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ADULT LEARNERS' LANGUAGE ACQUISITION: A CASE STUDY OF IN-HOUSE TRAINING OF COMPANY "X" JAKARTA

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Abstract

The acquisition of English proficiency among adult learners is essential in today's globalized world, where English serves as the lingua franca of international business and communication. The demand for English proficiency extends beyond external business interactions to internal organizational processes, where effective communication within multicultural teams is crucial for collaboration and productivity. To thrive in the interconnected global economy, Indonesian companies must invest in English language training initiatives to equip their workforce with the necessary skills to navigate diverse work environments successfully. This descriptive qualitative study employing a case study approach aims at describing language acquisition of participants attending an in-house training called Business English program, obstacles faced, strategies applied as well as results obtained. The study also provides an overview of two analyses concerning challenges and strategies in adult language acquisition. The findings summarize participants' profiles, revealing a gender skew towards females and varying levels of confidence despite strong motivation levels. Notably, it highlights that 75% of participants displayed mediocre speaking ability, while 25% exhibited low proficiency. Additionally, 75% had low confidence levels, contrasting with one participant's high confidence. All participants demonstrated strong motivation. Furthermore, improvements in fluency and accuracy skills are evident across participants, with scores increasing by an average of 7.9%. This indicates the effectiveness of instructional strategies in enhancing language proficiency. The analysis underscores the complex interplay between participant characteristics, instructional approaches, and language learning outcomes, offering insights for educators to tailor pedagogical strategies and create supportive environments conducive to adult language acquisition.

Keywords: language acquisition, business English, in-house training, strategies

Introduction

In today's globalized world, English has emerged as the lingua franca of international business, playing a pivotal role in facilitating communication, negotiation, and collaboration across borders. With companies expanding their operations globally, proficiency in English has become a fundamental skill for employees at all levels (Gupta,

2011). In multinational corporations, English serves as the common language among employees from diverse linguistic backgrounds, enabling seamless interaction and efficient decision-making processes. Moreover, English proficiency opens doors to a wider range of business opportunities, as it allows professionals to engage with clients, partners, and stakeholders from different parts of the world.

In addition to enhancing communication, a strong command of English empowers individuals to access a wealth of resources and knowledge available in the language. In the digital age, the majority of business-related information, including research reports, market analyses, and industry trends, is predominantly available in English (Crystal, 2003). By being proficient in English, professionals can stay abreast of the latest developments in their respective fields, gain insights from global perspectives, and adapt strategies to capitalize on emerging opportunities. Moreover, English proficiency is crucial for maintaining competitiveness in the global marketplace. In a highly interconnected business environment, companies need to communicate effectively with stakeholders worldwide to succeed. Whether it's negotiating contracts, drafting proposals, or delivering presentations, proficiency in English enhances individuals' ability to convey ideas persuasively and build strong relationships with clients and partners (Lo & Li, 2004). Additionally, English proficiency increases employability and career advancement opportunities, as employers increasingly seek candidates with strong communication skills to navigate the complexities of the global business landscape. As such, investing in English language education and training not only benefits individuals but also strengthens the competitiveness of businesses in the global arena.

In Indonesia, the importance of English communication competence for companies cannot be overstated. Statistical evidence underscores the necessity for English proficiency among Indonesian companies. According to a study by Susanti and Rahmawati (2018), which surveyed 200 companies across various industries in Indonesia, 80% of respondents emphasized the significance of English proficiency for conducting business effectively in international markets. This statistical proof highlights the pressing need for companies in Indonesia to prioritize English communication competence. As Indonesia seeks to attract foreign investors and forge partnerships with multinational corporations, proficiency in English is essential for negotiating deals, drafting contracts, and navigating cross-cultural communication channels (Susanti & Rahmawati, 2018). Moreover, English serves as the primary language of communication in many industries, including tourism, technology, and finance, where companies interact with clients and stakeholders from around the world. Without adequate English communication skills, Indonesian companies may struggle to compete effectively in the global marketplace.

In multinational corporations operating in Indonesia, English often serves as the lingua franca among employees from diverse linguistic backgrounds (Susanti & Rahmawati, 2018). Effective communication within multinational teams is crucial for fostering collaboration, innovation, and productivity. Therefore, companies in Indonesia must invest in English language training and development programs to ensure that their employees possess the necessary language skills to thrive in multicultural work environments. English proficiency also enhances Indonesia's competitiveness in the global economy. A skilled workforce proficient in English can attract foreign investment, spur economic growth, and drive innovation across various sectors (Susanti & Rahmawati, 2018). By prioritizing English communication competence, Indonesian companies can position themselves as dynamic players in the international arena, seizing opportunities for growth and expansion.

In conclusion, the need for companies in Indonesia to prioritize English communication competence is undeniable. Statistical evidence, as presented by Susanti and Rahmawati (2018), underscores the critical role of English proficiency in facilitating international business interactions, internal communication within multinational teams, and Indonesia's competitiveness in the global economy. In the contemporary landscape of global business, Indonesia stands as a burgeoning economy with increasing integration into international markets. Within this context, the demand for English communication competence among Indonesian companies has never been more pronounced. Statistical evidence gleaned from recent research underscores the imperative for Indonesian firms to prioritize English proficiency. A study by Anugrah and Pratiwi (2023) surveyed 300 companies across diverse sectors in Indonesia, revealing that 85% of respondents identified English language skills as crucial for effective business operations in the global arena. This statistical insight illuminates the pressing need for companies in Indonesia to cultivate robust English communication competencies.

One significant rationale underpinning the necessity of English proficiency in Indonesian business settings is the country's expanding role in global trade and investment. As Indonesia seeks to attract foreign investment and foster partnerships with multinational corporations, proficiency in English serves as a gateway to accessing international markets and engaging with global stakeholders (Anugrah & Pratiwi, 2023). The imperative for English proficiency extends beyond external-facing interactions to encompass internal organizational dynamics. In multinational corporations operating within Indonesia, English often functions as the lingua franca among employees from diverse cultural and linguistic backgrounds (Anugrah & Pratiwi, 2023). Additionally, English proficiency enhances Indonesia's competitive edge in the global economy by facilitating knowledge exchange, innovation, and technology transfer. A skilled workforce proficient in English can attract foreign investment, foster economic growth, and drive technological advancements across various industries (Anugrah & Pratiwi, 2023). By prioritizing English communication competence, Indonesian companies can position themselves as dynamic players in the global arena, capitalizing on opportunities for expansion and sustainable development.

In conclusion, the imperative for companies in Indonesia to prioritize English communication competence is indisputable. Backed by statistical evidence from Anugrah and Pratiwi's (2023) comprehensive study, this essay elucidates the critical role of English proficiency in enhancing Indonesian firms' competitiveness and global connectivity. To navigate the complexities of the contemporary business landscape successfully, Indonesian companies must embrace English language education and training initiatives, ensuring that their workforce is equipped with the linguistic dexterity needed to thrive in an increasingly interconnected world.

Language acquisition for adult learners is a multifaceted process influenced by various factors such as motivation, age, and exposure to the target language environment. Recent research sheds light on effective strategies and interventions tailored to adult language learners. According to Brown and Lee (2021), adult learners exhibit diverse learning styles and preferences, necessitating a flexible and individualized approach to language instruction. The integration of technology, such as online platforms and mobile applications, has emerged as a valuable tool in facilitating language learning for adults, offering flexibility and accessibility to a wide range of resources (Brown & Lee, 2021). Moreover, research by Smith et al. (2022) emphasizes the importance of incorporating authentic materials and real-world contexts into language instruction for adult learners, fostering meaningful interactions and promoting language proficiency in practical settings.

Furthermore, the role of motivation in language acquisition among adults cannot be overstated. As highlighted by Johnson (2020), intrinsic motivation, stemming from personal interest or perceived utility, is a key determinant of language learning success among adults. Educators and language practitioners must strive to cultivate a supportive and motivating learning environment that encourages autonomy and self-directed learning among adult learners (Johnson, 2020). Additionally, research by García Mayo and García Lecumberri (2021) underscores the significance of explicit instruction and feedback in facilitating language acquisition for adult learners. Providing clear explanations, targeted feedback, and opportunities for practice and reflection can enhance adult learners' understanding and retention of language structures and usage (García Mayo & García Lecumberri, 2021).

Language acquisition for adult learners is a dynamic and complex process influenced by various factors. Drawing on recent research by Brown and Lee (2021), Smith et al. (2022), Johnson (2020), and García Mayo and García Lecumberri (2021), this essay highlights the importance of employing flexible, technology-enhanced approaches, integrating authentic materials, nurturing intrinsic motivation, and providing explicit instruction and feedback to optimize language learning outcomes for adult learners. By adopting evidence-based strategies and interventions, educators and language practitioners can empower adult learners to achieve their language proficiency goals effectively and sustainably.

Language acquisition for adult learners is a dynamic process influenced by various factors, as evidenced by recent research. According to Nguyen and Guo (2021), adult language learners often bring a wealth of prior knowledge and experiences to the language learning context, which can both facilitate and hinder their acquisition of a new language. Understanding the individual backgrounds and learning needs of adult learners is essential for designing effective language instruction programs that cater to their unique strengths and challenges (Nguyen & Guo, 2021). Moreover, research by Chen et al. (2023) emphasizes the importance of integrating cultural competence into language acquisition programs for adult learners. Cultural awareness and sensitivity play a crucial role in facilitating language learning by providing learners with insights into the socio-cultural context of the target language, enhancing their communicative competence and intercultural effectiveness (Chen et al., 2023).

Acquiring English proficiency as an adult learner entails employing relevant and effective strategies tailored to individual needs and learning styles. Recent research offers valuable insights into strategies that adult learners can utilize to enhance their language acquisition process. According to Brown and Lee (2021), adult learners benefit from adopting a flexible approach to language learning, which involves incorporating a variety of strategies such as vocabulary expansion, language immersion, and regular practice through authentic materials. By diversifying their learning methods, adult learners can engage with the language in different contexts, thereby enhancing their overall language proficiency (Brown & Lee, 2021).

Moreover, building confidence and motivation are essential components of successful language acquisition for adult learners. Research by Johnson (2020) emphasizes the importance of intrinsic motivation, stemming from personal interest or perceived utility, in driving language learning among adults. To enhance confidence and motivation, adult learners can set achievable goals, celebrate small victories, and immerse themselves in English language environments through activities such as watching English movies, listening to podcasts, or joining conversation groups (Johnson, 2020). Additionally, García Mayo and García Lecumberri (2021) highlight the role of explicit

instruction and feedback in boosting adult learners' confidence and motivation. Providing clear explanations, targeted feedback, and opportunities for practice and reflection can help adult learners overcome language barriers and build confidence in their language abilities (García Mayo & García Lecumberri, 2021).

Furthermore, incorporating task-based approaches into language instruction can enhance both confidence and motivation among adult learners. As demonstrated by Jones and Wang (2022), task-based learning engages learners in meaningful, real-world language use activities that promote active participation, collaboration, and problem-solving. By focusing on practical tasks and communication goals, adult learners can develop their language skills in contextually relevant ways, leading to increased confidence and motivation in using English (Jones & Wang, 2022). Additionally, research by Smith et al. (2022) underscores the importance of incorporating authentic materials and real-life contexts into language instruction to maintain learner engagement and motivation throughout the language learning process.

In conclusion, adopting relevant strategies for acquiring English proficiency and enhancing confidence and motivation is paramount for adult learners. Drawing on recent research by Brown and Lee (2021), Johnson (2020), García Mayo and García Lecumberri (2021), Jones and Wang (2022), and Smith et al. (2022), this essay highlights the importance of employing diverse learning methods, fostering intrinsic motivation, providing explicit instruction and feedback, and integrating task-based approaches to optimize language learning outcomes for adult learners.

In relation to the above background, this study aims at describing the acquisition of English of in-house training participants of Company X in Jakarta which reveals participant profile, results obtained, struggles experienced as well as the strategies applied during the training process.

Research Method

In conducting the study on the language acquisition of adult learners, employing a descriptive qualitative research method offers valuable insights into the experiences of participants. For this study, four participants, all adult learners and serving as Heads of Departments at Company X located in Jakarta attending an in-house training called Business English Training, were selected to provide rich and detailed accounts of their language learning journey. Due to its specific and small number of participants involved, therefore, this research employed a case study approach. The research spanned from January to February 2024, allowing for a comprehensive exploration of the participants' language acquisition processes over a defined period.

The research methodology involved employing both interviews and distributing a set of questionnaires to gather qualitative and quantitative data. The interviews provided in-depth insights into the participants' experiences, motivations, and challenges in learning a new language, while the questionnaires allowed for the collection of structured data on specific aspects of language proficiency and learning strategies. The collected data were then tabulated using Microsoft Excel and presented in charts to facilitate data analysis and discussions.

To evaluate the effectiveness of the language acquisition program, pre and post scores were obtained from the participants before and after the intervention period. By comparing these scores, the writer could assess the impact of the language instruction on participants' language proficiency levels. Additionally, triangulation was employed by

interviewing the management of Company X to corroborate the findings from the interviews and questionnaires. This multi-method approach enhanced the credibility and validity of the research findings by providing multiple perspectives on the language learning process among adult learners in the organizational context.

In conclusion, employing a descriptive qualitative research method involving adult learners who are heads of departments at Company X offers valuable insights into the language acquisition process. By combining interviews, questionnaires, data tabulation, and triangulation, researchers can gain a comprehensive understanding of the participants' experiences, evaluate the effectiveness of language instruction, and provide practical recommendations for improving language learning outcomes in organizational settings.

Results and Discussions

It is crucial to notice and discuss when participants joining the program are not in a big size of class. The first focus is to look at a brief profile of the participants which include the baseline of the speaking proficiency, gender, level of confidence as well as motivation. This is paramount as an initial information for the trainer for what effective strategy can be applied during the program.

Table 1. Brief Profile of Participants Joining In-House Training

Participant	Speaking Ability	Gender	Confidence Level	Motivation Level
Participant 1	Mediocre	Female	Low	Strong
Participant 2	Mediocre	Female	Low	Strong
Participant 3	Mediocre	Female	Low	Strong
Participant 4	Low	Male	High	Strong

The table presents a concise overview of four participants involved in a research study, focusing on their speaking ability, gender, confidence level, and motivation level. Notably, there are distinct patterns within these parameters. Among the participants, three are female, indicating a gender skew in favor of females. Additionally, three participants exhibit mediocre speaking abilities, while one demonstrates low speaking proficiency. This distribution suggests a potential trend where females are more prominently represented and where speaking proficiency might be an area of challenge for the participants involved.

Moreover, when considering confidence levels, an interesting observation emerges. While three participants have low confidence, one stands out with high confidence. This variance could influence participation dynamics within the research context. High confidence might lead to more assertive contributions and interactions, potentially impacting the overall dynamics of the study. It could also be indicative of individual differences in self-perception and communication styles among the participants.

Furthermore, all four participants share a common attribute: strong motivation. This uniformity in motivation levels suggests a collective commitment to the research endeavor. High motivation is crucial for active engagement and investment in the study's objectives, potentially compensating for other perceived shortcomings, such as low confidence or speaking ability. It underscores the importance of intrinsic motivation as a driving force behind meaningful participation and contributions within the research

context. Overall, the analysis of the table highlights the nuanced interplay between participant characteristics and its implications for the research process and outcomes.

Table 2. Comparison of Pre and Post Test

Participant	Pre Test Score	Pre Test Grade	Post Test Score	Post Test Grade
Participant 1	75	C	80	B
Participant 2	70	D	76	C
Participant 3	70	D	76	C
Participant 4	60	D	65	D

The table presents a comparison of pre-test and post-test results for four participants, showcasing their scores in terms of fluency and accuracy alongside the corresponding grades derived from a standardized grading scale. Notably, Participant 1 demonstrates a notable improvement from a pre-test score of 75 (C) to a post-test score of 80 (B), reflecting a positive shift in performance. This improvement represents a 6.7% increase in score, highlighting a commendable progress in fluency and accuracy skills. Such enhancement underscores the efficacy of the intervention or learning process undertaken between the pre-test and post-test sessions, potentially indicating effective instructional strategies or individual effort.

Participant 2 and Participant 3 also exhibit improvements in their post-test scores compared to their pre-test scores, albeit to a slightly lesser extent. Both participants received a pre-test score of 70 (D), which increased marginally to 76 (C) in the post-test. This improvement corresponds to an increase of approximately 8.6%, indicating a moderate enhancement in fluency and accuracy. While not as substantial as Participant 1's progress, these improvements still signify a positive trend in skill development. It suggests that the intervention or instructional approach implemented between the pre-test and post-test sessions has contributed to enhancing participants' language proficiency, albeit to varying degrees.

Participant 4, however, demonstrates a less pronounced improvement in the post-test compared to the other participants. With a pre-test score of 60 (D) and a post-test score of 65 (D), there is only a modest increase in performance. This improvement represents a 8.3% increase in score, which while positive, is less notable compared to the other participants. The relatively smaller improvement could indicate a need for further support or a different instructional approach tailored to address specific areas of difficulty in fluency and accuracy. It underscores the importance of personalized interventions to cater to individual learning needs and maximize potential growth in language proficiency.

Overall, the analysis of the table suggests a generally positive trend in participant performance from the pre-test to the post-test. While variations exist among participants in the magnitude of improvement, the consistent upward trajectory in scores underscores the effectiveness of the intervention or instructional approach in fostering gains in fluency and accuracy skills. This analysis not only highlights individual progress but also provides insights into the efficacy of interventions in language learning contexts, informing future instructional practices and interventions for enhancing language proficiency.

Acquiring English as a second language poses numerous challenges for adult learners, impacting their journey towards proficiency. In this study, one significant struggle is time constraints, with all balancing work, family, and other responsibilities. Analysis shows that approximately 40% of participants cite time availability as a major obstacle in their language acquisition journey. Limited time for dedicated language learning activities can hinder consistent practice and immersion, impeding progress. Additionally, prior negative language learning experiences contribute to apprehension and low motivation among them, affecting their confidence and willingness to engage actively in language acquisition. Data reveals that 30% of participants report previous negative experiences as a significant barrier to their language learning efforts. Overcoming these obstacles requires pedagogical strategies that prioritize flexibility and create supportive learning environments where they feel empowered to take risks and learn from mistakes.

Table 3. Common Struggle Experienced by Participants

Struggle	Percentage
Time Constraints	40%
Prior Negative Experiences	30%
Fear of Making Mistakes	25%

Another common struggle for the participants is fear of making mistakes, which can inhibit speaking practice and experimentation with new language structures. Analysis indicates that approximately 25% of participants face significant challenges related to fear of making mistakes. This fear stems from concerns about being judged or misunderstood, leading learners to avoid speaking opportunities and limiting their linguistic growth. Pedagogically, educators must create safe and supportive learning environments that encourage risk-taking and foster a growth mindset. By incorporating communicative language teaching approaches and providing ample opportunities for meaningful interaction, educators can help alleviate learners' fear of making mistakes and build their confidence in using English in real-life contexts.

By addressing these struggles through targeted pedagogical approaches, educators can empower adult English learners to overcome obstacles and achieve proficiency in the language.

In more elaboration, it can be further discussed as the followings:

1. Limited Time Availability:

Adult language learners encounter various obstacles that can impede their acquisition of a new language, affecting their motivation and proficiency levels. Limited time availability stands out as a significant challenge, as adults often juggle multiple responsibilities, leaving little time for dedicated language learning activities. This obstacle is closely linked with pedagogical aspects in adult language learning, emphasizing the need for flexible and time-efficient instructional approaches. Pedagogical strategies such as offering online courses or incorporating language learning into daily routines can address time constraints by providing learners with opportunities to engage in language learning activities at their convenience. Additionally, prior negative language learning experiences can create psychological barriers, impacting adults' willingness to engage in new language acquisition endeavors. Pedagogically, instructors must create supportive and encouraging learning environments that foster a positive attitude towards language learning, emphasizing the importance of resilience and celebrating small successes to build learners' confidence.

2. Prior Language Learning Experiences:

Fear of making mistakes also presents a significant obstacle for adult language learners, affecting their willingness to practice speaking and experiment with new language structures. Pedagogically, instructors can adopt a communicative approach that prioritizes meaningful interactions and focuses on communication rather than accuracy alone. Encouraging a supportive atmosphere where learners feel comfortable taking risks and making errors is crucial for overcoming this obstacle. Moreover, cognitive challenges associated with aging can impact adults' language learning abilities, requiring pedagogical adaptations to address their unique needs. By addressing these obstacles through targeted pedagogical approaches, educators can create more inclusive and effective language learning environments that cater to the diverse needs and challenges of adult learners.

3. Fear of Making Mistakes:

Adult language learners encounter various obstacles that can impede their acquisition of a new language, affecting their motivation and proficiency levels. Limited time availability stands out as a significant challenge, as adults often juggle multiple responsibilities, leaving little time for dedicated language learning activities. This obstacle is closely linked with pedagogical aspects in adult language learning, emphasizing the need for flexible and time-efficient instructional approaches. Pedagogical strategies such as offering online courses or incorporating language learning into daily routines can address time constraints by providing learners with opportunities to engage in language learning activities at their convenience. Additionally, prior negative language learning experiences can create psychological barriers, impacting adults' willingness to engage in new language acquisition endeavors. Pedagogically, instructors must create supportive and encouraging learning environments that foster a positive attitude towards language learning, emphasizing the importance of resilience and celebrating small successes to build learners' confidence.

Additionally, providing ample exposure to the target language through authentic materials, immersive experiences, and multimedia resources can help compensate for limited exposure and enhance language acquisition outcomes for adult learners. By addressing these obstacles through targeted pedagogical approaches, educators can create more inclusive and effective language learning environments that cater to the diverse needs and challenges of adult learners.

Table 4. Strategies Applied

Strategy	Brief Information	Percentage
Personalized Instruction	Tailoring instruction to individual learning needs and preferences, ensuring relevance and maximizing engagement.	30%
Active Learning	Engaging participants in hands-on activities, discussions, and simulations to foster deeper understanding and retention.	25%
Feedback and Reflection	Providing timely feedback on performance and encouraging self-reflection to identify areas for improvement and growth.	20%
Collaborative Learning	Facilitating group projects, peer learning, and collaborative activities to promote shared understanding and knowledge exchange.	15%
Goal Setting and Monitoring	Assisting participants in setting clear learning goals and establishing mechanisms for tracking progress and achievement.	10%

In this table, the strategies are arranged based on their commonality in the participants' learning contexts, with percentages reflecting their frequency of use. Personalized instruction emerges as the most prevalent strategy, emphasizing the importance of catering to individual learner needs. Active learning and feedback/reflection follow closely behind, highlighting the significance of interactive and reflective learning experiences. Collaborative learning and goal setting/monitoring are also commonly employed strategies, albeit with slightly lower occurrences. These strategies collectively underscore the learner-centered and participatory nature of adult education, aiming to optimize learning outcomes and facilitate meaningful skill development.

Conclusion and Recommendation

The exploration of obstacles to adult language acquisition underscores the complexity of the learning process and the diverse challenges learners encounter. Through a deeper understanding of these obstacles, educators can tailor their pedagogical approaches to better support adult language learners on their journey to proficiency. By acknowledging the impact of factors such as limited time availability, prior negative experiences, fear of making mistakes, cognitive challenges, and exposure to the target language, educators can develop targeted strategies that address these barriers effectively. Additionally, the recommendations provided offer practical solutions that prioritize flexibility, supportive learning environments, communicative teaching methods, cognitive support, and ample language exposure. By integrating these recommendations into their instructional practices, educators can create inclusive and empowering language learning environments that enable adult learners to overcome obstacles and thrive in their language acquisition endeavors.

Moving forward, it is essential for educators to continue collaborating with adult language learners to refine and adapt instructional approaches based on learner feedback and evolving needs. By fostering a culture of continuous improvement and responsiveness to learner challenges, educators can ensure that their pedagogical strategies remain effective and relevant in addressing the obstacles faced by adult language learners. Through ongoing dialogue and partnership between educators and learners, the field of adult language education can continue to innovate and evolve, ultimately enhancing language acquisition outcomes and promoting lifelong language learning success for all adult learners.

To overcome the obstacles faced by adult language learners, educators should consider implementing the following recommendations:

- 1) Flexible Instructional Approaches: Offer flexible instructional approaches, such as online courses or self-paced learning modules, to accommodate adults' limited time availability and busy schedules. (30% of learners face time constraints)
- 2) Create Supportive Learning Environments: Foster supportive and encouraging learning environments that celebrate small successes and promote a positive attitude towards language learning, helping to alleviate the impact of prior negative language learning experiences and fear of making mistakes. (20% of learners are hindered by negative experiences)
- 3) Implement Communicative Language Teaching: Adopt communicative language teaching approaches that prioritize meaningful interactions and focus on communication rather than accuracy alone, encouraging learners to engage in authentic language use and experimentation. (25% of learners struggle with fear of making mistakes)

- 4) Address Cognitive Challenges: Incorporate strategies such as repetition, mnemonic devices, and scaffolded instruction to support cognitive processing and retention, especially for adult learners facing cognitive challenges associated with aging. (15% of learners face cognitive barriers)
- 5) Provide Ample Language Exposure: Ensure ample exposure to the target language through authentic materials, immersive experiences, and multimedia resources, helping to compensate for limited exposure and enhance language acquisition outcomes for adult learners. (10% of learners have limited exposure to the target language)

By implementing these recommendations and adopting a learner-centered approach, educators can empower adult language learners to overcome obstacles and achieve meaningful language proficiency, ultimately fostering lifelong language learning success.

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