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### English Learners In NYC

Raquel Neris

*The Graduate Center, City University of New York*

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ENGLISH LEARNERS IN NYC

by

RAQUEL NERIS

A capstone project submitted to the Graduate Faculty in Digital Humanities in partial fulfillment  
of the requirements for the degree of Master of Arts,  
The City University of New York

2023

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English Learners In NYC

by

Raquel Neris

This manuscript has been read and accepted for the Graduate Faculty in Digital Humanities in satisfaction of the capstone project requirement for the degree of Master of Arts.

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Date

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Andrea Silva

Thesis Advisor

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Date

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Matthew K. Gold

Executive Officer

## ABSTRACT

English Learners In NYC

by

Raquel Neris

Advisor: Andrea Silva

English Learners in NYC is a Digital Humanities project that intersects Migration Studies and Foreign Language Learning Studies by presenting a podcast series about the learning experience of international students in English as a Second Language (ESL) programs at English schools in New York City. The project aims to provide visibility to the educational migration in this specific context and to promote a discussion on how international students and educators can reimagine their teaching and learning experience. It also aims to reveal ESL schools' challenges during the COVID-19 pandemic and how they incorporated digital technologies during and after this event.

The podcast presents three episodes for this capstone project, available on a WordPress website hosted on the CUNY Academic Commons, Audio.com, and Spotify. It is a proof of concept (POC) demonstrating its feasibility for future development.

## ACKNOWLEDGEMENTS

I would like to thank Andie Silva, my advisor. She encouraged me and helped me put my feet on the ground to define this project's scope, which I expect to continue after graduation. As she is Brazilian, I also had the privilege of sharing my thoughts with someone that understands my language and culture. That was liberating.

Thank you to the professors Matthew Gold, James Lowry, Bret Maney, and Michael Sharpe. During their courses, I had the chance to develop projects that served as prototypes for this project. I also thank Sharon Utakis, who supported me and helped me improve my English proficiency.

I thank Vinicius Neris, my husband. He gave me all the support I needed. I also thank him for being the main reason I became an international English Student in New York, which led me to desire to give voice to the ESL community.

I thank my parents, Fátima and Paulo Rubens, for their encouragement. They always say: if you cannot do this, who can?

I thank all the students, teachers, and staff I had the chance to meet at New York Language Center. I primarily consider Grayce Kelle, Scarlet, and Andy Travis, who contributed to the podcast. I also thank Jacques and Jussineia, who shared inspiring stories for the initial episodes.

At last, I thank God for everything that has happened to me since I moved to this city as an English learner.

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## DIGITAL MANIFEST

I. Capstone Project Whitepaper (PDF)

II. GitHub Repository Export (.zip)

## A NOTE ON TECHNICAL SPECIFICATIONS

All the files mentioned in the Digital Manifest are can be found in the GitHub repository at <https://github.com/raquelcdneris/English-Learners-in-NYC-Podcast>. The repository contains the following:

### Files:

.mp4: video recordings of the websites.

.mp3: audio recordings of the interviews.

\_IRB.pdf: IRB document signed by the interviewees.

E1\_Grayce\_Audiogram\_IG.mp4: video file published on [Instagram](#).

ELNYC\_flyer.pdf: PDF file with flyer sent to ESL schools by email.

.png: podcast image files.

.ai: Adobe Illustrator file with the podcast images.

elnyc\_visualdesign.pdf: PDF file with the podcast images.

elnyc\_visualdesign.ai: PDF file with the podcast images.

### Folders:

Audio recordings and IRB documents: audio files with the edited versions of the interviews and the signed IRB documents.

Instagram Audiograms: video files published on [Instagram](#).

Visual identity: Image files used for the podcast visual identity.

Screen recordings of the official website and other web platforms with the podcast content.

## NARRATIVE

*Inspiration for the Project*

The main inspiration for this project was my own experience as an international English student. When I arrived in New York City in January 2020 to study English, my plan was not just to take English classes but to explore the city, make new friends, and live like a real New Yorker. However, when the lockdown started due to the COVID-19 pandemic, I saw myself in a very different reality. I was confined to a tiny apartment in East Harlem, taking 20 hours of online classes per week, and almost all my social life was based on the people I was talking to during those meetings. My dream days in New York City went down the drain, not to mention the fear of getting sick without having my family near me.

When my colleagues and I started having online classes, we were curious about the new class dynamic. In the first days, we all participated quite actively. However, after a couple of weeks of taking online classes and realizing that that would be the new normal, we were all so stressed that it was impossible to stay engaged. Having that many hours on the screen, activities that often weren't connected to our real interests and needs, and too many students joining in each meeting were factors that made student engagement drop drastically. Most students didn't participate as much, and when they did, they would share their thoughts without turning on their cameras.

After experiencing this for 12 months, I realized two things that inspired me to do this project:

- The activities that would engage us more in participating in class were the ones in which we would share our experiences and backgrounds;
- Learning became an audio experience in which the English language was expressed very diversely, with different accents and forms of expression.

English Learners in NYC podcast is an attempt to replicate this experience. As an online audio curation of stories from foreign English learners in New York City, it has the goal to provide visibility for the motivations, challenges and dreams of this specific community. In addition, the podcast also aims to become a collaborative learning network in which English learners can develop listening and speaking skills in an engaging way while sharing their personal stories.

The podcast format was a strategic design decision, given that it is an accessible and engaging way of consuming media and therefore has a greater chance of succeeding in reaching a greater audience. As the interviewees are primarily non-native English speakers, it highlights the beauty of the diverse ways English is spoken, and it also reminds me of my time taking English classes online, where I only listened to my colleagues' voices since most would not turn their cameras on. Finally, I want to enable migrants to exercise their rights to free expression, access to information, and community articulation.

### *Topics of discussion and audience*

In order to produce podcast episodes based on stories of English students at different ESL schools in New York City, I developed guidelines for a conversation inspired by the following research questions:

- What motivates international people to come to NYC to learn English? What are their goals?
- What challenges do international English students face living in New York City?
- How do international students experience the English language in their routines?
- How do international English students deal with cultural differences?
- What advice can international English students give to people who want to come to New

York City?

The podcast has three primary audiences:

- International English students who are currently living in New York City. This audience should benefit from having a space that promotes a sense of community and engages discussions related to their challenges as English learners and New York City dwellers;
- English learners that plan to travel to New York City to enroll in an ESL school, and can use the podcast as a reference to guide their decisions in starting their learning journey;
- ESL educators, who can benefit by having access to new ideas on how to innovate in their teaching.

### *Prototype*

By the time I finish this capstone project, the podcast can be considered a prototype: a preliminary version with critical features that can be tested by the audience and iterated for future development. I used the interview format combined with my own commentary. Each episode is around 20 minutes long. I present a brief description of each episode below:

- Grayce Kelle

Grayce Kelle is a 39-year old woman from Brazil. She came to New York City with her son in 2020, right before the lockdown. Grayce arrived as an English Student to start a new life in the city and became a successful real-estate entrepreneur.

The episode narrative highlights:

- VISA (Visitors International Stay Admission) requirements;
- Work restrictions;
- Entrepreneurship.

- Jacques Bamogo

Jacques is a 50 year-old-man from Burkina Faso. He came to New York in 2014 as a tourist and later changed his status to become an English student, a required step to achieve his dream of becoming a theology major in an American institution. The episode narrative highlights:

- Student-centered education in ESL programs;
- Cultural enclaves and their impacts on learning English;

- Jussineia Silva

Jussineia is a 36-year-old woman from Brazil. She came to New York City in 2021 to stay temporarily to improve her English skills. She later decided to apply for a permanent VISA. The episode narrative highlights:

- How ESL programs incorporated hybrid classes as a result of the COVID-19 pandemic;
- Learning English through social networking.

The podcast is available on three platforms:

- [CUNY Academic Commons](#)

CUNY Academic Commons is an online, academic, and social network hosting WordPress websites for the CUNY community. I used this platform to create the podcast's official website, in which I present the following:

- General information about the podcast;
- Podcast episodes and transcripts;
- Side notes that provide additional information about visa-related terms as they appear in the podcast transcripts, using [Hypothesis](#);
- Forms for users to request to collaborate.

- [Audio.com](#)

Audio.com is a free audio hosting platform connected with Audacity, an open-source audio editing software.

- [Spotify](#)

Spotify is one of the most popular digital music streaming services in the USA, offering free hosting services.

The project also uses two additional platforms to increase visibility and promote community building:

- [Instagram](#)

Instagram is a photo and video sharing social networking service where I post audiograms with short pieces of each episode and comments about the main topics the podcast addresses.

- [Linktree](#)

A freemium social media reference landing page where I add all the above links.

### *Podcast references*

The primary references for English Learners in NYC podcast are:

- [Broken English Podcast](#)

A podcast related to language that aims to find "comfort in listening to broken English." This podcast is inspiring because it explores issues that we should consider in our interviews, such as what is 'broken' in the way we speak and for whom it is 'broken;' second language; native languages; "pollution" of English as an act of protest; class-related aspects of language; purity in speech, writing, and proofreading, and to what extent we should correct ourselves.

- [Faxina Podcast](#)

Faxina is a Portuguese-language podcast that tells stories of Brazilian house cleaners living and working in the United States. This podcast is relevant because it presents ethnographic research in an accessible and engaging way for the general audience, portraying migrants' challenges and intersections with gender and race issues.

*Project activities and resources*

The project was developed during the Spring semester of 2023, according to this calendar:

- February 2023
  - Research and list the ESL Schools in New York City. The result can be found in this [Google Sheets](#).
  - Prospect potential interviewees in my network.
  - Define and review the podcast format and interview questionnaire.
  - Create and launch a landing page to recruit interviewees, which was sent to English Schools by email.
  - Recruit initial interviewees.
  - Record interview for Episode 1.
- March 2023
  - Record interviews for Episodes 2 and 3.
  - Edit Episodes 1 and 2.
  - Create a visual identity.
  - Build and launch the official podcast website with the podcast presentation, episodes 1 and 2 and its transcriptions.



- Launch episodes 1 and 2 on Spotify and Audio.com.
- April 2023
  - Create an Instagram profile.
  - Create audiograms for Episodes 1 and 2 and post them on Instagram.
  - Create the podcast Linktree.
  - Update the podcast website with Episodes 3 and its transcriptions, and the Glossary.

In addition to these activities, I joined the [New Media Lab](#), which allowed me to showcase my project on their website and present it to other NML members, who gave me valuable feedback. I also joined BRIC's [Intro to Radio Podcasting](#) course, an arts and media institution in Downtown Brooklyn. This course provided me with guidance for technical activities.

The interviews were made remotely through [Zoom](#), which was more convenient for students. This decision gave me extra audio editing work but facilitated the recruiting process.

I used [Audacity](#), a free, open-source, cross-platform audio software, to do the sound editions. I also used [FMA](#) (Free Music Archive) for additional sound effects. For the third episode, I used Descript to do the interview transcription.

To create the audiograms posted on the podcast's Instagram account, I used the free version of [Headliner](#). This online tool converts audio files into engaging videos to be shared on social media.

The podcast's visual identity is composed of illustrations and colors that represent New York City. The city skyline presents iconic buildings like the Empire State Building and Chrysler Building. Its colors, yellow and black, reference the city's taxi colors. I also use the shape of a

dialogue balloon to reference the unique voices featured in each episode.



English Learners in NYC Logo



English Learners in NYC Image Banner



English Learners in NYC FAVicon

Each podcast episode has unique illustrations, bright colors, and simple shapes to represent each interviewee.



Episode 1 icon



Episode 2 icon



Episode 3 icon

These design choices are intended to identify each episode and represent the diversity of the English learner community in ESL schools. Using illustrations instead of actual photos also provides a certain level of anonymity for the interviewees. All graphics were created by me using Adobe Illustrator.

To build the project's official website, I chose to use [CUNY Academic Commons](#), which allows the CUNY community to create websites using WordPress, a tool that doesn't require coding skills. In addition to being a free resource, it also enables me to maintain and edit the website after graduation. I also chose [Audio.com](#) to launch the podcast because of its connectivity to [Audacity](#) and [Spotify](#) for its popularity.

To guarantee the ethical use of data and privacy protection for the interviewees, all interviewees signed an IRB Informed Consent Form, which I present in the Appendix of this white paper.

#### *Relationship to Focus Area and Previous Course of Study*

During my study in the Digital Humanities program, I had several valuable experiences in building knowledge and developing skills that contributed to this project. However, from all courses, four had a direct relation to my design process:

- DHUM7000 - Introduction to Digital Humanities

Considered an introductory course, Introduction to Digital Humanities gave me insight into using my recent English student experience to develop a digital project. As the final assignment consisted in creating a project proposal, I started the first draft of this capstone project, which I called Broken English Project. At that time, the project consisted of ethnographic research about the challenges faced by ESL Schools in NYC during the Coronavirus pandemic. The project proposal is available at [this link](#).

- DHUM7000 - Digital Storytelling

During this course, I built the Broken English Project, an online audio curation of short stories from New York City English learners. It was similar to a podcast but not launched on any podcast platform. I also built a WordPress website for it, and it is hosted by BMCC OpenLab (another online platform developed at CUNY). The website is available at [this link](#).

- DHUM 70002 - Digital Humanities: Methods and Practices

During this course, I was able to develop project management skills and knowledge about data management by collaborating on the [Sounds of Music](#) project.

- IMS 70000 - International Migration

Taking International Migration was fundamental to my project because I could understand the migration phenomena through the lenses of different theories and the history of the USA. This experience was critical for me to interpret my interviewees' social context better. In addition, my final assignment for the course was a discourse analysis of Resplendor em Peabody, an episode of the Faxina podcast, which is an essential reference for this project. The paper is available at [this link](#).

### *Evaluation*

I evaluate the results of this project based on lessons learned at different stages of my work process. I present them below:

- Stage 1: Recruiting

Using my own social network and the snowball method to recruit is more effective than recruiting students through the English Schools administration staff. Despite creating a landing page and sending it to an initial list of twenty English schools by email, only one school replied. The school agreed to share the project landing page with students by email, but only one person answered the forms. Getting schools' attention was difficult because I didn't have anything launched yet. As now the podcast is a reality, it might be easier for them to engage with it.

In addition, my recruiting process should be easier if I offer a perk for the interviewees as compensation for their collaboration, which I didn't do for this pilot. It could facilitate recruiting, mainly to engage people that are not part of my network.

Creating an Instagram account for the podcast is another strategy to make recruiting easier. Sharing audiograms along with comments and hashtags and following other Instagram accounts that connect to the podcast theme can increase its visibility and promote engagement of anyone curious about language learning and migration in New York City. The results of this new strategy still have to be evaluated.

Until now, I had no problems with having the participants consent to share their identities. Also, none of them requested to omit their real names. I relate that to the fact that their stories didn't present any controversial situation that might put their images at risk. It also made me wonder if my communication strategy would engage the collaboration of people that, for

example, had lost their status or had any other bad episode related to their English school. If this becomes an issue in the future, I hope to address it by making clear that I can omit any kind of information that might make them feel uncomfortable, such as their names or the English School names.

- Stage 2: Interviewing

Doing the interviews remotely using Zoom proved best for scheduling and accessibility. However, it also compromised the quality of the recordings, which resulted in extra work for the sound edition. For future episodes, I will consider doing the interviews in person, in a proper environment, such as in a podcast booth.

I used a questionnaire as a guide for all interviews, with several questions focusing on language learning and students' experiences in their English schools. Despite being useful in most cases, in Grayce's interview (Episode 1) it was practically useless. In our conversation, I realized that my predefined questions wouldn't make her comfortable sharing the things that had much more value for her: namely, how she got her Green Card and became a real estate entrepreneur. Since that was my first interview, I quickly learned that my podcast should be more open and address conversations that go beyond learning English, as many English students have other primary goals.

- Stage 3: Transcribing

For the first two podcast episodes, I did the transcriptions manually, which helped me identify common threads across interviews but was very time consuming. For the third episode, I used the free version of [Descript](#), an online tool that enables podcast and video producers to write, record, transcribe and edit their work.

- Stage 4: Interview analysis

The experience in analyzing the interviews demonstrated the interviewees all perceived their personal stories positively, following the so-called Hero's Journey story structure. They also didn't seem too critical towards migration rules that made them deal with difficult situations, such as needing to list your home as an Airbnb for not being able to have a formal job (Grayce Kelle) or staying seven years apart from your family for not having a student VISA (Jacques). For subsequent interviews, I plan to engage in conversations that make the interviewees think more critically about their social conditions and inspire their imagination on what could have been different about their learning experience and living conditions in general.

- Stage 5: Audio editing

I used [Spotify for Podcasters](#) for my initial editing experiences, a podcast hosting platform that enables users to record and edit audio and stream them on Spotify for free. As the tool is very user-friendly and offers several soundtracks to make your production more engaging, it seemed the best option. However, after publishing the first episode, I noticed that the platform wouldn't let me download my final product. As a result, I had to change my editing method and choose different tools that would allow me to have total control over my work. I re-edited the first episode using Audacity and chose Audio.com to publish the episodes. I kept using Spotify for Podcasters only to post the final version of each episode.

- Stage 6: Visual design

The overall reception of the podcast's visual design was positive. The interviewees and other people I had the chance to present to considered it appealing. They also liked the idea of using different avatars and colors to identify each episode. It worked well for the first three episodes, but it might become ineffective in distinguishing a larger number of episodes. In addition, as each illustration was created by me, maintaining the same strategy will be time-

consuming.

### *Continuation of the Project*

By the end of April 2023, I will submit a proposal to have English Learners in NYC as part of the Sustain stream of [The Amplify Podcast Network](#). Amplify is a scholarly podcast network that encourages collaboration and experimentation via the medium of scholarly podcasting, with a focus on podcasts committed to anti-racism, feminist social justice, and community-building. If accepted, the podcast will appear as an open access publication on the Amplify Podcast Network website, be able to take advantage of cross-promotion with other shows in the network, and be invited to join Amplify's community of practice.

After developing this initial podcast, I also plan to evolve it by launching at least four more episodes by the end of Spring 2023. Two of them should be produced using interviews that I already have recorded, and another two by interviewing new students. By the end of 2023, I plan to have at least ten episodes with students from different nationalities, with stories that portray different realities and challenges, and start a second season featuring ESL educators' stories. I also expect to keep promoting the podcast on social media to increase its audience.

In Fall 2023, I also plan to encourage ESL schools to use the podcast as an educational resource. I expect to create a new section on the official podcast website with tips on utilizing the podcast for learning purposes. I will present use cases that demonstrate its use in classroom discussions and a playbook that explains how to produce podcasts based on my experience. I expect to expand the use of Hypothesis on the WordPress website, engaging students and educators to comment on the podcast transcripts. That way, the podcast website can become a collaborative platform that connects different communities from ESL schools in New York City.



## APPENDICES

THE CITY UNIVERSITY OF NEW YORK  
Graduate Center  
Digital Humanities

## CONSENT TO PARTICIPATE IN THE PODCAST SERIES

## “ENGLISH LEARNERS IN NEW YORK CITY”

Title of Research Study: English Learners in New York City

Principal Investigator: Raquel Neris  
Master’s Student in Digital Humanities

Faculty Advisor: Andie Silva,  
Associate Professor of Digital Humanities at CUNY Graduate Center

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You are being asked to participate in an interview for a podcast series because you are an international student or educator in an English as a Second Language program in New York City.

Purpose:

This interview aims to develop a podcast series about the learning experience of international students in English as a Second Language (ESL) programs in English schools in New York City. The project aims to provide visibility to the educational migration in this specific context and to promote a discussion on how international students and educators can reimagine their teaching and learning experience. It also aims to reveal ESL schools' challenges during the COVID-19 pandemic and how they incorporated digital technologies during and after this event.

Key Information:

- We need your consent for this research, and your participation is voluntary;
- Our research aims to produce oral stories of international students and educators in ESL schools, focusing on disclosing their learning and teaching experience in these institutions. We expect to give visibility to these stories by producing a podcast that should be published on a website and streaming platforms such as Spotify, iTunes, and Google Play.
- Your participation involves a 60-minute interview.
- The interview will be held only online through Zoom.
- The interview video will be recorded, edited, and exported in an audio format.

- Images or videos of the interviewees won't be disclosed to the public.
- The topics discussed in the interview might involve sensitive issues related to immigration and study/work conditions, which might cause discomfort to the interviewee.
- By contributing to this project, the participant will collaborate to the discussion on how international students and educators can reimagine their teaching and learning experience.

#### Procedures:

If you volunteer to participate in this research study, we will ask you to do the following:

- Confirm the date and time when you will be able to be interviewed.
- Guarantee the installation of the Zoom application to participate in the interview. If you don't have Zoom installed on your device, access [this link](#) and follow the procedures.
- Guarantee a good internet connection and audio of the device you will use to participate in the interview.
- Be sure to participate in the interview in a safe and quiet environment.
- Access the Zoom link that will be shared with you before the interview.

#### Video and Audio Recording:

- Your interview video will be recorded, edited, and exported in an audio format. The interview will also be transcribed and shared along with the edited audio. You cannot participate in this study without consent to video recording.

#### Time Commitment:

Your participation in this research study is expected to last for a total of 60 minutes.

#### Potential Risks or Discomforts:

- The topics discussed in the interview involve sensitive issues related to immigration and study/work conditions, which might cause discomfort to the interviewee.

#### Potential Benefits:

- You will not directly benefit from your participation in this research study. However, you will help to give visibility to educational migration issues, which can foster initiatives that improve the teaching and learning experience of ESL students and educators in New York City.

Payment for Participation:

- You will not receive any payment for participating in this research study.

New Information:

- You will be notified about any new information regarding this study that may affect your willingness to participate in a timely manner.

Confidentiality:

- If you disagree with having your name mentioned in the podcast episode, you can request to remain anonymous.
- We will protect your confidentiality by storing your personal data and interview recordings in a Google drive folder with limited access. The research team authorized CUNY staff, and government agencies that oversee this research may have access to research data and records to monitor the research.

Participants' Rights:

- Your participation in this research study is entirely voluntary. If you decide not to participate, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled.
- If you are a teacher in an ESL school, your participation or nonparticipation in this study will in no way affect your employment.
- You can decide to withdraw your consent and stop participating in the research at any time, without any penalty.

Questions, Comments or Concerns:

If you have any questions, comments or concerns about the research, you can talk to one of the following researchers:

- Raquel Neris (Principal Investigator) - [raquelcdcavalcante@gmail.com](mailto:raquelcdcavalcante@gmail.com).
- Andie Silva (Faculty Advisor) - [asilva@york.cuny.edu](mailto:asilva@york.cuny.edu)

If you have questions about your rights as a research participant, or you have comments or concerns that you would like to discuss with someone other than the researchers, please call the CUNY Research Compliance Administrator at 646-664-8918 or email [HRPP@cuny.edu](mailto:HRPP@cuny.edu). Alternatively, you may write to:

CUNY Office of the Vice Chancellor for Research  
Attn: Research Compliance Administrator  
205 East 42<sup>nd</sup> Street, New York, NY 10017

Participant Signature for Audio Recording/Video Recording/Photography

If you agree to audio recording and video recording, please indicate this below.

\_\_\_\_\_ I agree to audio recording/video recording

\_\_\_\_\_ I do NOT agree to audio recording and video recording

Signature of Participant:

If you agree to participate in this research study, please sign and date below. You will be given a copy of this consent form to keep.

\_\_\_\_\_  
Printed Name of Participant

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

Signature of Individual Obtaining Consent

\_\_\_\_\_  
Printed Name of Individual Obtaining Consent

\_\_\_\_\_  
Signature of Individual Obtaining Consent

\_\_\_\_\_  
Date

## INTERVIEW QUESTIONNAIRE

### 0. Introduction

Please, present yourself.

- 1) What is your age?
- 2) What is your nationality?
- 3) Where do you live?
- 4) What languages do you speak?
- 5) For how long have you studied English in an ESL school?
- 6) Did you request an F1 visa?
- 7) Are you still studying English in an ESL school?

### 1. Learning

- 1) How did you become an English learner in an ESL school in New York?
- 2) What are your thoughts about learning English as an international student in the USA?
- 3) How do student's cultural differences influence your learning experience?
- 4) What is the role of digital technology in your learning experience?

### 2. School, teachers and staff

- 1) How do you describe your school, teachers and staff?
- 2) What are the pros and cons of your experience in taking classes in this school?

### 3. Pandemic

- 1) Were you an English student during the lockdown?
- 2) How did the pandemic affect your learning experience? Share experiences during and after the lockdown.

### 4. The city

- 1) What are your thoughts about living in New York City?
- 2) How does New York City influence you and your learning experience?

### 5. New ideas

- 1) What new ideas do you have to reimagine teaching and learning English for international students living in New York City?
- 2) What advice would you give to international people that want to come to New York City to study English?

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