

Exploring Factors Influencing Second Language Acquisition in Adult Learners: A Case Study of Universities in Uganda

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Abstract

This research delves into the complexities of second language acquisition (SLA) among adult learners in Ugandan universities. The study aims to fill a gap in existing literature through a comprehensive case study. The primary objectives of the study include identifying and analyzing multifaceted factors influencing SLA, emphasizing socio-cultural nuances in Ugandan universities. It explores the role of socio-cultural and contextual elements in shaping the second language learning experience, investigating individual differences like cognitive abilities and learning styles. The impact of pedagogical approaches on second language proficiency is also examined in order to contribute valuable knowledge for enhancing teaching strategies. Additionally, the study assesses the relevance of the critical period hypothesis in the Ugandan SLA context. Utilizing a mixed-methods approach involving surveys, interviews, and language proficiency assessments, the research includes adult learners from selected universities. By integrating quantitative and qualitative data, it aims to uncover the interplay of individual, socio-cultural, and pedagogical factors influencing SLA. The findings not only contribute to understanding language acquisition in Uganda but also offer insights applicable to diverse linguistic and educational contexts. This research informs educators, policymakers, and researchers on effective strategies for supporting adult language learners, contributing to the broader literature on SLA by addressing the interplay of individual differences, socio-cultural factors, and pedagogical approaches in varied linguistic settings.

Keywords: Adult Education; Case Study; Language Learning; Pedagogy; Socio-cultural Influences