



FACTORS INFLUENCE THE ACQUISITION OF VOCABULARY BY YOUNG LEARNERS

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Abstract

This research focuses on the factors that influence vocabulary acquisition by young learners. This study analyses how internal and external factors influence vocabulary or language acquisition. A person's abilities are influenced by various factors that exist in individuals and the environment, as well as vocabulary abilities. In learning and having adequate vocabulary skills, it is also influenced by several factors that must be considered so that these vocabulary abilities also help students' language and speech development. The data in this study were ten students at Horray School. The data collection technique for this research used observation and questionnaire methods. In this case, observations were made for three weeks, and then a post-test was given to students at the last meeting every week. There is also a questionnaire to be distributed and filled in by parents of students to obtain information on the factors influencing students in mastering English or vocabulary. This study's results indicate several factors that influence students' vocabulary mastery. There are three internal factors: age, experience, and learning style. The three external factors are motivation, instruction, and access to native speakers. These factors come from within the individual or internal and in the environment or external. The environment, in this case, also influences children's vocabulary skills because it is a place for children to adapt and develop their abilities, skills and understanding of various things, including vocabulary mastery.

Kata kunci:

Abstrak

Akuisisi
kosakata, Faktor
internal, Faktor
eksternal dan
Pelajar muda

Penelitian ini berfokus pada faktor-faktor yang mempengaruhi perolehan kosa kata oleh pelajar muda. Studi ini menganalisis bagaimana faktor internal dan eksternal mempengaruhi kosa kata atau pemerolehan bahasa. Kemampuan seseorang dipengaruhi oleh berbagai faktor yang ada pada individu dan lingkungan, serta kemampuan kosa kata. Dalam belajar dan memiliki kemampuan kosa kata yang memadai juga dipengaruhi oleh beberapa faktor yang harus diperhatikan agar kemampuan kosa kata tersebut juga membantu perkembangan bahasa dan bicara siswa. Data dalam penelitian ini adalah sepuluh siswa di Horray School. Teknik pengumpulan data dalam penelitian ini menggunakan metode observasi dan angket. Dalam hal ini observasi dilakukan selama tiga minggu, kemudian diberikan post-test kepada siswa pada pertemuan terakhir setiap minggunya. Ada juga kuesioner yang dibagikan dan diisi oleh orang tua siswa untuk mendapatkan informasi tentang faktor-faktor yang mempengaruhi siswa dalam penguasaan bahasa Inggris atau kosa kata. Hasil penelitian ini menunjukkan beberapa faktor yang mempengaruhi penguasaan kosa kata siswa. Ada tiga faktor internal: usia, pengalaman, dan gaya belajar. Tiga faktor eksternal tersebut adalah motivasi, instruksi, dan akses ke penutur asli. Faktor tersebut berasal dari dalam diri individu atau internal dan dari lingkungan atau eksternal. Lingkungan dalam hal ini juga mempengaruhi kemampuan kosakata anak karena merupakan tempat bagi anak untuk beradaptasi dan mengembangkan kemampuan, keterampilan dan pemahamannya terhadap berbagai hal, termasuk penguasaan kosakata.

I. INTRODUCTION

In the process of acquiring vocabulary by young learners many factors influence the process of acquiring their vocabulary. According to Macaro, (2010) some kids acquire a new language faster and effortlessly than others. Beginning English vocabulary learning provides certain benefits because young children typically pick up new languages

quickly, especially in oral proficiency (Widodo, 2005). The most significant time to learn a native or almost native pronunciation is during childhood because children's speech is still growing (DeKeyser, 2013; Fillmore, & Snow, 2018; Snow, & Hoefnagel-Höhle, 1978).

Some students have different rates of language acquisition. Those who

have attended school are aware of this basic reality (De Jong, & Harper, 2005; Kanno, & Cromley, 2013; Omar, 2017; Preston, Bayley, & Escalante, 2022). Some language learners succeed through sheer determination, hard work, and persistence (Harklau, 2000; Turner, 1995). Two factors influence the students' acquisition of the English language; internal factors and external factors:

Internal factors are those that the individual language learner brings to the particular learning situation. In the internal factors, there are some aspects; age, experience and learning styles (Fatiha, Sliman, Mustapha, & Yahia, 2014; Paradis, 2011; Pashler, McDaniel, Rohrer, & Bjork, 2008).

1. Age as an influential factor in second language acquisition. Age is one of the most important affective factors in second language acquisition. The learner's age influences second language acquisition, children who already have solid literacy skills in their language. Seem to be the best position to acquire a new language efficiently. Younger learners in informal language learning environments usually have more time to devote to learning a language. They often have more opportunities to hear and use the language in environments where they experience little pressure to speak fluently and accurately

from the beginning. Macaro (2010) said three generalizations about the effect of age and a second language: first, adult proceeds through the early stages of second language development faster than children do. Second, older children acquire faster than young children, time and exposure to second language proficiency than those beginning as adults. It means that the second language development of older and younger learners learning in similar circumstances has shown that older learners are more efficient than younger learners in the early stages of second language development.

2. Experience is knowing what a person gets by doing something or watching someone else do it. People with general language experience and knowledge are better positioned to develop a new language than those without it. Experiences with the things and people around them are central to their learning. Settings must make the activities they present as meaningful as possible. Practitioners significantly contribute to children's active learning by creating the climate and conditions that best promote children's

involvement. First, this involves building children's self-esteem and confidence. Mental and physical involvement in learning is built on the confidence and trust that come from good relationships. When children are unsure of their surroundings, they lack confidence and are tentative in their actions. They are sure of themselves when they trust that they are valued and accepted for who they are. This enables them to seize opportunities to interact with people they know well, investigate the objects and spaces around them, be stimulated by challenges, take risks and tackle problems enthusiastically.

3. Described learning styles are the cognitive, affective, and physiological behaviours that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Students learning styles can be influenced by many factors, including their genetic background, culture and previous learning experience. If teachers match their teaching methods to the students' learning styles, they will be more successful and interested in the language. Furthermore, learning style can enable

students to become more independent, autonomous, and lifelong learners. The study found that the respondents have different learning motivations and exposure to learning English as their second language.

External factors are related to the environment where the language is acquired and the method of introducing the second language (Loewen, & Sato, 2017; Richards, Rodgers, 2014; Sun, 2019). The environment can be divided into formal and informal situations, whereas the technique refers to induction and explication (Fazey, 2014). External factors are also related to social aspects. Social aspects are divided into two contexts, micro-social and macro-social. Micro-social is focused on the learning situation and interaction of second language learners in the lowest level of formality, such as interaction relationships. In contrast, macro-social focuses on learning situations at a higher level, such as political interaction (Rivlina, 2019; Sugita, Sawaki, & Harada, 2017). External factors are categorized into motivation, instruction and access to the native speaker.

1. Motivation to learn a language refers to the extent to which an individual is prepared to strive to master the language because of a

desire to do it. Learner motivation is frequently classified as intrinsic, where students are motivated by the course material or irrelevant and motivated by getting a good mark or credit. At all levels of their education, motivation to learn a language is crucial to students' success; parents, settings, and teachers can all play essential roles in fostering that motivation in their children. Students who receive the proper assistance and encouragement to learn will ultimately perform better than those who do not.

2. Instruction is significant for acquiring vocabulary and can serve as a counterbalance for the learner in adding new vocabulary. Good instruction from parents is a factor in effective learning for children learning a language. It can make faster progress. In addition, if the parents have a good personality and comprehend English well, the students will be able to get more knowledge.
3. Access to native speakers. It is essential to have access to

and the chance to communicate with native speakers within and outside the classroom. Acquiring vocabulary is developed in young learners through reading and listening activities. This is strongly tied to communication. Speaking and listening are related in direct two-way face-to-face communication. Native speakers are linguistic role models and can offer helpful criticism. Without considerable access to native speakers, second-language learners are likely to proceed more slowly, especially in language acquisition's oral or aural part

These internal and external factors are interrelated and affect the vocabulary acquisition process of young learners. Moreover, these factors are an important part of the learning process, which can contribute to the success or failure of acquiring the vocabulary of young learners.

II. METHOD

The implementation procedure in this study has a significant role in determining the success of the research. Classroom action research is carried out as an assessment process consisting of four points. The first

point is about where the data source of this study was taken, the second point is how the data was collected, the third point is how the data was analyzed, and the fourth point is how the data analysis was presented. The data source in this study was Green Leaf students from Hooray School located in Jalan Teuku Umar Barat, Denpasar, Bali. The population of this research is twenty-five teachers and one hundred and seventy students. The students chosen as the sample for this study were the Green leaf class. In the green leaf class, there are ten students. Name of the students are Miko, Monique, Dastan, Abhi, Karina, Ringgo, Tama, Clairly, Aftan, and Almirah. This school consists of many students with different backgrounds and cultures. They are Balinese, Javanese, and other Indonesian ethnicities. The students learnt many English words in kindergarten. It is interesting to be analyzed because they know English words even before they learn them in primary school. The method of collecting data is observation. The data was collection by observation. Direct observation for three weeks was used to find out directly and in detail how the process of learning and teaching English acquisition at Hooray School, especially English vocabulary. The qualitative methods were used to analyze the data. The data were then analyzed according to (Noam Chomsky, 1972) theory as the main theory and supported by other

language acquisition theories of language acquisition.

III. RESULT AND DISCUSSION

The acquisition of vocabulary by young learners can be influenced by a variety of variables. The purpose of this part was to examine the elements that influence the development of vocabulary by young learners in Hooray School Kindergarten A. In the fourth week, parents are asked to gather and fill out questionnaires (March 22-26, 2021). Questionnaires were distributed on Monday, the fourth week of observation.

Furthermore, the results of the questionnaire filled out by the parents of the students will be described in accordance with the results that have been obtained during the observation. From the observation and questionnaire given to the parents of students, it consist the internal factors originate from the students themselves, consisting of age, experience, and learning style. External factors originate from outside the student's self, consisting of motivation, instruction, and access to native speakers can influence the young learner in acquiring English vocabulary. The factors that influence the young learners in acquisitioning English vocabulary through children songs are explained below:

3.1 Internal factors

Internal factors originate from the students themselves, consisting of age, experience, and learning style. The

kindergarten a student of hooray school are five years old. Furthermore in the questionnaire there are ten questions which include internal factors, such as: are seven questions about experience, three question about learning style, and for the questions about age will be seen in the students biodata. Their experience comes from an English introduction by home parents, environment and their teachers in school. There are three kinds of children's learning styles which are audio, visual and kinesthetic. Furthermore, the analysis of internal factors will be explained as follows.

3.1.1 Age

The first internal factor is age. On the internal factor questionnaire, the students age can be seen in the students biodata. All of the kindergarten A students of Hooray School in Grean Leaf class are five years old. The student named Miko, Abhi and Tama entered the year of birth in 2015. However, according to the education system in Indonesia, he is still a Kindergarten A student. In other words, these students are in the same age. They were pleased and seemed to enjoy learning with songs. They can also pronounce the lyrics well and correctly. Students tend to respond more positive when following the learning process with the audio rather than sitting quietly through the overwhelming and seemingly passive learning. It indicates that children of

five years old have no difficulty for learning through song.

3.1.2 Experience

Experience has many impacts on the process of learning a foreign language. Language experience is very important in the success of learning a second language. The kindergarten students need more experience with the guidance of their parents and close family, they do not deviate in the process of learning foreign languages. Experience is very influential on learning a second language because it is natural and in the form of interaction with parents, friends or family. In the questionnaire there are seven questions covering experience, such as: questions number one (what languages are spoken by your son/daughter at home?), questions number two (has your son/daughter ever used English?), questions number three (has your son/daughter ever taught words in English to your son/daughter?), questions number four (have other family members (grandfather, grandmother, cousin, aunt) ever introduced or taught a word in English to your son/daughter?), questions number five (have you ever watched your son/daughter sing again in English?), questions number six (how many songs are mastered by your son/daughter?), and questions number nine (on a scale of 1-5, what is your son's/daughter's ability in English?).

In addition to speaking English at school, the kindergarten A students

of hooray school were introduced to English by their parents at home. Abhi, Tama, Dastan, Clairiy, Almirah, Miko and Moniq are in an environment that is often taught and uses English. Ringgo, Aftan, and Karina are in an environment that is rarely taught and uses English. Some children communicated with their other family members too, such as brothers, cousins, uncles or aunts in English. Children learn from their surroundings by developing what they knew and interact with them. In an Interaction, children will find a way to solve their problems and it is where the new English vocabulary was developed.

In the experience factor, it was also found that students used Indonesian, Sundanese and Javanese languages, including Ringgo using Indonesian and Sundanese, Karina using Indonesian and Javanese, Aftan using Indonesian and Balinese as language introductions at home. Other students; Miko, Dastan, Moniq, Tama, Abhi, Clairiy, and Almira at home use Indonesian and English as an introduction, so this also affects the process of acquiring vocabulary in children than students who use a non-English language of instruction.

Students named Miko, Dastan, Abhi, Tama, Clairiy, Almirah, and Moniq have been introduced to English by both parents from an early age, he or she are often invited to communicate in simple English and also at home they use Indonesian and

English as an introduction, so this also affects the process of acquiring vocabulary in children than students who use a non-English language of instruction. In the process of learning a language, he or she catches the lexicon faster because they are already quite familiar with the language. Students named Karina, Ringgo and Aftan were introduced to English for the first time when he entered kindergarten, so they were still not familiar with English. It was also found that students used Indonesian, Sundanese and Javanese languages, including Ringgo using Indonesian and Sundanese, Karina using Indonesian and Javanese, Aftan using Indonesian and Balinese as language introductions at home. From the two subjects, it can be seen that Miko, Dastan, Abhi, Tama, Clairiy, Almirah, and Moniq whose experience in speaking English helps them learn the language faster than Karina, Ringgo and Aftan whose no experience in speaking English.

3.1.3 Learning style

Most students at Hooray School were classified in auditory learning styles. Auditory learners learn through sound and music. The auditory learning style involves communicating through speaking ideas rather than writing. They were easier to acquire and memorize the English vocabulary taught by the teacher when using a method related to the audiotory learning style. In the questionnaire there are seven

questions covering experience, such as: questions number seven (in your opinion, do you think your child can absorb the vocabulary from the songs they have mastered?), questions number eight (In your opinion, do your sons/daughter enjoy learning English through songs?), and questions number ten (in your opinion, in learning English, what type of learning does your son/daughter belong to?).

According to the data compiled from their parents by questionnaires, they enjoyed studying while singing and even more by using the fun media. Six childrens had the auditory learning style in their houses with their family, such as: Miko, Moniq, Dastan, Tama, Clairry, and Almirah. It means that they tend to absorb the language by listening to music or conversation. Four childrens had combined these two or three styles of learning belongs in auditory, visual and kinesthetic learning styles, such as: Abhi, Karina, Ringgo, and Aftan. In audio-visual and kinesthetic learning style, the students can see, listening and practice the object using English vocabulary directly.

In relation to the language learning process, it can be seen those who used the auditory learning style absorb vocabulary faster than those who used the three learning styles (visual, auditory and kinesthetic learning styles). For example, when in class learning using the media of songs and pictures. Children who use the

auditory learning style easily absorb vocabularies than the students who use other learning style. In other words, the students; Abhi, Miko, Moniq, Dastan, Tama, Clairry, and Almirah in class are more active because they understand the lesson quickly and acquired English vocabularies faster than Karina, Ringgo, and Aftan are less enthusiastic and have difficulty memorizing. Moreover, the auditory learning style is better to use in order to learning English vocabularies than the other learning styles.

3.2. External factors

External factors originate from outside the student's self, consisting of motivation, instruction, and access to native speakers. Motivation is an incentive that can come from both parents and teachers to learn English. At school, instruction was consistently given in English, and most parents gave English instruction to their children at home. When it comes to native speaker access, most of the children had interfaced with native speakers. In the questionnaire there are five questions which include external factors, such as: are two questions about motivation, one question about instruction, and two questions about access to native speakers and will be explained as follows:

3.1.4 Motivation

Motivation is a part of the external factors. Motivation is to learn a language refers to the extent to which an individual is prepared to strive to

master the language because of a desire to do it. In the questionnaire, there are two questions covering experience, such as: questions number eleven (in your opinion, your son/daughter is motivated to learn English?), questions number twelve (what makes your son/daughter sell English learning activities?). According to the data collected through the questionnaires, all parents of Hooray School kindergarten A students claimed that their children were motivated to learn English. In the parents' acknowledgment of the results of the questionnaire related to the motivation to learn English. There were five students' parents who were motivated by songs, namely Tama, Aftan, Almirah, Karina and Dastan. Two other students, namely Miko and Moniq, were motivated by storytelling. Ringgo is motivated by songs, stories and dialogues. Clairry is motivated by song and storytelling. Lastly, Abhi is motivated by dialogue. Then, it can be grouped on the motivation of the questionnaire results, many students are motivated from listening to songs, therefore most students can recognize vocabulary well. In other words, English songs are the best motivation for the students to learn English.

In addition, the teachers at school consistently give motivation to the students by communicating with English to them. Moreover, the parents give their motivation by supporting their children, such as introducing simple words to become more familiar

with English. The role of motivation is vital in the process of gaining an English vocabulary. Parental involvement with the parents creates effective forms of communication from school to house and from house to school communication to be aware of their children's school programs and progress. This is another reason why the presence of parents motivation in the family is so beneficial and important for the child to be able to grow and develop optimally.

3.2.2 Instruction

Instruction is the second external factor after motivation. In this process, children capture, recognize, identify and categorize all of the words, speech, or expressions of their surroundings. The basic references a child uses in a language acquisition process include either context, verbal language, gestures, or the tones of sounds they capture and listen to by the people who always talk to them, especially those who closest to them and their family or environment, which they then identify and use as a way to communicate.

At the Hooray School kindergarten A, the children were familiar with the simple instructions from their teachers. In the questionnaire, there is only one question that includes instructions, as question number thirteen (Have you ever given simple instructions to your son/daughter in English?). Although there is only one question, it is sufficient to obtain information related

to the instructions. Questionnaire's data also shows that all of the parents used simple English instructions to their children at home. The example of the instructions are "come here! ", "be careful! "and help me. There are seven students who are always given simple instructions by their parents, namely Miko, Monique, Dastan, Abhi, Tama, Clairry, and Almirah. The other students, namely Karina, Aftan and Ringgo are sometimes to given some instructions by their parents. From the language learning process, Karina, Aftan and Ringgo had a hard time in learning English vocabularies. They tends to not understand words and still not familiar with English. Meanwhile, Miko, Monique, Dastan, Abhi, Tama, Clairry, and Almirah were very happy and enthusiastically learned English. They tends to remember English words faster and better. In other words, it can be said that those students have more difficulty accepting vocabulary than the students who given the instruction at their houses. Therefore, the parents who often and provide many types of instructions greatly affect their children to acquire vocabulary more quickly.

3.2.3 Access to native speakers

Access to native speakers means whether they ever talk with native and how often. In the questionnaire there are two questions covering experience, such as: questions number fourteen (have you ever

observed your son/daughter communicating with native speakers?), questions number and fifteen (does your son/daughter look confident in communicating in English with native speakers?). Most of the kindergarten A in Hooray School kids interacted with native speakers. Based on the questionnaire's data, there are seven students that had interacted with natives namely Miko, Dastan, Abhi, Tama, Clairry, Almirah, and Moniq. Furthermore, other three students are Karina, Ringgo and Aftan declared that they had never interacted with a native speaker.

From the result of types of English vocabularies, the students; Miko, Dastan, Abhi, Tama, Clairry, Almirah, and Moniq who had an interaction with native speaker showed a faster process in learning English language. They acquired English vocabularies well in short time. This factor influence them in acquiring vocabularies because they are familiar with English. Furthermore, the other three students; Karina, Ringgo and Aftan acquired English vocabularies imperfectly. They had a hard time in learning English language. It is because they are still not familiar with English since they never interact with native speaker. In other words, the factor of access to native speaker influences the students in acquiring English vocabularies. It is because the students who had interaction with native speaker were faster in acquiring English

vocabularies than the students who did not have the interaction.

Moreover, Parents of the students such as Abhi, Tama, Dastan, Clairry, Almirah, Miko and Moniq said that their children who had interaction with native speaker were confident enough to speak in English. However, parents of the students, such as Ringgo, Aftan and Karina said that their children who still shy in speaking English. In this case, the interactions with native speakers can boost confidence of a child and assist in acquire English vocabulary by young learners.

3.3 Relationship of Internal and External Factors

Furthermore, the results of this analysis are based on the questionnaire results. This relationship explains how the internal factors originate from the students themselves, consisting of age, experience, and learning style. External factors originate from outside the student's self, consisting of motivation, instruction, and access to native speakers were related to the English learning process of the students. The internal and external factors that dominate vocabulary acquisition in hooray school kindergarten children are all factors. The internal and external factors influence acquiring English vocabulary because these two factors are very influential and interrelated with each other. It means that internal and external factors influence the

students in acquiring English vocabulary, not only internal or external factors. Therefore, kindergarten A students in Green Leaf class acquire vocabulary more easily.

The first internal factor is age; all the students are five years old. The second internal factor is experience. Students named Abhi, Tama, Dastan, Clairry, Almirah, Miko and Moniq, who have experience speaking English in the environment and the people around them and Ringgo, Aftan, and Karina lack experience in speaking English in the environment, as well as the people around them. The third internal factor is the learning style of Dastan, Clairry, Almirah, Miko and Moniq, who have an auditory learning style. Students named Karina and Tama have both auditory and visual learning styles. A student named Ringgo and Abhi has auditory, visual and kinesthetic learning styles, and a student named Aftan has an auditory and kinesthetic learning styles.

The first external factor is motivation. Most of them are motivated to learn English through songs. Students named Karina, Dastan, Almirah, Aftan and Tama, are motivated to learn English through songs. Students named Miko and Moniq are motivated to learn English through storytelling. A student named Ringgo is motivated to learn English through songs, storytelling and dialogue. A student named Clairry is motivated to learn English through songs and storytelling. A student

named Abhi is motivated to learn English through dialogue. Second, the external factor of instruction, all students have been given simple instructions by their parents. However, for students Ringgo, Aftan and Karina, their parents said they were only occasionally given English instruction, even if the instructions were simple. The third external factor is native speakers. Abhi, Tama, Dastan, Clairiy, Almira, Miko and Moniq, who have access to native speakers, indicate that they are easier to recognize and understand English vocabs than students who do not, namely Ringgo, Aftan and Karina.

VI. CONCLUSION

In the process of learning a language, many factors influence the acquisition of the first language and the acquisition of the second language. In this study, language acquisition, there are several factors that influence students. Internal factors originate from the students themselves, consisting of age, experience, and learning style. External factors originate from outside the student's self, consisting of motivation, instruction, and access to native speakers. The results of the analysis show that all factors influence students in language acquisition, not only internal or external factors because these two factors are very influential and interrelated. In addition, students who are in an English-speaking environment learn English vocabulary

faster and more efficiently than other students who are not in an English-speaking environment.

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