> (Edward: semi-structured interview. September 7, 2019)

> (...) then we decided to play the infamous "Cards against humanity" which I forgot to mention in my last journal. It was about dark humor, it was hilarious because some expressions were too rude and suggestive.
>
> (Jessica: research journal. August 28, 2019).

These practices are consistent with the idea of Norton (2013) about the clandestine literacy practices, which refer to the activities that learners seek outside the classroom in

order to learn a language in a different context. The idea of having a delicious food while sharing with others and speaking about different topics, getting to know other people or just relaxing is attractive for the attendees, which as it was mentioned before is related to the freedom and leisure that these places offer to them.

CHAPTER 5: CONCLUSIONS

My work has led me to conclude several elements to consider that are going to be addressed the following:

The first one is that the attendee of a NIS seeks a space where he or she has the possibility to practice and even learn English. It was observed through the data analysis that language is somehow part of their lives, as some expressed when they manifested being language teachers or when they commented their jobs required them to be fluent in the language. These reasons served them to frequent NIS in order to practice a language so they could aspire to get a better language proficiency and respond to their own commitments or external requirements. When they attended NIS, they were encouraged to reinforce their identities as English language speakers through their participation in the different activities offered from starting a casual conversation about their lives and the reasons surrounding their presence there. This observation responds to the objective number one, proposed for this enquiry.

The evidence from this study points towards the idea that attendees are interested in NIS and perceive them as an opportunity to increase their knowledge not only in the language but also using it as a way to negotiate and create or increase their networks and friendships.

On the other hand, as investment deals with the goals, practices and identities included in the learning process, the learner has to negotiate them in NIS, this could be evidenced with the participants who wanted to increase their networking or their contacts list. According to this, the attendee comprehends and learns he or she needs to use the language,

due to its abilities to negotiate his or her identity that may grant him or her a status inside the place.

English language learning is seen as a possibility to access to better opportunities. Besides, NIS offers the possibilities to interact with other people in order to create a variety of relationships including networking, business, friendship and love. As some participants expressed, they were also attracted to meet other cultures through foreigners and even locals who had the opportunity to travel to different countries. This serves to increase their symbolic capital which is represented in the elements mentioned above.

NIS is considered are also considered as an alternative that allows them to be more autonomous and self-conscious about their learning and performance in the language apart from the freedom it offers and the amount of possibilities already mentioned.

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