CHALLENGES FACED BY EFL ADULT LEARNERS FROM THE ACCOUNTING SPECIALTY AT A PROFESSIONAL TECHNICAL NIGHT HIGH SCHOOL IN GUANACASTE, COSTA RICA

DESAFÍOS QUE ENFRENTAN LOS ESTUDIANTES ADULTOS DE INGLÉS COMO LENGUA EXTRANJERA DE LA ESPECIALIDAD DE CONTABILIDAD EN UN COLEGIO TÉCNICO PROFESIONAL NOCTURNO DE GUANACASTE, COSTA RICA

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Challenges faced by EFL Adult Learners from the Accounting Specialty at a Professional Technical Night High School in Guanacaste, Costa Rica

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ABSTRACT

This action research describes the challenges that adult learners at Professional Technical Night High School (CTP) in Liberia face as they learn a foreign language. The project involved ten participants interested in pursuing a technical career, in addition the program in technical education includes learning a foreign language, which enhance their communication skills, broaden their career opportunities, and prepare them for globalized work environments. This study found that English knowledge background, motivational attitude towards English classes, the motivational perception about English and age, were some facts that adult learners were facing during this learning process. On the other hand, the results also suggested awareness of learners about the influence of the English language in a globalized world.

Keywords: EFL, language, challenges, adult learner, motivation

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Desafíos que Enfrentan los Estudiantes Adultos de Inglés como Lengua Extranjera de la Especialidad de Contabilidad en un Colegio Técnico Profesional Nocturno de Guanacaste, Costa Rica

RESUMEN

Esta investigación-acción describe los desafíos que enfrentan los estudiantes adultos de la Escuela Secundaria Técnica Nocturna Profesional (CTP) en Liberia mientras aprenden un idioma extranjero. El proyecto involucró a diez participantes interesados en seguir una carrera técnica, además el programa de educación técnica incluye el aprendizaje de un idioma extranjero, que potencia sus habilidades comunicativas, amplía sus oportunidades profesionales y los prepara para ambientes laborales globalizados. Este estudio encontró que los conocimientos previos de inglés, la actitud motivacional hacia las clases de inglés, la percepción motivacional sobre el inglés y la edad, eran algunos de los hechos que los estudiantes adultos enfrentaban durante este proceso de aprendizaje. Por otro lado, los resultados también sugirieron conciencia de los estudiantes sobre la influencia del idioma inglés en un mundo globalizado.

Palabras clave: inglés como lengua extranjera, idioma, desafíos, alumno adulto, motivación

INTRODUCTION

Communication is the way people can understand each other to establish a conversation, there are many forms of communication, from many decades such as the use of language. Through the use of language, people have crossed frontiers to interact with different people and understand other languages. Due to the opportunities a country offers, the international trades with foreign companies, and as well as the increase of new jobs, adult learners have considered important the use of the English language. Acquiring a new language is a long and exhausting learning process. Nevertheless, adult learners are more committed to learning when it is meaningful to their lives. Rogers (1983) described this process as "student center learning approach, which has been defined most simply as an approach to learning in which learners choose not only what to study but also how and why that topic might be of interest" (as cited in TEAL, 2010, p. 1). The importance of implementation of this approach contributes to student's stimulation and enthusiasm while the learner makes connections with their learning and real-life situations. Barkley (as cited in McDonough, 2014, p.11) stated that "diverse experiences using appropriate instructional strategies that promote new ways of thinking and responding to new information help adult learners more actively engaged in the learning process". On the other hand, many researchers have discussed the proper age to acquire a language, according to the critical period hypothesis, there is a certain age in which the child can acquire better the language. Lenneberg (as cited in Vanhove, 2013, p.1) "argued that language acquisition needed to take place between age two and puberty – a period which he believed to coincide with the lateralization process of the brain, this researcher also states the second language acquisition are related to the susceptibility or sensitivity of input and it will vary as a function of age, so young learners are more susceptible to acquire a language than adult learners".

Consequently, to study more about difficulties to acquire a second language of adult learners, a field of adult methodology emerged. An American educator Knowles explained the term of andragogy "which represents the art and science of adult learning. The andragogical model is based on the following assumptions about the adult learners: since adults tend to be self-directed, they can direct their learning; a rich reservoir of life experiences aid their learning; they are ready to learn when they assume new social or life roles; they have a task or problem-centered orientation to learning, being willing to apply

new learning immediately; and adults are generally motivated to learn due to internal rather than external factors." Cozma (cited in Knowles, 1984, p.12). Additionally, the experience inside the classroom with this part of the participants enable educators to evaluate the necessities and difficulties they face during their learning process. Cranton stated that "usually adults prefer to be self-directed learners. They do not want to be treated like children and told what to do. Since they have their own goals and experiences, they want to find activities and ways of doing things related to them" (2000, p. 28). It is true that when teaching adult learners, they are more determined to fulfill their goals than younger learners Nevertheless, the learning process is different, so the issues face must be identified and transform it into something relevant and meaningful to these adult learners.

Justification

The interest to develop this project focusses on understanding adult learners' challenges when acquiring a foreign language, in accounting specialty at Professional-Technical high school in Liberia (CTP). Consequently, Costa Rica educational system has reinforced the technical programs to include the English language in diverse specialties to embrace all global educational changes. According to the program of English for communication emphasizes that "the study plans for Technical Education have changed to respond to the present demand for specialized labor hand in the different fields: Tourism, Secretarial Management, Accounting, Computing, Mechanics, Agriculture, and others, and also to give the appropriate response when communicating in English" (2009, p.12). In other words, it is not only important to have a good performance in the vocational field but to prepare students to be competent in a work environment by master the English language.

However, the ministry of public education in Costa Rica (MEP) who is in charge of these programs states that "the main objective of learning English is to enable the students to understand and communicate basic ideas in oral form. The appropriate use of these three components guarantees the development of communicative skills" (2009, p.13). On the other hand, this syllabus design is concerning regular students that dedicate their time to study on the contrary of adult learners, which need more assistance and flexibility due to different students characteristics and needs most of the participants in this project to attend to classes after their jobs, or they are full-time mothers.

Literature Review

The Critical Period Hypothesis and its link to SLA

 Throughout the years the implementation of the English language has increased in different areas such an education and work environments. More companies require bilingual employees to perform a job inside the company and abroad. Younger students have been benefited nowadays with the emergence of technical careers which include the English language, and as well as many adults who have been considered to return to high schools after years of absent or professional experiences in previous jobs. But some fears come into the mind of these adult learners: their age to acquire a foreign language because some people believe the "younger the better" some proponents refer to the Critical Period Hypothesis. Critical period Hypothesis is well known to explain L1 acquisition but arise popularity and interest in its effects on how people acquire a second language. The first proposals of the Critical period Hypothesis (CPH) were Wilder Penfield and co-author Lamar Roberts in 1959, but Eric Lennenberg in 1967 proposed that "the lateralization of the brain function close down at puberty the ability to learn a language. He claimed that automatic acquisition from mere exposure to a given language seems to disappear [after puberty], and foreign languages have to be taught and learned through a conscious and labored effort. Foreign accents cannot be overcome easily after puberty. However, a person can learn to communicate at the age of forty". (Lenneberg, 1967, p.176).

However, other researchers differ from this hypothesis because they argue that age is not an aspect that affects the acquisition of L2 during the learning process. As Long explained "Interestingly, rate-of-acquisition studies, most of which were carried out in the 1970s and 1980s, found that older learners performed better than younger ones on measures of morphology, syntax, and pronunciation" (Long,1990). Even though this seems to be complicated for some adults to make an extra effort to remember what they have been learned in the past. To support this side of the theory Birdsong (1999) describes his research, "in which he found subjects who performed at the same level as native-speakers of French". Similar findings by White and Genesee (1996) showed "no significant difference between near-native speakers and native speakers of English in performance on grammatical judgment and written production tasks" (cited in Andrew, 2004).

With that in mind, sometimes age is not an obstacle to acquiring a language, although younger learners outperform adults in the acquisition of learning, but adults learn differently and provide a distinctive field of inquiry.

Andragogy

The main proponent was Malcom Knowles who believe that adults need a different way of learning according to their capacities and motivation of learning. "Knowles introduced the term andragogy as the science of teaching adult learners with a focus on the characteristics of adult learners. The term derives from the Greek word andros, which means "man" or "grownups" (Knowles, 1968, p. 351) or agogus meaning "leader of" (Knowles et al., 2011, p. 59-60), which translates to "the art and science of helping adults learn" (Knowles, 1984, p. 6)" (cited in Caruth, G. 2014, p.23). With this knowledge about what andragogy involve, the education has apart from this model of teaching to adults' learners to succeed in their learning process in this case learning a foreign language.

Andragogy is a new model or term in education, because it is not popular or applied among the other traditional methodologies of language teaching, so it is not emphasized in the correct way to improve language teaching with adults. To understand this model of teaching, Knowles (1984, pag.12) stated that "four crucial assumptions about the characteristics are important to understand the way of learning of an adult from a child learner on which the traditional pedagogy is premised as the following:

1. Self-concept: As a person matures his self-concept moves from one of being a dependent personality toward one of being a self-directed human being.

2. Experience: As a person matures, he accumulates a growing reservoir of experience that becomes an increasing resource for learning

3. Readiness to learn: As a person matures his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles.

4. Orientation to learning. As a person matures his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.

5. Motivation to learn: As a person matures the motivation to learn is. Regarding this information, it is noticed difference characteristics between pedagogy and andragogy which Knowles wanted to

highlight about to introduce guidance and perceive the importance of what and how adults learn. more adults are interested in continuing their academic studies, taking into account that certain difficulties will be facing during the acquisition of a foreign language such as lack of practice, inactivity with the English language".

Additionally, the surge of technical careers has gained popularity and more students are interested in pursuit jobs with higher labor demands.

This situation can also be related to teaching strategies and techniques, and focus on the relationship teacher-students maintained during their progress in acquiring a foreign language, as Knowles cited "This change in the role of the teacher required administration to develop new resourceful staffing and training practices to assure that the type of teacher needed was hired. (Knowles, 1976).

Characteristics of older adults during that affect learning process.

This research is centered on the challenges adults face when learning a foreign language, and describe some characteristic that avoids a good learning process, which is related to brain functions in adulthood. Salthouse stated that" it is believed that "crystallized abilities" (the ability to use acquired knowledge) decline more slowly than "fluid abilities". (2009). "Fluid abilities involve pattern recognition, working to strict time limits, and understanding abstract principles all of which are important in language learning. Therefore, the decline of fluid abilities may negatively impact older adults". (Lovell, 1989). Another issue for older learners is a reduction in working memory as well as problems with speed and attention (Hakuta, Białystok & Wiley, 2003; Scott, 1994). This may be a challenge to teachers in the classroom, and if the classroom is mixed with younger learners and adults which is very common, the teachers to pay attention to design a lesson class direct to this mixed classroom, which a hard work time consuming for teachers. "Difficulties with encoding and retaining new information are also characteristic of this group ". (Hakuta et al., 2003; Singleton & Ryan, 2004), this may have affected the capacity to retain vocabulary in the foreign language and more time to comprehend instructions to develop a different task. And related to teaching pronunciation the researchers also suggested that a "decline in hearing sensitivity is common, affecting the attainment of oral-aural skills and causing difficulty discriminating speech sounds or identifying keywords". (Singleton & Ryan, 2004).

However, despite the physical and cognitive decline, many researchers believe that older adults still retain a characteristic ability to learn and develop. Although the learning process may be more challenging, they believe there is no single point after which a healthy adult cannot acquire an L2 (Herschensohn, 2007; Singleton & Ryan, 2004).

Coaching and adult learning theory and practice

Coaching and adult learning theory arise with some significant contribution to adult education with some innovative learning practices with strategies helpful for adult learners and teachers. First, at all, the term of coaching according to Whitmore (2003, pag.8) is explained as "unlocking a person's potential to maximize their [sic] own performance. It is helping them to learn rather than teaching them" (as cited in Cox, 2015, p. 27). It is important to mention the role of the teacher in this learning practice, the challenges also include the ones of the teacher's methodologies, techniques, and innovative resources made in the curriculum to help, guide and motivate students during their learning process, to have successful results. Something real in our country is about the training given to future professors because there is not a specific approach to learn how to handle a class with adult learners like the case of andragogy which is explained in this paper before. So, professors are in charge of looking for new methodologies, and investigations to be updated, to create an enjoyable time in the classroom. With this in mind, it is important to know about three functions related to the meaning of coaching in which modify specific behavior or habits, specific performance potential, and personal coaching. Each of these functions explained the importance of the advantages and uses to be employed as a facilitator to learners' characteristics, skills areas, and deficiencies. For example, Segers (2011, p.205) mentioned that "develop new behaviors that allow an employee to be more effective in the current or a future role". On the other hand, Stern (2004, p.157) argued that "its primary focus on a learner's personal goals, thinking, feeling, and actions and how the individual can change his or her life for greater personal effectiveness and satisfaction" (cited in Cox, 2015, p.28). In that case, coaching is a learning practice focus on helping and motivating learner's performance, the facilitator identifies each learner's behavior, thinking, and individual personal goals, to understand and support them to go beyond their expectations. Another important theory that works together with andragogy and coaching is transformative learning.

Propose by Mezirow (1997, p. 5) "suggests how transformative learning is the process of effecting a change in one of these frames of reference, claiming that when circumstances allow, learners move toward a frame of reference that is more inclusive, discriminating, self-reflective, and integrative of experience" (cited in Cox, 2015, p.32). The meaning of this explains that adult learners build their knowledge base on their experiences, they choose the significant ones as a reference to incorporate those characteristics when they are acquiring the English language. So, the importance to know our student's background, social context, feelings, and goals, is essentials to build a rapport with students, because there is an opportunity to analyze the different behaviors and learning styles with the contents of the programs and take from that, all the meaningful information to achieve a good communication in English in their future jobs.

METHODOLOGY

This research is emphasized in an action research approach. According to Carr and Kemmis (1986), they defined "action research is simply a form of self-reflective inquiry undertaken by participants in social situations to improve the rationality and justice of their practices, their understanding of these practices, and the situations in which the practices are carried out". (as cited in Smith 2007, p. 2) in this study, the participants are encouraged to improve communication through real-life situations, including their difficulties of acquiring a foreign language, but action research contributes to better communication reflect in their practice.

Participants

The research was conducted at the Professional Technical high school in Liberia (CTP) and a total of 10 participants were enrolled in a major of Accounting which includes 4 hours of English for communication. The ages of the participants ranged from 20 to 40 years old and the profile between them was similar, adult learners who had not practiced English for many years, with an important aspect to highlight being that these participants are full-time workers during the day, making a significant effort to attend classes at night.

Data collection instruments

 In this study, two instruments were used to collect data. Interviews, and surveys (see appendix B and C). A deeper understanding of the different roles and better results were achieved through observations,

Scribano and Zacarias (2013) stated that "the role of the observer can be divided in participant-observer and observer participant" (cited in Trigueros, Med & Sandoval, 2017, p. 2), so the role that the teacher carried was the participant observer, because know the community feelings and behaviors of the participants. In the case of interviews, face to face interviews will be conducted during this research, Marshall (2016) discussed that "it is time-consuming; however, if it is a personal face to face interview or a video call it allows to probe for explanation of responses. It also gives you the opportunity to interpret body language and facial expressions" (cited in Trigueros, Med & Sandoval, 2017, p.3). This instrument will be useful to detailed opinions, perceptions, and attitudes. Lastly, surveys can be used as a diagnostic tool to assess the beginning, the development, and the conclusion of the research, through oral, written, or listening comprehension tests.

Variables

The aspects selected to this research are the following:

1. Learners knowledge about English language: Some participants learned the language many years ago or do not know anything related English, consequently some of the students have different level of English and presents some difficulties in learning English for communication regarding the Ministry of public education (MEP) program.

2. Similar ages: Participants' ages are diverse, and difficulties arose when the learning process is affected by some factors such as confidence, enthusiasm, and motivation.

3. Students attitudinal motivation towards English classes: Activities to engage students' learners must be enjoyable, and participants can construct their learning which is reflected in the development of those activities that help the students to face their difficulties.

4. Learners motivational perceptions about English language: Participants work at day, and the time they dedicate to study is only in the classroom, but participants are aware about the motivational perception about the English language.

RESULTS AND DISCUSSION

This study examines into the challenges adult learners face in learning English language, additionally this investigation includes the demographic characteristics, participants age, level of education, learner´s knowledge about the meaning of learning, motivational perceptions and learner's attitude

towards English language, to verify whether these aspects influence the challenges faced by adult learners, careful consideration was given to these factors.

The classroom experiences provided useful insights into the students' behavior attitudes and interest in developing new communication skills in a foreign language, which we as instructors observed firsthand, as well as how learners struggle in classes and when testing their knowledge, and how English is a vital skill for career success. Identifying what motivates them is essential for understanding them and finding the right strategies to encourage them to study a technical job and learn a second language.

This chapter is structured around a research question and examines the obstacles that hinder language development for adult learners specializing in Accounting, within the framework of the Ministry of Public Education (MEP) programs.

Figure 1 Demographic characteristics of learners
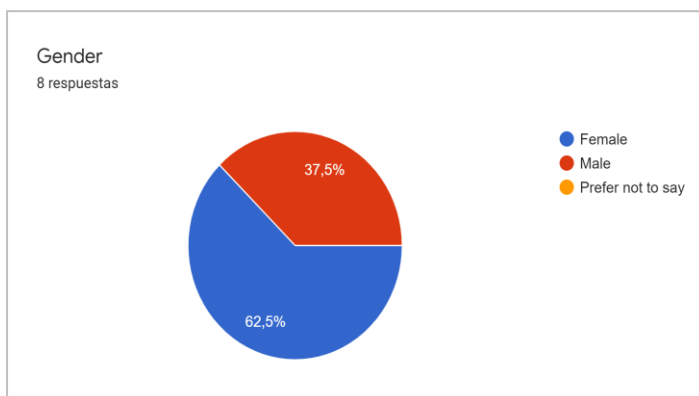
According to the data provide form figure 1 about the demographic characteristics of the 8 participants, there are 3 males and 5 females. The corresponding percentage is 37,5% (3 males) and 62,5% (5 females).
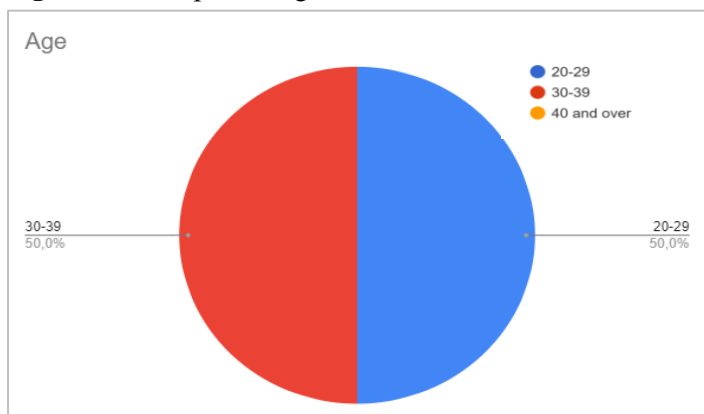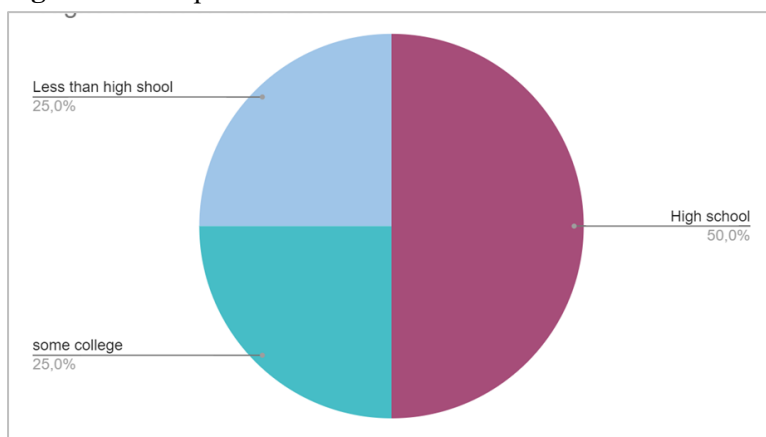
Figure 2 Participant's Age

Figure 2 shows the overall age of the 8 participants. There is an equal percentage of age. Additionally, 50% belongs to participants from 30 to 39 ages, and the other 50% percent of females from 20 to 29 ages. There is just only one male participant with the age rank from 30 to 39 and three female participants with the same rank of age. In the other age category from 20 to 29, two female participants are representing this category and the other two male participants. The age of 40 and over is the only category without any participant. These facts show that participants are mixed from ages to 20 to 39 and that they notice that learning the English language is essential at those ages.

Figure 3 Participant's level of education

This study research is focused on adult learners; an important fact is to know their background on education. Figure 3 displays that 50% of participants finish high school, which includes three females and only one male. In the other rank of the level of education, 25 % of the participants attended a college that represents only two female participants. Finally, the last 25% percent correspond to the two males' participants that do not finish yet high school. This information indicates that participants have some educational background and some experience that benefit in their learning process.

Table 4 Learner's knowledge about the meaning of learning English language

Variables	Participant	Strongly agree	participant	Somewhat agree	participant	Neighter agree or	participant	Somewhat disagr	participant	Stronlgy disagree
Knowing English will be helpful for my career?	4	50,00%	1	12,50%	0	0,00%	0	0,00%	0	0,00%
I need to know English to enter university	1	12,50%	3	37,50%	1	12,50%	0	0,00%	0	0,00%
English will broaden my future options	3	37,5	1	12,50%	0	0,00%	1	12,50%	0	0,00%

According to the study, 50% of participants strongly agree that adult learners are more empathetic toward acquiring a language to enhance their job opportunities, a finding supported by Gardner's (1985) "Motivation refers to the combination of effort plus desire to achieve the goal of learning the language

plus favorable attitudes toward learning the language." (cited in Social Psychology and Second Language Learning: The Role of Attitudes and Motivation, 1985, pag 10).

The second aspect relates to the importance of English for university admission, with only 1% of participants considering it crucial, while 37.5% somewhat agree with this notion. Regarding the statement "English will broaden my future options," three participants (37.5%) strongly agree, 12.5% somewhat agree, and another 12.5% (one participant) somewhat disagrees. Finally, in response to "English is essential for personal development," 50% of participants strongly agree. These findings align with Krashen's (1982) "Affective variables such as motivation... will not cause language acquisition directly, but will encourage learners to seek and utilize input that is necessary for language acquisition." (cited in Principles and Practice in Second Language Acquisition, pag 32), demonstrating that participants recognize the significance of English in shaping their personal and professional futures.

Table 5 Learners motivational perceptions about English

Variables	Participant	Strongly agree	participant	Somewhat agree	participant	Neighter agree or	participant	Somewhat disagr	participant	Stronlgy disagree
When I speak English I don't mind making mistakes?	1	12,50%	5	63%	1	12,50%	0	0.0%	1	12,50%
When someone speaks to me in English, I tend to be nervous?	3	37,5%%	3	37,50%	1	12,50%	0	0.0%	1	12,50%
My family/friends encourage me to learn English?	2	25%	5	63%	1	12,50%	0	0.0%	0	0.0%
I get help to do my homework or get things explained to me outside t	3	38%	5	62,50%	0	0,00%	0	0,00%	0	0,00%
Outside the class, I watch films, listen to songs or read in English.	5	62,5%%	2	25%	1	12,50%	0	0,00%	0	0,00%
I study English because I like it	3	37,50%	1	1,25%	0	0,00%	4	50%	0	0,00%
Learning English is easy at my age?	3	37,5	1	12,50%	1	12,55	3	37,50%	0	0,00%

As shown in table 5, the variables are related to learners' perceptions to know how motivated participants are towards the English language. The first aspect of "when I speak English, I don't mind making mistakes" only one participant (12,5%) strongly agrees that making mistakes is not a barrier when speaking English. On the other hand, 5 participants (63%) somewhat agree, which means that adult learners are not sure about feeling good or bad when making mistakes while they are learning the English language. The results for "Neither agree or disagree" one participant remains unsure about the variable presented. Finally, one participant is "strongly disagree" with the variable showed.

In the case of the statement, "When someone speaks to me in English, I tend to be nervous," the results reveal an equal distribution of responses, with 37.5% of participants strongly agreeing and another 37.5% somewhat agreeing.

This indicates that a significant portion of the group experiences nervousness when spoken to in English. Meanwhile, 12.5% of participants (one individual) neither agreed nor disagreed, showing neutrality toward the statement, and another 12.5% strongly disagreed, indicating that only one participant feels completely comfortable in such interactions. A majority of the participants reported experiencing varying degrees of language anxiety, which may have discouraged them from initiating and engaging in English-language conversations. In terms of external encouragement, 5 participants (63%) somewhat agree for the variable "my family/friends encourage me to learn English". On the contrary, two learners (25%) strongly agree and one participant (12,5%) somewhat agrees or disagrees with external encouragement from family and friends. The following variables "I get help to do my homework or get things done outside the classroom", "outside the class, I watch films, listen to songs or read in English" show the following results:

- 38% out of 3 participants are strongly agreed about needing help to do homework and 62,5% out of 5 participants are somewhat agreeing to need help when doing homework.

- 62,5% out of 5 participants are strongly agreed about watching films, listen to songs, or read in English outside the classroom.

- "I like English because I like it" 4 learners' (50%) somewhat disagree and 3 participants (37,5%) are strongly disagree about this fact.

The last results concerning if "learning English is easy at my age" 3 participants which represent the 37,5% strongly agree, 3 learners (37,5%) are "somewhat disagree" and the rest of the percentage indicates that 12,5% one learner is somewhat agreed and the other 12, 5% corresponds to one learner which is neither agree or disagree. The topic of age is something relevant in some adult learners when learning the English language during their technical careers, and the reason why is because the goal of this kind of population is to have more job opportunities and be competent to any job with some knowledge in the English language.

As mentioned before these variables results of this research study demonstrate the motivational perceptions towards English, and the results display a great interest of learner to use other useful resources outside the classroom, which means they are self-motivate to be in contact with the English language, also their background knowledge improves their English level proficiency.

Table 6 Student's attitudinal motivation towards English classes

Variables	Participant	Strongly agree	participant	Somewhat agree	participant	Neighter agree or	participant	Somewhat disagr	participant	Stronlgy disagree
In an English class, the teacher's personality is important?	6	62,50%	2	25%	0	0,00%	0	0,00%	0	0,00%
In an English class, the teacher's method (= way of teaching, the activ	4	50%%	4	50%	0	0,00%	0	0,00%	0	0,00%
In an English class, working in groups is easier to develop activities	4	50,00%	2	25	2	25,00%	0	0,00%	0	0,00%
I learn English for practical purposes (e.g., get a job).	6	75,00%	2	25	0	0,00%	0	0,00%	0	0,00%
I learn English to know more about the world.	3	38%	2	25	2	25,00%	1	12,50%	0	0,00%
I learn English to communicate with others.	4	50%	2	50%	0	0,00%	0	0,00%	0	0,00%
Outside the class, I use English.	2	25%	2	25,00%	0	0,00%	4	50%	0	0,00%
I am motivated to learn English.	4	50,00%	3	38%	1	12,50%	0	0,00%	0	0,00%
I like the English language	5	50,00%	3	37,50%	1	12,50%	0	0,00%	0	0,00%

Based on the results, it is clear that several aspects were taking into consideration to know about different features that contribute to the learning process as motivational factors that improve student's skills inside and outside the classroom. In this study the 62,5% of students are strongly agreed about teacher personality, it is something interesting to know about this factor, about acquire the English language. The experience to work with adults' learners it states that building a rapport relation is important during the process, in this case, six students out of 8 strongly agree, contrary to the way of teaching or teacher's method with a 50% of the participant are strongly agree and the other 50% somewhat agree. Meanwhile, 75% of participants feel that learning English for practical purposes is essential to communicate with others, gain experiences, or fulfill personal goals. Finally, 50% of participants are motivated to learn English and 50% are strongly agreed of enjoying English, this fact is positive during the learning process because students can operate more productively to achieve a good level in English.

Interview analysis

In this case, the interview analysis was conducted to gain insight into students' perspectives on the daily challenges they face in learning a second language, the interviews were carried out in a supportive and comfortable environment, encouraging participants to freely express their thoughts and ideas. Their responses were carefully analyzed to identify key themes and better understand the factors influencing their language learning experiences. in a comfortable environment to share their ideas and finally analyze their answers. This interview was applied to eight participants, 6 women and 2 men, due to different reasons two students were absent that day.

Participants expressed the most difficult skills regarding learning encompassed many aspects such as different kind of accents, pronunciation, and vocabulary, speed and fluency, when adult learners develop different exercises like short answers, identification for important details, and transferring the information heard to the written form, which is a challenge to them because participants did not know much vocabulary or in some case the English alphabet. Nevertheless, this does not mean that they were not motivated to acquire and learn English, and this takes us to the second questions regarding the challenges they face in acquiring a language. In terms of motivation, they expressed their insecurity of speaking in English because they are afraid of making mistakes in front of the class, nevertheless feeling motivated helped them participate proactively even if mistakes happened. So, as mentioned in this project, Krashen's theory is essential to understand the whole meaning of the affective filter and how we as teachers can find the best way to teach and understand adult learners' challenges. Regarding the five-input hypothesis, the affective filter proposed by Dulay and Burt in (1977), and incorporate later by Krashen (1985) argued that "people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input 'in'. In his theory, affect includes motivation, attitude, anxiety, and self-confidence" (cited in Du, 2009, p. 162). Based on the interview with the participants, they were aware of the challenges they faced, but the motivation in themselves persisted because they knew the meaning of learning English and its advantage; like getting a new job, or getting a raise that provides a huge impact in their incomes. Even though they dealt with a lot of factors, for example, lack of confidence, fear of failure which is the most common to see in the class participation among students in oral presentations to mention one. Another important question was about age and the disadvantages they face to be adult learners, some disadvantages they mentioned was the time spend to study, most of them do not have free time just to study full time because they work, they are a full-time mother or have other responsibilities. Regarding age, participants thought that younger students have more time to study than theirs, but age is not a barrier to acquiring the English language. Of course, there was a difference in how a young learner acquires and learning a language from adults, Snow and Hoefnagel-Hohle (1978) explained that in two often-cited studies in the Netherlands, found that adults and adolescents were better than children in terms of what they could learn in a 25-minute instruction session or up to a year of naturalistic exposure to L2 Dutch".

Another aspect to consider about how adults acquire a language is the adult's background and experiences they tend to put into use when acquiring the English language. In this case, these participants were enrolled in Accounting specialty, so the investigation demonstrated that adults were eager to use the English language to transfer into their own experiences at work. In this case, the teacher plays an important role providing meaningful learning as well as finding diversity of activities to incorporate real case scenarios learner can later put into practice. Despite the challenge's adult learners face, the participants emphasized the activities they do to improve the English language outside the language classroom. Some of them expressed they like to use different resources such as apps of tv shows to practice listening and reading skills when they practice listening songs (with subtitles in English) or watching movies or music videos; lyrics are useful to them because they can understand the meaning of songs as well as add more vocabulary to their English repertoire.

CONCLUSIONS

The first factors considered in this project included the age of the participants and other key variables that emerged during the investigation. The participants involved both genders, ranging in age from 20 to 39. Most of them had attended high school many years prior, which contributed to some of the challenges identified in the findings. Regarding the variable of English language learinng, 50% of the participants recognized that learning English would be beneficial for their future careers. It is notable that students' desire to learn English was closely linked to their motivational perceptions, as highlighted in the second variable. Throughout the application of the research instruments, participants consistently demonstrated a positive attitude. Despite the challenges they encountered, their intrinsic motivation persisted during the classes. They also showed a willingness to engage beyond the classroom content, with 62% of participants practicing English outside of class. Their practice focused primarily on listening, reading, and writing, while speaking was identified as their main weakness according to the data collected. Similarly, age did not appear to serve as a barrier to learning English. Participants demonstrated confidence in their ability to engage in the academic process despite the challenges associated with their age. For them, age was not perceived as a limitation. In fact, regarding this variable, the majority of adult learners expressed a strong motivation to learn English for practical purposes, particularly to enhance their employability.

It is worth emphasizing that many participants enrolled in the Accounting program specifically to increase their job opportunities, with the added advantage of acquiring a second language as a valuable skill. From the last information collected, many issues influence adult learner's acquisition of a second language mentioned in this project as well as the engagement of each participant to acquire the English language. For instance, adult learners tend to be more realistic about the growing demand of business and how companies are actively looking for technical applicants, so the necessity of finding new resources to improve their language skills, to enhance their competitiveness and be productive to achieve what the companies claim at different technical areas, is a must in their minds to have a full-time job, find new opportunities to get a promotion or get a rise, and most important to have job stability.

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