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SECOND LANGUAGE ACQUISITION OF ENGLISH AMONG MIGRANTS: BASIS FOR AN SLA FRAMEWORK

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ABSTRACT : This study explored the lived experiences of non-native English speakers in California to understand the factors that influenced their acquisition of English as a second language, the challenges they encountered, the motivations and strategies they used to overcome language barriers, and the framework that can be proposed from their experiences. The study was anchored in the need to contextualize second language acquisition (SLA) among immigrants who navigate academic, professional, and social environments where English is essential for participation and integration. A qualitative research design was employed, with in-depth interviews conducted among eleven participants representing diverse demographic profiles. Data were analyzed thematically to generate patterns across four domains: factors, challenges, motivations and strategies, and the development of a proposed SLA framework. Findings revealed that English acquisition was shaped by multiple factors including formal education, family and peer support, workplace demands, survival needs, and individual aptitude. Learners, however, encountered barriers such as low confidence, speaking anxiety, limited access to ESL programs, cognitive difficulties, and challenges in processing authentic input from media and community interactions. Despite these obstacles, participants demonstrated resilience through motivations such as professional growth, academic success, family responsibility, and social participation, complemented by strategies like participation in community classes, workplace interaction, family-based practice, and self-study through technology and media. From these findings, a comprehensive SLA framework was developed, presenting language learning as a cyclical and adaptive process where factors, challenges, strategies, and motivations interact dynamically. The framework underscores SLA as an evolving journey shaped by both personal initiative and systemic conditions. The study concludes that second language acquisition among non-native speakers in California is not linear but iterative, requiring sustained motivation, adaptive strategies, and supportive environments. It recommends that learners, educators, community organizations, and policymakers collaborate to provide accessible, contextually relevant, and learner-centered ESL opportunities. The proposed framework may guide future program development and research on SLA in immigrant contexts.

I.   INTRODUCTION

The acquisition of English as a second language (ESL) among immigrants in the United States played a crucial role in their integration into society, influencing their access to employment, education, and civic participation (Migration Policy Institute, 2015). English proficiency enhanced communication and shaped immigrants' ability to navigate social systems, access services, and improve their economic opportunities (U.S. Department of Education, 2020). Despite immersion in an English-speaking environment, many immigrants continued to face persistent challenges in acquiring the language effectively.

Second Language Acquisition (SLA) was a complex process influenced by factors such as age, prior education, motivation, and exposure to English in daily life (Ellis, 1997). Younger learners adapted faster due to cognitive flexibility, while adults often depended on structured instruction and social practice (Hakuta et al., 2018). Motivation, whether instrumental for employment or integrative for social inclusion, strongly shaped persistence and success in learning (Gardner, 2019).

In the United States, over 25 million individuals were classified as Limited English Proficient (LEP), affecting employment and health outcomes (American Community Survey, 2022). While programs attempted to address ESL needs, many remained generalized and overlooked the unique motivations and challenges of diverse immigrant groups (Bigelow & Ensser-Kananen, 2021). Learners also experienced language shock, producing anxiety and reduced self-confidence that limited progress (Lee, 2022).

Filipino migrants contributed significantly to the U.S. workforce, particularly in healthcare and domestic services, yet few studies explored their distinct learning needs (Pew Research Center, 2021). This gap hindered the development of inclusive ESL support programs responsive to their experiences. Examining actual learning processes and motivations could guide culturally relevant interventions.

Given the multifaceted nature of SLA, immigrant experiences were shaped by cognitive, social, and environmental influences. Much of the literature, however, tended to generalize immigrant populations or concentrate on larger groups such as Hispanics or Asians (Gonzales & Lopez, 2016). This left Filipino and Mexican migrants underrepresented, despite their significant contributions to the workforce and shared challenges in cultural and workplace integration.

This study addressed these gaps by examining how Filipino and Mexican immigrants described their experiences in acquiring English as a second language. It explored linguistic challenges, strategies, motivations, and support systems shaping their learning. The findings informed the development of a Second Language Acquisition (SLA) framework grounded in their lived experiences, offering guidance for educators, policymakers, and community organizations in designing inclusive and evidence-based ESL programs.

II. METHODOLOGY

Research Design

This study employed a qualitative research design to explore the second language acquisition experiences of immigrants in California. A qualitative approach was chosen because it allowed the researcher to capture in-depth descriptions of participants lived experiences, focusing on the meanings they attributed to language learning, the challenges they faced, and the strategies they used. According to Creswell and Plano Clark (2018), qualitative research is particularly suitable for exploring complex social phenomena that cannot be reduced to numerical data, making it appropriate for this investigation.

The central method of data collection was the use of semi-structured interviews. This design enabled participants to narrate their experiences in their own words while allowing the researcher to probe deeper into emerging themes. The flexibility of the interview format ensured that relevant issues were consistently addressed across respondents, while still leaving room for new insights to surface during the conversations.

The qualitative orientation of the study also aligned with its goal of developing a framework for second language acquisition grounded in real experiences. Rather than generalizing findings to a larger population, the study sought to interpret the patterns and themes evident in the participants' accounts. This approach provided a holistic understanding of how immigrants navigated their English learning journey, emphasizing the social and cultural contexts of their acquisition.

The choice of a qualitative design further ensured that the study could highlight the voices of the participants themselves. Their personal stories were valued as primary data, and the analysis was guided by the principle of giving meaning to their narratives rather than testing hypotheses. In this way, the qualitative approach supported the production of rich, detailed, and authentic findings that served as the basis for the proposed Second Language Acquisition (SLA) framework.

Data Collection

The data for this study were collected during the year 2025 through semi-structured interviews with 11 adult immigrants residing in California. The process began with securing approval from the Graduate School and obtaining signed informed consent from all participants. Recruitment was carried out using purposive sampling through referrals from immigrant communities, local organizations, and personal contacts. Prospective participants were contacted individually and provided with an overview of the study, including its objectives, ethical considerations, and the voluntary nature of participation.

Once participants agreed to join, they were asked to complete a short demographic questionnaire. This document gathered basic contextual information such as age, gender, nationality, educational attainment, native language, length of stay in the United States, and type of work. Although not used for statistical analysis, these details served to situate participants' narratives and highlight contextual factors that shaped their English language acquisition.

The primary method of data collection involved semi-structured interviews guided by a validated interview schedule. Each interview was scheduled according to the participant's availability and conducted either face-to-face or through secure video conferencing platforms such as Zoom and Google Meet. Sessions typically lasted between 60 and 90 minutes, allowing participants sufficient time to describe their experiences, challenges, and strategies in detail. The interview guide ensured consistency across respondents while allowing the researcher to use probing questions to clarify and deepen responses when necessary.

To preserve accuracy, all interviews were audio-recorded with the participants' consent and subsequently transcribed verbatim. Field notes were taken alongside the recordings to capture contextual details such as tone, pauses, and non-verbal expressions that added depth to the interpretation of responses. These multiple sources of documentation ensured that the participants' voices were represented faithfully in the analysis.

Ethical considerations were strictly observed throughout the data collection process. Participants were informed that they could withdraw at any time without penalty, and pseudonyms were assigned to protect their identities. All recordings and transcripts were stored in password-protected digital files accessible only to the researcher. By following

these procedures, the study ensured that data collection was conducted systematically, ethically, and with full regard for participants' rights.

Data Analysis

The analysis of data in this study was conducted using qualitative thematic analysis, which allowed the researcher to identify, organize, and interpret patterns that emerged from participants' narratives. This approach was appropriate because it emphasized the meanings participants attached to their experiences, rather than reducing their responses to numerical values. Thematic analysis, as described by Braun and Clarke (2006), was employed to provide a systematic yet flexible method for analyzing the interview transcripts. Below were the tools used:

Thematic Analysis was used to analyze the interview responses by identifying key ideas, organizing them into categories, and developing themes. This method provided deeper insight into the meanings participants associated with their experiences.

Coding Procedures were conducted to label significant statements and group similar responses. These codes helped determine common patterns in participants' accounts and ensured that their perspectives were systematically addressed based on the research questions.

Validation Techniques such as member checking, transcript review, peer debriefing, and the use of field notes were implemented to ensure accuracy, credibility, and consistency of the interpreted data.

III. ANALYSIS

The analysis of data in this study was conducted using qualitative thematic analysis, which allowed the researcher to identify, organize, and interpret patterns that emerged from participants' narratives. This approach was appropriate because it emphasized the meanings participants attached to their experiences, rather than reducing their responses to numerical values. Thematic analysis, as described by Braun and Clarke (2006), was employed to provide a systematic yet flexible method for analyzing the interview transcripts.

Table 1 : Factors that Influenced Their Second Language Acquisition of English

Participant	Statement	Theme
P1	"My educational background helps me a lot to speak English fluently."	Formal Education
P2	"School and my parents. Yes, because it reminds me to use English."	Family and School Support
P3	"English is used as a medium of instruction from grade school to college."	Early Exposure in Education
P4	"Cognitive ability."	Cognitive/Individual Factor
P5	"Several key factors influenced me to learn English such as my teachers and classmates."	Peer and Teacher Influence
P6	"Several key factors influenced me to learn English, including my degree and the curriculum."	Formal Higher Education
P7	"I believe my ability to learn English is influenced by my environment and exposure."	Environmental and Social Exposure
P8	"Motivation to speak to patients and coworkers helped me learn."	Workplace and Social Interaction
P9	"Job, kids, and survival needs pushed me to learn English quickly."	Practical Survival Motivation
P10	"Community interactions exposed me more to English."	Community and Social Integration
P11	"Watching television and listening to the radio helped me understand English."	Media and Informal Exposure

Another frequently recurring theme is family, peer, and teacher support. P2 explained that *"School and my parents… remind me to use English,"* while P5 mentioned, *"Several key factors influenced me to learn English such as my teachers and classmates."* These responses highlight the importance of encouragement and reinforcement both at home and within the school community. Such findings align with *Identity and Language Learning Theory*, which emphasizes that learners' sense of belonging and social positioning shape their engagement with the target language (Piller & Gerber, 2021). Lee (2022) further

demonstrated that peer and parental support reduce anxiety and fosters persistence, showing how identity affirmation in learning environments promotes greater willingness to communicate in English.

Cognitive and individual factors were also raised by some participants. P4 simply stated, *"Cognitive ability,"* suggesting that aptitude and mental capacity played a role in learning success. This perspective is consistent with research in cognitive approaches to SLA, which demonstrates how working memory, attention, and processing speed influence proficiency outcomes (Van der Slik, Schepens, & van Hout, 2019). Moreover, Hakuta, Bialystok, and Wiley (2018) argued that bilingualism enhances cognitive flexibility, suggesting that learners' aptitude is not fixed but can be developed through intensive engagement in language-rich environments.

A recurring theme that emerged strongly was environmental and social exposure. P7 believed her learning was influenced by her surroundings, while P10 added that *"Community interactions exposed me more to English."* Similarly, P11 shared, *"Watching television and listening to the radio helped me understand English."* These examples illustrate how immersion in English-rich environments facilitates acquisition, consistent with *Acculturation and Adaptation Models*, which emphasize the interplay of cultural participation, social acceptance, and psychological adaptation in SLA (Van der Slik et al., 2019). Piller and Gerber (2021) further noted that bicultural competence—maintaining heritage identity while adapting to host culture—enhances resilience, enabling migrants to leverage community interactions and media exposure for more effective language development.

Finally, participants frequently mentioned practical survival needs and workplace demands as drivers of their acquisition. P8 expressed, *"Motivation to speak to patients and coworkers helped me learn,"* while P9 highlighted that *"Job, kids, and survival needs pushed me to learn English quickly."* These findings demonstrate that SLA is not purely academic but also tied to immediate life requirements. This theme reflects the principles of *Motivation in SLA*, which view motivation as a dynamic force shaped by both personal goals and contextual pressures (Dörnyei & Ushioda, 2021). Almayez (2025) emphasized that self-efficacy and resilience are crucial for sustaining such motivation, particularly when learners are driven by urgent needs for employment and social integration. Wu, Zhang, and Chen (2025) similarly observed that migrants' motivation fluctuates but is revitalized when survival goals are met and replaced by broader aspirations for long-term success.

Table 2 : Challenges encountered in learning English in the United States

Participant	Statement	Theme
P1	"I needed family members to help me since I was not confident in speaking."	Lack of Confidence and Reliance on Support
P2	"No, not really [received help]. They just remind me to fix my grammar."	Limited External Support
P3	"English is used in my curriculum, but it was difficult at first."	Academic Adjustment
P4	"Cognitive ability."	Cognitive Barriers
P5	"I haven't done ESL for school at all."	Lack of Formal ESL Access
P6	"My learning was limited because I only had classes until high school."	Limited Educational Exposure
P7	"I needed more exposure, otherwise it was hard to improve."	Insufficient Practice Environment
P8	"I struggled to communicate with patients when I first arrived."	Workplace Communication Barriers
P9	"Survival needs forced me to use English, even when I wasn't ready."	Pressure and Anxiety
P10	"Community exposure helped, but I found it hard at first to understand people."	Sociocultural Adjustment
P11	"At first, watching TV and radio was hard because I couldn't catch the words."	Difficulty with Media Input

Another prominent difficulty involved adjusting to fast-paced, idiomatic English. Participants shared that native speakers' use of slang, cultural references, or rapid speech created obstacles to comprehension. From a *Sociocultural Theory* perspective, this highlights the limits of classroom-based learning and the necessity of authentic, scaffolded interactions in real contexts (Lantolf & Poehner, 2019). Viberg and Kukulska-Hulme (2021) argue that exposure to authentic discourse, combined with digital and peer-supported tools, provides

essential mediation that can bridge this gap. Without such scaffolding, learners often feel excluded from deeper social participation.

Motivation was also tested by economic and social pressures. Several participants mentioned that juggling work, family responsibilities, and language learning left them exhausted. While necessity drove their initial efforts, sustaining long-term motivation became difficult. This aligns with *Motivation in SLA*, which views motivation as dynamic, fluctuating with circumstances (Dörnyei & Ushioda, 2021). Almayez (2025) found that resilience and self-efficacy are essential for migrants facing survival-driven contexts, as motivation can quickly wane without supportive environments. Wu, Zhang, and Chen (2025) likewise observed that external stressors often reshape learners' motivational trajectories, highlighting the importance of community and institutional support to sustain persistence.

Finally, cultural adaptation emerged as both a challenge and a turning point. Participants described the struggle of navigating different norms, values, and expectations in the U.S., with language barriers amplifying feelings of cultural distance. Yet, those who managed to engage in community activities or workplace exchanges found themselves gradually adapting and learning more effectively. This reflects *Acculturation and Adaptation Models*, which emphasize that SLA is closely tied to cultural integration and social acceptance (Van der Slik, Schepens, & van Hout, 2019). Piller and Gerber (2021) further argue that bicultural competence—balancing heritage identity with host culture engagement—can transform adaptation from a struggle into a resource for language growth.

Together, the participants' accounts point to a range of obstacles: lack of confidence, cognitive and educational limitations, insufficient institutional support, communicative barriers in social contexts, and challenges with authentic input.

Table 3 : Strategies Used to Overcome Language Barries

Participant	Statement	Theme
P1	"The learning strategies they provide for the new immigrants are helpful."	Institutional Support
P2	"Try to speak with people you're close with and practice daily."	Peer Interaction
P3	"Free English classes."	Community Assistance
P4	"Books and practice, lots of it."	Self-Study
P5	"For new immigrants, effective English learning comes from practicing with community groups."	Community Engagement
P6	"Watching movies and using English apps."	Technology-Based Learning
P7	"Conversations with co-workers."	Workplace Practice
P8	"Speaking with patients and colleagues daily."	Professional Interaction
P9	"Practicing English with my children at home."	Family-Oriented Learning
P10	"Community meetings and social activities."	Community Integration
P11	"Listening to radio and watching television."	Media Exposure

The participants described a variety of strategies they used to overcome barriers in learning English, highlighting how resourcefulness and community support shaped their progress. Institutional support and community programs were particularly valued, as noted by P1 and P3, who emphasized the role of classes and structured assistance for new immigrants. These accounts align with *Sociocultural Theory*, which underscores the importance of scaffolded learning opportunities provided by institutions and organized programs (Lantolf & Poehner, 2019). Viberg and Kukulska-Hulme (2021) further argue that access to structured resources, whether through formal courses or blended programs, creates essential pathways for learners to bridge gaps between classroom instruction and real-world use.

Peer and social interaction also emerged as a central strategy. P2 and P5 described how practicing with friends and community groups helped them use English more confidently. Such strategies reflect *Identity and Language Learning Theory*, as they show how learners' sense of belonging and affirmation within supportive networks encourages participation (Piller & Gerber, 2021). Lee (2022) notes that frequent, low-stakes peer interaction reduces anxiety and increases willingness to communicate, illustrating why social engagement remains one of the strongest enablers of language growth for migrants.

Participants also relied on self-study and technology as flexible, independent learning strategies. P4 shared the importance of books and practice, while P6 highlighted the value of movies and apps. These approaches resonate with both *Motivation in SLA* and cognitive perspectives, where self-regulation and personal initiative play a vital role in sustaining learning outside of structured environments (Dörnyei & Ushioda, 2021).

Recent studies confirm that technology-based learning not only supplements formal education but also boosts motivation through interactive, personalized practice (Wu, Zhang, & Chen, 2025).

Workplace and professional interactions were another crucial strategy. P7 and P8 described learning English through daily conversations with coworkers and patients, while P9 emphasized practice at home with children. These examples highlight the overlap between *Acculturation and Adaptation Models* and motivational theories, showing how survival-driven needs and social integration encourage language use in authentic contexts (Van der Slik, Schepens, & van Hout, 2019). Almayez (2025) found that learners who link language use to practical outcomes—such as employment, family communication, or professional practice—develop stronger resilience in overcoming barriers.

Lastly, media exposure and community integration provided informal yet powerful learning opportunities. P10 and P11 credited radio, television, and community meetings for reinforcing their English skills. These strategies illustrate how everyday participation in cultural life serves as a bridge between linguistic knowledge and social belonging. Piller and Gerber (2021) argue that bicultural competence, developed through both heritage and host culture engagement, allows learners to navigate new environments without losing their sense of identity. Thus, informal exposure through media and community life strengthens both language acquisition and adaptation.

In sum, the strategies used by participants demonstrate that overcoming language barriers is not a linear process but a multidimensional effort involving institutional resources, peer support, personal motivation, workplace practice, and cultural integration.

Table 1 : Motivational Orientations in Learning English

Participant	Statement	Theme
P1	"I need to learn to be more professional."	Professional Growth
P2	"Because if you learn more than one language, you can live without trouble."	Survival and Adaptation
P3	"My desire to interact or communicate with other people."	Social Interaction
P4	"Personal, professional, and social reasons."	Multifaceted Motivation
P5	"To connect with more people around the world."	Global Communication
P6	"I want to understand my studies better and get good grades."	Academic Success
P7	"It helps me gain confidence when I speak with others."	Confidence Building
P8	"To work effectively with my patients and colleagues."	Workplace Relevance
P9	"My children motivate me to practice English at home."	Family-Oriented Motivation
P10	"Community involvement requires me to use English."	Civic and Social Participation
P11	"Media like television and radio made me curious to learn more."	Curiosity and Media Influence

The participants revealed a wide range of motivational orientations in learning English, reflecting how personal, professional, and social needs intersect in the migrant experience. Professional and academic growth were key drivers. P1 noted, *"I need to learn to be more professional,"* while P6 added, *"I want to understand my studies better and get good grades."* Such motivations align with *Motivation in SLA*, where future-oriented goals drive learners to persist despite difficulties (Dörnyei & Ushioda, 2021). Almayez (2025) similarly observed that learners' self-efficacy and career aspirations strongly predict sustained engagement in second language learning.

Survival, adaptation, and social interaction also emerged as central themes. P2 stated, *"Because if you learn more than one language, you can live without trouble,"* while P3 emphasized, *"My desire to interact or communicate with other people."* These responses resonate with *Acculturation and Adaptation Models*, which view SLA as integral to navigating cultural transitions and reducing anxiety in host environments (Van der Slik, Schepens, & van Hout, 2019). Lee (2022) further highlighted that learning the host language reduces feelings of vulnerability and isolation, enabling migrants to engage more fully in daily life.

Several participants also emphasized the role of identity and confidence-building. P7 explained, *"It helps me gain confidence when I speak with others,"* while P10 stressed, *"Community involvement requires me to use English."* These findings reflect *Identity and Language Learning Theory*, where social positioning and a sense of belonging shape persistence in language learning (Piller & Gerber, 2021). Migrants often find that English not only improves communication but also affirms their integration into wider networks, strengthening their investment in continued learning.

Family and community influences were equally strong motivators. P9 shared, *"My children motivate me to practice English at home,"* and P11 noted that *"Media like television and radio made me curious to learn more."* These examples illustrate how informal exposure, family roles, and cultural engagement stimulate motivation, consistent with *Sociocultural Theory* (Lantolf & Poehner, 2019). Wu, Zhang, and Chen (2025) found that such everyday interactions—whether through family responsibilities or media immersion—play a crucial role in sustaining long-term motivation by embedding language use in meaningful contexts.

Overall, the participants' motivational orientations reveal that English learning is not driven by a single factor but by a blend of professional aspirations, survival needs, identity affirmation, and family or community dynamics. These motivations are dynamic, shifting as learners adapt to new environments, yet collectively they reflect the interplay of social, cultural, and personal dimensions emphasized in contemporary SLA research.

The participants' accounts show that overcoming language barriers required both purposeful strategies and strong motivational orientations. On one hand, learners relied on varied resources such as institutional support, peer interaction, workplace practice, media exposure, and technology-based tools to practice and reinforce English in everyday contexts. On the other hand, their motivations were shaped by professional aspirations, survival needs, social interaction, identity affirmation, and family responsibilities. Viewed together, these findings reflect how strategies and motivations operate in tandem: while strategies provide the means to engage with English, motivations supply the drive to persist despite challenges. Consistent with contemporary SLA theories, this interplay highlights that migrants' language acquisition is sustained not only by access to opportunities but also by their determination to integrate, adapt, and thrive in new environments.

IV.   DISCUSSION

Factors that Influenced Their Acquisition of English as a Second Language

Participants identified a range of influences that shaped their English acquisition. Formal education emerged as one of the strongest foundations, particularly when English was used as a medium of instruction from early schooling to college. Family and peer encouragement also played a vital role, reminding learners to practice and giving them opportunities for use. Some participants pointed to their own cognitive abilities and aptitude as contributors to their success, while others emphasized workplace interactions that required daily communication in English. Informal settings such as community involvement, exposure to media, and cultural immersion also served as significant avenues for acquiring English skills.

Challenges encountered in learning English in the United States

The immigrant English learners encountered diverse barriers in their language learning journey. Some participants struggled with social isolation, expressing difficulty in initiating conversations with native speakers due to fear of rejection or misunderstanding. Others noted that fast speech, idiomatic expressions, and slang created challenges in comprehension. A number of participants described the heavy pressure of balancing work, family responsibilities, and language study, which left little time or energy for practice. Cultural adjustment also emerged as a major issue, with anxiety and uncertainty hindering confidence and participation in English-speaking contexts.

Strategies Used to Overcome Language Barriers

Participants reported adopting a variety of strategies to cope with the difficulties of SLA. Some turned to institutional resources, including free English classes, while others relied heavily on peers, family, and community practice groups. Technology and self-study using media, apps, and movies were also widely mentioned as flexible tools for practice. Workplace and professional interactions provided authentic opportunities to use English, while informal exposure through community events and entertainment helped reinforce language use. Motivational factors were equally varied, ranging from survival needs and employment to family responsibilities, professional aspirations, and academic goals. Together, these strategies and motivations enabled participants to make consistent progress despite obstacles.

Prosed second language acquisition framework

The findings collectively informed the design of a proposed SLA framework that reflects the cyclical and multidimensional nature of language learning among migrants. The framework begins with the recognition of the need to learn English and proceeds through four interconnected domains. These are: sociocultural learning and support, which emphasizes education and institutional scaffolding; motivational drivers, which sustain persistence through survival and aspirational goals; identity and belonging, which highlight confidence and social positioning; and acculturation and adaptation, which reflect cultural immersion and bicultural competence. These domains reinforce one another and create a continuous process that ultimately leads to positive outcomes such as proficiency, integration, and growth.

V. CONCLUSION

The immigrants' English acquisition was shaped by both structured and informal influences. Formal education provided early exposure, while family and peer support encouraged active practice. Workplace demands, community engagement, and media use further enhanced learning, showing that migrants viewed language acquisition as a process strengthened by personal, social, and cultural factors. Their challenges extended beyond language, involving cultural and social adjustment. They experienced isolation, difficulty with idiomatic expressions, and the pressure of balancing responsibilities. Anxiety and uncertainty were common, reflecting how communication barriers and adaptation struggles were closely connected. Learners used multiple strategies such as formal classes, community practice, self-study, and workplace application to overcome these barriers. Survival needs, family responsibilities, and career aspirations served as strong motivators, illustrating how strategies and motivations worked together to support continuous progress. Their accounts informed a cyclical SLA framework that reflects how migrants navigate learning English over time. The framework highlights sociocultural support, motivation, identity, and cultural adaptation as interconnected domains that reinforce one another, emphasizing English learning as a continuous journey toward proficiency, integration, and personal growth.

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