

**ESL LEARNING IN A CLD COMMUNITY: REFLECTIONS OF INDIAN
STUDENTS**



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The Researchers

DEDICATION

We dedicate this project to God Almighty our creator, our strong pillar, our source of inspiration, wisdom, knowledge and understanding. He has been the source of our strength throughout this research. We dedicate this research to our family. A special feeling of gratitude towards our loving parents who encourage and support us throughout the process. From the start up to the end we acquired more values and lessons that we'll surely use in the near future. To our fellow researchers, let this be a reminder of our hardships and our success, our finished study serving as the living proof of our achievement.

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ABSTRACT

Like many other methodological languages, English as a Second language (ESL) has been applied to many Indian students. However, little research has been done to explore the motivations, challenges, and strategies in learning English as a Second Language (ESL) of the Indian students in Davao City. This paper looked at the experiences of Indian students who study here in Davao City, specifically on their challenges in the use of English as a Second language (ESL) in a culturally and linguistically diverse (CLD) community. Ten randomly selected Indians were interviewed to elicit information about their language learning experiences. Results show that variations in pronunciation and accent were one of their challenges in ESL learning. Also, it was found out that the use of English as a lingua franca and as a tool for communication and relation is their primary motivation why they are eager to learn the target language. The participants also expressed that formal, informal, and experiential ways of learning were their strategies in learning the English language in a CLD community. With these findings, it is highly recommended that schools with foreign students craft a program that may help them in their ESL learning.

Keywords: *Indian, English as a Second Language, Culturally and Linguistically Diverse, Phenomenology, Davao City.*

Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

Filipinos are known to perform well in English communication, both in written and verbal forms. The widespread exposure to English contributes so much to the fluency of the Filipinos. In the Philippines, the English language was introduced during the American colonization many years ago, making its way to be one of the country's dominant languages. Since Filipinos are likely to excel in communicating using English, foreign students and specifically Indian students, with their necessity in learning the English language decided to study in the country. English is so dominant in the symbolic market, and the undeveloped usage of the language caused 'social failures' to the majority of the children in India. Later on, India recognized the importance of the English language, bestowing it as the country's "Associate Official Language."

Moreover, learning English as a second language in a culturally and linguistically diverse community is not easy. It is accompanied by motivation, challenges, and strategies to attain proficiency and expertise in the English language. Nevertheless, the success of learning a language depends on how an individual strives to attain goals, the desire to do so, says a lot about internal and external motivation of themselves. Brown (2008) stated that international students' weak English language skills, how they motivate themselves throughout the process, and their challenges in adjusting to the new community might result in several effects in their language

learning. This may cause low self-confidence in communicating with other people who speak the language, making it more difficult to adapt to the new environment and enhance their English language proficiency as well.

According to Cabigon (2015), majority of the Filipinos have at least some degree of eloquence in English, globally distinguishing the Philippines as one of the largest English-speaking nations. The dominant use of the English language in the country made its way to be one of its official languages and is spoken by more than 14 million Filipinos. The English language is one of the Filipinos' strengths, which has supported the economy and even made it to the top outsourcing destinations in the world, outmatching India in 2012. One of the reasons as to why foreign students study in the Philippines is the affordable English as a Second Language (ESL) programs offered in the country. Indeed this is a fact as to why Indian students prefer to study in the Philippines.

Therefore, the researchers found the need to investigate the issue about the motivations and challenges in learning English as a Second Language (ESL) of the Indian students in Davao City, Philippines, and how they address the challenges in English as a Second Language (ESL) learning. It would be a way to find out the Indian students' capacity to conquer the challenges in their use of English as a Second Language in a culturally and linguistically diverse community.

Research Questions

This research was conducted to identify the challenges, struggles, and motivations that affect the Indian students' ESL learning. Specifically, this investigation sought answers for the following research questions:

1. What are the challenges experienced by Indian students in learning English?
2. What are the motivations of the Indian students in learning English?
3. What are the coping strategies of Indian students in learning the English language?

Purpose of the Study

The purpose of this qualitative study is to identify the different challenges, ways of addressing these challenges, and motivations that Indian students encounter in Davao City, Philippines in learning English as a second language.

To increase profound comprehension about the common challenges, ways of addressing these challenges, and motivations in learning English as a second language (ESL), this research incorporated few recommendations and procedures for the students to overcome the challenges that affect them in learning English as second language and acknowledge the diverse variables that can influence them in learning the English language.

Theoretical Lens

This study was anchored on theories that strengthened the completion of this research to provide beneficial results to its readers.

Kolb's Theory of Learning Styles. This theory has two dimensions; how a person grasps and comprehends information. It also has four (4) separate learning styles. According to Kolb, learning comes with experience. Experiences provide input to the learner by reflecting what they experienced, concluding, and applying the knowledge they gained through experience. When people continuously try new things, they gain

unique experience and therefore providing new knowledge, and this knowledge can be applied to any extent (Kolb, 1984).

Schumann's Acculturation Model/ Orientation in a New Culture. Foreign individuals acquire new language skills by being completely exposed to that language. This theory is more than just acquiring grammar and listening skill, but it instead focuses on social and psychological influences towards success. Moreover, a foreign individual is more likely to attain language proficiency if their target language and native language are socially equal.

Vygotsky's Social Interactionist.

According to Brown (2000), Vygotsky stated that social interaction is vital in learning. In a social interactionist view, knowledge is first crafted through social interaction and later on becomes part of the cognitive structure of learning. This theory is applied in this study in understanding the experiences of Indian students in a culturally and linguistically diverse community.

CLD community consists of diverse individuals in terms of culture and language use. English may not be the main language used in this community; however, it is used by its people in everyday conversation. This theory indicates whether social interaction in this community could be one of the strategies used by the Indian students in ESL learning or one of the challenges that they encountered.

Significance of the Study

The results of this study could be beneficial to the following:

Indian Community in Davao City. The results of this study could benefit the Indian community in Davao City as this study contains analyzed data about their motivations, challenges, and coping strategies in learning the English language. The results of this study may give the Indians some ideas on how they could effectively learn the English language in a culturally and linguistically diverse community.

Students. The findings in this research could give students ideas on the experiences of Indians students who learn English in a culturally and linguistically diverse community. This research may also give them guidance and a framework on possible research works that may be undertaken in the future.

Teachers. This research may give teachers the ideas on how to properly handle Indian students during class discussion through the data that are reflective of the struggles of Indian students in ESL learning. This may also make them aware of the possible adjustments that need to be done or the pedagogical techniques that may be applied when handling a class composed of Indian students.

Schools. The results of this study would be beneficial to different schools as this research could give ideas on formulating activities that can enhance the ESL learning experience of Indian students. Furthermore, the results of this research may be used as a basis in formulating plans and implementing programs that could help Indians students easily learn the English language and communicate easily in a new community.

Future Researchers. This study would be helpful to those who wish to review the experiences of Indian students in ESL learning. This research may also serve as a framework for researchers who want to conduct similar research in the future.

Definition of Terms

The researchers presented the conceptual and operational definition of the following terms to provide a deeper understanding of the study:

English as a Second Language (ESL) Learning. Conceptually, this refers to the teaching of the English language to non-native English speakers and who live in a community where English is acknowledged as an important language (Cambridge English Dictionary, 1995). Operationally, this refers to the experience of the Indian students in learning the English language for transactional and interactional purposes in a culturally and linguistically diverse community.

Culturally and Linguistically Diverse Community (CLD). This refers to the characteristics of a community in terms of cultural and linguistic. It highlights any advantages, disadvantages, and barriers that people experience. This is essential for future researchers, and people who aim the elimination of racialized disadvantage in the use of services and access to opportunities completely. Operationally, this serves as one of the parameters in conducting this study. The ten participants of this study belong to a culturally and linguistically diverse community. In this research, this refers to the community where the participants are currently exposed to. It is the community other than the place of origin or speech community of the participants.

Indian Students. Ambassador Verma at Open Doors Press Conference said that India has the second largest population on the planet. The census data released in 2011 shows that the number of Indian students is at 315 million, making India the fourth biggest country in the world. These individuals are the participants of this study.

Review of Related Literature

This chapter deals with the readings and findings of different proponents to provide the background and the framework of the study.

Language and Culture. Culture is defined as one's way of life. People's beliefs, perceptions, reactions, and behaviors are based on their own culture. This means that culture defines a person's identity and will always follow, regardless of where a person stays. Culture can be considered as a foundation for meaningful communication with other people. Language and culture have an inseparable relation in teaching a second language as culture helps in enhancing students' linguistic comprehension. Language and culture are connected in a way that language serves as a symbol of any culture.

Thanasoulas (2001) also states that culture and communication are inseparable in ways wherein culture dictates how the communication proceeds by how people encode and decode messages, its meanings, and the circumstances that may fall under which messages may or may not be seen, noticed and accurately interpreted. Culture changes as time passes, and language will also change as they are related to each other. The meaning of a word could change according to the change of culture. The language of the people speaks on behalf of the culture as language is used to express the thoughts and beliefs of the culture. Culture is known to be beliefs and norms among people, as well as their values. Nevertheless, this means that culture affects the way people think, act, and speak.

Furthermore, learning a new language means learning its culture as culture defines the language. To attain success in learning a language, it is important to learn first the

culture of the target language. If certain elements of a second language differ greatly from the native language, difficulties will likely be encountered.

Second Language Learning. Three explanations were formulated why knowing how to learn new things has been known to be the most important aspect for language learners. The multiple tasks assigned to students, which are very hard to learn, is the first explanation as it will consume so much time on the part of the learners to be proficient. Learners will have a hard time adjusting in learning to the real environment when they are not mentally and physically prepared inside the learning environment.

The second explanation is that to strengthen the learning of the students, they must be aware of the learning process of a specific task and must go through an assessment to test what they have learned.

The third explanation is that learners will be more participative in a class discussion by lowering the boundaries of the learners and the teachers, making sure that learners will feel not the nervousness but the sense of belongingness. Lastly, learners should not feel the frustration in a learning environment (Brown, 1973).

Furthermore, second language learning is a long process due to its complexity. Foreign students encounter challenges in second language learning both inside and outside the school environment. It is important to determine the problems experienced by foreign students inside the learning environment to provide a concrete solution that will allow learners to speak English proficiently (Edwards et al., 2006).

According to Ellis (1986), second language acquisition is like an unpredictable phenomenon that is unique. Beebe (1988) suggests applying multiple interdisciplinary approaches to achieve better learning. The multiple interdisciplinary perspectives are

psycholinguistic perspective which helps the mind in second language acquisition by stressing the sixteen central roles; the sociolinguistic perspective which helps in linguistic code acquisition by giving importance on the role of social context that will influence communication skill in second language; and lastly, neurolinguistic perspective which helps build connection between the brain and knowing, acquiring, and using a second language on a daily basis. Beebe also suggests that a classroom research-based perspective should be focused on second language acquisition as it emphasizes different ways in learning second language that will affect rate, processes, and attainment of second language as well as the interactions and activities inside the learning environment and bilingual education perspective which focuses on discussing the role of first language on the second language acquisition.

The importance of these multiple interdisciplinary approaches in connection to different factors about the failure and success in second language acquisition is that one has to focus on these different perspectives to identify the factors that can affect second language acquisition. A true survey of second language acquisition can be achieved by doing these perspectives (Beebe, 1988).

Pienemann and Johnston (1987) came up with a distinction between internal and external factors of a learner. External factors consist of the social environment and biological factors such as age, whereas internal factors consist of the learners' linguistic and cognitive capacities.

Spolsky (1989) has his way of classifying these different factors of SLA in the General Theory of Second Language. According to Spolsky, whatever the learner has achieved in SLA, the four factors in learning SLA have something to do it. He explains his formula in this way, $K_f = K_p + A + M + O$, the K_f in this formula defines the future

foundation of the learner's knowledge and skills in SLA. Kf is the sum of Kp, which stands as the current foundation of the learner's first language, other languages that he can speak, and general knowledge; A stands for the learner's biological, cognitive, and physiological foundations. The letter M stands as the learner's personality, attitudes, motivation, and anxiety toward language; and last is the letter O that defines the learner's period in learning the language multiplied by kind, including the times that learner is outside the learning environment as long as he is engaged with the language.

According to Spolsky, these multiple factors are very important in SLA, as each factor will help the learner in learning the target language. He also adds that if the learner is not inside the formal learning environment, there will be no learning at all, as also discussed in the second language learning, which explains success and failure.

Factors in Learning English as a Second Language. In learning, students encounter challenges along the way. Unavoidably, they commit mistakes in pronunciation, grammar, sentence structure, spelling, encoding, and decoding, and as well as their usage of vocabulary.

Memorizing and comprehending grammatical rules are one of the challenging factors for the students (Akbari, 2015).

Significant problems in learning English consists of the students' weak understanding, uninteresting topics, difficult and verbose, noisy classes, and poor performance of the teachers. Flawed pedagogy and poor material design result in poor performance in English regardless of all the efforts put in it (Students Welfare Association Mianwali, 2016).

Educational policies in India have enabled students from all parts of the world to have access to Indian education. Hence, Indian classrooms are filled with students of diverse cultures and languages. In a multicultural country like India, teaching English as a second language is often a challenge for the ELT practitioners. Various factors like language, culture, and educational background of both the learner and teacher plays a major role in language learning (Durairaj, 2016).

Language Proficiency. Proficiency is a competency in using a foreign language inside and outside their place of learning, and in a community, their skill may be applied. It is the ability to make use of language skills in real-world situations such as off-hand interactions with people, impromptu speaking, and the application of such skills suitably and acceptably to the native speakers of that language. It also demonstrates the ability to communicate and interpret using the language spontaneously, where, when, and how the language was acquired. As stated by the American Council on the Teaching of Foreign Languages (ACTFL), performance descriptors are a way for a language learner to demonstrate their learning inside and outside their place of learning, in a diverse community and through online independent project-based learning. A student's language learning capability plays a fundamental part in modifying English instruction. Evaluating a student's language development and progress as it is a way to assess their investigations (Huang, 2011)

Teaching Methods in ESL Learning. There are various teaching methods in teaching English as a second language. Many studies were made to search for the best method in ESL learning. Studies are conducted to know which was a better method between audiolingual or cognitive code learning. Their studies have no definite results, and it appeared that, at the level of classroom teaching, few teachers adhered rigidly to

one method than the other. Instead, they developed a range of practices that reflected their teaching styles. Among other things, it was studied that gradually led people to abandon the search for the right method.

Grammar Translation method centers through the analysis of detailed rules, followed by applying the knowledge by translating sentences in the English language to native language. While the Direct method is used to connect a new word or expression in a learner's mind by using the English language as a medium for instruction, reading Approach prioritized studying the target language as the top priority followed by reading ability and lastly, the current knowledge and understanding of the country where the target language is widely spoken.

Another method used in teaching ESL is the Audiolingual method, which is an oral approach. Community Language Learning Method is teacher-student centered, with both being decision-makers in the class. On the one hand, the Silent Way method is where a teacher should lessen the talk inside the classroom and let the students speak more. Learners should develop independence, autonomy, and responsibility. Communicative Language Teaching method emphasizes learners' ability to use language in specific contexts socially. Moreover, through communicative activities, students will first communicate and learn grammar later on. Grammar is vital; because learners seem to focus best on grammar, especially when it relates to their communicative needs and experiences (Ellis, 1986).

Challenges in ESL Learning. India is a country that is still evolving, and the teaching of the English language has become one of the challenges in India due to deteriorating conditions in schools and colleges. Most notably, in government schools, English is not properly taught to students after spending 10-12 years of learning the

language as students are still tongue-tied. Moreover, the higher authorities in India always expect good results, and teachers are caught in the mire as whether to complete the syllabus or improve the English language of the learners.

English language students are overwhelming in a ton of nations. Also, they cannot perceive who is a decent instructor and who is not. Whatever the instructor may state or educate, regardless of whether it is correct or wrong, is seen by students as exact. This regularly results in a great deal of perplexity among students because assorted educators show them various things, making it the most noteworthy and the most unconsidered issue.

Instructors' trouble in deciphering from their local language is one of the reasons for this issue. For example, the word 'glass' is articulated as either \kəp\, \kop\, or with a vowel that does not exist in the English language. Also, some vowels do not exist in the Indian language phonology, making the instructors have a few issues to try and articulate it.

Also, some Indian students contemplate arbitrarily. They read a great deal, yet at the same time have issues on how a specific word is articulated. Learning the best possible approach to articulate the word ought to be instructed by the instructor or a local English speaker. Watching English films can give bits of knowledge to an Indian student; in any case, they will, in general, adapt wrong things as motion pictures have slangs that are not viewed as a feature of the standard vocabulary and phonology of the English language.

The related pieces of literature presented further the proof that ESL learning is not just about memorizing grammatical rules and familiarizing words, and acquiring integrated and soft skills, it is a long process because it is a global need to do so. The success or failure of language attainment depends on learners' self-directed strategies

and teaching methods. In a culturally and linguistically diverse community, Indian students face challenges in the process of learning English. Mistakes in pronunciation, spelling, grammar, encoding, and decoding, as well as vocabulary usage. They differ with different opportunities in learning the English language because of their diverse cognitive levels and learning skills. The need to find out the struggles of the Indian students in ESL learning plays a vital part in finding a solution to attain English proficiency.

Chapter 2

METHODOLOGY

Presented in this section are the research strategies used in the study. Here, clearly described are the research methods utilized in the conduct of this research. Data collection is described here, including the procedures that were followed to carry out this study. The researchers also discussed the data analysis process in this section.

Research Design

A qualitative method, precisely the phenomenological approach, was employed in this study to explore the experiences of the Indian students in ESL learning. The goal of this approach is to describe a particular phenomenon. Phenomenology seeks to determine the importance of a phenomenon by scrutinizing its specific manifestations. Phenomenology is well-suited for this study as in this method, lived experiences and direct descriptions of experiences as lived through in a particular moment are gathered and presented.

Research Locale

This research was conducted in an Indian community in Davao City, Philippines. This community is considered to be culturally and linguistically diverse, as the community is an amalgamation of different cultures. Also, this community is composed of a number of Indian students and residents.

Research Participants

The participants of this research were ten Indian students, of legal age, studying and residing in Davao City. They were purposively selected based on the following

criteria: must be pure-blooded Indian, non-native English language speakers, and can communicate in both oral and written English.

Role of the Researchers

A qualitative researcher needs to express significant aspects of self, including biases and supposition, any expectation, and experiences to qualify his or her ability to conduct the research.

This is not an easy task for a person by nature is prone to subjectivism, negativities, and positivities. It is a task to be more likely becoming a neutral person.

The researchers need to engage themselves in a range of understanding and balance to make good and substantial information for the study.

It is also useful for the researchers to keep journals that serve as their daily information recordings that may help in strengthening their research. The researchers may have combinations of roles to attain the needed procedures in the study. The researchers' role may either play as an outsider or insider of the research. However, either of the two, the researchers were responsible for gathering data to complete the study.

Interviewer. The researchers interviewed the ten selected Indian students in Davao City.

Recorder. The researchers observed and set a recorder to document the conversations between the interviewer and the interviewees. The researchers also jotted down notes that were used in substantiating the discussion.

Encoder. The researchers encoded the data gathered from the selected participants during the interview.

A good qualitative researcher searches and asks questions, contemplates, and reviews the information carefully. Theories and fundamental knowledge were useful in the study.

Conduct of Research

In the conduct of the data-gathering procedure, the researchers approached Indian students to be the research participants. With their permission, they were given request letters accompanied by consent letters to confirm their participation in the study. Details of the interview and the purpose of the study were explained carefully. The participants were interviewed, with series of questions about their background in learning English, their challenges in speaking English, the effect of English to their interactions with Filipinos, ways on overcoming their challenges in speaking English, and their motivations in learning, and their experiences in learning and speaking English as a second language. The interview was recorded and transcribed by the researchers. Transcribed data were then analyzed.

Trustworthiness of the Study

As the field of qualitative research expands, social and behavioral scientists audit on the legitimacy of concentrates that help the utilization of this study. Through this, qualitative researchers utilized different approval procedures to make their study authentic and exact. The researchers incorporated reliability, credibility, conformability, and transferability.

Transferability. It is the best possible treatment of records of the information from the subjects. The data that the researchers assembled were appropriately dealt with for the advantage of the next generation that this research could be utilized for further research about the difficulties in learning English as experienced by the participants. The data were then transcribed and presented.

Conformability. This is the estimation of the legitimacy of the requests inquiries and findings as bolstered by the data accumulated. The researchers guaranteed the legitimacy of the information, through the affirmation of information assembled from participants and the hypothetical premise of the study. The researchers ensured that the after-effects of the findings would be taken from the encounters and data assembled from the subjects, and none of the analysts' inclinations were presented. Amid the social affair of data and other information, the transcripts of meetings were legitimately composed, so that in the time when there would be a requirement for confirmation of the consequence of the examination, the information could give legitimacy of its result.

Reliability. It incorporates procedures of information obtained and data analysis to demonstrate a consistency of the after-effects of the study. The researchers ensured that this research would, by all methods, be bolstered with hypothetical ideas and rules, which made this research solid.

Credibility. It is an assessment of the application of the understanding of the data originating from the participants' primary and unique information given. The researchers gave an affirmation that the transcripts of the interview would be the same as the data that would appear in the research. All authors specified in this study were altogether characterized by criteria to keep the credibility of the study. It is to guarantee

that the indicated data gathered and the displayed actualities depend on the participants' experiences.

The researchers ensured that the shown information collected and the presented facts are based on the participants' lived encounters, and the coding was founded on this bonafide focus of information. The researchers used a codename for each participant, from FSR1-FSR10. Anything that is written in this research, the simplest data, and concepts, can be transferable for future study. The researchers ensured the validity of the data, through the confirmation of gathered data from the participants and the theoretical basis of the study.

Ethical Considerations

Due to the confidentiality of the information acquired from the participants, ethical measures are administered in this study. Neutrality was chiefly imposed with no manipulation of answers done. The participants were given the freedom to withdraw from their participation in this study. The researchers catered to the participants' responses with respect and full understanding and guaranteed them the privacy of their identities to safeguard them from any adverse criticism outside this study.

The utilization of qualitative research enabled the researchers to associate profoundly with the participants, therefore entering their areas of qualities, shortcomings, and individual learning capacities in gathering the information. None of the data incorporated into the research was divulged to secure participants' privacy.

Analysis Treatment

The researchers used thematic analysis to study the data collected from the ten Indian students. The data collected from the participants are beneficial because it contains all the necessary information needed to fulfill the objectives of this study. After gathering the data, the researchers arranged them properly to be ready for analysis. Codes produce something to know the dominant themes. Thematic analysis is where researchers distinguish various references between the data gathered and the research's themes (Hayes, 1997). Moreover, inductive and deductive are research patterns that provide a flexible analysis (Frith & Gleeson, 2004; Hayes, 1997; Niece, 2011; Halldorson, 2009). The particular result of thematic analysis is the appropriate way of analyzing the data gathered from the ten (10) participants. It is given that the researchers are analyzing and comparing the relationship between the variables and the various sets of evidence that are relevant to diverse situations in the same study.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents a summary of the findings gathered in this research. The answers collected during the interview were analyzed and presented in this section.

Challenges in Learning English

Language serves as a way to express viably in different informative circumstances. But, it is the exact second language that requires an informed and active, precise works to be good at. Learning English is very challenging for every local speaker.

When teaching English to the Indians, students have become dominant, and many Indian students have described that English is a global language. The learning of this language can ensure good chances for business, traveling, advanced education, and a better life. In a country that is still progressing like India, the learning of the English language is not an easy task.

Presented below are the themes generated from the participants' responses.

Variations in Pronunciation and Accent. The participants expressed different challenges in learning English in Davao City. The variations in pronunciation and accent between Indians and Filipinos added to their difficulties in learning the English language. Some of the participants expressed that it is in these variations that they often opt not to interact with people as they fear misunderstanding and failure to communicate well.

Some participants expressed that it was challenging to learn English in a community of diverse cultures and languages due to varied accents.

Participant 10 said,

“Because of different accents over there!”

While Participant 4 mentioned,

“The accent differs in communities. So that’s a bit challenging for us.”

Variations in accent and pronunciation of words hinder the Indian students from communicating and learning the English language more easily.

This is affirmed by research which focused on the impact of variations in accent on the international students' communicative success. For some international students, accented English is a factor that affects language learning success, as well as their study experience (Harte et al., 2017)

Adequate language proficiency in communication is essential for international students as it plays out a significant job in achieving success in any case, not just communication skills, an issue, but also miscommunication. Numerous studies have discovered that accentedness itself can bring a negative influence on students' academic performance and social networks. Issues brought about by different accents in academic settings have prompted the students experiencing challenges in understanding their instructors and also each other. Moreover, students who communicate in English as an additional language, for the most part, have a foreign-sounding accent. This can demonstrate a significant hindrance to the students' social relationships and can lead to social isolation.

The same number of studies demonstrated, it can be concluded that the difficulties brought about by accented English for these students have two parts: (1) the student's

accent can cause problem in communication and (2) the accent of others, for example, instructors and different students, which caused comprehension challenges on the part of students.

Other participants experienced struggles in learning English due to the differences in pronunciation.

Participant 6 noted,

"Mostly, it is the pronunciation."

Participant 9 also added,

"But here people talk in different pronunciation."

People all over the world considered English as their local language. The general public proceeds onward on the wheels of communication. So, to achieve good communication, the right word pronunciation is required as it affects the whole meaning of the word. The attainment of knowledge on the structure of language is fundamental in communication. However, having the option to pronounce right words and comprehend these words are likewise significant in communication. Correct pronunciation serves as a basis for efficient and effective communication using the English language. Also, it is very much clear that communication is nothing but the correct pronunciation. It consists of intonation, word, and sentence stress, and any word that influences English phonology.

The Indian students speak English, and it does not contrast fundamentally from native English in sentence structure and vocabulary but the pronunciation. Excellent communication skills can give an increase in confidence when talking before numerous

individuals. The English pronunciation includes an excessive number of difficulties for a student to make progress toward a total removal of accent, but improving pronunciation will support confidence, improve communication, and potentially lead to better work or gain more respect in the working environment. This gives the conclusion that speech should be emphasized accurately and effectively to be good in communication.

However, most of the participants shared that they had no difficulties in learning English in Davao City as they already have an established foundation of the English language when they were in India. They learned the English language in India before coming to the Philippines to study college.

Participant 4 said,

No challenge in learning English, because I learnt already in India.

Other participants answered that the English language was their second language when they were still in India. That is why they are not experiencing any difficulties in learning the English language in Davao City.

Participant 6 affirmed,

"None at all as I was born in a place where English is the second language of speaking."

While Participant 5 posited,

"Because English was a secondary language from school, there was no difficulty in learning."

India has recognized the importance of English, bestowing it as an ‘Associate Official Language’ title. This status has been reciprocated and altered under political and social pressures in a society with diverse cultures, languages, and religions (Khan, 2011). This could be the reason why many of the participants shared that they have no difficulties in learning English in Davao City.

The general use of English as a non-native variety in a given setting is the effect of factors as emigration, colonization, and globalization. How English was presented in a nation halfway decides its strength and number of functions it plays, especially when it differs from other non-native English speaking countries. Nevertheless, British Colonists introduced English in India while it steadily develops into a multilingual, multicultural, and pluralistic Indian setting. To attain the needs in education, administration, and social relationship, the language is then used in India. The language has had an exponential development in various manners when British traders set their feet on India, and the local languages started to compete with the English language. English turned out to be the language of the Supreme Court in Calcutta in 1977. It did not take that long for English to become the language of the law, higher education, and administration.

In the phase where Indian missionaries land to teach Indians, the Indians who are good in English were designated to offices. In 1873, education in India made English the official language. To establish the British government, English built many schools in India to extend their domains, and their language was connected with riches, power, and social status.

As indicated by Omidvar (2017), India is a blatant example wherein English assumes various parts for the speakers, and the competence of the speakers is

unmistakably far better than those in nations where English is a foreign language. However, many Indians are in doubt to consider English as their second language because India has various languages and dialects.

English in India serves as the means of communication by its people in their daily life, especially in government and academe.

Motivations in Learning English

Success can be achieved by an individual who is highly motivated to perform a hard activity. Being motivated is a good factor to consider whether or not someone will complete a hard task. So, highly motivated learners can learn fast in the second language. Though this is a good theory as it was backed up with relevant studies, these studies do not offer specifics about motivation. The multifaceted nature of the possibility of motivation lies in its endeavors to expand an individual's activities on behavior, which cannot be clarified by only one methodology. The challenge is not the absence of theories to clarify motivation but the various models and theories. Fortunately, plenty of research literature is available about the role of motivation that plays in the learning of language.

There were a few reasons for the motivation of students in learning English. To generalize, these include the use of English as it is a lingua franca and utilization of English as a tool for communication and relation. Indian students learn English because, for them, it is a common means of communication around the globe. Also, English as a lingua franca has emerged as a useful mode of communication between people with different first languages.

English as a Lingua Franca. Most of the participants expressed that since English is the universal language, they find learning the language significant.

Participant 1 said,

“Because it is a universal language.”

In addition, Participant 2 noted,

“English is a universal language. It motivates me to learn English for communicate with people worldwide.”

These responses are reflective of the participants' recognition of the importance of the English language being used globally. Hence, Indian students also acknowledge the importance of learning the English language not only for transactional purposes but also for future professional uses.

With this, it can be concluded out of the many languages on the planet English can be considered as the dominant language that brings an impacting effect on every workplace. Without a doubt, English assumes a big responsibility on the planet that individuals can't overlook it completely (Linguaenglish, 2015). Furthermore, English exists on the earth today as a method for global communication and as a means for individuals from various social groups to speak with one another (The Open University, 2018).

Other participants also answered that English is a commonly used language by many people all over the world.

Participant 5 said,

“So far, English is spoken by many people all around the world.”

While Participant 8 mentioned,

"English is a common language in the world. We learn and speak English so easy to communicate [with] people."

The participants acknowledged the significance of learning the English language. This is a reflection of the reason why Indian students are motivated to learn the English language. Truly, the English language is a universal mode of communication all over the world. English becomes the international communication since it has successfully dominated the world of globalization (Banu & Nishanthi, 2017).

The expression "English as a lingua franca" or the most widely used language has been developed as a term for referring to communication in English between speakers with various first languages since generally only one out of each four speakers of English on the planet is a native speaker of the language. Few authors said English in India is the lingua franca used for official and commercial purposes. Indians with different cultural or first language background used English for communication. English is not just the most broadly communicated language; it is nevertheless an acculturated language because of the contact of native English speakers with Indians who communicated in their local dialects, which later helped it spread and became popular (Omidvar, 2017).

These must be the reasons why many of the participants answered learning English motivates them as it is a universal language or the language spoken by many people all over the world,

There is no exact overview of the number of speakers of English in India. In 1999, the total number of people in India had arrived at a billion, and only 10-20 percent of Indians who were classified as middle class have adequate knowledge in English.

Therefore a good estimation of 100-200 million English speakers in India who have a high level of competence. Including the number of Indian speakers who are not that good in English but can at least speak the language. The overall number of speakers of English has an estimation of 300-400 million. It is a number that should not be overlooked (Enokizono, 2000).

It has become certain that in ELF circumstances, English is seen as being appropriated, and made proper, as a method for intercultural communication (Bohringer, Hulmbauer & Seidlhofer, 2008).

English as a Tool for Communication and Relation. Aside from considering English as a lingua Franca being the reason for learning English, some participants noted that they are highly motivated to learn the target language as English is a way to communicate and build social relationships with people all over the world. Participant 5 posited,

"To communicate with people who speak a different language who knows English."

Participant 8 mentioned,

"Easy to communicate people."

Furthermore, Participants 1 and 2 shared,

"To communicate with each and every person."

"To study and communicate with people."

The responses of the participants are manifestations that Indian students in a culturally and linguistically diverse community aim at building social relationships and communicating effectively with the people around them. For them, this is possible only when they can communicate using the English language effectively.

English has served and is serving as a link language at two important levels in India. First, English is responsible for contacts with the outside world. Second, English serves as a link language. People in different states have different mother tongues. It is English only that serves as a link between one country and another. English also is the language of trade and industry in India. Not only that, the official correspondence between the Union Government and the non-Hindi speaking States is conducted in English. Hindi is indeed the official language of the country. Even then, English is used increasingly for inter-state purposes. English has served as a unifying factor in the country.

Some of the participants also shared that the English language is a way for them to build relationships. Participant 4 said,

"To build a team and treat patients communicate, English is needed. So this motivates us."

On the one hand, Participant 9 and 10 expressed,

"I motivate myself, I don't know Visayas and local language, so I learnt English to communicate with local people."

"To mingle in a community."

With this, it can be inferred that Indian students aim at building relationships with people within the community. Although culturally and linguistically diverse, these ESL

learners still want to use the English language not only for transactional but also for relational or social purposes.

English is frequently utilized as a device of power in all circles of social life, be it religion, media, education, and so on. It can be the official language of power and can be known as a world language. The language dispersed all over the continents and spoken by in excess of three hundred million individuals over the world. Indians cannot disregard this data as the English language assumes a critical job in career improvement and self-advancement.

English is turning into a worldwide language; English proficiency is viewed as fundamental for the personal and professional advancement of an individual. It is given that English assumes a significant part in the psychological, emotional, and social improvement of an individual. Moreover, the language holds great value to Indians in spite of the fact that English is a foreign language.

Furthermore, Ahmad (2016) posits that the need for taking a language emerges from the perspective of its versatility, profitability, utility, teachability, and universality. Through spoken and written communication, individual can share emotions, thoughts, and feelings with others.

English is becoming more popular all over the world. It has achieved the status of a global language. It is the language of the United Nations and International Summit meetings. English is the means of communication; it brings people from all over the world together. It is used as an access to knowledge, as an international language, as a window of the world, as library language, as a link language, as an essential language

for overseas employment, and as an essential language for career growth. Thus, English is a tool of power, prestige, and growth.

Strategies in Learning English

In learning a language, a learner employs strategies, whether consciously and subconsciously, in the process of attaining language proficiency. Different language learning achievements are often based on the learner's strategy. It could be age, motivation, learning style, learning environment, cultural background, purpose, personality, and gender. Most of the learners believe that to attain language proficiency is to memorize and familiarize its parts. This will involve strategies such as memorization, analysis, and practice. Some learners believe that the best way to learn a foreign language is to absorb it naturally through experience by means of communicating with speakers of the language and exposing themselves to a community where that language is used.

Presented below are the Indian students' ways of learning the English language effectively.

Formal Learning. In this research, the participants expressed different experiences and desires in learning the English language. Most students have no struggles in learning English in a culturally and linguistically diverse community because some of them already learned the English language in India by attending English classes or going to coaching centers that used English as a medium of instruction.

Participant 1 said,

“Coaching center to learn English.”

There was one participant who had proper schooling to learn the English language.

Participant 6 shared,

“Proper schooling and exposure to the American/British/Canadian culture.”

Therefore, it can be said that Indian students did have formal learning of the English language. Indeed, learning a second language takes time and effort; and for these Indian students, being engaged in formal venues of learning the language is one of their strategies to learn the target language effectively.

English language is recognized as an important language in India. English is used in the everyday lives of Indians. India is the country where education, administration, and jobs continue to require fluency in the use of the English language, resulting in most Indian parents sending their child where English is used as a medium of instruction rather than their regional or native language. Even parents from low economic statuses placed their children from vernacular medium schools to private English medium schools declining enrollment at public vernacular medium schools.

The National Council of Educational Research and Training (2006) highlights that the variety of English teaching in India is characterized by their support of English language attainment and how teachers formulate strategies or procedures that are believed to produce success in English acquisition. They used big books with illustrations for group reading, reading stories that aroused interest to students, using reading cards that allow students to use their level of difficulty, and books with audio using the model speech.

The National Council of Educational Research and Training further emphasizes that when one learned the language at a very young age, that skill is learned for a lifetime, even if it means leaving their own country. With some guidance from the classroom, the learner can build up his or her skills independently. In India, their language-learning materials are used as a text exposing the learners to the language itself. These materials are based on literature such as poetry, fiction, etc. This strategy plays an important role in a student's learning; as most students would think English classes are a place of reading literature pieces. The English language is used to develop interest and imagination, playing a vital role in the student's learning.

According to Banu and Nishanthi (2017), for teachers, one of the barriers in using English as a medium of instruction is the students' low English proficiency. This is why some teachers go back to using the native language and English in teaching.

English is the language that the world uses most these days. An increasing number of Indians know the significance of English learning as it can help well see more information everywhere throughout the world. The environment is viewed as a mind-boggling set of physical, biological, geographical, social, cultural, and political conditions that encompasses an individual and decides his performance (Krishan, 2014).

Students from rural areas came from poor and underprivileged families. They have no one at home to help them learn English. These students are only exposed to English when they are at school whereas, students from the urban area get help from private tutors, and their parents can also help them in attaining English language proficiency (Banu & Nishanthi, 2017).

Informal Learning. Aside from formal learning, some participants utilized informal means of learning the language. Some watched English movies and TV series to cope with the challenges of learning English.

Participant 5 posed that,

“Watching English series or movies and interacting with people in English.”

Some participants read English journals, books, and novels to facilitate their learning of the English language.

Participant 10 said,

“By reading journals.”

And Participant 8 noted,

“Reading books makes learning the English language.”

Hence, it can be deduced that the Indian students used other strategies to address their needs in learning the English language more efficiently. The use of available materials within the CLD community helped them improve their grasp of the target language.

Chandramouli (2019) states that children in India grew up with parents with diverse languages or live in a community where people speak entirely different languages. Most Indian children acquire proficiency in using the English language simply because they have friends who speak English.

Young individuals are learning English very quickly due to the innovation of technology that can help strengthen their English vocabulary (Kurghinyan & Sargsyan, 2016).

The National Council of Educational Research and Training (2006) interjects that languages are learned implicitly through communicating with people who speak that English, comprehending messages, listening or reading for meaning, and practicing it at the same time. Some input of language proficiency is at least learned in school. However, there are many ways of enriching one's English skills. The language may then be learned and studied at school, but practicing it beyond borders can help the learner in a lot of ways, at the same time not putting so much pressure on the learner.

Informal learning is a relaxed type of learning, maybe too relaxed. In formal learning, learning is with the experience. When learning a language, one could pick up words from the native speaker of that language, getting immersed in activities such as reading books written in the target language, watching movies that use the target language, reading journals, and so on, rather than just focusing on the curriculum (Nield, 2014).

Informal learning takes place outside formal learning and has a broader scope than the traditional educational learning strategies, such as tutoring and learning workshops (Zurcher, 2010).

In terms of formal learning, it is up to the learners to evaluate their learning and seek further learning opportunities. Learners can explore new things to ameliorate their learning, check their knowledge and skills, and receive feedback from their tutors, consultants, instructor, etc. But feedbacks are meant to be given to serve as a benefit to

the learner and is not given based on a grade. Informal learning is devoid of things and stress, such as grades, because it is self-directed. They may watch English movies or series, read books and journals written in English as a way of improving their skills by means of informal learning (Wilsey, 2010).

Informal learning happens every day, whether one may realize it or not. Informal learning is thought to dominate over formal learning because it is learner-driven; it is unstructured and is away from the traditional formal learning type. It is self-driven, often unplanned by the learner, with no clear goals or a set of objectives (Rogers, 2014).

Experiential Learning. Some of the participants have learned the English language by constantly communicating using the English language. Their exposure to the English language improved their knowledge of the proper use of the English language. Their motivation to learn the language drove them to experience the use of the language firsthand.

Participant 2 said,

*"Always try to speak in English with our friends and society.
This is my mechanism."*

While Participant 5 shared,

"By actively communicating with them."

Another participant expressed,

"Talk always in English, whether it's wrong or correct."

One participant shared that his exposure to American, British, and Canadian cultures helped in learning the English language. He said,

“Exposure to American/ British/ Canadian cultures.”

According to Kolb (1984), experiential learning refers to where teachers direct the students to apply and practice their skills and knowledge to a real-world scenario or situations but with the full guidance of the teacher. A classroom, speech laboratory, studio, speech workshops serve as a setting for experiential learning with embedded activities such as simulation, role play, etc. In general, experiential learning is created through experience, and knowledge results from these experiences. When students are engaged in learning experiences, it will stimulate their interests and motivation to learn. Informal learning where learners are not given enough duty and opportunity, experiential methodology depends on the work of educators and learners, which should be improved based on principles. Learners are allowed to make basic decisions, but they are required to assume liability for their decisions.

Huong, Huyen, and ThiHuongLan (2017) point out that experiential learning is applying your knowledge actively. It means self-discovery. Rather than just watching, reading, and listening, the learner uses it with reality. This type of learning focuses on the learning process of an individual. Experiential learning is learning through reflection on doing. It involves direct contact with experience rather than just studying and the thing about it. That's why most of the participants' strategies of learning English are communicating in English constantly and exposing them to American, British, and Canadian cultures.

Experiential learning can create good results in a student's proficiency in English since it is a procedure of learning by doing. Additionally, experiential learning is a fun method to learn fundamental abilities. The students will have a ton of fun while they learn, and this type of learning can lead to good results (Anisa, 2016).

Some participants shared that they strengthened their learning of the English language with their experiences in watching English movies and TV series as well as reading journals, novels, and books. While other participants constantly communicate using the English language with others to improve their learning of the language. Furthermore, some participants had a formal schooling experience to learn the English language, while others joined coaching centers and classes that teach the English language.

Kolb's Learning Theory (1974) clarifies that various individuals normally incline toward a specific single diverse learning style. Different components impact an individual's favorite style. For instance, educational experiences, social condition, instructive encounters, or the basic mental state of the person. As evidenced in the participants' responses, it can be noted that each of them had her/his preference in learning the English language. Although some of them were similar, most of them utilized strategies that they are comfortable using in ESL learning.

Aside from the ESL learning strategies, the participants' experiences in learning the English language in a culturally and linguistically diverse language are also noteworthy. Through ESL learning, participants used the language for transactional and relational purposes. Different people have challenged that a student's capacity to learn a second language following language will rely upon how much contact the student has with a second language speaker (Zaker, 2016).

Some participants mentioned that they had no difficulties in learning the English language in Davao City as they already learned English in India. Aside from this, Filipinos use the English language as their second language and the medium of instruction in schools. This could be a reason why most of the participants shared that

they had no struggles in learning the English language as Filipinos can converse in English. However, few participants shared difficulties in understanding other Filipinos due to variations in accent and pronunciation, but they still managed to cope with the challenges using their strategies.

In this research, it must also be noted that there were participants who shared that interacting with other people with the use of the English language helped them improve their ESL learning experience in a culturally and linguistically diverse community. The participants used interactions to cope with the challenges in learning English.

Mondada and Doehlier (2004) suggest that the interactionist approach perceives interaction as a fundamental level constitutive element of students' regular day life. Interaction is the most fundamental part of the experience and works as the most essential part of activity that is organized where learning can happen. In this view, interaction with others gives not only an interactional edge within which developmental processes can occur; as a social practice, it includes the student as a co-constructor of joint exercises, where linguistic and different skills are put together and work within a steady process of adjustment vis-a-vis other social agents and in the emerging context. This position is regularly embraced by conversationalist or sociocultural approaches to L2 acquisition.

Chapter 4

CONCLUSION AND IMPLICATIONS

Presented in this chapter are the findings based on the research findings and the implications to the field of practice.

Conclusion

Based on the findings, the following conclusions are drawn to determine and respond to the existing needs of the Indian students in learning the English language.

This research found out that most of the Indian students who participated in this research experienced no difficulties in learning the English language in Davao City. They shared that they already learned the English language in India before coming to the Philippines to study college. It must be noted that India is one of the many countries that considered the English language as lingua franca because the participants mentioned that they grew in a place where English is the second language. People in India mostly use it. That is why most of the Indian students face no struggles in learning the English language in Davao City. However, few participants expressed struggles in learning the English language in Davao City due to variations in accent and pronunciation between them and the Filipinos.

Secondly, it is revealed that Indian students are motivated to learn the English language as it is the universal language. For Indian students, the English language can help them professionally. Also, the English language can help them communicate easily in a culturally and linguistically diverse community. Also, Indian students consider the English language as a tool for communication and relation. There few participants who shared that they liked communicating with different people and mingling in their

present community in Davao City. They see the English language as a tool that they can use for transactional and relational purposes.

Lastly, Indian students use strategies to strengthen their learning of the English language. These strategies include formal learning, informal learning, and experiential learning. Firstly, the formal learning is the type of language learning which is done in a classroom with a teacher who teaches grammar rules of the English language, its structure, and how it is organized. It requires a lot of memorization. Participants expressed that they had proper schooling, joined coaching centers, and attended English classes to cope with the challenges of learning the English language in a culturally and linguistically diverse community. Secondly, the informal learning focuses on the extra activities of the Indian students to practice their English skills. Participants mentioned that they watched English movies and TV series to improve their English language. Other participants added that they are reading English books, journals, and novels to cope with the challenges in learning the English language. Lastly, the experiential learning, which centers on the firsthand experiences of the Indian students while being immersed in the community with the English language as the language for communication. A number of participants shared that they constantly communicate using the English language with other people to strengthen their learning of the language while one participant added that exposure to the American, British, and Canadian cultures could help in learning the English language.

In conclusion, teachers and schools in Davao City should be united in delivering classes that will help the learning experience of Indian students in the English language. Schools should develop activities that will encourage the Indian students to connect to everybody, not just to their fellowmen. In this way, they will be able to enhance their

English communication skills and lessen the barriers of variations in accent and pronunciation between Indians and Filipinos. Exposing the Indian students to Filipino cultures in the form of school activities will surely diminish the difficulties in learning the English language.

Furthermore, educators should give the Indian students enough time to practice their speaking skills, enable them to defeat from being meek through benevolent practices to influence them to feel great when talking, remind them not to stress over committing errors and give them genuine directions and enough guidance. Educators should give their students more chances to communicate in English by utilizing some speaking tasks that assist them to talk and urge them to participate in talking exercises. Likewise, educators should know when and how to rectify their students' missteps, so they are not apprehensive of committing errors.

This paper evaluated the components that affect Indian students' ESL learning in a CLD community where individuals differ in terms of culture and language use. It is where English is not the main language, and the people in an everyday conversation use only one of the languages.

Implications for Field of Practice

In the field of linguistics and language pedagogy, it is of the foremost value to have this research as a means of gaining more in-depth knowledge and understanding about learners who study ESL, especially those who came from different countries and decided to study English in the Philippines-- a culturally and linguistically diverse community. Through this research, more opportunities for academic works may emerge, utilizing applied linguistic theories in addressing various social and pedagogical issues

relating to language use and the activity of language use. Furthermore, future research works may be conducted to delve deeper into understanding the experiences, the motivations, and challenges that foreigners have in immersing themselves in a culturally and linguistically diverse community. Through further research, curriculum developers and policymakers may also take into consideration crafting educational programs that could greatly benefit students who encounter difficulties in using English as a second language for academic purposes.

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APPENDICES

APPENDIX A
LETTER OF PERMISSION TO CONDUCT THE STUDY



College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 118

June 28, 2019

KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, College of Arts and Sciences Education
This University

Dear Dr. Concepcion:

The undersigned are currently writing a research entitled "ESL Learning in a CLD Community: Reflections of Indian Students" as one of the requirements in the ENG 33C (03683)-Thesis (Language Research), a research course in the Bachelor of Arts in English Language program.


In line with the above mentioned, we are seeking for your approval to conduct the said study. Rest assured that all research ethical considerations shall be observed in the entire conduct of the study.

Thank you very much and God bless.

Very truly yours,



MARIA ELENA CANOPEN
Student Researcher


ZENIER DIGAL
Student Researcher


JENNY LYNN YARANON
Student Researcher

Noted by:


MAICO DEMI B. APEROCHO, MEAL
Adviser


JENNIFER S. RAYOT, ME-LT
Research Coordinator, CASE

Action Taken:

Approved Disapproved

*Pls. comply with due diligence requirements
prior to data gathering.*

APPENDIX B
LETTER TO THE ADVISER



College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 118

July 9, 2019

MAICO DEMI B. APEROCHO, MEAL
Faculty AB English
College of Arts and Sciences Education
This University

Dear Sir:

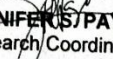
Greetings!

The AB English students, María Elena V. Canopen, Zenler P. Digal, and Jenny Lynn A. Yaranon are currently writing a research entitled "ESL Learning in a CLD Community: Reflections of Indian Students" as one of the requirements in the ENG 33C (03683) - Thesis Language Research, a research course in Bachelor of Arts English program.


You are hereby recommended to be the **adviser** of the said study to guide them in the whole duration of the research conduct. I believe that your expertise will help them come up with a quality research output.

Your positive response will be highly appreciated. Thank you very much and God bless.

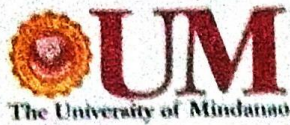
Very truly yours,


JENNIFER S. PAYOT, MEd-LT
Research Coordinator, CASE

Noted by:


KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, CASE

APPENDIX C
LETTER TO THE DATA ANALYST



College of Arts and Sciences Education
 2nd Floor, DPT Building
 Main Campus, Davao City
 Telefax (082)
 Phone No. (082)300-5456/305-0647 Local 118

August 2, 2019

MAICO DEMI B. APEROCHO, MEAL
 Institute of Languages
 College of Arts and Sciences Education
 This University

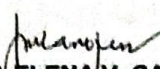
Dear Sir:

The undersigned are currently writing a research entitled "ESL Learning in a CLD Community: Reflections of Indian Students" as one of the requirements in the ENG 33C (03683) - Thesis Language Research, a research course in Bachelor of Arts in English program.


In line with the above mentioned, we are requesting you to be our data analyst to check and assist us to analyze our gathered data, as we highly recognize your expertise in this area.

Thank you very much and God bless.

Very truly yours,

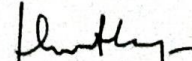

MARIA ELENA V. CANOPEN
 Student Researcher


ZENLER P. DIGAL
 Student Researcher


JENNY LYNN A. YARANON
 Student Researcher

Noted by:


JENIFER S. PAYOT MEd-LT
 Research Coordinator, CASE


KHRISTINE MARIE D. CONCEPCION, Ph.D.
 Dean, CASE

APPENDIX D
LETTER TO THE PANEL MEMBERS



The University of Mindanao

College of Arts and Sciences Education

2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)

Phone No.: (082)300-5456/305-0647 Local 118

August 20, 2019

PRECIOUS T. MONGCAL, MAEng
Program Head, AB English
College of Arts and Sciences Education
University of Mindanao

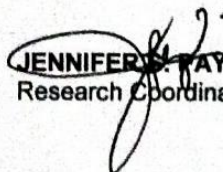
Dear Prof. Mongcal:

The fourth year students of Bachelor of Arts in English program are conducting their research entitled "ESL Learning in a CLD Community: Reflections of Indian Students" as a requirement in ENG 33C under the supervision of Prof. Maico Demi B. Aperocho as the subject teacher.

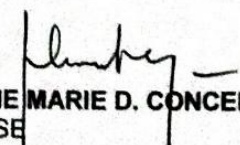
You are hereby recommended to act as one of the **panel** members during the **outline/final defense** on August 22, 2019 at the Institute of Languages (H2V).

Your expertise is highly recognized. Thank you very much and God bless.

Very truly yours,


JENNIFER S. TAYOT
Research Coordinator, CASE

Noted by:


KRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, CASE



College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 118

August 20, 2019

JENNIFER S. PAYOT, Med-LT
Research Coordinator
College of Arts and Sciences Education
University of Mindanao

Dear Ma'am Payot:

The fourth year students of Bachelor of Arts in English program are conducting their research entitled "ESL Learning in a CLD Community: Reflections of Indian Students" as a requirement in ENG 33C under the supervision of Prof. Maico Demi B. Aperocho as the subject teacher.

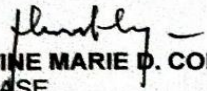
You are hereby recommended to act as one of the **panel** members during the **outline/final defense** on August 22, 2019 at the Institute of Languages (H2V).

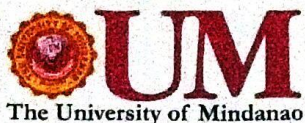
Your expertise is highly recognized. Thank you very much and God bless.

Very truly yours,


MAICO DEMI B. APEROCHO, MEAL
Adviser

Noted by:


KRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, CASE



College of Arts and Sciences Education
 2nd Floor, DPT Building
 Matina Campus, Davao City
 Telefax: (082)
 Phone No.: (082)300-5456/305-0647 Local 118

November 29, 2018

PRECIOUS T. MONGCAL, MAEng
 Program Head, AB English Program
 College of Arts and Sciences Education
 University of Mindanao

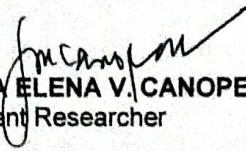
Dear Prof. Mongcal:

The students of AB English are conducting their research entitled "ESL in an CLD Community: Reflections of Asian Student" as a requirement in 07531- Methods of Research for English under the supervision of Prof. Maico Demi B. Aperocho as the subject teacher.

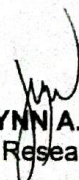
You are hereby recommended to act as one of the **panel members** during the **title proposal defense** on December 04, 2018 (3:30-4:30) at Room H1F, DPT bldg.

Your expertise is highly recognized. Thank you very much and God bless.

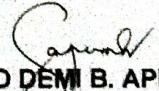
Very truly yours,

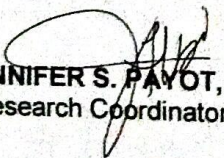

MARIA ELENA V. CANOPEN
 Student Researcher

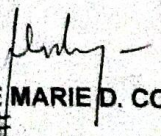

ZENKER E. DIGAL
 Student Researcher

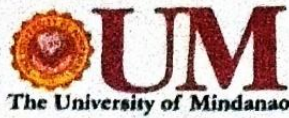

JENNY LYNN A. YARANON
 Student Researcher

Noted by:


MAICO DEMI B. APEROCHO, MEAL
 Subject Teacher


JENNIFER S. PAYOT, MEd-LT
 Research Coordinator, CASE


KHRISTINE MARIE D. CONCEPCION, Ph.D.
 Dean, CASE



College of Arts and Sciences Education
 2nd Floor, DPT Building
 Matina Campus, Davao City
 Telefax: (082)
 Phone No.: (082)300-5456/305-0647 Local 118

January 15, 2019

FABIANA T. EPONDULAN, Ph.D.
 Faculty- AB English Program
 College of Arts and Sciences Education
 University of Mindanao

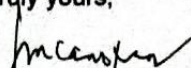
Dear Dr. Epondulan:

The students of AB English are conducting their research entitled "ESL in a CLD Community: Reflections of Indian Students" as a requirement in 07531- Methods of Research for English under the supervision of Prof. Maico Demi B. Aperocho as the subject teacher.

You are hereby recommended to act as one of the **panel** members during the **outline defense** on January 21, 2019 (8:00 am-12:00 nn) at the Institute of Languages, DPT Building.

Your expertise is highly recognized. Thank you very much and God bless.

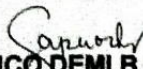
Very truly yours,

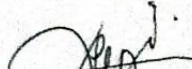

MARIA ELENA V. CANOPEN
 Student Researcher

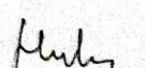

ZENLER E. DIGAL
 Student Researcher


JENNY LYNN A. YARANON
 Student Researcher

Noted by:


MAICO DEMI B. APEROCHO, MEAL
 Subject Teacher


JENNIFER S. PAYOT, MEd-LT
 Research Coordinator, CASE


KRISTINE MARIE D. CONCEPCION, Ph.D.
 Dean, CASE



College of Arts and Sciences Education
 2nd Floor, DPT Building
 Matina Campus, Davao City
 Telefax: (082)
 Phone No.: (082)300-5456/305-0647 Local 118

January 15, 2019

PRECIOUS T. MONGCAL, MAEng
 Program Head, AB English
 College of Arts and Sciences Education
 University of Mindanao

Dear Prof. Mongcal:

The students of AB English are conducting their research entitled "ESL in a CLD Community: Reflections of Indian Students" as a requirement in 07531- Methods of Research for English under the supervision of Prof. Maico Demi B. Aperocho as the subject teacher.

You are hereby recommended to act as one of the **panel** members during the **outline defense** on January 21, 2019 (8:00 am-12:00 nn) at the Institute of Language, DPT Building.

Your expertise is highly recognized. Thank you very much and God bless.

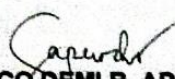
Very truly yours,

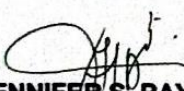

MARIA ELENA V. CANOPEN
 Student Researcher

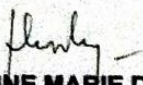

ZENLER E. DIGAL
 Student Researcher


JENNY LYNN A. YARANON
 Student Researcher

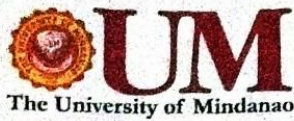
Noted by:


MAICO DEMI B. APEROCHO, MEAL
 Subject Teacher


JENNIFER S. PAYOT, ME-LT
 Research Coordinator, CASE


KHRISTINE MARIE D. CONCEPCION, Ph.D.
 Dean, CASE

APPENDIX E
LETTER TO THE VALIDATORS



College of Arts and Sciences Education
 2nd Floor, DPT Building
 Matina Campus, Davao City
 Telefax: (082)
 Phone No.: (082)300-5456/305-0647 Local 118

June 20, 2019

PRECIOUS T. MONGCAL, MAEng
 Program Coordinator
 AB English Language
 College of Arts and Sciences Education
 This University

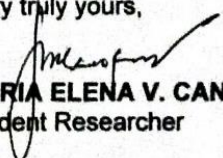
Dear Ma'am:

The undersigned are currently writing a research entitled "ESL Learning in a CLD Community: Reflections of Indian Students" as one of the requirements in the Eng 33c 03683-Thesis Language Research, a research course in Bachelor of Arts in English Language.

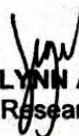
In line with the above mentioned, we are requesting you to be one of the validators to check our research questions and interview guide questionnaire that would be used in data gathering of the said research.

Thank you very much and God bless.

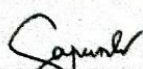
Very truly yours,

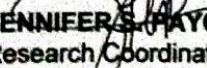

MARIA ELENA V. CANOPEN
 Student Researcher

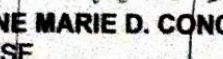

ZENLER P. DIGAL
 Student Researcher


JENNY LYNN A. YARANON
 Student Researcher

Noted by:


MAICO DEM B. APEROCHO, MEAL
 Subject Teacher


JENNIFER S. PAYOT, MEd-LT
 Research Coordinator, CASE


KRISTINE MARIE D. CONCEPCION, Ph.D.
 Dean, CASE



College of Arts and Sciences Education
 2nd Floor, DPT Building
 Mabina Campus, Davao City
 Telefax: (082)
 Phone No.: (082)300-5456/305-0647 Local 118

June 20, 2019

JENNIFER S. PAYOT, MEd-LT
 Research Coordinator
 College of Arts and Sciences Education
 This University


Dear Ma'am:

The undersigned are currently writing a research entitled "ESL Learning in a CLD Community: Reflections of Indian Students" as one of the requirements in the Eng 33c 03683-Thesis Language Research, a research course in Bachelor of Arts in English Language.

In line with the above mentioned, we are requesting you to be one of the validators to check our research questions and interview guide questionnaire that would be used in data gathering of the said research.

Thank you very much and God bless.

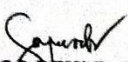
Very truly yours,

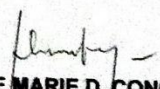

MARIA ELENA V. CANOPEN
 Student Researcher

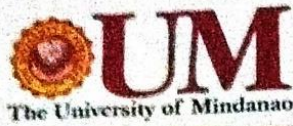

ZENLER P. DIGAL
 Student Researcher


JENNY LYNN A. YARANON
 Student Researcher

Noted by:


MAICO DEMI B. APEROCHO, MEAL
 Subject Teacher


KHRISTINE MARIE D. CONCEPCION, Ph.D.
 Dean, CASE



College of Arts and Sciences Education
 2nd Floor, DPT Building
 Matina Campus, Davao City
 Telefax: (082)
 Phone No.: (082)300-5456/305-0647 Local 118

June 20, 2019

MAICO DEMI B. APEROCHO, MEAL
 Institute of Languages
 College of Arts and Sciences Education
 This University

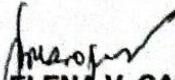
Dear Sir:

The undersigned are currently writing a research entitled "ESL Learning in a CLD Community: Reflections of Indian Students" as one of the requirements in the Eng 33c 03683-Thesis Language Research, a research course in Bachelor of Arts in English Language.


In line with the above mentioned, we are requesting you to be one of the validators to check our research questions and interview guide questionnaire that would be used in data gathering of the said research.

Thank you very much and God bless.

Very truly yours,

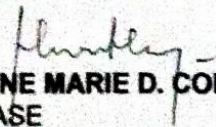

MARIA ELENA V. CANOPEN
 Student Researcher


ZENLER P. DIGAL
 Student Researcher


JENNY LYNN A. YARANON
 Student Researcher

Noted by:


JENNIFER S. PAYOT, MEd-LT
 Research Coordinator, CASE


KHRISTINE MARIE D. CONCEPCION, Ph.D.
 Dean, CASE

APPENDIX F
VALIDATION SHEETS



COLLEGE OF ARTS AND SCIENCES EDUCATION
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082) 300-5456/305-0647 Local 118

VALIDATION SHEET FOR INTERVIEW GUIDE QUESTIONNAIRE

Title of Research: ESL Learning in a CLD Community: Reflections of Indian Students

Proponents: Canopen, Maria Elena V.
Digal, Zenler P.
Yaranon, Jenny Lynn A.

To the Evaluator: Please check the appropriate box for you rating.

Points Equivalent: (10 yes marks) - Very good (6 to 7 yes marks) - Fair
(8 to 9 yes marks) - Good (0 to 5 yes marks) - Poor

Items	Yes	No
ETHICS		
1. Introduction (purpose, confidentiality, duration, way of conduct) and closing components (for additional comments are provided)	/	
2. Informed consent is included	/	
ARTISTRY		
3. Script is included/built in, so interviewer can introduce, guide and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of storytelling and narratives.	/	
RIGOR		
5. Questions are open-ended to encourage an in-depth responses; avoiding close-ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probe questions are provided.	/	
8. Questions are logically ordered asking the highest priority questions first. Opinion questions follow information questions.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes, not exceeding 15 open-ended items (probes included), for every research questions, except for special cases	/	


PRECIOUS MONGCAL
Signature Over Printed Name

Copyright: G.P. Gempes, EdD, DM



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2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.:(082) 300-5456/305-0647 Local 118

VALIDATION SHEET FOR INTERVIEW GUIDE QUESTIONNAIRE

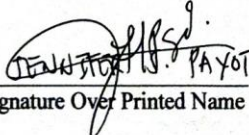
Title of Research: ESL Learning in a CLD Community: Reflections of Indian Students

Proponents: Canopen, Maria Elena V.
Digal, Zenler P.
Yaranon, Jenny Lynn A.

To the Evaluator: Please check the appropriate box for you rating.

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(8 to 9 yes marks)- Good (0 to 5 yes marks) -Poor

Items	Yes	No
ETHICS		
1. Introduction (purpose, confidentiality, duration, way of conduct) and closing components (for additional comments are provided)	/	
2. Informed consent is included	/	
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9. Questions are stated in clear and simple terms.	/	
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VALIDATION SHEET FOR INTERVIEW GUIDE QUESTIONNAIRE

Title of Research: ESL Learning in a CLD Community: Reflections of Indian Students

Proponents: Canopen, Maria Elena V.
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To the Evaluator: Please check the appropriate box for you rating.

Points Equivalent: (10 yes marks) - Very good (6 to 7 yes marks) - Fair
(8 to 9 yes marks)- Good (0 to 5 yes marks)-Poor

Items	Yes	No
ETHICS		
1. Introduction (purpose, confidentiality, duration, way of conduct) and closing components (for additional comments are provided)	/	
2. Informed consent is included	/	
ARTISTRY		
3. Script is included/built in, so interviewer can introduce, guide and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of storytelling and narratives.	/	
RIGOR		
5. Questions are open-ended to encourage an in-depth responses; avoiding close-ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probe questions are provided.	/	
8. Questions are logically ordered asking the highest priority questions first. Opinion questions follow information questions.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes, not exceeding 15 open-ended items (probes included), for every research questions, except for special cases	/	

Sapard
NATCO DAU TO - APRECH
Signature Over Printed Name

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APPENDIX G
INFORMED CONSENT



College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 118

Informed Consent

Good day!

The following will provide you the information about the study that will help you decide whether or not you wish to participate. If you agree to participate, please be aware that you are free to withdraw at any point throughout the duration of the study without any penalty.

In this study, all information you provide will remain confidential and will not be associated with your name. If, for any reason, you do not feel comfortable, you may refuse to answer and receive credit for the time you participated and your information will be discarded. Your participation in this study will require approximately (45-60 minutes). When this study is complete, you will be provided with the results, and you are free to ask any question regarding the results of the study.

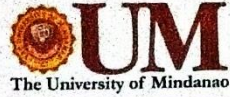
If you have further questions concerning this study, please feel free to contact us through phone or email at 0909-615-2450/ jennylynnyaranon@gmail.com.

Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space provided below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.

J. Day
Signature of Participant

16th July 2019.
Date



College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 118

Informed Consent

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Please affix your signature on the space provided below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.

G. Navindha
Signature of Participant

16/July/2019
Date



College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No. (082)300-5458/305-0647 Local 118

Informed Consent

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Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space provided below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.

S. Angeline
Signature of Participant

16 JULY 2019
Date



College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 118

Informed Consent

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Please affix your signature on the space provided below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.

Signature of Participant

16, July 2019.
Date



College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 118

Informed Consent

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Signature of Participant

16 July 2018

Date



College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 118

Informed Consent

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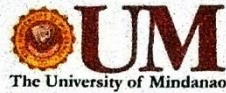
Please affix your signature on the space provided below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.



Signature of Participant

16 | 19 | 07

Date



College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 118

Informed Consent

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Please affix your signature on the space provided below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.

Signature of Participant

16/7/2019
Date



College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 118

Informed Consent

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Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space provided below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.

A handwritten signature in black ink, appearing to be 'M. J. ...', written over a horizontal line.

Signature of Participant

16 Jul 2019

Date



College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 118

Informed Consent

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Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space provided below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.

K. Christopher
Signature of Participant

16 July 2019
Date



College of Arts and Sciences Education
 2nd Floor, OPF Building
 Marine Campus, Davao City
 Davao, 8102
 Phone No. (082) 300-8488/300-2067 Local 113

Informed Consent

Good day!


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Please affix your signature on the space provided below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.


 Signature of Participant

18 July 2019
 Date

APPENDIX H
INTERVIEW GUIDE QUESTIONNAIRE



The University of Mindanao

COLLEGE OF ARTS AND SCIENCES EDUCATION
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.:(082) 300-5456/305-0647 Local 118

INTERVIEW GUIDE QUESTIONNAIRE

Title: ESL Learning in a CLD Community: Reflections of Indian Students

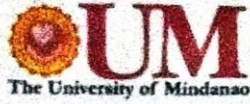
Thank you very much for coming and participating in this study. I am JENNY LYNN A. YARANON and I am with my co-researchers, MARIA ELENA V. CANOPEN and ZENLER P. DIGAL, we are undergraduate students of Bachelor of Arts in English of the University of Mindanao, Davao City. Your participation will be of great help for us.

Before we will begin with the interview, we have a written informed consent from for you. You may affix your signature if you would like to participate in this study. However, if you find the participation not favorable to you, you are free to decline without any consequences.

Research Question	Identifying Questions	Probe Questions
1. What are the challenges experienced by the Indian students in learning English?	1.1 What are the difficulties or struggles that you encounter in learning English?	Why do you think it is difficult to learn English in a community of diverse culture and language?
	1.2 What is the main challenge in learning English in a community of diverse culture and language?	How do these challenges affect your learning?
2. What are the motivations of the Indian students in learning English?	2.1 What motivates you to learn English?	Why do you want to learn English? How does motivation affect your learning? How can you motivate other Indian students to learn English?
3. What are the coping strategies of Indian students in learning the English language?	3.1 What mechanisms do you employ in coping with the challenges in learning the English language?	How effective are these strategies in addressing your challenges?

Researchers: MARIA ELENA V. CANOPEN
ZENLER P. DIGAL
JENNY LYNN A. YARANON

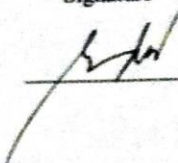
APPENDIX I
ENDORSEMENT LETTERS




College of Arts and Sciences Education
 2nd Floor, DPT Building
 Matina Campus, Davao City
 Telefax: (082)
 Phone No.: (082)300-5456/305-0647 Local 118


ENDORSEMENT FOR OUTLINE DEFENSE

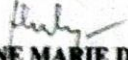
This is to endorse the research manuscript entitled "ESL in a CLD Community: Reflections of Indian Students", prepared and submitted by Maria Elena Canopen, Zenler Digal, and Jenny Lynn Yaranon for Outline Defense. The manuscript has been evaluated by the research personnel listed below and was found to be compliant to the quality standards as provided in the UM Research Manual.

	Name of Faculty	Signature
Adviser	FABIANA T. EPONDULAN, Ph.D.	

Endorsed by:


MAICO DEMI B. APEROCHO, MEAL
 Subject Teacher


JENNIFER S. PAYOT, ME4-LT
 Research Coordinator


KRISTINE MARIE D. CONCEPCION, Ph.D.
 Dean, College of Arts and Sciences Education

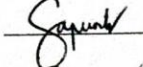
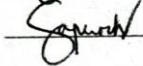


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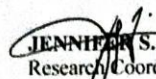
August 20, 2019

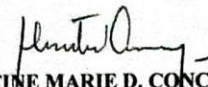
ENDORSEMENT FOR FINAL DEFENSE

This is to endorse the research manuscript entitled "ESL Learning in a CLD Community: Reflections of Indian Students", prepared and submitted by Maria Elena Canopen, Zenler Digal, and Jenny Lynn Yaranon for Final Defense. The manuscript has been evaluated by the research personnel listed below and was found to be compliant to the quality standards as provided in the UM Research Manual.

	Name of Faculty	Signature
Adviser	MAICO DEMI B. APEROCHO	
Statistician/Data Analyst	MAICO DEMI B. APEROCHO	

Endorsed by:


JENNIFER S. PAYOT
 Research Coordinator


KHRISTINE MARIE D. CONCEPCION, Ph.D.
 Dean, College of Arts and Sciences Education

APPENDIX J
CERTIFICATIONS



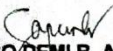
College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 118

CERTIFICATION

This is to certify that the research manuscript of Maria Elena V. Canopen, Zenler P. Digal, and Jenny Lynn A. Yaranon titled, "**ESL Learning in a CLD Community: Reflections of Indian Students**", has been revised following the suggestions of the panel after the final defense. Moreover, this is to acknowledge that the undersigned has comprehensively checked and reviewed Chapter 1 to Chapter 4, and is now ready for panel signature.

This certification is issued on November 07, 2019.

Very truly yours,


MAICO/DEMI B. APEROCHO, MEAL
Research Adviser

Noted by:


JENNIFER S. PAYOT MED-LT
Research Coordinator, CASE



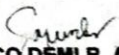
College of Arts and Sciences Education
2nd Floor, DPT Building
Main Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 118

CERTIFICATION


This is to certify that the data of the research manuscript titled, "**ESL Learning in a CLD Community: Reflections of Indian Students**" by Maria Elena V. Canopen, Zenler P. Digal, and Jenny Lynn A. Yaranon, has been analyzed by the undersigned.

This certification is issued on November 07, 2019.

Very truly yours,


MAICO DEMI B. APEROCHO, MEAL
Data Analyst

Noted by:



JENNIFER S. PAYOT ME-Ed-LT
Research Coordinator, CASE



College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 118

ACCEPTANCE

The final Research Report entitled, "**ESL Learning in a CLD Community: Reflections of Indian Students**" prepared and submitted by Maria Elena V. Canopen, Zenler P. Digal, and Jenny Lynn A. Yaranon, in compliance with the requirements for the subject ENG 33C (Language Research), is hereby accepted and approved.


JENNIFER S. PAYOT, MEd-LT
Research Coordinator, CASE


KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, CASE

APPENDIX K
TURNITIN AND GRAMMARLY RESULTS



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: **Jenny Yaranon**
 Assignment title: **ESL Learning in a CLD Community:...**
 Submission title: **ESL Learning in a CLD Community:...**
 File name: **Learning_in_a_CLD_Community_R...**
 File size: **65.86K**
 Page count: **47**
 Word count: **11,119**
 Character count: **61,383**
 Submission date: **10-Dec-2019 05:27PM (UTC+0800)**
 Submission ID: **1231420950**



ESL Learning in a CLD Community: Reflections of Indian Students

ORIGINALITY REPORT


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SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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ESL Learning in a CLD Community: Reflections of Indian Students

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Report: ESL Learning in a CLD Community: Reflections of Indian Students

ESL Learning in a CLD Community: Reflections of Indian Students

by Maico Demi Aperocho

General metrics

73,689	11,196	651	44 min 47 sec	1 hr 26 min
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CURRICULUM VITAE



Maria Elena V. Canopen

Block 3 Lot 2 Waling-Waling St. Iwha Village Dumoy, Davao City, 8000 (PH)

Cell #: 09120872986

Email: indayelena21@gmail.com

PERSONAL DATA

Age: 22

Birth Date: March 9, 1997

Height: 5'2

Religion: Roman Catholic

Weight: 43 kg

Citizenship: Filipino

Sex: Female

Civil Status: Single

FAMILY BACKGROUND

Father: Bonifacio Canopen Sr.

Mother: Eduarda Canopen

ACADEMIC BACKGROUND

Elementary Education

Jose Bastida Elementary School

2005-2010

Secondary Education

Daniel R. Aguinaldo National High School

2010-2014

Tertiary level

University of Mindanao

2016-Present

Skills

- Good Communication Skills with fluency in English language
- Expertise in using new teaching methodology to explain difficult topics
- Excellent in using MS Word and data entry program

Strengths

- Able to relate with people from different sector
- Able to finish tasks independently



Zenler P. Digal

Derling Orchids St. Dumoy, Davao City

Cell #: 0967 225 3901

Email Address: z.digal.bsit@gmail.com

PERSONAL DATA

Age: 27

Birth Date: October 08, 1992

Height: 5'7"

Religion: Catholic

Weight: 62 kg

Citizenship: Filipino

Sex: Male

Civil Status: Single

FAMILY BACKGROUND

Father: Lito P. Digal

Mother: Zenaida P. Digal

ACADEMIC BACKGROUND

Elementary Education

Jose Bastida Elementary School

1999-2005

Secondary Education**A. Mabini National High School**

2005-2009

Tertiary level**University of Mindanao**

2016-Present

Skills

- Strong knowledge of utilizing all the modern teaching aids
- Excellent Communication Skills with fluency in English language
- Expertise in using new teaching methodology to explain difficult topics
- Computer literate
- Proficient in Adobe Photoshop

Strengths

- Enthusiastic and hardworking
- Possess positive attitude
- Responsible toward work



Blk 60 Lot 30, Falcon St. Country Homes, Cabantian, Buhangin, Davao City

Cell #: +63 909 615 245

Email: jennylynnyaranon@gmail.com

PERSONAL DATA

Age: 21

Birth Date: June 24, 1998

Height: 5'1"

Religion: Catholic

Weight: 46 kg

Citizenship: Filipino

Sex: Female

Civil Status: Single

FAMILY BACKGROUND

Father: Emelito C. Yaranon

Mother: Nieves A. Yaranon

ACADEMIC BACKGROUND

Elementary Education

Immanuel School of Davao, Inc.

2006-2011

Secondary Education

Ford Academy of the Arts, Inc.

2011-2015

Tertiary level

University of Mindanao

2015-Present

Skills

- Good in oral and written communication skills (English and Tagalog)
- Expertise in using new teaching methodology to explain difficult topics
- Computer literate

Strengths

- Enthusiastic and hardworking
- Possess positive attitude