



IRAQI
Academic Scientific Journals

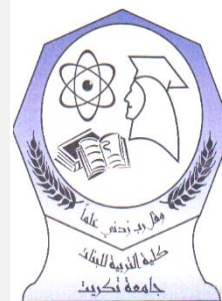


العراقية
المجلات الأكاديمية العلمية

ISSN: 2663-9033 (Online) | ISSN: 2616-6224 (Print)

Journal of Language Studies

Contents available at: <http://www.iasj.net/iasj/journal/356/about>



Multilingualism and the affected factors on second language learning

Assist Prof. Muthana Mohammed Badie *

Tikrit University- College of Education for Women

muthana_albazi@tu.edu.iq

Received: 18 / 11 /2023, Accepted: 21 / 12 /2023, Online Published: 31 / 12 /2023

© This is an open Access Article under The Cc by LICENSE

<http://creativecommons.org/licenses/by/4.0/>



Abstract

The current study aims to look at multilingualism and how to learn several languages, and that age, gender, motivation, native language, memory attitude play in terms of language learning. This paper presents at the beginning an overview of the subject, covers the terms bilingualism, trilingualism, included adequate meanings and explanations for these terms and their various types, learning second language learning is also discussed. the question of whether studying languages at a young age is beneficial is addressed. the researcher used data from a survey conducted from various resources. The process of being a multilingualist is discussed and followed by the common ideologies that multilingualist embrace in general. The key factors that influence second language learning are presented by three groups, Individual distinctions, styles that they adopt, approaches that they employ, and pedagogical implications in language learning

* **Corresponding Author** : Assist Prof. Muthana Mohammed, **Email:** muthana_albazi@tu.edu.iq

Affiliation: Tikrit University - Iraq

Keywords: multilingualism, second language learning, trilingualism, ideologies .

تعدد اللغات والعوامل المؤثرة على تعلم اللغة الثانية

ا.م. مثنى محمد بدع

جامعة تكريت / كلية التربية للبنات

المستخلص

تهدف الدراسة الحالية إلى النظر في التعددية اللغوية وكيفية تعلم عدة لغات، وما يلعبه العمر والجنس والدافع واللغة الأم والذاكرة والسلوك من حيث تعلم اللغة. تقدم هذه الورقة في البداية لمحة عامة عن الموضوع، وتغطي مصطلحات ثنائية اللغة وثلاثية اللغات، وتضمنت المعاني والشرح الكافية لهذه المصطلحات وأنواعها المختلفة، كما تمت مناقشة تعلم تعلم اللغة الثانية. يتم تناول مسألة ما إذا كانت دراسة اللغات في سن مبكرة مفيدة. استخدم الباحث بيانات من المسح الذي أجري من مصادر مختلفة. تتم مناقشة عملية كونك متعدد اللغات وتتبعها الأيديولوجيات المشتركة التي يتبناها تعدد اللغات بشكل عام. يتم عرض العوامل الرئيسية التي تؤثر على تعلم اللغة الثانية من خلال ثلاث مجموعات، الفروق الفردية، والأساليب التي يتبناها، والمناهج التي يستخدمونها، والآثار التربوية في تعلم اللغة **الكلمات الدالة:** التعددية اللغوية، تعلم اللغة الثانية، ثلاثية اللغات، الأيديولوجيات.

1. Introduction

some linguists believe that learning languages perfectly can be done with the right motivation and circumstances. the essential aim of this study is to enlighten readers to be multilingualism or even just to learn a new language, and It aims at highlighting what affects the process of language learning, Besides, giving some methods they can follow. the goal is to make language learning easier and fun by educating people about how it should be accomplished . In addition, it explains the factors that affect Second Language learning, besides the right procedures to follow in order to be a multilingualism.

Multilingualism has evolved into more than just a useful skill set in today's world . It has , on the contrary , been a requisite ability for a variety of reasons . Knowing a foreign language has proven to be immensely useful , whether from a financial or social standpoint . Learning a foreign language has increasingly become necessary for companies seeking to remain

competitive in the global marketplace . Aside from the financial benefits . studying a foreign language will have a life - changing experience , such as easy contact with new friends , a greater understanding of the country's history , or simply easier travel . Learning a foreign language further improves one's cognitive and intellectual skills (D'Astoli , 2016) . I could go on and on about the benefits of language learning and why it is such a hot subject . Acquiring many languages becomes easier at a certain age . There are several different perspectives on the essence of the phenomenon (e.g. , if it is a crucial , responsive , or optimum period) , its origin (e.g. , if it is triggered by maturational , neurological , or other factors) . The principal goal of this paper is to look at how to be a multilingual person and how age influences. Learning a foreign language is far from easy , and there are numerous viewpoints on the subject . In my bachelor's project . I am not looking for a single language - learning approach that works for everyone . Instead , I would like to concentrate on a variety of approaches . multilingualism, or multilingual people , use this term . People who speak two or more languages are called multi - linguals . Currently regarded as extraordinarily bright (Fasold , etal. 2014) . Despite this , multilingualism do not have any exceptional abilities ; the majority of them learned their languages by trial and error .

2. Bilingualism

Various definitions of bilinguallim have been proposed . A few will be rovided in order to have a clearer idea about it . Butler and Hakula 2004 : 115) define bilinguals as : dividuals or groups of people who obtain communicative skills , with various degrees of proficiency . In oral and / or writing forms , in order to interact with peakers of one or more languages in a given society . Bilingualism can be defined as psychological and social states of individuals or groups of people what result from interaction via language in which two or more linguistic codes including dialects) are used for communication . in Webster's dictionary (1961) and (Bloomfield 1935 : 56) definition , bilingual is defined as a person who is able to speak two languages fluently like a native -speaker which is contrary to the definition of Macnamara (1967a) who believes that bilingualism means to have minimum level of competence in listening , speaking , reading or writing cited in(Hamers & Blanc , 2000 : 6) . According to Hamers & Blanc (2000 : 7) it is difficult to classify and operationalize bilingualism in the aforementioned definition because sometimes there exist non - linguistic factors which affect the whole situation . Skutnabb Kangas (1984a : 90) defines a bilingual as : A bilingual speaker is someone who is able to function in two (or more) . languages , elther in monolingual or bilingual communities , in accordance with the social - cultural demands made of an individual's communicative and cognitive competence by these communities or by the individual herself . at the same time level as native speakers , and who is able positively to identify with both (or all) language group (and cultures) or parts of them . As the definition above suggests , Skutnabb - Kangas (1984a : 91) believes that In order to define the concept of bilingualism one should consider factors such as the two languages from the beginning . competence , level of proficiency , function LE .. being able to use the two languages according to the demand of a community , attitudes of oneself and other to

bilingualism. Generally speaking, bilingualism refers to having the knowledge of more than one language. Keeping a balance in bilingualism is not an easy task to achieve: (Rosenberg 1996) believes that the reasons for choosing to raise kids with two or more languages are as varied as the families themselves. Even the word "bilingualism" has different meanings for different families. For some families, having the ability to listen in two languages but speak in just one may constitute bilingualism, while other parents expect their kids not only to be bilingual but also literate in both languages. Whatever the goals for developing bilingualism in each family may be, success appears to depend on whether a "language plan" has been worked out in advance. Families, who take the time to consider how their kids will develop two languages and who make the necessary commitments to bilingual language development, tend to be more successful in raising bilingual children. Reyes (2008: 1) highlights that bilingualism should be viewed as a continuum in which the language ability would change with respect to factors such as social, educational background, etc.) Bialystok (2001: 2) believes that it is impossible to be and remain completely monolingual because there are always 'intrusions from other languages

2.1.Types of bilingualism

Researchers classify bilingualism into various types. Portes and Hao (1998:2387) view bilingualism as having two types of additive and subtractive. The former refers to the time when a child has fluency in the second language while keeping the first language. The latter refers to the situation when a child only speaks the second language while disregarding the first language. According to (Romaine 1995:3), there are six patterns of home language bilingualism. Type one is one person, one language the parents have different mother tongues and one is the language of the community. In this type, each parent speaks his or her own mother tongue to the child from birth. Type two is one language, one environment, or non-dominant home language which is the same as type one but both parents speak the non-dominant language to the child. Type three is a non-dominant home language and without community support, whose parents have the same native language that is not the dominant language in the community. In this type, parents speak their native language to their child. Type four is double non-dominant/support of home language, in which parents have different native languages and neither of the languages are the dominant language of the community. Type five is non-native parents, in which the parents have the same native language that is the dominant language of the society, and finally type six, mixed languages in which parents are bilinguals and some sectors of their community may be bilingual. (cited in Bialystok 2001:3). Baker (2011:8-10) classifies bilingualism as balanced bilinguals who are fluent in two languages and monolingual bilinguals who are two monolinguals in one person. Moreover, He makes a distinction between simultaneous and sequential bilingualism in the childhood period. Simultaneous bilingualism refers to the child acquiring two languages at the same time and from childhood which is also called infant bilingualism. Pre school children learn the second language without formal instruction and the attention would be on meaning and understanding. However, sequential bilingual acquisition refers to when a child or an adult learns the second language at later stages of his/her life. Second language learning in the classroom or adulthood involves more formal language learning. The differences between social and individual bilingualism. They believe that individual bilingualism 13 which is

having two monolinguals in one person is less permanent while social bilingualism endures quality which may change in different contexts. In another idea of the types of bilingualism, Reyes (2008:1-2) distinguishes between two types of bilingualism which are fractional and holistic. He defines fractional bilinguals as being two monolinguals in one person. This perspective views people as having equal competence in the two languages. The holistic view to bilingualism assumes that an individual integrates the two languages in which the result is functionally higher than the holistic view to bilingualism. However, it is ideal for one person to have a balance between the two types of bilingualism which is very difficult to achieve because of the changes in individual, social, and educational contexts. (Ferguson et al. 1997) proposes some examples of bilingual education such as assimilation of individuals or groups into the mainstream of society and in the community, unification of multilingual society, enabling people to communicate with the outside world, providing language skills which would assist the employment and status, preserving ethnic and religious identity, mediating between different linguistic and political communities, spreading the use of colonial language, strengthening and preserving the elite's group privilege in society, giving equal status in law to language of unequal status in daily life, and finally, deepening the understanding of language and culture (cited in Baker 2011, 208).

3. Trilingualism

One may assume that apart from the presence of three languages in one speaker other aspects which are involved in trilingualism are equally variable in trilingualism as is the case with bilingualism, the "open ended semantics" of bilingualism as a concept can easily be made in relation to trilingualism as well. Many proposed definitions of bilingualism refer explicitly to two languages, but sometimes it is suggested that what is said about bilingualism is equally applicable to "two or more languages" - see, for instance, (Oksaar's,1977) definition of bilingualism: "the ability of a person to use here and now two or more languages as a means of communication in most situations and to switch from one language to the other if necessary". Similarly, (Skutnabb-Kangas,1984) allows for more than two languages to be present in the person she defines as bilingual. Indeed, the implicit suggestion that several linguists can be subsumed under the concept of bilingualism is illustrated in an early work in the history of such studies: Haugen refers to multilingualism as "a kind of multiple bilingualism" (1956: 9). This practice seems not to have been challenged, and studies that involve subjects who were acquiring more than two languages have worked within the theoretical framework of bilingualism with regard to the collection of data as well as its analysis. Cenoz and Genesee (1998) describe multilingualism as the final result of the process of acquisition of several non-native languages, thereby clearly making it an attribute of the individual, and (Jebner ,1997) too sees multilingualism as a variant of bilingualism in her discussion of linguistic variability in individuals. Although she writes mainly from a perspective of second language acquisition and bilingualism, she does look beyond learners acquiring third or fourth languages, and in this context employs the term multilingualism. With regard to terminology, then, there are no clear delimitations between bilingualism and multilingualism. With respect to trilingualism the number of languages involved is obviously clearly specified but should one otherwise, assume that it simply represents an extension of bilingualism? It obviously shares a number of features with both bilingualism and multilingualism, while at the same time retaining characteristics of its own. In a related discipline, second language acquisition, a similar view has been expressed with the establishment of the concept of "multicompetence". Cook defines it as "the compound state

of a mind with two grammars" (Cook, 1992: 557-8). Cook's work arose out of technical questions that he had asked within Universal Grammar theory, but he presents the evidence for multicompetence from a range of areas. The difference between mono competence and multicompetence is not only one of degree, he argues, but also one of kind as multicompetent speakers have a different knowledge of their languages from that possessed by monolinguals. So linguistic factors influence trilingual competence, but the discussion needs also to be mindful of metalinguistic and attitudinal factors which have been shown to have a bearing on bilingual competence as it is likely that they will prove to be influential in the trilingual as well.

In what follows, a distinction is made between five groups of trilinguals, taking into account both the circumstances and the social context under which they become users of three languages. This distinction is made for methodological purposes and it is based on the trilingualism studies surveyed below. It is fully acknowledged that trilinguals vary from one another in many different ways, and that the word "trilingual" can only be used as a blanket term. Similarly, it is recognized that other criteria such as age or sequence or degree of competence could have been chosen resulting in a different typology

(i) trilingual children who are brought up with two home language which are different from the one spoken in the wider community;

(ii) children who grow up in a bilingual community and whose home language (either that of one of both parents) is different from the community languages;

(iii) third language learners, i.e. bilinguals acquire a third language in the school context;

(iv) bilinguals who have become trilingual through immigration, and

(v) members of trilingual communities.

Many individuals who straddle these categories or who in the course of their lives move from one to another. Motivational and attitudinal factors may play a more predictable role in the case of groups (ii) and (iv), while psychological and personality-related factors may assume greater importance in the first two groups.

4. Multilingualism

The term multilingualism is founded on second language acquisition, or the process of acquiring a second language. However, defining the word is a daunting challenge when different linguistic meanings of a polyglot exist. The field of multilingualism, as well as the language associated with it, has not been thoroughly researched. As a result, there are no universally accepted meanings of the word polyglot. Many people are called multilingual in certain multilingual and multicultural nations, such as the United States, Australia, and China, since they can speak more than one language. People are considered multilingual by (Ellis, 1994) if they master more than one language in addition to their native tongue. (Nia Kirniawati, 2017) who conducted a case study with a nine-language speaker, holds a similar viewpoint, claiming that a "multilingual person" is someone who can talk in more than one language. As a result, some linguists, such as (Ellis and Kirniawati), believe that speaking at least one language is sufficient to qualify as multilingual or polyglot. Linguists, on the other hand, believe that to be called multilingual, one must speak more than one language in addition to one's mother tongue. What makes the word "multilingualism" so difficult to define? On the blog *The Linguist*, which is run by popular multilingualism, (Kuimova, A., 2019) who claims to be able to speak 20 languages, he proposes a hypothesis as to why there are no fixed meanings for the term "multilingualism." People interact with languages in a variety of ways, according to Kaufman. There are people who can read and

understand the written and spoken word fluently but cannot communicate in the target language. On the other hand, certain people have excellent social skills but little or no understanding of the foreign language in which they speak. Kaufman uses the concept of a multilingualism as "someone who understands and can use many languages" to demonstrate that the person does not have to be able to understand the language; instead, the person would only be able to use it in whatever way they choose. Another case is where she is unable to speak a language but is able to comprehend its written form (e.g., "I no longer speak Romanian but have plenty of opportunities to translate Romanian technical papers into other languages. Green agrees that there are three stages of language activation in a multilingualism: "selected (controls speech output), active (plays a part in ongoing processing; operates parallel to the selected language but is not articulated), and latent (not active during ongoing processing)." (Green 1986, p. 299, as quoted in Williams & Hammarberg 1998), as a result, it's important to have not just different levels of language, but also different periods of language use, language requirement, and so on. There are so many considerations that influence the concept of a multilingualism, cultures, and language learning in general that settling on only one is difficult. Multilingualisms can be found everywhere in the world; actually, in almost every field of interest. A lot of multilingualisms can also be found in the Czech Republic. One of them is Lucie Gramelová, who occupies herself with languages; i.e. language learning, teaching, interpreting, translating etc, she mentions the term "multilingualism lot" and states that the biggest group of multilingualisms can be found among students and teachers of Faculties of Arts, Lawyers, bankers, and clergy, on the other hand, are not exempt; in practice, multilingualisms argue that everyone can become a multilingualism.

5. Learning a second language: is 'the younger the better'?

Catherine Snow and Marian Hoefnagel-Hohle wrote an essay in 1978 based on their research project in Holland. They had been following the success of a group of English speakers studying Dutch as a second language. The fact that their study involved children as young as three years old, as well as older children, teens, and adults, added to the value of their findings. In addition, vast varieties of tasks were used to assess various forms of language usage and knowledge. Pronunciation. Learners were asked to say 80 Dutch words twice: once directly after hearing a native speaker says the phrase, and again a few minutes later when they were asked to say the word depicted in an image without a script to mimic. A native speaker of Dutch scored learners' tape recordings on a six-point scale. Learners saw a photo of four things in an auditory discrimination survey. There were two names in each group of four that formed a minimal pair, that is, names that were identical except for one sound (an example in English would be 'ship' and 'sheep'). Learners were asked to identify the image was identified by the word they heard after hearing one of the words. The morphology of words was tested using a technique known as the 'wug test,' which requires students to complete sentences by applying the appropriate grammatical markers to words provided by the researcher. Again, using English as an example, students were asked to complete sentences such as "here is one boy. Now there are two of them. There are two....". Learners were asked to repeat 37 sentences of increasing duration and grammatical sophistication in the sentence repetition challenge. Learners were given 60 sentences to translate from English to Dutch for sentence translation. Each grammatical structure that was obsolete in the correct Dutch equivalent was assigned a point. Sentence judgment task, Learners were asked to judge one of two sentences was easier.

Both sentences had the same substance, but one sentence was grammatically correct and the other had errors. Learners were asked to look at pictures and hear one isolated word in the Peabody Picture Vocabulary Test. Their goal was to indicate which picture suited the word that was broken by the tester. In the story comprehension challenge, students were given a story in Dutch and asked to retell it in either English or Dutch, depending on their choice. Finally, in the storytelling challenge, students were asked to tell a story in Dutch using a collection of pictures given. The speed at which the speech was delivered was more important than the material language or formal precision.

Young children gradually catch up to and even eclipse them with their introduction to the language when it occurs in a context where they are often surrounded by it. Finally, Adults and teenagers will make significant and steady progress in learning a second language. Social, family, educational, and scholarly interactions are examples of situations where they will use the language on a regular basis. (Jebner, V., 1997)

6. How to be a Multilingualism

There is no one straightforward way to be a multilingualism; each one of them has his/her own technique. Yet we can infer certain simple patterns that they in general adopt. Based on an analysis conducted by (Noprival, N., Rafli, Z., and Nuruddin, N. 2019) I will present these facts in this article. The aim of this research, which included nine Indonesian multilingualisms, was to see how they managed to learn several languages quickly. According to the findings, there are four major approaches for mastering languages: (a) instructed learning (formal and informal educational institutions), (b) obtaining additional language input outside of the classroom, (c) learning languages independently (self-directed learning), and (d) acculturating with a foreign language.

6.1. Mastering languages through instructed learning

All of the researchers in this study said they studied languages in schools or universities, and some even said they had foreign languages as a means of instruction at schools or universities. We discovered two interrelated sub themes in terms of mastering languages by instructed learning, including learning in formal educational institutions as well as studying in a non-formal educational environment. Both Indonesian and foreign languages are part of the school program in formal educational institutions. The Indonesian language, which is the official language of the country, is taught as a subject from a young age. It is also used as a teaching tool in schools. For example, "I have started learning Bahasa [Indonesian language] since I was in primary school as a subject. Also, the medium of instruction used for all subject was Indonesian language". Goni said. Similarly, Daidil stated "Since we did not understand Indonesian language, teachers taught us through our own language [a regional language]...In the fourth grade [an elementary school], Indonesian is a medium of instruction and a subject". International languages, on the other hand, are a necessary course in all Indonesian schools. For example, English is taught from junior high to senior high school. Buffer, for instance, said "When I was in elementary school, I did not have an English subject. I started learning it in Junior high school". In reality, English is sometimes included as a subject in primary school, but this varies depending on school policy. For instance, Awi stated, "I have learned English since I was in the fourth grade of elementary school....". Apart from that, Arabic is a compulsory subject in schools associated with the Ministry of Religion.

6.2. Obtaining Additional Language Input Outside of the Classroom

Increased language capacity cannot be achieved only by classroom instruction; it must also provide additional language feedback outside of the classroom. The researcher in this research reported that they had a lot of language exposure outside of the classroom.

having more exposure to a foreign language world will help you improve your language skills. Furnus, for instance, said, "I got a scholarship to study in Russia I must speak Russian with my roommate, neighbor, university staff since English is not commonly used in Russia." Likewise, Iman said, "I had been in India for 5 years. I got a lot of exposure to English as my daily communication with Indians and other foreigners. Since many people in India speak English. It could reinforce my English what I have learned in Indonesia". Any of the participants in this research had lived overseas, mostly for the sake of study. Since they interacted with native speakers or people who spoke a certain foreign language on a regular basis, it greatly aided in their language learning as well as bolstering their foreign language abilities (Khasinah, S. 2014).

7. Factors affecting Second Language learning

As it is obvious that not all the learners are the same, some learn fast and others struggle, and some learn the language perfectly while others hardly manage grammar or pronunciation rules. If we think about it, we find that language learning is affected by several factors. We automatically think that the person who seems to learn faster than others is smarter. If the person can communicate freely regardless of their mistakes, we believe that due to their high self-confidence and self-esteem. The factors or reasons behind the differences between learners can be concluded as the following: individual differences, learning style, and methods.

7.1. The Individual Differences

7.1.1. Age

Age has a magnificent impact on second language learning. A great difference can be seen between children and adult learners where children acquire languages easier and faster. It is not only about languages but also any other kind of skills or information, in the earlier years of life, children advantage from the high ability of the brain to learn languages and even speak like natives but adults rarely reach that level. Adults are capable of reaching a high level of a language and communicate freely and effortlessly but they indeed will have an accent, word choice, and some grammatical features challenges, unlike natives or young learners. The reasonable explanation of this case is that there is a critical period in the SLA as in the FLA, there is a long debate among linguists about it (which is mentioned in details earlier) but in short, it claims that the human brain in a certain period of an earlier lifetime is inclined to success in language learning. Depending on this perspective, the process of language learning that comes after the CP is not based on the innate biological structure that helps in FLA but depends on the general learning abilities (Lightbown) & Spada, 1999).

Being an adult learner has its power spots too, it is represented by the social understanding and the capacity of being attached to the language and its culture, also adults have different types of motivation that drive them to achieve language competence (Fasold & Connor-Linton 2014). Ellis found out according to his study that, SLA is not affected by the age where we start the language learning but he found a link between the rate of learning and the learners' age (Ellis 1985, p. 107 as cited in (Khasinah, 2014). In addition to that, (Scarcella and Higa, 1981) stand by the claim of the capacity of learning and acquiring the SL after passing the CP. They believe that "there is growing evidence that older learners are able to acquire a

second language faster than younger learners". Apart from the CPH, other factors make difference in the age of learning. For instance, children have the luxury of time to spend learning a language while adults do not. In addition, the ideas that children express are simple while adults' language is over complicated and deals with complex thoughts and ideas. Moreover, kids are focusing on communication; they want to be understood regardless of the linguistic mistakes that they commit. They do not know if it exists because they learn the language by listening to others and imitating them (Lightbown & Spada, 1999).

7.1.2. Gender

Many studies had highlighted the possibility of distinguishing between genders when learning a second language. For instance, it is been shown in some researches that women are more interested in using many different strategies of language learning (Fasold & Connor-Linton,2014). Other researchers claimed that females tend to have a positive perspective about second language learning and this idea motivates them unlike males (Fasold & Connor-Linton,2014). However, other researchers had a different opinion, such as Karthigeyan and Nirmala or Nematipour's. They believe that the difference between women and men learning is not a big deal (Karthigeyan & Nirmala2013; Nematipour2012 as cited in Lee. Al. 2016:1085). In fact, this area is vague, it cannot be tested to be proved 100%, yet there is no research that asserts the effect of gender on SLA.

7.1.3. Motivation

Many studies have shown that there is a strong positive relationship between motivation and success in SL learning (Grosjean,F.1985). However, the researcher's findings could not underline how success and motivation are related to each other; we do not know whether motivation comes first and leads to success or students' achievements motivate them or they both are affecting each other. Peter Skehan indicated that the question is "are learners highly motivated because they are successful, or are they successful because they are highly motivated?" (Lightbown & Spada, 1999). E.g. (Mondahl and Razmerita,2014) define motivation as the reason that pushes people to work on something and it also determines the amount of time and effort that they put into that specific thing. They indicated that the motivation faces several changes while the person is progressing, it might go up or down, this actively demonstrates that motivation has a phenomenal impact on second language learning but it is differs from one person to another. To understand motivation, we need to take into consideration all motivation kinds or faces.

* **Instrumental motivation** means that what motivates the learner is a functional reason such as passing an exam or having a job. They use language as a means to reach their real goals, it is not the immediate goal in this case and this kind of motivation works to some extend.

* **Integrative motivation** refers to the cases where the motivation is for personal growth and communication needs. It is when the learners have a positive attitude toward the language community therefore they aim to learn it and communicate with its speakers. An experiment has been done about this area; they found that integrative motivation does not have that great impact where the learners who are less integrally motivated achieved more Success than those who have integrative motivation. (Fasold and Connor-Linton,2014)

* **Resultative motivation** states that motivation is a result of achievements, in other words, actions and hard work come first. When the learners see the positive progress, gain the motivation and the will to keep it up (Ellis, 1997). Khasinah evolved Gargner's theory and denoted that the multiple types of motivation are on different levels depending on the situation. In her opinion, integrative motivation is more effective when learning a foreign

language (according to Fasold & Connor-Linton). On the other hand, instrumental motivation makes a greater impact when acquiring a second language (according to Fasold & Connor-Linton; 2014). Another division of motivation is that, **intrinsic** and **extrinsic** motivation. Intrinsic motivation as (Fasold and Connor-Linton,2014) define refers to the inner motive or desire to learn that language in order to communicate with its people. While extrinsic motivation is when the learner is forced to learn a language due to its validity in his community when it is a local language.

7.1.4. Native language

The learners' native language might have a slight impact on the SLA. It is understandable when we consider the same language families ; yet, the shift of many aspects of language is obvious even within languages from completely different language families, William, Hammarberg,2012), and many others have described how languages are affecting each other (Fasold and Connor-Linton,2014) indicated that the features of the native language do not have that heavy negative influence on the second language. They may affect the development of the second language in a number of issues. Usually, learners carry their prior knowledge of their native language into the target language, this happens in two cases; in the very beginning and basic levels, and when the languages are super close and familiar to each other such as Arabic and Hebrew or Spanish and Portuguese (Fasold & Connor Linton 2014:457). However, this is not necessarily a negative feature, Hudson believes that learners are capable of building new language on the prior knowledge background of their languages. (Williams and Hammarberg,1998) who concentrated on the shift within languages learned themselves and the shift from the mother tongue to the second language stood by this idea. They also proved that "a previously learned languages (L2) may also have an influence on a learner's production in a new target language (L3)".

7.1.5. Memory

It is impossible to learn a language without having a memory. The scientific analysis of the brain could not exactly define memory due to its variety. As usual, tons of researches have been done and they might not agree with each other. Along the way, we get many experiences, some are learned and some from life. We can tell according to these experiences that words are not just words but are linked to other aspects. For instance, the word (water) is linked to other aspects like feelings of life or maybe death to others depending on the person's experience but there must be an experience. This experience is saved in particular parts of the brain such as the memory. According to Hudson, language is a 'mental module' and it is independent of the rest of knowledge (Hudson 2008:15). He also indicated that knowledge consists of many stuff such as factual and perceptual, motor skills, feelings, and many others. However, language is one of the parts of the exact mental network, which is the long-term memory. The well-known differentiation of memory is the sort term and the long-term memory but recently the scientists identified a new type, which is the working memory. The essential difference between short and long-term memory is that "short-term memory demonstrating temporal decay and chunk capacity limits" (Cowan 2008). Therefore, they are different in duration and capacity (see Cowan 2008). Fasold & Connor-Linton,2014 refer to the working memory as "the ability to store and process information at the same time" . They supplemented that memory has a massive impact on vocabulary and grammar rules, also the reading ability and listening proficiency in the SL. While, (Hudson,2008) defines working memory as "the limit of words and things we can remember in one period". The memory ends

up having a role that affects language learning but it has not been shown off that polyglots have more valid memory than the norm folk.

7.1.6. Attitude

Learners' attitude toward language learning is concluded in personal traits and general interests and it might be positive or negative. The learners' feelings about learning a certain language and the style of learning (the students' feelings about the teacher, curriculum, classmates, course, and all the rest of the stuff that is related to it). The students who have a positive attitude can learn better and faster compared to those who have a negative attitude (Khasinah 2014). Khasinah further tested Ellis' work. He defines attitude as some beliefs about different elements concerning language learning. He believes language attitudes are the attitudes which speakers of different languages have toward other's languages or to their own language" (Ellis 1995: 292) as cited in (Khasinah 2014:259). Since the positive attitude is so helpful in the process of language learning, we should boost it through having a positive environment and a suitable learning technique.

4.2. Learning styles

In this section, I will be talking about three main learning styles but first, we need to Each learner follows a particular way of learning that makes her/him comfortable. That is concerned with all kinds of students whether they just want to pass or they are passionate. Being comfortable with the style of learning is an essential principle for achieving success in language learning. Branch and Gilakjani indicate the significance of learning styles by claiming that humans are different therefore their learning styles should be different too (Branch & Gilakjani 2011: 104-109). Alan Pritchard in his book provided various definitions that are capable of giving a general understanding of the learning styles.

■ "a particular way in which an individual learns"

■ "a mode of learning - an individual's preferred or best manner(s) in which to think, process information and demonstrate learning"

■ "an individual's preferred means of acquiring knowledge and skills" ■ "habits, strategies, or regular mental behaviors concerning learning, particularly deliberate educational learning, that an individual displays" . Brown defines learning styles as "the manner in which individuals perceive and process information in learning situation" (Brown 2000 as cited in Branch & Gilakjani 2011: 108). As it is clear, many linked characteristics found within the above definitions. Therefore, learning styles have credit in learning and studying; for instance, replacing the use of text by using pictures, working in groups instead of working alone, ..etc. Therefore, it depends on the learner's preference which necessarily means; a style might work successfully with a certain group but fail another. The students who achieve significant success are more engaged in the learning process because they gain a sense of control. "The term 'learning preferences' refers to the conditions, encompassing environmental, emotional, sociological and physical conditions, that an individual learner would choose if they were in a position to make a choice" (Pritchard,2008). The choice then is also a vital feature in the students' progress, although it is more related to the cognitive preference area (Pritchard, 2008:42). The teacher's style of learning might help some students to upgrade their level successfully and be less helpful to the rest of them. Due to this reason, the teachers should be aware of their styles. Learning style awareness should affect pedagogy (how teachers teach) and have to provide teachers with a better understanding of the students' needs and the need for various materials and styles (Pritchard, 2008). However, some researchers are strictly against the learning styles. They claimed that there is no such thing, it is a myth that came

from "the common belief that instructions should be more effective if they match students' learning style" (Lee et. al. 2016: 1037). there are three main types of learning styles:

1- Visual learning style

Learners who like to learn by using their sight are called visual learners. They are defined as people who "think in pictures and learn best in visual imagines", When they see the materials (either by maps, posters, photos, or any other tool related to sight), they seem to have a high ability to remember the information (Pritchard, 2008).

2-Auditory learning style

to th primbel Auditory students are who tend to learn by listening. (Gilakjani and Branch's,2011) definition of an auditory learner is someone who learns "best when hearing the information and, perhaps, listening to the lecture" . This kind of student benefits from his/her good auditory memory therefore they learn by hearing stories, discussion, ..etc. for instance, they prefer 'sequence, repetition and summary' (Pritchard, 2008). They easily remember the information by recalling the speaker's tone, speed, and stressed words (Lampariella,L. n.d.,2020)

3- Kinaesthetic learning style

Refers to the students who learn more actively by participating in the class, being a part of the process. In this case, they are physically and emotionally involved that they can recall information easily as a result of being connected to the activity (Pritchard, 2008). For example, role-play or moving around, are some of the kinesthetic learners' techniques (Gilakjani & Branch 2011).

7.3. Methods

A great number of methods of language learning are there, yet there is no single method that leads to certain success. It is not a negative statement; in fact, it means you do not have to depend on one method. Rather you will have a variety of choices and rely on the method that helps you the most. Some methods may work for certain people but not for others. (Gilakjani & Branch 2011).

7.4. Lessons

Schools and lessons are the traditional ways of learning languages whether they are a group or individual classes. Before getting into more details, we need to take a close look at teachers. We have native and non-native teachers, it argues who is best teaching languages and each side has its claim. A native speaker is who learns the target language in childhood as a first language, while a non-native speaker is who learns the target language in schools and has another language as a native language. Native teachers have advantages and disadvantages. The advantages of having a naive teacher represented by providing students with a model in which they are exposed to the correct pronunciation and acquire an accent. That would help them to grow communication skills and sound like natives. Besides the wide background knowledge of the language and the flexibility in using words. On the other side, some points can be considered as disadvantages. Native speakers just know the language and use it unconsciously, therefore when it comes to rules they lack the competence of explaining (especially, if they are hired only because they are natives but not teachers). Unlike non-native teachers who are capable of teaching all the rules, because this is the way in which they learned the target language Non-native teachers are more familiar with the learners' needs than they were language students once. In addition, they have the same native language as the students, which makes the process easier. Gardner supports this opinion and highlights that teaching should include both educational and cultural contexts. (Cook ,1992).

• **Compulsory language lessons at school**

Many students are incapable of using and expressing themselves in the target language (mostly English) although; compulsory language classes are embedded in almost all schools. Many reasons can explain that as the following Krashen believes that class teaching considered helpful for beginners. He claims that it is much better for a beginner to learn from the teachers' simple talk than being exposed to natives without having any prior knowledge of the language (Krashen 2009). However, after long study and researches, they found that (with or without this so-called teacher talk) most students cannot communicate in the target language. There are many different reasons for this matter. First, students are not active in the class. They want their teacher to make them able to use the language without having any role in the process (L. Lampariello n.d.2020). Second, students deal with the lesson as a material, not as a skill to have. They are not motivated to use the language, it is just like any other subject in the curriculum; therefore there is no high improvement noticed (L. Lampariello n.d.). This explains why most multilingualisms start their language learning journey after school.

• **Group lessons**

Group lesson is another kind of language learning inside classrooms. This kind of class is attendant by students who are interested in learning that language (apart from those children who are forced by their parents) Group lessons distinguished by the number of members and themes, which are interesting for students. It is a fantastic opportunity to interact with people who have the same interests (i.e. to learn a new language) and benefit from each other (O'Brien 2018). This kind of classroom environment is helpful for students, who lack motivation. Working with a group increases their potential, where they interact with their classmates and lecturers, and helping each other overcoming challenges. Group lessons create a safe zone where students are not afraid of making mistakes (O'Brien,C. 2018).

• **Individual lessons**

Individual lessons are the opposite of group lessons and language classroom teaching. Some students prefer this kind of class and some do not. There are many different faces of individual lessons. First, the teacher intensively focuses on the student. This can be considered as both positive and negative. As the student is alone, he/she receives all his/her teacher's attention and all the knowledge; therefore, we can see fast progress in the student's level. Moreover, the student will not get bored or zone out, because the teacher does not have other students to get busy with some and neglect others. The subjects of individual lessons are usually interesting for the student, due to they fit his/her needs and interests. What is more, the teacher has flexibility in concentrating on the weak points of that single student. On the other hand, since the student is alone, he/she cannot communicate with other students. As a result, there will be no competition, and he/she cannot compare to check his/her upgrading. That affects student's motivation to keep it up. It is near impossible to use kinesthetic style and its very useful and entertaining techniques like work in pairs or language games or competition among students. It is more likely to use visual learning styles such as reading, or auditory styles such as listening. (O'Brien,C. 2018).

7.5. Reading

Reading is another method of language learning, yet it is not an easy one especially for beginners. The reason is that reading involves complicated brain activities; the reader needs to have a good knowledge background about the language to be capable of reading . People usually read for understanding an idea or for fun. However, they are more likely not reaching

these aims when reading is a hard mission for them. There are multiple ways to use reading for learning and this is what I will discuss in the next few pages. Kató Lomb had used reading as a fundamental method of learning, for two reasons. First, it was the only possible way back then. Second, she is fond of reading, she believes that "We should read because it is books that provide knowledge in the most interesting way, and it is a fundamental truth of human nature to seek the pleasant and avoid the unpleasant,". In (Kuimova,A.,2019) point of view reading is "an interesting, effective, and, above all, fun way to learn a language" . She claimed that reading is a practical way to enhance learner's vocabulary. She stated that the reader does not need to know all the words of the text (some vague words can be guessed through the context) and when they face the same words multiple times, their minds will be capable of recognizing the meaning and the use of these words. Moreover, through the process, readers gain a massive knowledge of understanding the language structure and use. Reading enriches readers' language in all aspects. For example, vocabulary, grammar rules, and how words work together Many pieces of research proved the validity of reading in showing great progress in the learners' level. (Ellis,1994) believes that "reading is associated with vocabulary development and improved spelling" . Likewise, Krashen,2009 supports this claim and states that acquisition is gained by reading texts in the foreign language . There are many different kinds of books and reading styles, which are appropriate for language learning. Pleasure reading is one of the reading styles. It states that learners should read something that interests them; as a result, their brain will digest meanings and recognize grammar patterns (Krashen, 2014), who use the reading method advise using multiple kinds of books and on different levels. (Kuimova,2019) believes that learners should start with children's books because children books have a simple language and ideas.

7.6. Audio-lingual teaching

Listening plays a significant role in SLA. It is considered hard for foreigners to listen in the target language (Chuang and Wang, 2015). However, Andrew Weiler(M.A. Applied Linguistics; University of Melbourne) believes that "listening precedes speaking, so without listening closely to [one's] progress in speaking will be limited". Listening skill is used the most above all the other skills. According to Ellis,1994 students need to learn listening at first. However, teachers do not use this approach . Language learning methods emphasize the use of audio-lingual technique of teaching. In order to make use of this method, learners have to stop listening to random stuff. As the case with reading, they should listen to something interests them in order to keep themselves motivated (see Rintaningrum, 2018). (Lampariello,2020) advises concentrating on "the bigger picture"; it means that students do not need to get every single word; what matters is that they have to understand the main idea of that speech . Ellis,1994 supports this point of view stating that learners tend to interpret single words and that leads them not to understand the main message. The audio-lingual method can be used in many multiple ways. Krashen named four methods depending on audio receptors: simple repetition, substitution (exchanging a word by another one) transformation (changing the form of a sentence e.g. from a statement into question).

- **Deliberate listening** ("focuses on understanding, evaluating and analysing messages"),
- **Binge listening** (keep listening for so long whenever learners get the chance) and
 - **Passive listening** (listening subconsciously). There is more than only listening to spoken words in auditory learning. For instance, learning via music is very common recently. It is considered a vital means of learning because it has many insides with language such as (tone, intonation, melody, rhythm, and volume...). It also makes words, phrases, or expressions more

memorable due to repetition. Although the majority of methods use the auditory style, we can mix styles together to benefit from it even more. Such as, reading subtitles or listening to an audiobook while reading it. Audiobooks can be both, either only listening or also reading the text at the same time. (Ellis, 1994)

7.7. Technology

Since the 21st century, technology occupied a big part of people's lives. Gradually, teaching, and learning took place in the digital world.

• Social media

Social platforms are the most commonly used by people around the world. It makes the world a small place where you can meet anyone and observe any culture. More than 2.5 billion active users for December 2019 and 1.66 billion log on to Facebook per day (FACEBOOK 2020). YouTube has more than 2 billion active users per month and 1 billion hours of YouTube content views daily. These huge numbers show the possibility of using social media for learning although its main purpose is not educational. Some researchers conducted that social media is capable of making difference in the educational system; it motivates students to be active figures inside classrooms (Ziegler 2007 as cited in Başöz 2016: 431). In order to learn a language, we need more than textbooks. It is required to know about the culture of that particular language. Social media facilitates this part, where you as a learner can follow native speakers on social media and watch them closely. You can see how they use language, what is different and what is similar to your culture ((Başöz 2016), (Zourou, 2012) divided language-learning communities on social media into three different kinds; structured learning communities' communication, marketplaces, and language exchange sites ,the first type includes communities in which learning subjects are well structured e.g. Babbel. Second, marketplaces mean that students find online tutors and pay them for teaching e.g. Italki. The third type is where learners communicate with each other and exchange language.

• TV

TV also can be considered a language-learning tool. It is kind of like books and has many advantages represented by movies and series in the target language or subtitled. As there are many who support this method, there are some who defied it. For instance, (Krashen, 2009) stated that educational TV programs could not succeed in helping foreigners to learn a language. Claiming that the input is lacking quality, it is insufficient for that purpose especially for beginners. It is equal to reading in which learners should start with something that suits their level. Sites advise learners to watch children's movies (for its simple language), comedy (should be easy to understand), TED TALKS (for its strong language and it provides the watcher with subtitles), telenovelas, etc.

7.8. Interacting with native speakers

Interaction with natives is not easy yet it has a huge positive impact on learners' level. Usually, learners take this step when they have an advanced level, some start on a basic language level and user interaction with natives as a method to upgrade their level. However, confidence runs a big part in this process. Learners should take themselves out of their comfort zone and communicate in order to see an improvement. Traveling to a foreign country is a good idea to oblige yourself to interact because it is going to be the only possible way to live there (O'Brien 2018). Defiantly, many people are living abroad for such a long time, yet they still cannot hold a conversation in the target language. These cases highlight the importance of motivation and the intentions of people to learn. Learning a foreign language through living abroad is affected by the circumstances and surrounding people. This is important because

learners need to use the language and be exposed to the culture. If people around the learner provide him/her with good knowledge about the culture and language use, the aim will be nailed successfully. The point is learners need to blend in with natives. Learners sometimes face difficulty in understanding natives as they speak fast. Therefore, natives change their speaking style in order to help learners (speak slowly and unnaturally) depending on the learners' level (Ellis,1994). Krashen,2009) made up three different kinds of interaction with language learners. Basic-talk, foreigner-talk, and teacher-talk. The basic-talk is like a normal conversation between two native speakers.

7.9 Pedagogical Implications in language learning

The field of language learning is vast and constantly evolving, with numerous pedagogical approaches and their associated implications.

Pedagogical implications in language learning refer to the strategies and approaches that can enhance the teaching and learning process. These implications are based on research and theories in the field of language acquisition and education. Here are some key pedagogical implications for language learning:

1. Communicative Approach: The communicative approach emphasizes the importance of meaningful communication in language learning. It encourages learners to engage in real-life situations and use the language for authentic purposes. This approach focuses on developing the four language skills: listening, speaking, reading, and writing. (Murcia, C.,2014)

2. Task-Based Learning: Task-based learning involves designing activities and tasks that simulate real-life language use. Learners are given tasks to complete using the target language, which promotes active engagement and problem-solving. This approach emphasizes the importance of meaning and communication over accuracy. (Willis, J.,2007)

3. Content and Language Integrated Learning (CLIL): CLIL integrates the teaching of a subject (e.g., science, history) with the learning of a second language. This approach provides learners with opportunities to acquire language skills while engaging with subject content. It promotes the development of both language proficiency and content knowledge. (Coyle, D., 2010)

4. Individualized Instruction: Recognizing that learners have different needs and learning styles, individualized instruction involves tailoring teaching materials and methods to suit individual learners. This approach allows learners to progress at their own pace and focus on areas where they need improvement. (Nunan, D. (1991)

5. Technology-Enhanced Language Learning: Technology offers various tools and resources that can support language learning. Computer-assisted language learning (CALL), online platforms, mobile applications, and language learning software provide opportunities for interactive and self-paced learning, multimedia resources, and real-time communication. (Hubbard, P. (2013)

It's important to note that pedagogical approaches may vary depending on the specific context, learner characteristics, and learning goals. It's always recommended to adapt the teaching methods to the needs of the learners and stay updated with current research in the field of language education. (Murcia, C. , etal.,2014) state examples of pedagogical implications in language learning:

1. Focus on communication and meaning: Move beyond rote memorization and prioritize authentic communication that utilizes the target language for real-life purposes.

2. Active learner engagement: Create opportunities for students to actively participate, explore, and apply their learning through tasks, projects, and discussions.
3. Personalized learning: Provide to individual learner needs, learning styles, and interests to ensure effective and meaningful learning experiences.
4. Error correction: Focus on providing constructive feedback and scaffolding, rather than simply correcting mistakes, to promote language acquisition.
5. Integration of culture: Incorporate cultural insights and understanding into language learning to provide a holistic learning experience.
6. Technology integration: Utilize educational technology tools and resources to enhance learning, engagement, and motivation.
7. Assessment for learning: Use assessment as a tool to inform instruction, provide feedback, and track student progress.

Conclusions

The research is concerned with how multilingualism get to learn or acquire languages. multilingualism do not follow a strict method in learning multiple languages. In this paper, the researcher concentrated on mentioning some and explaining them in order to benefit the reader rather than narrating all the methods. From this perspective, you can make your own mix and create a new method that works the best. For instance, using social media to contact native speakers or other learners, which enhances communication skills. Besides, reading some books interest you, helps in strengthen your language (vocabulary and structure). Finally, watching series or movies (should be interesting for you) which expose you to the culture and everyday language. Many factors affect the process of learning the second language, it can be individual differences such as motivation, age or native language, etc. or it is about the method and styles that is followed in the process itself, also pedagogical implications for learning. Eventually, speaking more than one languages nowadays is required. No matter how complicated the process is and despite the differences among people, it can be achieved in one way or another.

References

- Baker, A. (2011). Foundations of bilingual education and bilingualism. 5th ed. United Kingdom: Multilingual matters.
- BAŞÖZ, T. (2016). Pre-service EFL Teachers' Attitudes towards Language Learning through Social Media. Elsevier. Procedia: Social and Behavioral Science. pp. 430-438.
- Bialystok E.& K Hakuta 1994 in Other Words: The Science and Psychology of Second Language Acquisition Basic Books New York. --- -
- Bialystok, E. (2001). Bilingualism in development. Cambridge: Cambridge University Press.
- Bloomfield, L. (1935). Language. United Kingdom: Moltlal Banarsidass Publishes Private Limited.
- Butler, Y. & Hakuta, K. (2004). Bilingualism and second language acquisition. United Kingdom: Blackwell publishing Ltd.
- CENOZ, J. & GENESEE, F (1998) Psycholinguistic perspectives on multilingualism and multilingual

- CHUANG, L. & WANG, C. (2015). Listening Enhancement: Converting Input into Intake. Common European Framework of Reference for Languages (CEFR): The CEFR Levels. Council of European Portal [online]. [cit. 2020-03-25]. Retrieved from: <https://www.coe.int/en/web/common-european-framework-reference-languages/leveldescriptions>
- Cook, V. (1992) Evidence for multi-competence. *Language Learning*, 42, (4), 557-591.
- COWAN, N. (2008). What are the differences between long-term, short-term, and working memory? Department of Psychological Sciences. *Prog Brain Res.* 323-338. doi:10.1016/S0079-6123(07)00020-9
- Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014). Teaching English as a second or foreign language. National Geographic Learning.
- Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and Language Integrated Learning. Cambridge University Press.
- ELLIS, R. (1994). A theory of instructed second language acquisition. Academic Press.
- FASOLD, R. W. & CONNOR-LINTON J. (2014). An Introduction to Language and Linguistics. 2nd ed. United Kingdom: Clays, St Ives pls. ISBN 978-1-107 63799-3.
- Ferguson, C.A., Houghton, C., & Wells, M.H. (1977). Bilingual education: An international perspective. In B. Spolsky & R. Cooper (eds), *Frontiers of Bilingual Education*. Rowley, MA: Newbury House.
- GILAKJANI, A. P. & BRANCH, L. (2011). Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Teaching. English Language Department, Islamic Azad University, Lahijan, Iran. doi:10.5296/jse.v2i1.1007.
<http://dx.doi.org/10.5296/ise.v2i1.1007>
- GREEN, D. W. (1986) Control, activation and resource: A framework and a model for the control of speech in bilinguals. *Brain and Language.* 210-223.
- Grosjean, F. (1985) The bilingual as a competent but specific speaker-hearer. *Journal of Multilingual and Multicultural Development*, 4 (6), 467-477.
- Hamers, J. F. & Blanc, M. H. A. (2000). Bilinguality and bilingualism. Cambridge: Cambridge University Press.
- Hubbard, P. (2013). Computer-assisted language learning: Critical concepts in linguistics. Routledge
- Haugen, E. (1956) Bilingualism in the Americas, Alabama: American Dialect Society.
- HUDSON, R. (2008). Word Grammar, cognitive linguistics and second language learning and teaching Improve your Listening in a Foreign Language - The Ultimate Guide. Joy of Languages [online]. [cit. 2020-03-25]. Retrieved from: <http://joyoflanguages.com/improvelistening-foreign-language/>
- Jebner, V. (1997) Towards a dynamic view of Multilingualism In: M. Putz (ed.) Language choices: conditions, constraints and consequences (pp. 17-30). Amsterdam: John Benjamin.
- KHASINAH, S. (2014). Factors influencing second language acquisition. *Englisia*, vol. 1., no. 2. 256-269.
- KLIMAS, J. (n.d.). Learn a Language By Reading: 5 Easy-to-Follow Steps. Fluent in 3 Months [online]. [cit. 2020-03-25]. Retrieved from: <https://www.fluentin3months.com/learn-a-language-by-reading>
- KRASHEN, S. (2009). Principles and Practice in Second Language Acquisition. Pergamon Press Inc. 0-08-028628-3

- KUIMOVA, A. (2019). 92 Books Later: How To Learn A Language By Reading. Linguapath [online]. [cit. 2020-03-25]. Retrieved from: <https://linguapath.com/learnlanguage-through-reading>
- KURNIAWATI, N. (2017). Being a Polyglot: A case study of a nine-languages speaker. Universities Surykencana Cianjur.
- LAMPARIELLA, L. (n.d.). Why Learning a Foreign Language in School Doesn't Work (and How to Make it Work) [online]. [cit. 2020-03-25]. Retrieved from: <https://www.lucalampariello.com/learning-a-foreign-language-in-school-doesnt-work/>
- LEE, C., YEUNG, A. S. & IP, T. (2016). Use of computer technology for English language learning: do learning styles, gender, and age matter?, Computer Assisted Language Learning, 1035-1051, DOI: 10.1080/09588221.2016.1140655
- Lightbown, Spada (1999). How languages are learned. Oxford.
- Macnamara, J. (1967a). The bilingual's linguistic performance. *Journal of Social Issues*. 23: 58-77.
- Mayberry, R. L., & Eichen, E. B., 1991. The long-lasting advantage of learning sign language in childhood: Another look at the critical period for language acquisition. *Journal of Memory and Language*, 30, 486-512.
- MONDAHL, M. & RAZMERITA, L. (2014). Social media, Collaboration and Social Learning-a Case-study of Foreign Language Learning. Copenhagen Business School. ISSN 1479-4403 Multilingual People. ilanguages.org [online]. [cit. 2020-03-25]. Retrieved from: <http://ilanguages.org/bilingual.php>
- Noprival, N., Rafli, Z., & Nuruddin, N. (2019). Breaking the Secrets behind the Polyglots: How Do They Acquire Many Languages?. *The Qualitative Report*, 24(11), 2916-2928. <https://doi.org/10.46743/2160-3715/2019.3730>
- Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. Prentice Hall
- O'BRIEN, C. (2018). Should You Learn a Language in the Classroom or Through Immersion? GO: Overseas [online]. [cit. 2020-03-25]. Retrieved from: <https://www.gooverseas.com/blog/language-learning-immersion-versus-classroom>
- Oksaar, E. (1977) on becoming trilingual. In C. Molony (ed.) *Deutsch im kontakt mit anderen sprachen* (pp. 296-306). Kronberg: Scriptor Verlag
- Portes, A., & Hao, L. (1998). Bilingualism and loss of language in the second generation. *Sociology of Education*. 71(4): 269-294.
- Pritchard, Alan (2008), Ways of Learning: learning theories and styles in the classroom. Taylor & Francis E-Library.
- Reyes, I. (2008). Bilingualism: A holistic view. In J. González (Ed.), *Encyclopedia of Bilingual Education in the US*, SAGE Publications.
- RINTANINGRUM, R. (2018) Investigating Reasons Why Listening in English is Difficult: Voice from Foreign Language Learners. *Asian EFL Journal*. English Language Education Publishing.
- Romaine, S. (1995). *Bilingualism*. Second edition. Oxford: Blackwell Publishing Ltd.
- Rosenberg, M. (1996). Raising bilingual children. *The Electronic Journal for English as a Second Language (TESL)*. Retrieved March 15, 2014 from: <http://iteslj.org/Articles/Rosenberg1 Bilingual.html>

- SCARCELLA, R. & HIGA, C. (1981). Input, negotiation, and age difference in second language acquisition. *Language Learning*. 31. 409-437.
- Skutnabb-Kangas, T. (1984) Bilingualism or not. Clevedon: Multilingual Matters.
- WILLIAMS, S. & HAMMARBERG, B. (1998). Language Switches in L3 Production: Implications for a Polyglot Speaking Model. Oxford University Press, 295-333.
- Willis, J., & Willis, D. (2007). *Doing task-based teaching*. Oxford University Press.