

The Complex Interplay of Factors and Strategies on Second Language Acquisition

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Article Info	Abstract
Received: 27 July 2025 Reviewed: 1 August 2025 - 10 December 2025 Accepted: 21 December 2025 Published: 31 December 2025	<p>Purpose This research paper aims to investigate the methods learners use to acquire second languages and the factors that affect Second Language Acquisition (SLA).</p> <p>Methodology The study collected data from two participants via semi-structured interviews: one via Zoom and the other face-to-face.</p> <p>Results/Findings The study found that SLA results from a combination of personal factors and environmental factors, which include age of acquisition, motivation, attitude, self-confidence, and anxiety, along with the teacher's role, technology use, social environment, and family support. Students utilized cognitive, metacognitive, social, and affective learning approaches that proved successful and appeared unique to them.</p> <p>Implication Research indicates that second language acquisition involves a complex and individualized process that demands contextually appropriate instruction along with emotional and social and technological assistance.</p>

Keywords: Second Language Acquisition (SLA); Internal factors; External Factors; Learning strategies

1. Introduction

Second Language Acquisition (SLA) is the process of gaining a language other than the mother tongue (L1) of an individual (Krashen, 2009). SLA is also a crucial area of investigation for linguists and educators because it leads to a better understanding of how people learn, process, and maintain second languages. Learning an additional language is not inherent (i.e., it does not happen automatically over time; it is not typical), unlike first language acquisition which unfolds naturally for children. There is no single cognitive reason to learn a second language, decision-making criteria depend on internal and external (social-psychological) factors.

In the current era, the importance of a second language (mainly English) proficiency has augmented in terms of professional development, academic achievement and as a tool for communication due to the growing interconnected world (Erbay,2022).

It is very difficult for learners in other countries to learn English as second language although the language is widely taught. One of the main barriers is the mother tongue that affects fluency, grammar and pronunciation overall. It also hinders the naturalism of the students' second language learning. What is more, students receive English in formal education context but have little chance to practice it in their daily lives. The corollary with this outcome is that it limits the chances to practice and progress their skills.

There are many salient factors that hinder second language learning such as age, social psychological factors, material used in teaching, monolingual teachers and mother tongue interference (Cutting edge, 2018). And it is factors like these that affect the development of fluency and accuracy of students in English. These circumstances

could consequently impact learners' competence and limit their options on the world labor market and in the for Rajasthan students who continued with higher education without a proper intervention.

Additionally, Ramli et al. (2022) suggests that factors of L2 acquisition are composed of both linguistic and non-linguistic factors including cognitive styles, autonomy, strategies of teachers, exposure to English, psychological factors, and application of technology. These are the things that need to take place in classroom flow, yet they often are not. Furthermore, teachers need to focus on the students' learning and not their language outcomes if they are going to be effective in teaching.

In addition, Montano (2017) emphasizes the significance of learning strategies in their impact on how much of a second language can be learned by students. The way traditional theories of grammar are often less effective is primarily due to their focus on language norms rather than being concerned with real language in action. Meanwhile, cognitively, communication strategies play a part in providing richer conditions for learning. Without such strategies adapted to their students' learning situations and needs, EFL educators cannot help their students to become more proficient in their second language.

It is necessary to understand these factors so as to enable learners to learn a second language effectively and teachers to teach languages effectively (Asman, 2023). Optimizing the receptive language skills of students involves motivation and reducing socioeconomic disparity, reaching out to parents, developing a stimulating atmosphere, as well as teaching focussed on the biostructure of people. These issues can be addressed and good solutions can be found to help students to become multilingual.

Accordingly, researchers are attracted to an examination of the determinants of second language acquisition and the tactics for more effective language learning.

Based on the background that has been outlined, the following are the research questions:

- 1.1. What factors influence second language acquisition?
- 1.2. What strategies can create a more effective second language learning process?

2. Literature review

2.1. Second language acquisition (SLA)

The acquisition of a language in any language that contrasts with one's first language or mother language (L1). SLA can occur in different formal domains, such as the language classroom, or naturally through interaction. SLA is interdisciplinary, drawing on other fields such as sociology, psychology, education and linguistics. This involves not only phonology, morphology, and syntax, but also semantics and pragmatics.

In contrast to the acquisition of a first language, second language acquisition is distinguished by the fact that learners possess an existing linguistic framework. This enables the transfer of language, both in a positive and negative sense.

Second Language Acquisition (SLA) is the process of learning a second language whereby one gains competence in another language after mastering the native language. In most instances, SLA occurs subsequent to first language acquisition and may be achieved in a formal environment, through social contact, or via independent study, unlike first language acquisition, which occurs naturally from birth (Krashen, 2009).

As proposed by Ellis (1997), second language acquisition (SLA) investigates the cognitive, social, and psychological processes that affect the success of second language learning, as well as how individuals learn, comprehend, and utilize a second language. Brown (2007) further elucidates that SLA does not solely involve memorization of words, but also the development of communication ability, language ability, and the adoption of cultural norms that regulate the use of language.

First-language acquisition is an intuitive process, unlike the deliberate process of second-language acquisition. From childhood, people acquire their first language through a range of basic communication strategies before achieving fluency. After achieving proficiency in the first language, people can embark on acquiring a second language.

Several theories and previous studies categorize the factors influencing Second Language Acquisition (SLA) into internal factors (individual differences) and external or environmental factors (social support and environment).

2.1.1. Internal factors (individual differences)

In second language acquisition (SLA), learner individual differences such as motivation, attitude, and aptitude play a foundational role in determining the pace and success of language learning. Motivation, as defined by Gardner and Lambert (1972) and Dörnyei (2005), functions as an internal force that initiates, directs, and sustains goal-oriented behavior, serving as the driving mechanism that compels learners to persist in their efforts until specific objectives are achieved (Wei & Hua, 2013). Within the context of SLA, motivation is commonly categorized into two primary orientations: integrative motivation, which stems from a learner's desire to engage

with the target language community and culture, and instrumental motivation, which is driven by pragmatic goals such as academic advancement or career benefits. Closely related to motivation is the learner's attitude toward the target language and its speakers; Gardner (1985) emphasized that positive attitudes tend to facilitate language acquisition, whereas negative attitudes may result in resistance or even impede progress. In addition to motivational and affective factors, language aptitude represents a relatively stable cognitive predisposition that influences learning efficiency. Carroll and Sapon (1959), through the Modern Language Aptitude Test (MLAT), characterized aptitude as a natural ability for rapid language learning, encompassing skills such as sensitivity to phonetic patterns and grammatical awareness (Richards et al., 1985). While learners with higher aptitude may acquire grammar, sounds, and vocabulary more quickly, research by Long (1988) suggests that sustained effort and attention can compensate for lower aptitude, underscoring the dynamic interplay between innate ability and learner agency in the SLA process.

2.1.2. *External factors (environment and social support)*

Beyond internal learner factors, the social and academic environment constitutes a critical determinant of second language acquisition (SLA) success. Educational institutions, in particular, exert a profound influence on learning outcomes through pedagogical approaches, constructive feedback mechanisms, and curriculum design that prioritizes communicative competence. When institutional language policies actively encourage and facilitate the use of the target language, learners tend to experience accelerated acquisition. Central to this environmental influence is the role of exposure and practice. Krashen (1982) posited that comprehensible input serves as the fundamental element for adult SLA, wherein learners acquire language most effectively when exposed to meaningful linguistic content slightly beyond their current proficiency level. However, input alone is insufficient; learners achieve higher proficiency through sustained, contextually relevant exposure combined with active engagement in productive and receptive skills—namely speaking, listening, reading, and writing. Immersion experiences, such as overseas study programs and language exchange initiatives, further intensify this process by providing authentic, uninterrupted exposure to the target language, thereby facilitating more rapid and naturalistic acquisition.

2.2. Strategy used in second language acquisition (SLA)

To navigate the complexities of second language acquisition, learners deploy a diverse repertoire of learning strategies designed to facilitate comprehension, enhance retention, and enable effective language use. Theoretical frameworks in language learning strategy research have provided systematic classifications of these approaches. Oxford (1990) categorized language learning strategies into four principal domains: cognitive strategies, which involve memorizing vocabulary, analyzing grammatical structures, and practicing reading and writing; metacognitive strategies, encompassing the planning of study sessions, setting language goals, and self-monitoring of progress; social strategies, which facilitate learning through interaction, conversational practice, and collaborative group discussions; and affective strategies, aimed at managing emotions, overcoming language anxiety, and sustaining motivation. Building upon this foundational taxonomy, Dörnyei (2005) extended the discussion by emphasizing the role of motivational strategies in enhancing learner engagement. These include creating a supportive, low-anxiety learning environment, implementing goal-setting techniques to maintain focus and direction, and integrating enjoyable, interactive activities to sustain intrinsic motivation throughout the language learning process.

3. Methods

3.1. Research design

This research uses a descriptive-qualitative study of the factors affecting second-language learning and learning strategies. This model corresponds to Sugiono's (2018) definition: knowledge of natural phenomena based on qualitative data. According to Sandelowski (2000, in Furidha, 2023), descriptive qualitative design is used to categorize the findings, which is relevant to the purpose of this study. According to Creswell (2014), the qualitative researcher seeks to gain insight into the meaning of human experiences in a social or cultural context without altering reality.

3.2. Participant

The participants consisted of two individuals selected through purposive sampling, a technique for selecting individuals based on specific criteria (Sugiono, 2019). The criteria for participant selection were: learners of English as a second language from an early age and residing in a community where English is used as a second language.

3.3. Techniques of collecting data

Data were collected through semi-structured interviews with open-ended questions, allowing participants to express their opinions in depth (Creswell, 2014). The interviews were conducted online via Zoom for one participant in Malaysia and face-to-face for the other, providing flexibility and comfort in the data collection process.

3.4. Data analysis

The data analysis procedure in this study adhered to the interactive model proposed by Miles, Saldaña, and Huberman (2018), which comprises three concurrent and interconnected stages. The first stage, data condensation, involved systematically selecting, simplifying, and focusing the interview transcripts to extract pertinent information while eliminating redundant or irrelevant content. Subsequently, the condensed data were organized and presented in the data display stage through matrices, tables, and narrative descriptions to facilitate the identification of emerging patterns and thematic relationships. The final stage, drawing and verifying conclusions, entailed interpreting the displayed data to formulate substantive findings, with conclusions being derived directly from the analyzed data without reliance on external verification mechanisms.

4. Results

The results from the semi-structured interviews of two L2 learners are reported in this section. The study was interpreted in terms of the internal and external factors regarding second language acquisition and strategies used by learners.

4.1. Factor influencing second language acquisition

Factors Which Affect Second Language Acquisition. Learning a second language is influenced by both internal and external factors, which may positively or negatively affect its development in learners. According to what we have discussed in this study, we can list out the detailed factors that affect the SLA process.

4.1.1. Internal Factors

The study identified several internal variables influencing second language acquisition such as the point of departure in language learning, motivation, attitude, self-confidence and language anxiety.

4.1.1.1. Age and starting point of second language learning

The data analysis showed differences in the age pattern and starting point of second language learning between the two participants. Participant 1 claimed that he started learning English from the first year of primary education in Malaysia when the Malaysian Ministry of Education had already introduced English as part of the school curriculum:

“..I started learning English since Year 1, where the Malaysian Ministry of Education had already included English as a subject in the school curriculum.”(Informantt 1)

Meanwhile, Participant 2 had a different experience, as he grew up in an environment where English was already part of daily life from an early age:

“i was born in malaysia. so english already became my second language because the curriculum in malaysia—most of it was in english. and in malaysia, english was treated as a second language.” (informantt 2)

Participant 2 emphasized that he learned both his first and second languages simultaneously:

“I learn it at the same time” (Informant 2)

These findings highlight variations in the early contexts of second language acquisition, where some learners begin learning in formal educational settings, while others acquire the language naturally through their social and educational environments.

4.1.1.2. Motivation in second language learning

Motivation is a crucial internal factor in the process of second language learning. Both participants demonstrated different types of motivation. Participant 1 expressed strong instrumental motivation, where English was learned for academic and professional purposes:

“What motivated me to learn English is many universities or companies want those who apply to them to be able to speak, understand, or write in English. It becomes an important advantage. Because of that, I challenged myself to learn English so I can compete and communicate easily.” (Informant 1)

In contrast, Participant 2 exhibited more integrative motivation, learning English for communicative and social purposes:

“Actually, there is no big motivation. But most of my friends use English when communicating, so I needed to learn it... What made me excited? Maybe because I could communicate with my friends and understand most of their conversations.” (Informant 2)

The findings reveal a significant difference in the types of motivation underlying the second language learning process, where Participant 1 is more driven by practical needs (for academic and professional purposes), while Participant 2 is motivated by the desire to engage socially and communicate with others. This difference highlights that motivation in second language learning can range from more concrete practical needs to the desire to build social connections.

4.1.1.3. *Attitude and self-confidence*

The learners' attitudes towards the target language and their self-confidence in using it also affect their second language acquisition. Participant 1 had a positive attitude despite sometimes feeling nervous:

“Sometimes I feel nervous when speaking with lecturers or employers, because they are more proficient. But I still believe in myself to speak with them, even though I'm still learning. My friends always advise me: from mistakes, you learn how to communicate.” (Informant 1)

Participant 2 displayed high self-confidence with minimal anxiety:

“Yeah, I feel confident. But sometimes I get lost. I don't really understand what they're saying. That's why I really try to understand them.” (Informant 2)

Both participants expressed positive feelings about English but they demonstrated different levels of self-assurance. The results indicate that people can develop a positive English language attitude regardless of their learning background. The positive approach of Participant 1 allowed them to overcome their anxiety and maintain both learning and communication activities. Despite feeling confused at times, Participant 2 maintained their high self-confidence throughout the learning process.

4.1.1.4. *Language anxiety*

The learning process of a second language gets impeded by language anxiety. The participants showed relatively low levels of anxiety.

“During my university studies, the language used was fully English, both in teaching and study materials. But I never felt anxious because I could still understand the lecturers and the materials.” (Informant 1)

Participant 2 confirmed a similar experience:

“No... Were you brave enough to speak with friends in English? Yeah, because they were really open. There's no judgment when I talk.” (Informant 2)

When asked about bullying, Participant 2 said:

“Bullying, no... Sometimes, yeah, they laugh at it... If my pronunciation is wrong, they find it kind of funny.” (Informant 2)

The lack of anxiety appeared to benefit their successful English learning process. The relatively low anxiety levels experienced by both participants likely enhanced their ability to learn English as a second language.

4.1.2. *External factors*

Data analysis also identified four key external factors influencing second language acquisition: family support, social environment, the role of teachers and academic environment, and the role of technology.

4.1.2.1. Family support

Both participants emphasized the importance of family support. Participant 1 stated:

“Yes, my family helped me a lot. Sometimes, I speak with my siblings in English to enhance our skills. For me, family support is very important because home is our first educational institution.” (Informant 1)

Participant 2 spoke of specific support from his father:

“My dad really pushed me to learn English more. When I tried to learn Toraja language, he would get mad and say, ‘Don’t learn that language, focus more on English.’” (Informant 2)

However, Participant 2 downplayed the significance:

“there’s not a big significance. maybe it motivates me to learn more, that’s it” (informant 2)

The findings indicate that family support can vary, ranging from practical involvement in using English at home to motivational encouragement provided by parents. This support plays a role in shaping second language learning habits, although its impact may differ for each individual. Participant 1 experienced more active family support in strengthening English skills through direct practice, while Participant 2 felt motivational encouragement, though with more limited impact

4.1.2.2. Social environment

Language use depends largely on the social settings which offer both context and access to opportunities. Participant 1 described their experience in these words:

“Yes, my surroundings helped me. For example, my friends and I usually speak English. I learned from them and sometimes they share tips.” (Informant 1)

Participant 2 compared his experiences:

“In Malaysia, I used English most of the time with friends. In Indonesia, I rarely use English anymore—it’s hard because people here are not used to speaking English.” (Informant 2)

This difference highlights how varying social contexts influence opportunities for second language practice. Participant 1 experienced an environment that supported English learning with frequent social interactions in English, while Participant 2 faced challenges in using English after moving to Indonesia, where the use of English is less common.

4.1.2.3. Role of teacher and academic environment

Teachers and academic settings provide structured guidance. Participant 1 appreciated his teachers:

“Since elementary school, my teachers helped me with materials. Their kindness and teaching styles encouraged me to learn.” (Informant 1)

Participant 2 emphasized the importance of teachers in grammar and pronunciation:

“Grammar and pronunciation are really important. The teachers helped a lot, though the teaching methods may differ slightly between Malaysia and Indonesia.” (Informant 2)

This difference suggests that varying teaching approaches can affect language learning outcomes. Participant 1 felt motivated by an enjoyable and supportive teaching style from primary school, while Participant 2 placed greater emphasis on structured teaching, particularly in grammar and pronunciation, despite the differences in teaching approaches between Malaysia and Indonesia

4.1.2.4. Role of technology

Technology offers access to diverse resources. Participant 1 said:

“Technology helps a lot. I often use Google Translate and Quillbot. I also watch videos in English on YouTube.” (Informant 1)

Participant 2 preferred entertainment media:

“I don’t really like using tech to learn, but I often watch films and listen to songs. On YouTube, I use subtitles to understand pronunciation.” (Informant 2)

Both participants used technology in ways that aligned with their learning preferences. Participant 1 primarily used technology for translating and understanding texts, while Participant 2 relied on entertainment media, such as shows and music, to immerse themselves in the language, which helped with pronunciation comprehension.

4.2. Second language learning strategies

Results of the analysis led to the categorization of strategies into four categories: cognitive, metacognitive, social, and affective.

4.2.1. Cognitive strategies

Both respondents often engaged in cognitive strategies, including memorizing vocabulary, practicing pronunciation and watching English media. These are strategies that assist in handling the language material directly, so that learners can internalize and remember linguistic forms more effectively.

“My friend taught me a technique: one word per day. Every day I learn one new word.” (Informant 1)

Meanwhile, Participant 2 learns more words per day:

“I try to memorize five to fifteen new words per day.” (Informant 2)

Participant 1 perceives a greater structure and memorization of a word/day, while Participant 2 would like to learn more words/day. Furthermore, they experienced different grammar learning styles from their education in Malaysia. Participant 1 relied on their primary school education, from which they had gained a solid knowledge of grammar, while participant 2 relied on a more practical use of grammar learned through everyday practice.

These results clearly indicate that the learners used different strategies when they began to acquire a second language, although both used the enrichment of vocabulary as the important initial stage, and therefore, different cognitive processes were adopted

4.2.2. Metacognitive strategies

Participant 1 did not employ a set study plan but relied on informal strategies to aid learning, such as viewing movies/dramas with English subtitles:

“I don’t make any plans. I watch movies or dramas with English subtitles” (Informant 1)

Also, Participant 1 takes note of their level of English by engaging in conversation with others and inquiring about their language abilities. They’ll most likely do this with friends:

“So, I monitor my English language achievement by talking to others. And ask them how my English language. Usually, I do this with my friends” (Informant 1)

In contrast, Participant 2 had no schedule or structure for regular monitoring of their learning. When they were asked about planning and monitoring, they answered:

“No, I don’t have a learning schedule or track my development.” (Informant 2)

“No, I never... Monitor. Monitor my improvement in English” (Informant 2)

Yet, whilst lacking any specific plan or monitoring system, Participant 2 still structures their learning more simply. They establish daily targets to memorize five new words every day, the dream is that these can be used in everyday conversation:

“I already said before that I... Try to memorize five words in a day, right? My goal at that time is that... I can use that words in... My communication. Yeah, I can use it in my communication skills” (Informant 2).

The result also suggests that despite not possessing a clear plan and monitoring (by Participant 2) they still self-regulate to get better in English. It is only a single snippet, but by recording daily goals, participant 2 is displaying an underlying feature of metacognitive strategies that of informal planning towards clear and measurable learning goals.

4.2.3. *Social strategies*

Both learners are inclined toward social learning. Participant 1 said:

“I like group learning. We can correct each other and exchange opinions.” (Informant 1)

Participant 2 respects both single and collective learning:

“Sometimes I want to learn alone, but sometimes I need friends—especially to correct pronunciation.” (Informant 2)

This result suggests that both participants value social interaction as they learn their second language. I am going to compare the two participants in a different light to illustrate the advantage of group learning, namely the opportunity to correct errors and compare viewpoints; exposure to discussion and sharing is an important aspect of understanding the language data. Participant 2, however, appreciates the flexibility of studying on their own but still needs social contact to practice pronunciation, so they are a mixture of autonomous and social learning.

4.2.4. *Affective strategies*

Participant 1 uses practice to manage their anxiety:

“I get nervous when speaking in front of a class. I try to talk more to get used to it.” (Informant 1)

They also keep themselves motivated by a personal principle:

“Keep learning. From mistakes, we learn and improve.” (Informant 1)

Participant 2 has a more relaxed attitude:

“I never felt nervous or frustrated. I just enjoy learning this language.” (Informant 2)

This discovery corresponds to differences in emotion regulation that influence L2 learning. Participant 1 Coping with anxiety, participant 1 manages it by making progress and by encouraging themselves to learning by practice. This shows the use of affective strategies to lower anxiety and strengthen personal motivation in the language learner. On the other hand, Participant 2 does not have a high level of anxiety, and his laid-back attitude is part of a different affective strategy (one that works for him) where he is not very concerned with the language learning difficulties. This mentality could help create a learning atmosphere that is more conducive to learning and prevent the emotional hindrances that sometimes arise when studying a second language.

5. Discussion

This section discusses the findings in light of the existing literature on second language acquisition. It addresses the two main research questions: (1) What are the factors influencing second language acquisition? and (2) What strategies do learners employ in acquiring a second language?

5.1. Factors influencing second language acquisition

The study indicated that SLA is influenced by internal as well as external factors. These results are consistent with the literature (Lightbown & Spada, 2013; Ellis, 2008) that the acquisition of languages is not a unifactorial process, but is rather multi-determined by cognitive, affective and contextual aspects.

5.1.1. *Internal factors*

The age of acquisition was found to be an internal factor of importance. The two Sons were coming from a different educational level in English. Participant 1 started the formal study of English in early elementary school, while Participant 2 was exposed to and acquired English from an early age in a bilingual context. This further corroborates the Critical Period Hypothesis (Lenneberg, 1967; Birdsong, 2006) which proposes that earlier exposure tends to induce more native-like learning, although successful learning can occur at later ages depending on the learning situation and motivation.

The motivation, which was identified as one of the most significant internal variables, had occurred distinctly for the two learners. Participant 1 showed strong instrumental motivation (learning English for academic and occupational purposes). Learner 2 had higher integrative motivation as he used English for socialisation. This is in line with the theory of motivation in SLA as presented by Gardner (1985), who makes a distinction between instrumental and integrative motivations that can both be beneficial to learning depending on the goals and context of the learner.

Performance was also driven by attitudes and self efficacy. Both participants had a positive attitude and self-confidence in communicating in the language. As Krashen (1982) explains, learner's affective filter (including factors such as motivation, self-confidence and anxiety) is the most influential factor when learning a new language. Lower affective filters, such as these learners demonstrate, lead to more input and better learning.

An interesting point is that both subjects claimed to experience only low anxiety, in contrast to much of the second language acquisition (SLA) literature where anxiety has often been taken for granted as a major obstacle (Horwitz et al., 1986). Perhaps this can be attributed to their supportive environments and their much exposure to English in stress-free environment like talking with peers or learning informally.

5.1.2. External factors

In regard to external factors, family support was an important factor, especially for Participant 1, whose family spoke English with her in the household. This also confirms the idea of home as a place for early language learning, particularly if language use is promoted at home (Spolsky, 1989).

The social context was also important. Participant 2 grew up in Malaysia with access to a larger English-speaking community and school system. On the other hand, Participant 1 with Indonesia environment displayed lower possibility on naturalness of exposure. This variation reflects the input and practice opportunities afforded learners in conversational environments characterised by high or low levels of language (Ellis, 2008).

Results of the teacher/aide and pedagogical setting were unanimously positive. Successful tutoring methods and motivation were described by both respondents. The results from this study are in line with Richards and Rodgers (2001), who also indicated how crucial the instructional support is for language development, particularly in EFL settings.

Another externality favoring learning was the technology. Each of the participants relied on the internet for their exposure the language-YouTube videos, movies, and translation tools. This is consistent with Warschauer and Kern (2000) that technology innovations made it possible for learners to have more access to authentic materials and autonomous learning.

5.2. Language learning strategies

The research also investigated the learners learning strategies, which were indexed according to Oxford's (1990) taxonomy: cognitive, metacognitive, social, and affective strategies.

5.2.1. Cognitive Strategies

Both participants reported that they used cognitive strategies on a regular basis, including memorizing words, practicing pronunciation, and watching English videos. These tactics serve to directly manipulate the language material, which helps learners to internalize and recall linguistic forms more readily.

5.2.2. Metacognitive Strategies

The participants' metacognitive strategies were rather unsystematic. Although both learners used setting and monitoring of goals to some degree, neither reported a focus on systematic planning or reflection. This is a potential area to build on as metacognitive awareness is associated with greater learner autonomy and success (Wenden, 1998).

5.2.3. Social Strategies

Social interaction played a significant role, especially in practicing speaking and receiving corrective feedback. This finding supports Vygotsky's (1978) sociocultural theory, which emphasizes the importance of interaction in developing language skills through scaffolding and negotiation of meaning.

5.2.4. Affective Strategies

Affective strategies which included self-motivation, relaxation exercises, and confidence-building manouvres were also noticed. Participant 1 purposefully controlled nervousness when presenting, whereas Participant 2 demonstrated natural relaxation and being positive. They are strategies that control affective variables, emotions -often-forgot-but-decisive elements in SLA (Oxford, 1990).

The present investigation serves as a good reminder of the complex and multidimensional nature of SLA. It is also a complex interplay between internal factors (e.g., motivation, confidence, and language anxiety) and external factors (e.g., learning environments, family support, and educational context). They also use a variety of strategies — many of them non-formal — to support their learning.

These findings are consistent with contemporary SLA theories and suggest that effective language instruction requires simultaneous consideration of psychological and contextual factors. By nurturing constructive attitudes, minimizing anxiety, and fostering a variety of learning strategies, learners can be assured of greater success in second language acquisition.

6. Conclusion and recommendation

The research establishes that second language acquisition (SLA) depends on factors both inside and outside an individual. The learning process involves substantial contributions from internal factors, including the age at which someone learns the language, dual motivation, target-language attitude, self-confidence, and anxiety level. Learners acquire their second language through interaction with family members and their social environment, as well as through teachers' influence and technological resources.

The study observed participants who displayed multiple effective learning methods when studying English as their second language. Their learning experiences demonstrate that early age exposure, personal drive, positive learning environments, and adaptable learning methods are vital components. Participants implemented a mixture of cognitive, metacognitive, social, and affective learning strategies to assist their learning process, although some approaches remained informal.

The research finds that SLA functions as an intricate personal learning experience, based on its results. The process of language learning requires appropriate instructional techniques and tailored emotional, social, and technological assistance that align with individual learner traits and environmental conditions.

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