MAXIMIZING LANGUAGE ACQUISITION IN ADULT LEARNERS THROUGH STRATEGIES, TECHNOLOGY, AND CULTURAL AWARENESS

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ABSTRACT

Adult language learners encounter unique challenges in acquiring new language skills, including pre-established communication patterns in their native language, which hinder the adoption of new grammatical patterns in the new target language. Moreover, confidence issues in speaking and fear of mistakes often impede their general progress in expressing themselves in the target language. These issues are further compounded by time constraints due to work and family responsibilities, which limit their studying and practicing sessions in the target language. By using the phenomenological method in field observation and drawing from peer-reviewed literature, this study aims to address these obstacles and enhance the English as a Second Language teaching method in adult students' Business English classes by embedding upgraded translanguaging strategies, assistive technology, and cultural awareness. The goal of this research is to develop a highly accessible and efficient learning approach to expedite language acquisition for busy adult learners.

Keywords: Adult learning, adult language learners, English as a Second Language**.**

INTRODUCTION
Purpose of the Study
The purpose of this study was to enhance the current English as a Second Language teaching method in adult classes, accelerating their learning process through improved strategies, integration of technology, and fostering cultural awareness to create an efficient yet supportive adult learning environment.

Context
The observations were derived from an online English institution based in Indonesia, which has provided courses since 2012 and has supported a substantial number of adult learners, with over 3000 enrollments. The research focuses on adult learners in their 20s to 50s of age.
This study had significant implications for the education field, as it could enhance the development of language learning programs tailored to the specific needs of adult learners. As Nilsson et al. (2021) stated, understanding how adult learners acquire language would enable the customization of language learning programs to support their objectives and goals, improve their communication abilities, and provide opportunities for personal and professional growth.

Statement of the Problem
The challenges adult language learners faced during the field observation were multifaceted and complex. One significant issue was the presence of entrenched communication patterns from their native language, which hindered the acquisition of new language skills. These patterns were deeply ingrained, posing a considerable challenge for learners to overcome and

 adapt to unique accents of pronunciation, grammatical patterns, and other supporting details in the target language (Reyes, 2015). Additionally, it was evident that adult learners often lacked confidence in their speaking abilities, leading to hesitancy in expressing opinions. Another problem observed among adult language learners was the time constraints arising from work and family responsibilities. Balancing the demands of learning a new language with job and family commitments resulted in fatigue and learning difficulties. The limited time available for practice and exposure to the target language has also impeded language acquisition, as regular practice is crucial for effective learning. As Reyes (2015) reasoned, these hindrances hamper adult learners' progress in second language acquisition. Consequently, it is evident from the phenomenological observation that many adult learners face challenges in dedicating sufficient time and energy to attend classes consistently.

Rationale
As Nilsson et al. (2021) noted language proficiency is crucial for effective communication in the workplace. Adults lacking adequate language skills may face significant challenges in advancing their careers, missing out on opportunities for professional development. In today's globalized economy, where businesses operate across boundaries, employees must work with people from diverse backgrounds. This problem becomes particularly acute.

Moreover, Crowther and De Costa (2017) argued that language acquisition could positively impact social and cultural integration. Adults who communicate effectively with people from diverse backgrounds are better equipped to engage in civic life and contribute to their communities, promoting multilingualism and cultural diversity.

Lastly, Pattillo (2020) found that acquiring a new language as an adult may improve neuroplasticity and the brain's ability to adapt and learn further information while performing work-related tasks. This benefit can enhance adult employees' health and well-being, personally and professionally. Therefore, this research rationale is built on the idea that adults should not dismiss the idea of language acquisition due to any challenges or constraints they may face, as the benefits of language acquisition are numerous and far-reaching.

Prior Interventions
In addressing the challenges faced by adult language learners, several solutions have been proposed and tested in the milieu. In interventions done by Henrie et al. (2015), it was evident that incorporating technology into language learning has effectively enhanced learners' language proficiency, especially in grammar and vocabulary. Another intervention by Ahmed & Bidin (2016) used a task-based learning approach, which focuses on learning language through real-life tasks, effectively enhancing learners' speaking skills. Finally, the intervention by García-Sánchez et al. (2021) proposed flexible learning options, such as online and blended learning, which can accommodate adult learners to remain progressive in their studies despite being busy with work and family responsibilities.

Applied Research Questions
Quantitative
• To what extent do adult learners' motivations and learning styles affect the effectiveness of language acquisition strategies?
Qualitative
• What are the advantages and disadvantages of using technology to enhance language learning programs for adult learners?

• How do adult learners perceive the integration of cultural awareness in language learning programs, and how does it affect their language acquisition?

Significance of the Study

Although previous research has proposed various approaches, such as incorporating technology, providing a supportive learning environment, and offering flexible learning options to enhance language acquisition for adult learners, the existing research mainly focuses on self-learning or general adult classes in traditional university or college settings. This study significantly analyzes the non-traditional approach to aid adults in learning a second language.

LITERATURE REVIEW
Topic of Thesis

The research goal was to accelerate adult learners' learning process by implementing improved strategies, integrating assistive technology, and fostering cultural awareness to create an efficient and supportive adult learning environment.

Organization of Literature

Utilizing peer-reviewed scholarly journals in this review enhanced the dependability and authenticity of research outcomes while examining practical teaching approaches and technological innovations that would improve language acquisition among adult learners (Pubrica Academy, 2019; University of Washington Libraries, 2011). The literature review analyzed the latest literature from 2010 to 2023, thematically organized articles, and compared their findings to primary sources to evaluate ways for enhancing adult learning.

Language Acquisition Strategy
Topic Review

Adults learn English for diverse purposes in the observed institution, but the observed adult groups specifically focused on learning Business English. In this context, Klimova and Pikhart (2021) expected educators to assess learners' pre-schemas, consider technology usage, and raise cultural awareness before the class starts to facilitate proper language acquisition.

The Effective Method of Language Acquisition

Klimova and Pikhart (2021) proposed that effective language instruction is vital for learners' acquisition speed. Dörnyei and Taguchi's (2010) stated that effective language instruction involves thorough preparation, which includes addressing individual student needs, creating personalized materials, and fostering motivation. When educators clearly understand their learners' perspectives and pre-existing knowledge (pre-schemas), they can design appropriate task-based cognitive methods that align with their learners' individual needs. As Wang and Zhan (2020) have highlighted, the integration of task-based cognitive methods into the instructional process can significantly improve learners' grasp and retention of the newly acquired language. Additionally, Hasan et al. (2020) have suggested that optimizing learners' comprehension and retention of the newly acquired language can be achieved through translanguaging, which involves adapting the instructional approach to align with learners' pre-schemas in their native language. In light of these considerations, the researchers propose the idea that by employing a comprehensive and individualized approach to language instruction, educators can effectively nurture learners' language acquisition and retention while harnessing the power of their existing linguistic knowledge.

The Supportive Environment of the Language Acquisition Process

Dörnyei and Taguchi's (2010) study further stated that creating a supportive environment is essential for enhancing adult language acquisition speed. Henrie et al. (2015) proposed technology-mediated learning interventions to improve learners' self-regulation skills, encouraging them to study and engage with the language more frequently in their daily actions and interactions, leading to accelerated language outcomes. Crowther and De Costa (2017) explained that technology-mediated learning can create a supportive and collaborative learning environment that facilitates mutual intelligibility and fosters a convivial atmosphere.

The Cultural Awareness in Business Milieu

Dörnyei and Taguchi's (2010) study also stated that integrating cultural awareness into language learning is vital in addressing language acquisition challenges for adult learners. In this context, culture encompasses not only diverse ethnic and racial aspects but also business culture. Understanding cultural nuances within organizational and societal contexts is vital for knowing specific business jargon and fostering professional communication (Williams, 2017). As Kuo and Lai (2006) stated in their research, incorporating cultural elements and exposure to the language in relevant contexts could further enhance learners' familiarity and relatability to Business English lessons.

Topic Relation to Wider Subject Areas

In professional development, formal language acquisition training helps employees become multilingual, bridging language and cultural barriers with clients and customers and increasing work revenue (Klimova & Pikhart, 2021). Moreover, using this research finding, employees can enhance productivity, job satisfaction, and career advancement opportunities, including the possibility of business trips to other countries (Nilsson et al., 2021).

In personal development, language learning is a mental exercise that engages various cognitive processes such as attention, memory, and problem-solving. This engagement promotes neuroplasticity, the brain's ability to reorganize and form new neural connections throughout life, potentially delaying the onset of age-related cognitive decline and enhancing brain health (Pattillo, 2020). Thus, the research findings on language acquisition have implications for professional success and personal well-being.

Summary of Literature Review

In conclusion, this literature review from Dörnyei and Taguchi (2010) highlighted the importance of assessing learners' pre-schemas, considering technology usage, and raising cultural awareness to design effective language instruction involving personalized materials and task-based cognitive methods aligned with adult learners' pre-schemas. Dörnyei and Taguchi's (2010) study also encouraged educators to create a supportive environment by including technology-mediated learning interventions, which promoted self-regulation and accelerated language outcomes. Lastly, Dörnyei and Taguchi (2010) emphasized that having cultural awareness was crucial, not only in considering diverse ethnic and racial backgrounds but also in business culture backgrounds, enabling successful communication in the workplace. Overall, this research had broad implications for adults' professional success and personal well-being.

METHODOLOGY

Purpose of the Study

This research aims to explore pedagogical approaches and technological tools that can enhance language acquisition among adult learners, with particular attention to their unique requirements, while evaluating the role of cultural sensitivity in their milieu.

Applied Research Questions
Quantitative
• To what extent do adult learners' motivations and learning styles affect the effectiveness of language acquisition strategies?

Qualitative
• What are the advantages and disadvantages of using technology to enhance language learning programs for adult learners?
• How do adult learners perceive the integration of cultural awareness in language learning programs, and how does it affect their language acquisition?

Study Population
The proposed intervention improved language acquisition among adult learners. The observations were derived from an online English institution which has been providing courses since 2012. The organization had supported a substantial number of learners, with over 3000 enrollments, predominantly focusing on adults in their 20s to 50s. These learners were ELL (English Language Learners) or individuals whose first and primary language was not English, and they needed support to achieve professional-level business English comprehension. The research methodology primarily involved passive observation and analysis of existing data taken from the 50-minute Business English class, which was designed for adult learners. The researcher employs a phenomenological observational method in the aforementioned class without any direct interaction to the participants.

Population Justification
The study population comprised primary data from 40 adult learners chosen through stratified random sampling. The analysis was compared to the secondary data of 115 adult learners examined in Dörnyei and Taguchi's (2010) study. There were 155 learners in all.
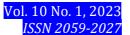
Intervention
Measuring language fluency is a complex task that cannot be simplified into a binary answer; it encompasses accuracy, grammatical range, speech rate, and utterance length (Sandoval, 2019). Thus, the research relied on a rigorous process of literature reviews and field observation in an online course. The researcher kept confidential field notes and written recordings throughout the data collection process, encompassing pre-, during, and post-research, to document observations and aid in data analysis.

Intervention Plan
Table 1
An intervention plan for adult ELL with the phenomenological method approach.

Week	Activities	Goals	Outputs
1	Obtained consent to do research	Ensured a representative sample of a diverse workforce	Built research base
2	Conducted a comprehensive literature review	Considering adult learners' backgrounds, technology knowledge, and cultural awareness	Established precise, structured data in field notes
3	Conducted passive observation	Investigated adult learners' backgrounds, technology usage, and cultural awareness	Added the obtained observation data to the field notes
4	Analyzed recorded data in field notes using the SWOT approach	Identified patterns of structural invariance, substantive interpretability, and any possible anomalies	Compared and contrasted with the literature review

5-6	Summarized the research using the phenomenological method	Reported adult learners' backgrounds, technology usage, and cultural awareness from the literature review and the field observation	Closed the report with data from the phenomenological method
7	Developed recommendations	Provided actionable insights for enhancing linguistic programs	Proposed recommendation
8	Made a final report	Provided a concise overview	Finalized report

The intervention plan was designed in eight weeks, during which various activities occurred. In the first week, the researcher focused on obtaining consent and conducted a comprehensive literature review to gather prior research on language acquisition. From the second to the fourth week, passive observation was employed to investigate the influence of factors such as motivation, learning styles, technology usage, and cultural awareness on language acquisition. The collected observation data was then analyzed using the SWOT (Strengths, Weaknesses, Opportunities, and Threats) method in the third to the fifth week, aiming to identify patterns of structural invariance, substantive interpretability, and any possible anomalies. Finally, the findings were synthesized in the sixth to eighth week, resulting in a finalized written report.

Sources of Data
The data for this study was collected using the phenomenological method in a C1-level Business English class for adult learners, involving passive observation to identify patterns of structural invariance, substantive interpretability, and any possible anomalies. Then, the acquired comprehensive data analysis was compared to the result observed in the population examined by Dörnyei and Taguchi's (2010) research on language acquisition.

Instrumentation
The primary instrument utilized in this study was the population itself, both in the literature review and the field observation, and they were examined through the lens of the phenomenological method, which analyzed the experiences and perspectives of individuals within the specific context.

Research Procedures
Once the researcher prepared a clear and detailed research proposal outlining the study's purpose, objectives, research questions, methodology, potential benefits, and any potential risks, along with carefully planned risk mitigation steps, permission was obtained from the head of a third-party English institution and the teacher of the observed class to use the data of Business English courses for adult learners training there.

Soliciting Participants
The research methodology used a phenomenological approach combining qualitative and quantitative data (Fisher Jr. & Stenner, 2011). The data was then primarily solicited through passive observation. The data was then compared to an in-depth analysis of existing data from 115 participants surveyed in Dörnyei and Taguchi's (2010) research on language acquisition. The data obtained was pre-recorded and taken from uninterrupted ongoing courses. Then, the researcher analyzed the data afterward.

Informed Consents
In the study, written informed consent was not obtained from the participants as they had already signed an End User License Agreement (EULA). This agreement legally permitted the use of their data to improve the Business English training program, software, or any of its

online products (Khaerunisa, 2022). Consequently, the consents required were from the head of the online course and the teacher, both requested via email and were signed.

Data Collection Procedures
Prepared A Set of Guiding Questions
The questionnaire based on Dörnyei and Taguchi's (2010) study, was initially planned to be administered to participants through a structured interview process. The questions aimed at identifying patterns of structural invariance, substantive interpretability, and potential anomalies were not posed directly to the participants. Instead, these questions were directed to the teacher responsible for the observed class in another language institution.

Selected Participants
The primary participants' data was the observed study population, which consisted of 40 adult learners selected through stratified random sampling. The tertiary source was taken from Dörnyei and Taguchi's (2010) study in the aforementioned Literature Review.

Compared Field Observation with Literature Review Findings
The researcher reviewed various peer-reviewed scholarly journals to support her thesis. Then, the researcher compared the literature review with the field observations.

The Effective Method of Language Acquisition. Before implementing effective language instruction, the learners' acquisition speed was not optimal as personalized materials were lacking. However, as seen in the SWOT analysis in phenomenological observation in the discussion result, significant improvements were observed after adopting effective language instruction methods. For instance, since the teacher focused on addressing individual student needs, creating personalized materials, and conducting ongoing assessments, students' motivation was sustained. In line with Hasan et al.'s (2020) recommendation, the teacher implemented a translanguaging task-based approach, which included authentic language tasks specifically customized to align with their cultural backgrounds, motivations, preferences, and proficiency levels in the target language. As supported by Dörnyei and Taguchi's (2010) study, this approach captivated the learners and optimized the adult language acquisition process, leading to a seamless language learning experience.

The Supportive Environment of the Language Acquisition Process. Before the implementation of technology-mediated learning interventions, the language acquisition speed of adult learners was hindered due to a lack of a supportive environment. Learners should have attended class regularly, leading to infrequent language practice and slow learning outcomes. However, in the observed groups, technology allows for flexible study hours. This setup enabled students to study remotely. For instance, working mothers may still learn while managing other responsibilities, like breastfeeding their babies, as they could join the class without videos. Hence, they could attend the lesson more often, and thus enhance their English skills faster.

The Cultural Awareness in Business Milieu. As seen in the SWOT analysis in the Discussion section, the ELL faced challenges in pronunciation and recalling grammar accurately. All the adult learners observed in the study were from an Asian background, so their business culture strongly emphasized seniority among different roles. This cultural norm led to nervousness and hesitation among the learners when making mistakes during their language learning class performances. The learners felt the pressure to maintain a certain level of proficiency and avoid errors due to the cultural importance placed on seniority. The suggestion was to offer separate

classes for different professional groups to tackle these issues and create a more conducive learning environment. By having distinct classes based on their roles, learners could feel more at ease and confident in their language-learning journey.

Summary of the Research Findings

In conclusion, the study focused on encouraging effective instruction for ELLs via a technology-mediated learning environment, significantly improving language acquisition through personalized materials and task-based approaches tailored to learners' cultural milieu.

Ethical Considerations

Ethical research practices are crucial for maintaining research integrity and validity and protecting participants' rights. First, ethical research practices ensure that participants are treated respectfully and their rights are protected (Human Research Ethics Committee, 2021). It includes obtaining informed consent, ensuring confidentiality, and minimizing participant discomfort (Khaerunisa, 2022; Trochim, 2006). Second, ethical research practices ensure that research is conducted transparently and that the results are trustworthy and can be replicated by other researchers, which helps advance scientific knowledge (Bhandari, 2021). Third, law or regulation often requires ethical research practices, particularly when researching vulnerable populations or sensitive topics (Intellectual Property Rights: What Researchers Need to Know, 2018). The researcher ensured compliance with legal and ethical requirements, seeking proofreading and suggestions from her professor at the university.

Considerations During Intervention

The researcher proposes an intervention plan involving passive observation with a sample of 40 subjects chosen through random sampling. This primary data will be compared with tertiary data from Dörnyei and Taguchi's (2010) study. The proposed intervention is justified for several reasons. Firstly, informed consent was obtained from the head of the course and the class teacher, therefore adhering to ethical research practices (Bhandari, 2021; Khaerunisa, 2022). Secondly, the aforementioned process helps minimize bias in the findings (Fleetwood, 2021; DeCarlo, 2018). Lastly, following Bhat's (2023) and Smith's (2011) suggestions, the researcher ensured the validity of the results by selecting relevant participants who met the inclusion criteria while maintaining the confidentiality of their data.

Considerations During Data Collection

The researcher obtained permission through signed consent and strictly adhered to ethical guidelines and regulations to ensure the safety and protection of the participants, which included maintaining confidentiality during the passive phenomenological observation.

Considerations of Researcher Bias
Selection Bias

Selection bias in language acquisition research may arise when study participants are not representative of the broader population (Bhat, 2023). The researcher employs random stratified sampling techniques and aims for a diverse participant pool to ensure the generalizability of the study's findings to different cultural and socioeconomic groups. As Creswell and Creswell (2018) stated, the study's ability to generalize its findings across various cultural and socioeconomic groups ensures that the results are equitable and representative of diverse conditions, thus avoiding marginalization of outcomes.

Information Bias

The phenomenological approach that adheres to ethical guidelines minimizes information bias (DeCarlo, 2018). However, information bias can still occur in language acquisition research if data collection methods are flawed, such as using inappropriate data interpretation that results in conveying the incorrect meaning of participant responses (Smith, 2011).

Summary of Ethics

In conclusion, ethical considerations are paramount in research, ensuring participant rights, upholding research integrity, and meeting legal obligations (Bhandari, 2021; Human Research Ethics Committee, 2021). The intervention plan employed a phenomenological approach that adheres to ethical guidelines, including informed consent and confidentiality (Fisher Jr. & Stenner, 2011). Random stratified sampling was utilized to enhance validity, and measures were implemented to mitigate biases, such as selection and information biases (Smith, 2011). Hence, this study strongly emphasized ethical practices to ensure credibility.

RESULTS

The researcher employs a phenomenological observational method in this 50-minute Business English class. The objective is to prepare adult learners for proficiency tests such as IELTS, TOEFL, and AIKEN. Simultaneously, the researcher focuses on enhancing their grasp of business terminology and fostering effective communication in formal business contexts by using a translanguaging approach to match the learners' pre-schema in their mothers' tongue, which were of various Asian languages. The result of this observation was then compared to the data of 115 adult learners examined by Dörnyei and Taguchi (2010).

DISCUSSION

Lesson Goal

This lesson aims to introduce the concept of adjectives and phrasal verbs, expanding one's skill set through English as a Foreign Language as an enhancement to deliver better performances at work. Participants are expected to achieve three primary outcomes: self-directed learning through the designated weekly unit, collaborative learning through participation in the forum with other participants, and problem-based learning by addressing employees' real-life workplace problems during live ZOOM sessions with the teacher.

Aspects of Activities

- Did a quick diagnostic test using verbal questions and reviewed past learning
- Identified areas that can be improved by checking a relevant article or short video, then did exercises on vocabulary, reading, and short essay writing related to the subject
- Described picture and explained opinion regarding the situation given in the display
- Concluded how the lesson may be interpreted in their working milieu

SWOT: Adult Learners' Strengths

Learning Background

The observed students were adult Asian workers with diverse learning preferences and learning speeds in their productive years. As English Language Learners (ELL), their first language was not English, necessitating support to attain professional-level business English comprehension. However, they shared the goal of improving their English proficiency to excel at work for career advancement or enhanced customer communication passionately.

Technology Usage Skill

The observed students were adult Asian workers in their productive years, ranging from their 20s to 50s. The younger students, in their 20s and 30s, showed greater fluency in using technology. They efficiently operated their devices and maximized the language acquisition website, utilizing features like the dictionary and thesaurus to enrich their language skills. However, the older students in their 40s and 50s sometimes struggled with fast-paced online courses and required more explanation during transitions between slides, although most were familiar with basic technology tools like Google Chrome, Zoom, and email.

Cultural Awareness

The observed students were Asian adult workers holding diverse roles, including staff, supervisors, managers, and CEOs in different companies in various Asian countries. Each student exhibited expertise in their respective field, providing a solid foundation of knowledge. To enhance language learning, they needed enrichment for the vocabulary section in the textbook with relevant jargon from their respective fields. This translanguaging approach enables them to retrieve their existing pre-schema in the topic of their professional contexts in their native tongues and transfer the data into English.

SWOT: Adult Learners' Weaknesses
Table 2

Field observation summary in Business English classes held from April to July 2023.

Issues	Short Transcript	Weakness
Heavy Reliance on Textbooks and Notes for Support	● "I am not sure can remember grammar or not, can I see text?" ● "I forget that one how, see can?" ● "Cannot if not see book, if with book can, I thinking Miss."	The observed students relied much on their notes during conversations, resulting in unnatural speech patterns, hesitation, and limited fluency.
Still Translating from Mother Tongue to English	● "In here so many garden, so nature." ● "In here I have like that, but in here no because different." ● "... the Russell have, the grandpa too, and what again the story."	Students were observed thinking in their mother tongue and then attempting to translate their thoughts into English, which led to incorrect grammar.
Pronunciation, Meaning, and Phonetics	● "I live in the CD..." [city] ● "The chill near me likes it." [child] ● "It is hot so I need cooler body." [to cool down myself]	Students struggled with pronunciation or were confused in distinguishing similar-sounding words.
Lack of Vocabulary and Idiomatic Expressions in Speaking	● "They are so (laugh nervously) *ramah* (speaks Indonesian) ..." ● "... eto, nandeshka (speaks Japanese) Have to be responsible at work and show up on time."	Students showed a limited vocabulary, resulting in basic language usage, despite being able to read and write complex ideas and idiomatic expressions.
Difficulty in Comprehending and Answering Questions	● "I know question but how to answer, I am not sure." ● "Say again, Miss?" ● "Ha? What again, please?"	Students faced challenges providing well-structured answers or struggled to convey the questions' meaning.

Note. The table was based on the researchers' field notes and recordings

SWOT: Proposed Recommendations for Growth Opportunities
Table 3
Field observation summary in Business English classes held from April to July 2023.

Issues	Recommendations
Heavy Reliance on Textbooks and Notes for Support	• Encourage students to engage in regular conversational practice without relying heavily on external materials • Implement interactive classroom activities and discussions, enabling students to apply their knowledge in real-life scenarios • Gradually reduce the use of textbooks and encourage more spontaneous speech
Still Translating from Mother Tongue to English	• Foster an immersive English-speaking environment in the classroom • Conduct activities that encourage thinking and speaking in English • Encourage students to internalize English structures and phrases through constant practice and exposure • Give students short daily phrases that are relatable to their life and work areas
Pronunciation, Meaning, and Phonetics	• Implement vocabulary-building exercises, such as word games, synonyms-antonyms drills, and exposure to context-rich texts • Introduce jargon, idioms, and colloquial phrases regularly • Encourage the practice of using the vocabulary in their daily speech
Lack of Vocabulary and Idiomatic Expressions in Speaking	• Conduct regular practice sessions where students are given sample to respond • Teach them strategies for organizing their thoughts before answering. such as paraphrasing the question and planning their response • Provide constructive feedback to help improve their answers • Encourage students to find role model speakers and learn to mimic articulation
Difficulty in Comprehending and Answering Questions	• Introduce regular conversation drills, focusing on articulation and self-expression, helping the students to choose correct words in speaking and convey others' meaning • Conduct conversation practices using short Q and A sessions with various topics, similar to the ones for IELTS or TOEFL speaking test preparation

Note. The table was based on the researcher's field notes and recordings

SWOT: Mitigating Possible Threats for Online Adult Learning
Learning Background
One negative thing that may happen is that due to diverse learning preferences and learning speeds, some students may struggle to keep up with the pace of the language learning process. As previously observed, the older students in their 40s and 50s sometimes struggled with fast-paced online courses and required more explanation during transitions between slides. This struggle could lead to frustration or demotivation, hindering their progress in attaining professional-level business English comprehension.

Technology Usage Skill
The technological proficiency gap between younger and older students may create feelings of inadequacy or discouragement among older learners, potentially hindering their confidence and enthusiasm for the language learning journey. Moreover, their struggle with quick transitions between slides may lead to feeling left behind or overwhelmed during the
language acquisition process. This feeling could impact their motivation and engagement in the online learning environment, potentially affecting their language learning outcomes.

Cultural Awareness
A potential adverse consequence may arise if the vocabulary enrichment is not thoughtfully structured with suitable jargon, potentially leading to student confusion. For instance, during one observed session, the teacher was uncertain when asked about the relevant term, such as

subsidiary company or sister company. Suggesting non-suitable jargon may confuse students. Then, if the vocabulary enrichment is overly focused on terminology, it may overlook other crucial aspects of language learning, like general communication skills. Thus, striking a well-balanced approach to vocabulary enrichment is vital to ensure comprehensive language development for the students.

Summary of Research Findings
The Effective Method of Language Acquisition
During the field observation, the teacher reported an occasional lack of focus among the students. However, upon implementing effective language instruction methods, notable improvements were observed. The teacher's emphasis on addressing individual student needs, creating personalized materials, and conducting ongoing assessments contributed to sustained student motivation. Additionally, a task-based approach featuring authentic language tasks, or translanguaging, were tailored to students' cultural backgrounds, motivations, preferences, and proficiency levels further enhanced language acquisition. This approach engaged the learners fully, optimizing their language learning experience, as supported by Dörnyei and Taguchi's (2010) research. Combining personalized instruction and task-based activities successfully promoted a seamless language learning experience for adult learners.

The Supportive Environment of the Language Acquisition Process.
Before the implementation of technology-mediated learning interventions, the language acquisition speed of adult learners was hindered due to a lack of a supportive environment. As the teacher shared, the learners did not attend physical classes as regularly as they would in online classes. This condition led to infrequent language practice, resulting in slow learning outcomes. However, in the observed groups, technology allowed for flexibility in study hours. For instance, some learners who had to make business trips to other cities or abroad were still present diligently in the class as they could connect to the lesson remotely. This accommodating setup even allowed some working mothers to be present in class while managing other responsibilities, like breastfeeding their babies, as they could study without their videos on. Hence, they could attend the lesson more often, and thus enhance their English skills faster. This flexible method helped the students maximize their language learning experience, a concept corroborated by the findings of Dörnyei and Taguchi's (2010) study.

Cultural Awareness in the Business Milieu
During the phenomenological observation, it was evident that the ELL learners faced challenges in pronunciation and recalling grammar accurately. The observed students were adults, which added a psychological aspect to their language learning process, as their ego of not wanting to make mistakes was even greater than that of adolescents. Additionally, their cultural background, particularly the emphasis on seniority in their business culture, contributed to nervousness and hesitation among learners, especially those in lower-ranked positions, when performing in front of their bosses who were also present in the same class.
At the same time, the higher rankers were also hesitant to participate in their language learning class as that may put shame on their reputations. This pressure to maintain proficiency and avoid errors hindered them from practicing their second language without hesitation. One way to address these issues and foster a more conducive learning environment is to offer separate classes for different professional levels, such as staff members, supervisors, managers, and CEOs. By having distinct classes based on their roles, learners can feel more at ease and confident in their language learning journey, allowing them to overcome their inhibitions and enhance their language acquisition experience.

As aforementioned in the literature review of the study, this tailored "version would promote positive respondent attitudes and would also encourage participants by boosting their confidence in their English abilities" (Dörnyei & Taguchi, 2010, p. 126). Therefore, this particular separation can also ease the teacher to personalize the lesson with appropriate terms, specific case studies, and fitting jargon to benefit learners.

Findings on the Field Observation in Comparison to the Literature Review
To sum up, the field observation conducted between April and July 2023 revealed a consistent alignment with the linguistic findings presented in Dörnyei and Taguchi's (2010) study. It underscored the effectiveness of instruction for English Language Learners (ELLs) within a technology-mediated learning environment. This approach significantly enhances language acquisition by employing personalized materials and task-based methods customized to the cultural milieu of the learners. The field observation further proves that implementing the three key elements can enhance language acquisition and benefit both learners and educators.

Cultural Awareness in the Business Milieu
During the phenomenological observation, it became evident that the ELL learners faced challenges in pronunciation and recalling grammar accurately. The observed students were adults, which added a psychological aspect to their language learning process, as their ego of not wanting to make mistakes was even greater than that of adolescents. Additionally, their cultural background, particularly the emphasis on seniority in their business culture, contributed to nervousness and hesitation among learners, especially those in lower-ranked positions, when performing in front of their bosses who were also present in the same class. At the same time, the higher rankers were also hesitant to participate in their language learning class as that may put shame on their reputations. This pressure to maintain proficiency and error avoidance hindered them from practicing their second language without hesitation. One way to address these issues and foster a more conducive learning environment is to offer separate classes for different professional levels, such as staff members, supervisors, managers, and CEOs. By having distinct classes based on their roles, learners can feel more at ease and confident in their language learning journey, allowing them to overcome their inhibitions and enhance their language acquisition experience. Moreover, this separation can also ease the teacher to translanguage the lesson with appropriate terms, specific case studies, and fitting jargon to benefit learners and their respective backgrounds.

CONCLUSIONS
In summary, this study addressed the multifaceted challenges adult language learners confront, particularly in the realm of Business English acquisition. These challenges included language interference from their native tongue, self-confidence issues in speaking, fear of errors, and the added pressures of juggling work and family responsibilities. Through the rigorous application of the phenomenological method in field observation, complemented by insights from peer-reviewed literature, the study focused on encouraging effective instruction for ELLs via a technology-mediated learning environment, significantly improved language acquisition through personalized materials, and task-based approaches tailored to learners' cultural milieu. The field observation proves that implementing the three key elements can enhance language acquisition and benefit both learners and educators. The implications of this study extend to the broader field of education, pioneering an innovative approach to support adult language learners. By reshaping pedagogical practices, this research not only facilitates personal and professional growth but also emphasizes the importance of adaptable language programs tailored to the unique needs of this demographic. Furthermore, it assessed the benefits and drawbacks of using technology to enhance adult language programs and explored the impact

of cultural awareness integration on language acquisition. By addressing and surmounting unique challenges, we have redefined the pedagogical landscape, setting the stage for a more accessible future for adult language learners in the realm of Business English. This underscores the transformative power of education and innovation in facilitating language acquisition for a dynamic demographic of busy adult learners.

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