

# *The Environmental Factors Influencing Adult Second Language Acquisition*

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**Abstract.** Adult second language acquisition (SLA) has been a focus of debate, particularly regarding the balance between biological constraints and environmental influences. Traditional perspectives, such as the Critical Period Hypothesis, emphasize age limitations, while recent studies highlight how social, institutional, and contextual factors can compensate for these challenges. This paper explores three major environmental dimensions—family and community contexts, workplace demands and opportunities, and educational institutions—and analyzes how these settings shape adults' language learning outcomes. Family and community provide emotional and motivational support, workplaces offer authentic but sometimes restrictive learning contexts, and institutions deliver structured instruction and policy-level assistance. It can either reinforce or hinder language development depending on alignment and accessibility. Drawing on both theoretical insight and empirical evidence, this essay demonstrates that adult SLA is not invariably deficient. However, it is profoundly malleable to the environments in which it unfolds. The findings emphasize that effective adult SLA requires a holistic, ecological approach that integrates home, workplace, and institutional efforts to create equitable and sustainable learning opportunities.

**Keywords:** Second language acquisition, Adult learning, Environmental factors, Motivation, Educational context

## **1. Introduction**

Second language acquisition (SLA) has long been a central concern in applied linguistics, with debates surrounding the relative weight of biological, cognitive, and environmental influences. Much of the discourse has been around the "critical period hypothesis," increasing research demonstrates that environmental factors can significantly mitigate or even override age-related disadvantages [1,2]. Compared with children, adults not only suffer from less neural plasticity but also have to play social roles that often conflict with their learning activities and possess different motivational orientations [3]. However, adults also benefit from developed cognitive strategies, professional needs, and access to structured learning resources.

This paper examines three major environmental dimensions that shape adult SLA: family and community contexts, workplace demands and opportunities, and institutional settings. It further considers how these dimensions interact, producing enabling or constraining effects. This essay

explores the role of environmental factors in adult SLA, aiming to deepen the understanding of how social, occupational and educational contexts jointly influence the language acquisition process.

## **2. Family and community contexts**

Family, together with the community, initially impacts SLA environmentally. They furnish meaningful engagement possibilities and empathetic succor.

### **2.1. Emotional and motivational support**

Relatives often inspire older students. Families play a vital role all through this process. Norton [4] explains the way people learn a language since they relate it to identity and desired futures. Adult immigrants may find that learning the adopted vernacular is representative of commitment and feel that it is, at the same time, building a better future for their children. Encouraging kin networks strengthens resolve throughout episodes of gradual advancement. Alternatively, when individuals do not gain impetus, they might discontinue. Wastage could stem from an absence of motivation.

### **2.2. Community networks and opportunities for practice**

The communities set the volume and characteristics of language input. Opportunities of interaction and social integration, as Schumann's [5] acculturation model explains, determine the outcome of second language acquisition. Adults get involved in community groups, people offer services, or religious meetings are attended for real opportunities of interaction. Essential to acquisition, particularly in a low-anxiety setting, is relevant to Krashen's [6] theory that comprehensible input.

Nevertheless, segregated communities may impose constraints upon exposure. For instance, an immigrant communities permit existence without skill in the destination language, so those areas fashion "linguistic safe havens," decreasing the incentive for learning [5, 6]. The public may hasten procurement by supplying genuine engagements. The community can also enforce the isolation of learners from language acquisition.

## **3. Workplace demands and opportunities**

The workplace is one of adult SLA's most influential yet ambivalent environments. On the one hand, it creates strong incentives to acquire the target language. On the other hand, structural constraints often undermine these opportunities.

### **3.1. Professional advancement**

In most industries, English or other international languages serve as gateways to upward mobility [7]. Employees and workers who are keen on promotions, professional recognition, or international assignments make all efforts at competence attainment. Kormos and Csizér [8] show that in the case of adults, motivation toward learning English soon shifts from integrative purposes-desire to connect with a community-to instrumental purposes or career goals. These pragmatic incentives can sustain long-term engagement even when learning is difficult.

Furthermore, language learning in the workplace often occurs through informal, incidental means. Employees acquire terminology, routines, and communicative strategies by participating in meetings, writing reports, or collaborating with colleagues. This aligns with sociocultural theories of

learning, which argue that participation in authentic practices drives development [9]. For adult learners, the workplace thus represents both a classroom and a laboratory for applying skills.

The motivational effect of these authentic tasks should not be underestimated. Applied linguistics research has demonstrated that the identities and investments of learners are reshaped when their professional roles require them to use the L2 [10]. For instance, consider an immigrant engineer who initially feels disadvantaged in English-speaking meetings but, through repeated participation, gains confidence, acquires technical vocabulary, and eventually views himself as a legitimate member of the professional community. Thus, the workplace offers more than instrumental rewards—it also reshapes learners' sense of belonging and professional identity.

### 3.2. Workplace barriers

However, workplace realities may constrain SLA. Neeley [11] presents examples of large international firms implementing English as a corporate language training leaving employees anxious and unprepared. Simplified lingua franca strategies may further reduce the necessity for full proficiency, causing the competency to plateau. Lønsmann [12] results show how power relations in decision-making among multinationals systematically lock non-native speakers out at different levels thereby reinforcing inequality.

In addition, workload pressure frequently prevents employees from dedicating time to structured learning. While motivation may exist, the lack of protected language development time means learning becomes incidental and uneven. The presence of supportive colleagues may alleviate this problem, but in unsupportive environments, learners may retreat into silence to avoid embarrassment. Over time, this restricts opportunities for meaningful practice and undermines progress.

These findings illustrate a paradox: while the workplace motivates learning, it may simultaneously block access to authentic communicative opportunities. This paradox connects back to Flege and Liu [1]: only when learners are compelled to engage in meaningful, high-quality interactions—such as graduate students teaching in English—do they overcome age-related disadvantages. In contrast, environments where adults are marginalized or restricted in language use undermine learning regardless of motivation.

### 3.3. Implications for practice

From an educational policy perspective, workplace language initiatives must go beyond symbolic policies. Employers should provide structured opportunities for training, mentoring, and language use, ensuring that employees are not penalized for linguistic struggles but instead supported to improve. This could include subsidized language courses, protected time during work hours for practice, and mentorship programs pairing experienced bilingual employees with learners. Furthermore, professional performance assessments should recognize effort and communicative effectiveness, rather than focusing exclusively on grammatical accuracy.

These approaches benefit individual employees and contribute to broader organizational goals such as inclusion, efficiency, and innovation. When employees are linguistically empowered, they can better contribute diverse perspectives and navigate global markets. Thus, the workplace should not be viewed merely as a site where language skills are tested, but as an active partner in fostering SLA.

## 4. Educational institutions and learning resources

Educational institutions remain a cornerstone for adult SLA, particularly for learners who lack rich home or workplace opportunities. They provide structured instruction, access to materials, and social environments designed to support learning. However, the effectiveness of such institutions depends not only on their accessibility but also on the pedagogical approaches and institutional attitudes they embody.

### 4.1. Accessibility of programs

The availability and accessibility of institutional programs significantly determine adult participation. OEDC [13] reported that adult language courses are frequently offered at universities, community centers, and private schools; however, access remains mediated through cost, location, and scheduling. Many adults who want to return as learners have obligations of competing work they cannot leave—such as full-time employment or childcare—that restrict the possibility of course attendance in a traditional class. Online or evening classes can mitigate these barriers, but digital divides or limited technological skills may create new forms of exclusion.

Government policy plays a decisive role here. Subsidized tuition and state-sponsored integration programs often increase participation among immigrant populations. For example, in some European countries, integration courses funded by governments provide both linguistic training and cultural orientation. Where such support is lacking, adult learners often remain excluded, reinforcing cycles of inequality. Thus, institutional accessibility is not merely a logistical issue but a matter of social justice.

### 4.2. Pedagogical practices and learner autonomy

Pedagogical design also shapes outcomes. Knowles' [14] theory of andragogy highlights the fact that adults are self-directed and problem-oriented learners seeking solutions to issues they confront while children are dependent receptacles of content. Benson [15] adds on by emphasizing autonomy—the capacity to determine what, how, and when something should be learned. Thus effective institutions transcend a single model approach and provide individual pathways.

Task-based learning (TBL) is a prominent example of pedagogical adaptation. Rather than focusing exclusively on grammar drills, TBL organizes instruction around meaningful activities such as role-playing a job interview or preparing a business presentation. These tasks simulate real-life communication and provide learners with functional grammar in context. This approach aligns with Krashen's [6] insistence on comprehensible input and low-anxiety environments, making the classroom a bridge between theory and authentic practice.

Institutions that fail to adapt may reinforce adult learners' insecurities. Rigidly traditional approaches, emphasizing rote memorization and grammar translation, often conflict with adults' expectations of relevance and applicability. This mismatch increases attrition rates, as learners feel their time and needs are not respected.

### 4.3. Rethinking adult grammar learning

Recent empirical research has challenged the assumption that adults inevitably struggle with grammar. For instance, Dąbrowska et al. [16] found that adults can achieve near-native competence in tasks involving functional grammar (e.g., understanding sentence meaning), but decorative grammar (e.g., tense markers, articles) remains more elusive. Crucially, their study also

demonstrated that the method of assessment strongly influences perceptions: “tests of comprehension invariably indicate greater competence than tests of production” (p.78).

This finding underscores the importance of diversified assessment. If institutions evaluate solely through oral grammar tests, they risk underestimating learners’ communicative ability. Instead, combining comprehension, written production, and task-based performance assessments can capture a fuller picture. From a pedagogical perspective, this also suggests that teachers should emphasise communication and functional grammar more while providing targeted scaffolding for formal accuracy.

#### **4.4. Instructional settings and the age debate**

The findings of Pfenninger and Singleton [2] add on to the growing literature doubting the advantage an early starter has over a late starter. Their long-term study within the Swiss multilingual educational system revealed that secondary school late beginners with fewer years of exposure catch up with or even overtake supposed early beginners in primary school. The decisive factors were contextual, socio-affective, and instructional rather than biological.

This finding has profound implications for adult SLA. It suggests that late starters—such as immigrants beginning L2 study in adulthood—are not inevitably disadvantaged. With structured instruction, rich input, and supportive environments, adults can achieve outcomes comparable to or better than those of early starters. This resonates with Flege and Liu’s [1] study, which showed that late learners with high-quality interactional experience achieved pronunciation comparable to early arrivals. These findings reinforce that institutions should not assume that age is destiny, but rather design instruction that maximizes input and engagement.

#### **4.5. Implications for institutional practice**

These insights indicate that educational institutions must rethink their role as providers of courses and facilitators of equitable access and effective pedagogy. Concrete measures could include:

- (1) Flexible delivery models, such as blended learning and modular courses, to accommodate adults’ schedules.
- (2) Integrated support services, such as childcare or career counselling, to reduce external barriers.
- (3) Differentiated pedagogy: incorporating task-based learning, scaffolding for complex grammar, and learner autonomy.
- (3) Diverse assessment practices: ensuring evaluations reflect functional competence and formal accuracy.
- (4) Holistic integration: connecting classroom learning with workplace and community opportunities to reinforce transfer.

Ultimately, institutions that embrace these practices support individual learners and contribute to broader social integration and economic participation goals. By contrast, institutions that ignore adults’ needs risk perpetuating educational inequalities and limiting learners’ potential.

### **5. Interactions among environmental factors**

While family, workplace, and institutional settings have been discussed separately, they intersect and mutually reinforce each other. Adult SLA outcomes cannot be fully understood without examining how these environments interact.

### 5.1. Reinforcing effects

When environments align, they create powerful synergies. For instance, an immigrant adult who receives encouragement from family, works in a linguistically supportive workplace, and attends an accessible language program benefits from overlapping opportunities. Input from one domain reinforces practice in another. This reflects Bronfenbrenner's [16] ecological systems theory: learning is most effective when microsystems (family, work, school) are harmonized.

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### 5.2. Conflicting pressures

Conversely, misalignment can undermine progress. Adults who face unsupportive families, exploitative workplaces, or inaccessible institutions may experience frustration and withdrawal. For example, Neeley's [11] finding that corporate language policies often leave workers underprepared illustrates how workplace failures can negate institutional training. Similarly, family obligations such as childcare may prevent class attendance even when institutions are supportive.

These conflicts highlight the ambivalence of adult SLA: motivation in one domain may be canceled out by constraints in another. Thus, isolated interventions (e.g., workplace training without family support) are often insufficient.

### 5.3. The role of individual agency

Learners possess agency in navigating their environments. Investment in SLA depends on how learners perceive opportunities across domains, and how they align them with their identities, Darwin and Norton,[10] explain for example by the possibility of practicing language storytelling to children turning family time into learning time. Motivated workers might also look for mentors in the workplace so as to maximize interactional opportunities.

The success of such strategies depends on learners' ability to negotiate tensions between environments. Agency does not eliminate structural inequalities but mediates their effects, allowing individuals to transform potential barriers into affordances.

### 5.4. Implications for holistic support

Understanding SLA as an ecological process suggests that interventions must be holistic. Policymakers and educators should design programs that bridge domains—for example, workplace-subsidized classes that accommodate family schedules, or community centers that integrate childcare with language instruction. Employers, schools, and families should not view themselves as isolated actors but as interconnected partners supporting learners.

By recognizing these interdependencies, stakeholders can create sustainable learning ecosystems where progress in one environment reinforces progress in another. This ecological approach improves individual outcomes and contributes to social cohesion and equity in multilingual societies.

## 6. Conclusion

Environmental factors profoundly shape adult SLA. Families and communities provide emotional and motivational support, workplaces offer authentic but sometimes constrained opportunities, and institutions structure formal instruction and resources. These environments interact in complex ways, either reinforcing or undermining each other.

The studies reviewed here oppose the deficit views of adult SLA. High levels of competence that adults can attain given environmental conditions with quality input and real interaction are revealed by Flege and Liu [1], Dąbrowska et al. [16], and Pfenninger and Singleton [2]. Besides the fact that there is a biological difference between children and adults, in most cases, decisive factors are contextual: access, opportunity, and support.

The implication for educators, policymakers, and employers is clear: effective SLA requires coordinated, holistic support across environments. By aligning family, workplace, and institutional resources, societies can empower adult learners to acquire a new language, reshape their identities, expand their opportunities, and contribute more fully to multilingual communities.

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