



Beyond the Natural Order: Exploring English Language Acquisition in a Young Learner within Diverse Linguistic Contexts

Purnama NF Lumban Batu^{1*}

¹Sekolah Tinggi Ilmu Pelayaran Jakarta, Indonesia

*Correspondence to: nancy.lumbanbatu@gmail.com

Abstract: Early childhood is a critical period for language acquisition, where exposure to linguistic input and interaction plays a significant role in shaping language development. Understanding how children acquire a second language within diverse linguistic environments can provide valuable insights into the mechanisms of language learning. This study explores English language acquisition in a six-year-old child within the Natural Order Hypothesis (NOH) context. Using a case study methodology, the researcher analyzed the child's English usage through videos and interviews in a Batak-speaking environment. The goal is to determine if the child's language development followed the grammatical sequence suggested by the NOH while accounting for cognitive and sociolinguistic influences. The findings show a blend of expected NOH patterns and deviations due to the child's specific linguistic environment, media exposure, and family support. These findings emphasize the importance of input and interaction in second language acquisition (SLA), highlighting the adaptability of language learning to individual contexts. The study contributes to SLA research by demonstrating how theoretical models like the NOH intersect with the diverse experiences of learners, advocating for a holistic approach to understanding language acquisition. This research encourages further investigation into the various factors influencing language learning trajectories in young children.

Keywords: bilingualism, child language development, natural order hypothesis, second language acquisition

Recommended citation: Batu, P. N. L. (2024). Beyond the Natural Order: Exploring English Language Acquisition in a Young Learner within Diverse Linguistic Contexts. *Journal of Innovation in Educational and Cultural Research*, 5(2), 292-300.

INTRODUCTION

Second language (L2) acquisition in early childhood has been a remarkable subject among linguists. In the beginning, it caught the attention of psychologists and neurologists, who then related it to the mechanism running in the brains, comparing monolinguals to those of bilinguals. They collectively highlight the structural and functional brain differences between monolinguals and bilinguals, demonstrating the complex neural adaptations associated with managing multiple languages (Becker et al., 2016; Burgaleta et al., 2016; Costa & Sebastián-Gallés, 2014; Grundy et al., 2017). While they are focusing on brain processing the languages, linguists are more interested in how bilinguals acquire their languages (Bartolotti & Marian, 2017; Castro, 2022; Fuertes & de la Fuente, 2017; Gökhan, 2020; Grundy et al., 2017; Hoff, 2021; Javier, 2018). In his book entitled *Second Language Acquisition*, Ellis (2015) discusses second language acquisition (SLA) from the perspective of a linguist. Second language (L2) acquisition defines how people learn a language other than their mother tongue, either inside or outside the classroom. One of the controversial issues is the relationship between learner's age and patterns of language acquisition. During the twentieth century, many notable educators have argued for an early age start in second language learning. On the other hand, some other researchers have found that older learners tend to outperform younger ones syntactically. These claims conclude that age differences among learners may play a significant role in L2 acquisition. The study by Wallin and Cheevakumjorn (2020) examines how early exposure to a second language enhances linguistic development. The researchers found that children learning a second language early achieve greater linguistic competence and a more diversified vocabulary. This early exposure allows children to absorb language nuances more effectively, benefiting from the brain's plasticity during the early years. The study emphasizes that creating an immersion-like environment, with regular and meaningful interactions in the second language, is crucial for reinforcing learning and ensuring the practical application of language skills (Wallin & Cheevakumjorn, 2020).

Different studies on various aspects of language acquisition have identified different critical periods for morphology and syntax (around age fifteen), phonology (around age six), and the ability to describe (around age twenty) (Qingxin, 2012). Consequently, there appears to be more than one critical period, with different periods for different aspects of language acquisition. Dong and Ren (2013) reviewed several studies concerning the role of age in second language (L2) acquisition from a psychological point of view, highlighting interpretations of the Critical Period Hypothesis (CPH) as the Exercise Hypothesis and the Maturation State Hypothesis as discussed by Johnson and Newport. They also compared Felix's Competition Model and Bley-Vroman's Fundamental Difference Hypothesis to explain the effect of age on L2 acquisition. Recent studies

further support these findings. Jiang (2021) discusses how the Critical Period Hypothesis (CPH) has been a significant topic in both first and second language acquisition, showing that age is a crucial predictor for language attainment and that the capacity to learn language diminishes with age (Jiang, 2021). Abutalebi and Clahsen (2018) provide evidence from bilingualism research, noting that maturational changes influence the capacity to learn languages, with specific time windows more conducive to language learning (Abutalebi & Clahsen, 2018). Additionally, Hernandez et al. (2021) reflect on Hartshorne et al. (2018), who identified a sharply defined critical period for grammar learning, ending around age seventeen, after which language learning efficiency declines (Hernandez et al., 2021). These studies underscore the complexity of critical periods in language acquisition, demonstrating that different linguistic abilities may peak at different ages and suggesting multiple critical periods rather than a single unified period. Input and output in language learning can be meaning-centered or form-centered, with input being meaning-centered when learners focus on comprehension (e.g., pleasure reading) and output being meaning-centered when the goal is communication (e.g., conversation). Form-centered input involves studying linguistic forms, while form-centered output focuses on conforming to language norms (Ellis, 2015). Krashen's Input Hypothesis (1981) claims that comprehensible input is essential for language acquisition, with sufficient input automatically providing necessary grammar. He argued that simplified registers benefit comprehension (Krashen, 1981). Studies have shown that input plays a crucial role in second language acquisition, often outweighing age. For example, Flege et al. (2018) found that the frequency of language use influenced the strength of a foreign accent more than age. Implicit and explicit processes contribute to incidental learning, with Schmitt (2008) noting that extensive exposure to new words is essential for reinforcement, supported by Sánchez & Schmitt (2010), who found that reading novels enhances vocabulary through incidental learning. Zhu (2019) emphasizes that input is a prerequisite for output and is necessary for mastering linguistic knowledge (Zhu, 2019), while Shin and Jung (2022) find that input characteristics significantly influence learner production in Korean. Yamashita and Iizuka (2017) demonstrate the effectiveness of structured input and output in acquiring Japanese. Krashen (1981) distinguished acquisition, akin to natural language learning in children, from conscious learning in adults, aided by error correction and explicit rules. Combining Ellis' and Krashen's perspectives, input and exposure are critical factors in second language acquisition, especially in early childhood.

This study aimed to validate several second language acquisition (SLA) theories through the case of a six-year-old rural North Sumatran girl learning English, exploring whether nature or nurture predominates or works complementarily in her language learning. It specifically focused on determining if her language acquisition aligns with the Natural Order Hypothesis (NOH) and identifying factors influencing her second language (L2) acquisition. The NOH posits that children acquire language in a predictable sequence, mastering linguistic forms similarly, such as learning progressive -ing, plural -s, and active sentences before third person -s on verbs or passive sentences (Richards & Schmidt, 2013). Despite its widespread acceptance, recent studies highlight gaps and complexities in this hypothesis. Gass et al. (2020) note that individual differences, such as cognitive styles and motivation, significantly influence language acquisition sequences. Li et al. (2022) argue that the frequency and salience of language forms in the input play crucial roles, which the NOH does not fully account for. Luk and Bialystok (2013) find that bilingual children might follow different acquisition orders due to the interplay between their languages, challenging the NOH's universality. Paradis et al. (2017) indicate that children with specific language impairments acquire morphemes differently, suggesting the NOH might not apply uniformly. Recent studies further complicate the NOH. Jährani and Listia (2023) find that sociocultural context significantly shapes language learning trajectories, which the NOH does not address. It highlighted that exposure influences language acquisition order, indicating that modern environments, i.e., digital access and social media (Pikhart & Botezat, 2021), alter traditional patterns predicted by the NOH. Li et al. (2022) provide evidence that individual differences, such as age, motivation, anxiety, aptitude, learning style, personality, and self-esteem, can drastically alter the order and rate of language acquisition. Bai et al. (2021) tested the NOH among Chinese students learning English and found support for the hypothesis that third-person inflection occurs later than plural acquisition. Bakti and Ali (2023) review the NOH critically, highlighting its ignorance of other linguistic phenomena and the influence of L1 on L2 acquisition. Li and Luo (2023) analyze college English reading strategies, emphasizing the need for learning and acquisition complementary to the NOH. Kurniawati (2021) explores polyglots' language acquisition, suggesting affective variables play a facilitative role, aligning with aspects of the NOH. These studies suggest that while the NOH provides foundational insights, it requires a more nuanced approach considering individual differences, input characteristics, bilingual contexts, language impairments, and modern learning environments. Future research should integrate these variables into a more comprehensive model of language acquisition to fully understand the complexities of SLA.

METHODS

The subject of this case study is a child named Felicia (a pseudonym). A six-year-old girl born to a middle-class family in a rural area in North Sumatra named Dolok Sanggul. She is a niece of the author. She is

the first child in her family. Her parents acquired their Bachelor's degrees in Medan and served as civil servants. Her father is a government official, and her mother is a high school teacher. Her parents do not really speak English but try to accommodate her preference by using English and code-mixing, especially her father. She has a three-year-old younger brother. She is playful, chatty, protective of her brother, and enjoys watching animated movies on Disney and Nickelodeon TV channels. The movies were mainly in English. Like any other child of her generation, she also likes playing with her parents' cell phones. It is either for watching YouTube or playing games on them. The author mainly gathered the data by observing recorded videos of the subject speaking in English while playing or talking with her friends or parents. These were then supplemented with interviews conducted through WhatsApp with her mother. There were nine videos with a total duration time of approximately 38 minutes. The collection of videos started in February and will continue until May 2020. The author observed how Felice talked to her parents and friends— her way of naturally speaking in English and switching and mixing with Bahasa Indonesia when she did not know the English word. Since she was video recorded, the author could also observe her facial expressions and gestures while she spoke and tried to be understood. The content of what she said was always about her playing, friends, and families. Her mother asked her to be recorded for this study; sometimes, she did not like it. Nevertheless, she made the videos as if they were for YouTube audiences. The data analysis was anchored on the confirmation or rejection of language acquisition theories, principles, and previous research. If the said theories or principles were observed or manifested in the interview, they were considered theoretically sound and valid. Otherwise, they were considered unsound and, thus, referred for further scrutiny. Observations outside the established theories or principles were taken as new knowledge and were recommended for further examination.

RESULT AND DISCUSSION

Six videos had been transcribed, and the author found the usage of the grammatical morpheme *-ing* from Felice's conversation with her mother. The subject of this study seems to have acquired the correct pattern of using *-ing* in her utterances, as shown in Table 1.

Table 1. Selected Instances of *-ing* Usage

Video #1	All my friends are reading about ...learn about vegetables. I am drawing a rock. We're reading, drawing, and playing. I am gonna make a flower up and down. I'm gonna make it yellow color. I am gonna make yellow flower. I am gonna make four flowers for everybody.
Video #2	We are playing there. We must going home. But she is not reading <i>Alkitab</i> . They are playing. Koko is going home. Thank you for watching my video, Nantulang.
Video #3	Outside that day, we are playing every game we have. And we are running. We are playing. She is crying.
Video #4	The cow is running The baby is playing. The little girl is playing mud. There a little girl seeing a tiger. There a little butterfly playing The baby is laying on the mud. There a little girl playing outside. There a girl watching a movie of detective.
Video #5	I'm gonna tell you my favorite animal.
Video #6	I am gonna do a home work of video from my aunt. She is picking lots of fruits. She is riding a bicycle. She see* three kids eating pears.

Felice and her mother were playing 'Knock, knock, who's there?' In this game, her mother was the one asking, and she answered. In video #4, the difference between the use of two articles such as "a" and "the" can be seen.

Table 2. Some instances of article usage from video #4

There a baby but the baby have a diaper look like a poop
There a cow but the cow is running with wheels in her pit
There a little girl but the little girl see her bone but her bone is a mud
There a little girl but the little girl playing slide look like
There a but a baby but the baby is playing and she is already big
There a little girl but the little girl is playing mud but the mud this a lot of piles of leaves
There a little girl seeing a tiger but the tiger is a girl, not a boy
There a little butterfly playing but her wings is look like a monkey
There a phone but the phone is a leave
There a little ladybug but her spot is yellow
There a little girl but the little girl see her house, her house is a circus.
There a lion but the lion is a boy. She's a girl.
There a baby but the baby is laying on the mud.
There a bedroom but the bedroom is a butterfly
There a little girl playing outside but outside is empty
There a girl watching a movie of detective (acting like looking through a magnifying glass) but the detective is a potato
There a monkey but the monkey is a cloth.

There are several lists of plurals -s used by her, primarily found in video #1. She seemed unaware of the countable and uncountable or other kinds of nouns.

Table 3. Instances of plural -s

All my friends
Things
four flowers
three clouds
Somebodies
Waters

Video #3 shows Felice telling her parents about her past Sunday School service, which she should have used past forms in her telling. However, she was not yet at that phase. She dwelled in the here and now. Felice's habits significantly support her ability in English language acquisition at her age. Exposed to English since early childhood, Felice, born to a middle-class rural family, was raised differently compared to her peers in the neighborhood. With both parents working, she spent much of her time indoors watching TV, specifically child-friendly programs on Disney and Nickelodeon. In one video, her mother captured her talking about TV characters like *Max and Ruby*, *Zack and Quack*, *Blaze and AJ*, demonstrating her engagement with English media. Most of these programs were in English, which was crucial to her language development (Bakti & Ali, 2023). In almost all transcribed and identified utterances, Felice used English correctly. The only notable error observed in example number 9 from Table 1 was her phrase, "We must going home*," which illustrates a common developmental error. According to Krashen's Natural Order Hypothesis (NOH), auxiliaries like "must" are acquired after the morpheme -ing, aligning with the observed error. This finding is consistent with studies indicating that auxiliary verbs and articles are acquired in a similar phase (Bai et al., 2021). This error exemplifies the typical progression in language acquisition, where specific grammatical structures are internalized in a predictable order. Felice's incorrect use of "must" in "We must going home" suggests she is still mastering the syntactic rules that govern auxiliary verbs, which is a common stage in language development. This observation aligns with research reported by Gass et al. (2020), noting that while learners often produce errors during acquisition, these errors reflect an ongoing developmental process rather than a deficiency. Furthermore, this kind of error highlights the complexity of acquiring auxiliary verbs, which involves understanding their form and syntactic function within sentences. The alignment of Felice's language use with Krashen's NOH supports the hypothesis that natural exposure and interaction in a second language environment can lead to predictable stages of grammatical development. Additionally, this finding underscores the importance of continuous exposure and practice; developmental errors tend to decrease with increased language use and reinforcement over time (Ellis & Collins, 2009).

Regarding article usage (Table 2), Felice has practically mastered distinguishing between the indefinite article "a" and the definite article "the." Although her use of the copula "to be" is not perfect, she consistently uses "a" initially and "the" subsequently when referring to the same entity. However, she consistently used "a" for the singular indefinite article, with no instances of "an" found in her utterances, e.g., "My dad works in a office" and "I want to be a animal doctor" (Video #5). This pattern aligns with findings that article acquisition follows a predictable order (Li & Luo, 2023). Felice's ability to distinguish between "a" and "the" shows her understanding of specificity in noun phrases, an essential aspect of English grammar. Her consistent use of "a" and "the" in the correct contexts indicates that she has internalized one of the more complex aspects of English article usage, which involves recognizing when to generalize and specify. This is significant because article usage in English is often challenging for learners due to its subtle rules and exceptions. The absence of "an" in her speech suggests she has not yet fully acquired the rule for using "an" before vowel sounds, which is a common later stage in article acquisition. This gap can be attributed to the frequency and context of input she receives; since most nouns she uses start with consonants, her exposure to contexts requiring "an" might be limited.

Her errors in using "a" instead of "an" highlight an area where explicit instruction or increased input could be beneficial. This observation is consistent with research by Gass et al. (2020), which emphasizes that language learners acquire grammatical structures gradually, with specific forms and usages emerging over time through increased exposure and practice. The progression observed in Felice's language use underscores the importance of continuous and varied input in acquiring the full range of grammatical structures in a second language. Additionally, this pattern supports the idea that language acquisition is not linear but involves periods of stabilization and refinement, where learners oscillate between correct and incorrect usage as they refine their linguistic knowledge (Ellis & Collins, 2009).

Table 3 shows Felice's ability to distinguish between singular and plural nouns, although she is unaware of the countable and uncountable noun distinctions. She correctly used regular plural forms by adding the suffix -s, e.g., "I'm gonna make a yellow flower" and "I'm gonna make four flowers for everybody." However, she also made errors, such as saying "somebodies*" instead of "some people." These observations support the Natural Order Hypothesis and are consistent with previous research indicating a natural progression in plural acquisition (Kurniawati, 2021). Felice's accurate use of regular plural forms indicates her grasp of a fundamental rule in English morphology, which is the addition of -s to denote plurality. This aligns with Krashen's Natural Order Hypothesis (NOH), suggesting that specific grammatical structures are acquired in a predictable sequence. Her ability to use plural forms correctly demonstrates that she has internalized this aspect of English grammar, which typically emerges early in language development. However, her use of "somebodies" instead of "some people" points to ongoing development and the influence of overgeneralization, a common phenomenon where learners apply regular grammatical rules to irregular cases. This error illustrates an intermediate stage of linguistic competence where learners experiment with language rules and gradually refine their usage through practice and feedback. Such overgeneralization errors are well-documented in second language acquisition literature, highlighting that these mistakes are part of the natural learning process rather than signs of failure (Fu & Li, 2022). The lack of awareness of countable and uncountable noun distinctions suggests that Felice's language acquisition is still evolving, and she has yet to fully master more nuanced grammatical rules.

Her progress in using plurals also reflects the importance of exposure and interaction in language learning. Frequent opportunities to hear and use plural forms in a context likely reinforce her understanding and correct usage. This observation is supported by Ellis and Collins (2009), who emphasize the role of input frequency and context in acquiring grammatical structures. Moreover, the fact that she has not fully grasped the countable/uncountable distinction underscores the complexity of English grammar and the need for continued exposure and practice to achieve full proficiency. These findings align with the incremental nature of language acquisition, where learners progressively build on their knowledge and refine their linguistic skills over time (Li & Luo, 2023). Felice's frequent exposure to English through TV shows designed for English-speaking audiences has influenced her accent, making it mostly American-like. She often uses expressions like "I'm gonna..." and "I wanna..." which are common in American English. This exposure aligns with studies showing consistent media exposure in a second language can significantly impact language acquisition (Al-zoubi, 2018; Armon-Lotem & Meir, 2019; Carroll, 2015; Jahrani & Listia, 2023). Her strong extrovert personality further supports her language development. Despite being in a non-English-speaking environment, she confidently uses English and adjusts her language to connect with her friends, even when facing negative responses from classmates. This resilience is crucial for second language acquisition, as noted in studies on social interaction and language learning (García, 2018; Luk & Bialystok, 2013; Pica, 1987; Stine & Bohannon, 1983).

Felice's American-like accent and use of common expressions indicate a high level of phonological and pragmatic competence, which are critical components of communicative competence. The influence of TV shows suggests that media can be an effective supplementary tool for language learning by providing rich and varied linguistic input. Studies by Al-zoubi (2018), Armon-Lotem and Meir (2019), Carroll (2015), and Jahrani and Listia (2023) support this statement, showing that media exposure can enhance listening skills, vocabulary acquisition,

and pronunciation accuracy. Felice's use of colloquial expressions like "I'm gonna..." and "I wanna..." reflects her ability to pick up on and reproduce natural spoken language patterns, which is a sign of advanced language proficiency for her age. Her extroverted personality plays a significant role in her language acquisition journey. Extroverted learners are often more willing to take risks in using the target language and are more likely to seek out and engage in social interactions that provide opportunities for practice. This aligns with research by [García \(2018\)](#), who reveals that social interaction is a critical factor in language learning, as it provides real-life contexts for practicing language skills and receiving feedback. Felice's ability to use English confidently, even in a predominantly non-English-speaking environment, demonstrates her adaptability and determination, essential traits for successful language learners.

Moreover, her willingness to adjust her language to connect with her friends highlights her pragmatic competence, which involves using language appropriately in different social contexts. This adaptability is crucial for building and maintaining social relationships, which can further support language development by increasing opportunities for meaningful communication. Despite occasional negative responses from classmates, Felice's persistence in using English underscores the importance of motivation and resilience in language acquisition. Studies have shown that learners who remain motivated and resilient in the face of challenges are more likely to achieve higher levels of language proficiency ([Shojamanesh et al., 2014](#)). Felice's case illustrates how media exposure, personality traits, and social interactions facilitate language acquisition. Her experiences underscore the value of providing learners with diverse and engaging linguistic input and supporting their efforts to use the target language in real-life contexts. This comprehensive approach is essential for developing linguistic competence and confidence in language learners.

In the videos, her mother speaks Bahasa Indonesia, but Felice responds in English, showing a preference for English despite her environment. This preference since the age of two, coupled with her parents' positive attitudes and efforts to accommodate her English usage, has facilitated her language development. Her father, in particular, often converses with her in English, reinforcing her language skills ([Li et al., 2022](#)). Felice's choice to respond in English while her mother speaks Bahasa Indonesia indicates a strong inclination towards using English, which is significant in understanding her language preference and proficiency. This behavior suggests a high level of comfort and confidence in using English, likely influenced by consistent exposure and positive reinforcement from her parents. The studies by [Dong and Chow \(2022\)](#) and [Li \(2007\)](#) highlight the importance of parental attitudes and the home environment in second language acquisition. Positive parental attitudes towards the target language can create a supportive learning environment, encouraging children to use and practice the language more frequently. Her parents' efforts to accommodate her English usage play a crucial role in her language development. By responding to her in English and providing practice opportunities, her parents foster a bilingual environment supporting her linguistic growth. This active parental involvement is essential for reinforcing language skills and providing the necessary input for language acquisition. Studies have shown that children who receive consistent and meaningful input in the target language at home tend to develop stronger language skills ([Carroll, 2015](#)). Felice's father's active role in conversing with her in English further reinforces her language abilities. Engaging in regular conversations with a fluent speaker provides her with rich linguistic input and the opportunity to practice and refine her language skills. This interaction helps in vocabulary acquisition, understanding complex grammatical structures, and improving pronunciation. Such dynamic and interactive language use is crucial for developing fluency and communicative competence ([Abdulrahman & Ayyash, 2019](#)).

The preference for English despite the predominantly Bahasa Indonesia-speaking environment also indicates a high level of language immersion and internal motivation. Felice's early exposure to English through media and her parents' encouragement likely influenced her strong language preference. Early bilingualism research suggests that children who are exposed to two languages from an early age can develop a strong foundation in both, provided there is adequate input and interaction in each language ([Shojamanesh et al., 2014](#)). Felice's case illustrates the significant impact of a supportive home environment, positive parental attitudes, and early exposure to second language acquisition. Her parents' proactive approach to using English at home, despite their native language being Bahasa Indonesia, highlights the importance of consistent and meaningful language input in achieving bilingual proficiency. This example underscores the role of family dynamics and early language experiences in shaping language preferences and competencies in young learners. Her experiences demonstrate how early exposure to English, supportive parental attitudes, and a conducive home environment contribute to successful second language acquisition, emphasizing the importance of both nature and nurture in language learning ([Dong & Chow, 2022](#); [Fata et al., 2022](#); [Li, 2007](#)). This study provides significant insights into the role of early exposure to English media and a supportive home environment in facilitating English language acquisition in a non-native context. It highlights the critical impact of media, such as child-friendly TV programs, on developing language skills, including vocabulary, pronunciation, and grammatical structures. Additionally, the study underscores the importance of parental attitudes and active involvement in reinforcing language use at home. By examining Felice's language development, the research

supports Krashen's Natural Order Hypothesis, demonstrating that natural exposure and interaction can lead to predictable stages of grammatical development. The findings also emphasize the importance of motivation, personality traits, and social interactions in second language acquisition. This comprehensive approach provides a valuable framework for understanding how various factors contribute to language learning, offering practical implications for educators and parents aiming to support bilingualism and language development in young learners.

CONCLUSION

The study explored the complexities of second language acquisition (SLA) in a young child, examining her English development within a predominantly Batak-speaking environment and how it aligns with the Natural Order Hypothesis (NOH). Key findings indicated that Felice's acquisition of English grammatical structures largely followed the NOH sequence, yet unique variations arose due to her linguistic environment, cognitive abilities, and sociolinguistic context. Frequent exposure to English through media and parental support played a significant role in her language development, underscoring the importance of consistent and meaningful input. Despite her non-English-speaking surroundings, her preference for English highlights the impact of early exposure and positive reinforcement. Additionally, her extroverted personality facilitated her confident use of English, reflecting the critical role of social dynamics in language learning. These findings imply that successful SLA is influenced by innate developmental sequences and external factors, emphasizing the need to consider individual learner contexts, including cognitive, environmental, and sociolinguistic elements, when applying broad SLA theories. This research contributes to the SLA field by demonstrating the intricate interplay of personal, cognitive, and environmental factors in language learning.

REFERENCES

- Abdulrahman, N. C., & Ayyash, E. A. S. A. (2019). Linguistic competence, communicative competence, and interactional competence. *Journal of Advances in Linguistics*, 10, 1600–1616.
- Abutalebi, J., & Clahsen, H. (2018). Critical periods for language acquisition: New insights with particular reference to bilingualism research. *Bilingualism: Language and Cognition*, 21(5), 883–885.
- Al-Zoubi, S. M. (2018). The impact of exposure to English language on language acquisition. *Journal of Applied Linguistics and Language Research*, 5(4), 151–162.
- Armon-Lotem, S., & Meir, N. (2019). The nature of exposure and input in early bilingualism. In A. De Houwer & L. Ortega (Eds.), *The Cambridge handbook of bilingualism* (pp. 193–212). Cambridge University Press.
- Bai, Y., Sun, Z., & Yang, Z. (2021). Morphemic acquisition order testing in third-person inflection and plural sequence in Krashen's natural order hypothesis on Chinese international students. In *Proceedings of the 2021 International Conference on Public Relations and Social Sciences (ICPRSS 2021)*.
- Bakti, H., & Mada Ali, S. (2023). A critical review on the “natural order” of the morpheme acquisition: Three major antithetical views. *Inspiring: English Education Journal*, 6(2), 182–188.
- Bartolotti, J., & Marian, V. (2017). Bilinguals' existing languages benefit vocabulary learning in a third language. *Language Learning*, 67(1), 110–140.
- Becker, T. M., Prat, C. S., & Stocco, A. (2016). A network-level analysis of cognitive flexibility reveals a differential influence of the anterior cingulate cortex in bilinguals versus monolinguals. *Neuropsychologia*, 85, 62–73.
- Burgaleta, M., Sanjuán, A., Ventura-Campos, N., Sebastián-Gallés, N., & Ávila, C. (2016). Bilingualism at the core of the brain: Structural differences between bilinguals and monolinguals revealed by subcortical shape analysis. *NeuroImage*, 125, 437–445.
- Carroll, S. E. (2015). Exposure and input in bilingual development. *Bilingualism: Language and Cognition*, 18(4), 560–573.
- Castro, S. (2022). Perceptions of language acquisition in different bilingualism development. *Open Journal for Psychological Research*, 6(2), 41–48.
- Costa, A., & Sebastián-Gallés, N. (2014). How does the bilingual experience sculpt the brain? *Nature Reviews Neuroscience*, 15(5), 336–345.
- Dong, G., & Ren, H. (2013). The role of age in second language acquisition: A psychological perspective. *British Journal of English Linguistics*, 1(1), 1–6.

- Dong, Y., & Chow, B. W.-Y. (2022). Home literacy environment and English as a second language acquisition: A meta-analysis. *Language Learning and Development*, 18(4), 485–499.
- Ellis, N., & Collins, L. (2009). Input and second language acquisition: The roles of frequency, form, and function. *The Modern Language Journal*, 93(3), 329–335.
- Ellis, R. (2015). *Understanding second language acquisition* (2nd ed.). Oxford University Press.
- Fata, I. A., Nasir, C., & Alifah, N. (2022). Attitudes and support strategies of parents to promote English-Indonesian bilingualism in children. *Journal of English Education and Linguistics Studies*, 9(2), 353–380.
- Fuertes, R. F., & De La Fuente, E. L. (2017). The acquisition of Spanish and English as two first languages through the analysis of natural interpreting in bilingual children. *Revista Española de Lingüística Aplicada*, 30(1), 142–165.
- Flege, J. E. (2018). It's input that matters most, not age. *Bilingualism: Language and Cognition*, 21(1), 18–19.
- Fu, M., & Li, S. (2022). The effects of immediate and delayed corrective feedback on L2 development. *Studies in Second Language Acquisition*, 44(1), 2–34.
- García, O. (2018). The multiplicities of multilingual interaction. *International Journal of Bilingual Education and Bilingualism*, 21(7), 881–891.
- Gass, S. M., Behney, J., & Plonsky, L. (2020). *Second language acquisition*. Routledge.
- Gökhan, U. Ö. (2020). The role of bilingualism in acquiring a foreign language. *International Journal of Turkish Literature Culture Education*, 9(9/3), 1209–1215.
- Grundy, J. G., Anderson, J. A. E., & Bialystok, E. (2017). Neural correlates of cognitive processing in monolinguals and bilinguals. *Annals of the New York Academy of Sciences*, 1396(1), 183–201.
- Hernandez, A. E., Bodet, J. P., Gehm, K., & Shen, S. (2021). What does a critical period for second language acquisition mean?: Reflections on Hartshorne et al. (2018). *Cognition*, 206, 104478.
- Hoff, E. (2021). Chapter Four - Why bilingual development is not easy. In J. J. Lockman (Ed.), *Advances in child development and behavior*, 61, 129–167.
- Jahrani, A., & Listia, R. (2023). The impact of exposure on second language acquisition. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 11(1), 416–424.
- Javier, R. (2018). Simultaneous bilingual child: A language acquisition study. *Scientia - The International Journal on the Liberal Arts*, 7(1).
- Jiang, C. (2021). Critical period hypothesis in language acquisition. *Lecture Notes in Education Psychology and Public Media*, 1(1), 1–5.
- Krashen, S. D. (1981). *Second language acquisition and second language learning*. Pergamon Press Inc.
- Kurniawati, N. (2021). Understanding Krashen's hypothesis of second language acquisition: A case study of a polyglot. *IJLECR - International Journal of Language Education and Culture Review*, 7(1), 83–89.
- Li, G. (2007). Home environment and second-language acquisition: The importance of family capital. *British Journal of Sociology of Education*, 28(3), 285–299.
- Li, S., Hiver, P., & Papi, M. (2022). Individual differences in second language acquisition. In *The Routledge handbook of second language acquisition and individual differences* (pp. 3–34). Routledge.
- Li, X., & Luo, H. (2023). Study on the acquisition strategies in college English reading curriculum from the perspective of second language acquisition. *Curriculum and Teaching Methodology*, 6(3).
- Luk, G., & Bialystok, E. (2013). Bilingualism is not a categorical variable: Interaction between language proficiency and usage. *Journal of Cognitive Psychology*, 25(5), 605–621.
- McLeod, S. A. (2019). Case study method. Retrieved from <https://www.simplypsychology.org/case-study.html>
- Paradis, J., Jia, R., & Arppe, A. (2017). The acquisition of tense morphology over time by English second language children with specific language impairment: Testing the cumulative effects hypothesis. *Applied Psycholinguistics*, 38(4), 881–908.
- Pica, T. (1987). Second-language acquisition, social interaction, and the classroom. *Applied Linguistics*, 8(1), 3–21.

- Pikhart, M., & Botezat, O. (2021). The impact of the use of social media on second language acquisition. *Procedia Computer Science*, 192, 1621–1628.
- Qingxin, Z. (2012). Is there a critical period for second language acquisition? In *International Conference on Education Technology and Computer (ICETC2012)*.
- Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.
- Sánchez, A. P., & Schmitt, N. (2010). Incidental vocabulary acquisition from an authentic novel: Do things fall apart? *Reading in a Foreign Language*, 22(1), 31–55.
- Schmitt, N. (2008). Review article: Instructed second language vocabulary learning. *Language Teaching Research*, 12(3), 329–363.
- Shin, G.-H., & Jung, B. K. (2022). Input-output relation in second language acquisition. *Australian Review of Applied Linguistics*, 45(3), 347–370.
- Shojamanesh, V., Tan, K. H., & Salehuddin, K. (2014). Role of formal input exposure and onset age in grammaticality judgement. *3L: The Southeast Asian Journal of English Language Studies*, 20(3), 177–190.
- Stine, E. L., & Bohannon, J. N. (1983). Imitations, interactions, and language acquisition. *Journal of Child Language*, 10(3), 589–603.
- Wallin, J., & Cheevakumjorn, B. (2020). Learning English as a second language: Earlier is better. *JEES (Journal of English Educators Society)*, 5(1), 1–8.
- Yamashita, T., & Iizuka, T. (2017). The effectiveness of structured input and structured output on the acquisition of Japanese comparative sentences. *Foreign Language Annals*, 50(2), 387–397.
- Zhu, M. (2019). The effects of input and output on second language acquisition. In *Proceedings of the 2019 4th International Conference on Modern Management, Education Technology and Social Science (MMETSS 2019)*.