

## **CHAPTER 2**

### **THEORETICAL FRAMEWORK**

The theories and references that related to this study case are present in this chapter to provide an addition information.

#### **2.1 Linguistics**

Linguistic form is the structure for any language development for each communication that occurs individually. According to Menn (2017 : 30), linguistic form is how to describe languages, dialects, and speech styles accurately and in detail: the different kinds of speech sounds, how the sentences are put together, the kinds of meanings the words have, how the speakers make new words, the differences between formal and informal language, the changes in rapid and casual speech, their relationships to one another, and how they change over historical and even pre-historic time.

It means that, A linguist must comprehend the language itself through the forms, dialects, and speech styles. That means how the forms of words work out for the meaning is affected by what occurs around them or any ecosystem environment that builds the language. Linguistic form discusses mostly how the individuals would provide utterances in many different ways. According to Langacker (cited by Seken 2017: 13), linguistics is simply the study of human language.

Whereas linguistics discusses how language is transferred in our human body, which becomes human language. It brings differences with the literature; when literacy talks more about the arrangement of any words, linguistics talks the most about how the way words will come out of our mouths. Indeed, words could be delivered differently based on the culture that many people have. The culture includes the environment any people lived for, the purpose of any words or discourse people had. Whereas words, sentences, and utterances would have different meanings.

According to Seken (2017 : 14), the linguist attempts to describe how language works, not to give opinions as to how it should work what is correct or

incorrect, and the way it is to be used by its users. As linguists, linguistic aspects became one of the important things to develop while we are still in the golden age of aging. Moreover, linguistics itself is divided into many forms. Each form is structurally arranged depending on the context, mostly in conversation between one and the other. In this study case, the role of linguistics had its own way of benefiting the analysis of how children's language development in SLA (Second Language Acquisition) occurs.

## **2.2 Psycholinguistics**

According to Trevor (2011 : 12), Psycholinguistics is the psychological process involved in language. Trevor wants to deliver to us that physically our bodies could deliver all of the language. Psycholinguistics is also concerned with the storage and representation of the meaning of words and how language processes interface with the rest of cognition. The development of psycholinguistics began in 1936, introduced by Jacob Robert Kantor (Halili & Zahroh, 2023).

According to Halili & Zahroh (2023 : 2), Psycholinguistics itself is an interdisciplinary field combining psychology and linguistics. Whereas psychology could diagnose someone by using linguistic theories. In the human body, the brain is the most important part of producing language or comprehending it. Localization is the language process that involves four important components, including Broca's area, Wernicke's area, the arcuate fasciculus, and the motor corpus. If one of the parts is broken, our brain won't produce or comprehend any language. This part of localization includes neurolinguistics, which is also a part of linguistic studies.

Seken (2017 : 54) says that psychologists are particularly concerned with how language develops in the individual, how the brain processes language, how language is acquired or learned naturally by the child, and how language as a mental system works. It means that psycholinguistics itself discusses how each word could be seen orally, written, and interpreted by others. The process itself lies in psycholinguistic theories and any methods that discuss how language lives in our body.

### 2.3 Second Language Acquisition

Second Language Acquisition mostly discusses the process of second language development that occurs in each individual. Some of us might know about the period or process of this language acquisition. The idea that there is a certain period early in a child's life when the brain can learn the language "naturally," but that this period ends at some point so that learning a language when you're older requires different processes, could be mentioned as: *Critical Period Hypothesis* according to Menn (2017 : 25). It can be concluded that language acquisition occurs after speech production which was already invented by the human brain's localization processes.

Indeed, language particularly proceeds differently inside any human's brain, includes: *What culture does affect their first language? Why is English easier to learn Spanish for a second language?* Furthermore, second language acquisition discusses those processes. According to Menn (2017 : 58), when you are an older child, teen, or adult, what people expect of you is obviously very different from what they expect of a baby or a toddler, and the way they talk to you and listen to you is different, too.

That could be experienced as how you understand what your parents say everyday in your mother tongue, in Indonesian, Javanese, Minang, Sundanese, English, Spanish, or any other foreign language that has different phonology, grammar, vocabulary, or even pragmatic meanings in each language.

According to Fromkin et al. (2018 : 42), children may acquire more than one language at a time. Generously, it could be said that children's brains are open to comprehending their bilingualism or multilingualism abilities. Halili & Zahroh (2023 : 68) found that children could acquire their second language with a few of the factors around them. It means that during the golden age of children, they are proceeding with multiple vocabularies and building those languages inside their brains through neurolinguistic processes.

In this research, I analyze second language acquisition from what they believe, children's age, native language characteristics, learning environment, motivation, cognitive abilities, and aptitude. Whereas, Fahriany (2018 : 52) found that second language acquisition could be influenced by culture. This means that children's

brain processing of language could be affected by their living environment. I focused on analyzing children's second language acquisition based on what Halili and Zahroh said.

### **2.3.1 Bilingualism**

Bilingualism is a common phenomenon that occurs in children when they have the ability to use more than one language. To acquire L2, bilingualism discusses how children proceed with their second language. Those are the factors of bilingualism that also happen to a child who proceeds with theirs.

#### **a. Age**

A second language could be owned during some specific period of a lifetime. It could be in their golden age or during the *Critical Period Hypothesis* of their growth period. Hartshore and Colleagues say that the older the child gets, the stronger the accent may be in their second or third language (cited by Halili & Zahroh, 2023: 69). Halili & Zahroh also said that the critical period hypothesis helps the influence of age in acquiring L2. Ages also have a huge impact on the period of acquiring a second language.

#### **b. Native Language Characteristics**

If you are an Italian, you must speak Italian fluently. If your mom gave birth in Australia, you must be fluent in the Aussie accent. Native language, or our first language, characteristics would be the factors for us to proceed with the second language. As for Halili & Zahroh (2023 : 70), their beliefs are that the characteristics of a native language refer to the similarities and differences that are owned by each language, the first language, and the other language that they want to learn.

For instance, a Korean native would find it so hard to learn English because the language has different alphabets. Besides that, the Spanish one would be easier to learn English, because mostly Spanish and English have similar vocabulary. This means that if children own their mother tongue, it will be the

airport for their flight, their mother tongue not just being their transit airport but their first flight.

### **c. Learning Environments**

The environment, indeed, also had a huge role in acquiring a second language. By proceeding with vocabulary, children must get used to hearing and reading the vocabulary so they can occupy the accent for themselves. Halili & Zahroh exposed that home and school environments are the key components of language development;

#### *1. Home Environment*

Speech production had the first role in acquiring the first language or developing the mother tongue during the child's growth period. In second language acquisition, the home environment is the first place for children to touch each vocabulary on their tongue. Therefore, parents own the main impact of their L1 or L2. Parents could not only the most quantity in their first language but also in their children's second language. Language proficiency in their first language and the ability to read and write determine children's language learning in additional languages. The stronger L1 be, the easier children proceed to acquire their L2. Indeed, the more a parent uses the language with their children, the more children are prompted to use the language.

#### *2. School Environment*

Besides parents, teachers also had a role in their teaching method. The school environments give exposure to the quality and quantity of grade-level instruction and instructional programming. The grade-level materials used by the teacher allow them to differentiate language instruction by meeting their students in their language development process to increase language growth. Pearson (2007) shows how dual-language immersion programs positively benefit children (cited by Halili & Zahroh 2023 : 71). One of the teaching methods that teachers use to provide small or group instruction at the student level is co-teaching.

#### **d. Motivation**

Children would achieve something after they have engaged in what urges them. That engagement is the motivation that could be fostered by teachers and parents. Parents also had the main role in influencing children's motivation by exposing their ability multiples regularly. Whereas Dörinyei (2019) suggests that excelling in student engagement influences a student's learning experiences, increasing motivation (cited by Halili & Zahroh, 2023: 72).

#### **e. Cognitive Abilities**

As Halili and Zahroh (2023 : 73) believe, a person's cognitive abilities or learning disability may sometimes influence their ability to learn another language. Women and colleagues also found that higher performance in specific executive functions or the brain contributes to higher vocabulary knowledge in a second language (cited by Halili & Zahroh, 2023: 73). A second language could be acquired by a child with cognitive disabilities; may proceed differently, but it is often possible if the child was given specialized instruction at their level in language development.

#### **f. Aptitude**

When children are motivated or interested in art, they must be given specific abilities since in their golden age period. For instance, if a girl is good at music, or being a musician such as Laufey, they must already have the talent for being a musician. In general, aptitude includes the component of children's competence to develop their ability to acquire their second language fluently

### **2.3.2 Types of Bilingualism**

According to Halili & Zahroh (2023 : 74), they found that bilingualism is divided into different types of proceeding with their second language. Those different definitions refer to two different types of bilingualism in a person which is;

- a. Individual Bilingualism means that one individual can use two languages proficiently.

b. Societal Bilingualism refers to a whole community or country being able to use two languages proficiently.

Those division is described by Halili and Zahroh as they process language according to the environment they experience.

And three key types of bilingualism:

1. Compound Bilingualism : An individual develops an understanding of and proficiency in two languages simultaneously in a single context. For instance, a child that has simultaneously, in a single context, been brought up learning and speaking two different languages from infancy will have acquired these two languages simultaneously. Children would used to use both languages for everyday interaction with their parents.

2. Coordinate Bilingualism : An individual that learns two different languages in distinct different contexts, often by different means. For instance, if an English native begins learning French at a young age, this child would be considered a coordinated bilingual as they have learned from their parents and French through lessons at school.

3. Sub-Coordinate Bilingualism : An individual learns a second language by filtering information through their native language. If a Spanish person hears an English word such as 'book,' they will seek an association with the vocabulary 'book' in Spanish, which is mentioned as 'Libro' in Spanish. They are using their first language knowledge to know the meaning of the word.

Those division of hose divisions are defined by Halili and Zahroh according to how vocabularies work inside children's brains.

### ***2.3.3 Simultaneous Bilingualism vs Sequential Bilingualism***

a) Simultaneous Bilingualism

Patterson (2002) found that this kind of Bilingualism is exposure to two or more languages from birth during infancy and early childhood (cited by Halili & Zahroh, 2023 : 76). This kind of bilingualism, given the age of the

children involved, means the children learn the languages in natural ways. There are two circumstances of simultaneous bilingualism:

a. One-Parent-One-Language-Strategy occurs if one parent speaks to a child in one language and another parent speaks to the child in another language; both parents speak different languages to a child from birth (or at least if the children already start doing this before 3 years old).

b. Minority Language occurs if the children hear one language at home and learn about another language from daycare, nursery, or people around them.

#### *b) Sequential Bilingualism*

When children acquire a second language, it is after having learned the first language, for instance when the parental tongue is different from the main language they have used, too, of the community or education system. Children exposed to acquiring their L2 from age three and older will also work out the form of sentences, conversations, and pragmatics, and they will be cognitively more mature than an infant acquiring two languages from birth.

Those circumstances under sequential bilingualism occur to a child. A child learns at home and is then placed in an immersion school where the language of instruction is different from what they know at home. In this case, a child could acquire their additional language more formally than the other one.

#### **2.3.4 Effect of Bilingualism**

A child who learns additional languages considers the impact from Bilingualism occurs to them. According to Halili and Zahroh (2023 : 78), they both believe that the children who acquire their second language will have both advantages and disadvantages. If a person acquires a second language or is bilingual, they will have the ;

##### a) Wider Communication Ability

An individual who acquires bilingualism will have the privileges of communication. They could compete with more people from different

countries. Speaking two or more other languages opens up many opportunities for people, whether those opportunities are professional, educational, creative, or explorative.

b) Privacy

People with SLA would acquire the ability to code-switch. They could keep the conversation on their own by doing code-switching from one language to the other to keep the conversation private. Code-switching is the ability to switch between different languages or language varieties within a single speech exchange.

c) Increase Cultural Awareness

Culture and language are often so closely linked that being able to speak more than one language. It may give the speaker greater cultural insight and understanding. For instance, if a child is born from different cultural parents, Indonesian and Australian, but has grown up in New York, US, and the child speaks English fluently. Their awareness of the Indonesian heritage may be a lot stronger than if they only communicated in English.

d) Competitive in the Job Market Role

Language plays an important role as a component in business and professional boundaries. The children who acquire more than one language, would be easier to defeat the monolingual one.

e) Creative Expression

In literature, many poets and authors mix their language in the best parts of the language they are fluent in. Being bilingual enables the speaker to still use the these evocative words and phrases without having to dilute their meaning by translating.

Whereas, bilingualism also possesses negative effects that might happen to those who acquired it;

- a) Erodes culture, it means that a bilingual could give bicultural
- b) Interference and Transference, it could occur at lexical (borrowing), semantic, and phonological levels.
- c) Linguistic Incompetence, makes people subordinate or incipient bilinguals.

Halili and Zahroh define those effects of bilingualism that might destroy the plane that children are going abroad; however, every child needs security for any vocabulary that might affect their cultural process for their lifetime.

### **2.3.5 Stages of Second Language Acquisition**

Halili and Zahroh (2023 : 81) believe there are 5 steps to proceed with Second Language Acquisition. Those processes include; pre-production (silent period), Early production, Speech Emergence, Intermediate Fluency, and advanced fluency. Furthermore, every child with different abilities proceeds these steps differently.

#### **A. Pre-Production**

Children ages 0 – 5 years old might normally be passing the first stage by entering speech production first. During this stage, children will normally be silent while listening to what the environment gives them. Kids would listen to new words and gain an understanding of the language and its meanings.

#### **B. Early Production**

After they already gained an understanding of language, children will start practicing by pronouncing new words and typically learn at least 1,000 new words and their meanings, also using new words to some of the short phrases.

#### **C. Speech Emergence**

In this stage, children already know a lot of vocabulary. The number of vocabulary words that they could pronounce would increase specifically. Children, or we could name them students at this stage, will expand their

vocabularies until they know about 3,000 words at this stage. They will start reading and also write their assignments.

#### **D. Intermediate Fluency**

The child will start to think and form how to respond to any conversation in their additional or new language. Mostly, they had learned over 6,000 different words and their meanings. They already communicate in the other language more fluently and continue to improve their reading and writing abilities.

#### **E. Advanced Fluency**

At this stage, we could not mention the speakers as 'children' anymore. They might already graduate from High School or with a bachelor's degree. In this stage, people are already reaching to improve upon and expand their vocabulary and abilities in their second or additional language.

They might find it easier to communicate with, or they might have already lived in another country where those second languages live in it. Those division stages of production are defined by Halili and Zahroh according to a number of vocabulary recognized by the children and also their ages. But not all children can acquire multiple languages; it depends only on age.

### **2.4 Attention Deficit Hyperactivity Disorder (ADHD)**

Some of the other research might analyze students for any master's or doctoral programs, including the theoretical basis from the human sciences in health or any psychological aspects that are related to this kind of research. Therefore, in this research, I found several opinions based on that science including theories from the experts in this field, including interviews with one of the lecturers in the related studies.

As Barkley (2013) found, ADHD is a neurobiological disorder that manifests itself in inappropriate hyperactivity, impulsivity, and self-control, as well as difficulties in maintaining attention (cited by Ramos, 2020 : 8). ADHD is the type of mental disorder that commonly occurs in children with a few of the

symptoms as a sign of any individualist that might be experiencing this kind of disorder.

Quintero & Garcia (2019) also discuss ADHD, that this kind of disorder is a psychiatric disorder that could affect 3-7% of children, which is equivalent to about two children in one classroom around this world (cited by Ramos 2020 : 8). In Indonesia, we might find several cases in every school that mostly had weak abilities to face this kind of disorder. It means that the teacher or any adults around the child must be obtaining the comprehension about ADHD itself.

American Psychiatric Association (2013) found that ADHD disorder, known as the executive functions, is divided into three types, according to predominant symptoms of DSM-V :

- a. Inattentive Type of ADHD : Predominance of attention deficit
- b. Hyperactive/Impulsive : Predominance of Hyperactivity-Impulsivity
- c. Combined Type : Presentation of Symptoms of Two Previous Types

This association also found that some ADHD cases are not diagnosed as well as other disorders. Nor can we ignore a huge increase in the percentage of these students who have low school performance or any behavioral problems, which is the object of rejection by peers or even a reason for dropping out of school. The result of their research about this is that ADHD disorder is divided into a few types, signed by their body and soul experience responding to the symptom itself.

The other theories and studies about ADHD from Sroubek (2013) found that some of these kinds of disorders are identified with or continuing processes of inattention associated with a high level of impulsivity and/or hyperactivity (cited by Salehi 2021 : 3). Sroubek describes that an individual who experiences ADHD symptoms could be identified or could be associated with impulsivity or hyperactive levels division.

Sousa (2001) exposed, Boys are reported to be three times more likely to have had this symptom than girls to be diagnosed with this disorder. Though what Sousa explains about how boys could be the most gendered who experienced ADHD, in this research I do not want to discuss gender that might be affecting the symptom itself; the research will make it equally without any gender affection.

Loe & Feldman (2007) stated that ADHD school-age children experience several academic and educational challenges and behavioral problems that cause school suspension or expulsion (cited by Salehi 2021 : 4). If you were a teacher who also does this kind of research, you might find several cases in school, with many kinds of symptoms in children's cognitive abilities, but it occurs especially with ADHD symptoms.

This research will expose many factors, specifically how ADHD children's environment became the main factor in proceeding with English as their second language or foreign language.

## **2.5 Phenomenology**

### **2.5.1 History of Phenomenology**

The '*Phenomenology*' phrase was introduced by Johann Heinrich Lambert in the 18th century. Then, 'phenomenology' was used by Immanuel Kant. Similar to what Hegel and Fichte did, in 1889, Franz Brentano used phenomenology for descriptive psychology. Furthermore, Husserl used this phenomenon to shape his thinking about "intentionality." During this period, experience is the only thing that is useful for confirming the truth of knowledge that is obtained by the mind. Phenomenology not only gave birth to a new way to comprehend deep down a theory but also the philosopher itself.

Furthermore, phenomenology has given birth to several philosophers, including Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, Maurice Merleau-Ponty, Max Scheler, Alfred Schutz, Max Weber, and Peter Berger. From the 18th to the 19th centuries, phenomenology made a lot of new theories, from 'intentionality' stated by Husserl to how phenomenology could be a new bridge for several philosophers. (cited by Kuswarno, 2009: 3–28). Kuswarno says that intentionality theories came during the development of theories in the phenomenology period.

### **2.5.2 Definition of Phenomenology**

Phenomenology is a study with an approach method from one point of view. As Husserl defines it, phenomenology could exist from 'intentionality' from one

incident to any related incident to give birth to a phenomenon. It means that intentionality itself is reborn in any incidents from one to multiple that had relations.

Kuswarno (2009 : 36) defines A phenomenological study as a study that learns the natural characteristics of people. Kuswarno defines that phenomenology teaches how people's natural characteristics could bring out theories for any knowledge field. The study itself is known as a complex knowledge that has a comprehensive and independent method and also a philosophical basis.

Phenomenology learns the structure of experience and consciousness. Literally, phenomenology is a study that learns about phenomena such as appearances, everything that appears in our experience, the way we experience things, and the meaning we have in our experiences.

Those consciousnesses made the type structure of consciousness, including perception, ideas, memories, imagination, emotion, desires, and will to action, whether it is social action or in the form of language (Kuswarno, 2009). That means consciousness is divided structurally into several types in social action or language form.

I found several types of research that can be built through phenomenology:

1. Temporal Awareness
2. Spatial Awareness (perception)
3. Attention (focus on small or general things)
4. Awareness of a person
5. A person's conscious experience
6. "Self" in different roles (when thinking or acting)
7. Awareness of movement to the presence of others
8. Purpose and intentionality of actions
9. Awareness of others (in the form of empathy, intersubjectivity, and collectivity)
10. Language Activity (understanding the meaning of others and communication)

11. Social interaction and daily activities in a particular cultural environment.

According to the type above, language activity can also be studied by phenomenology as the bridge to knowing the other perspective about learning language or language acquisition. Phenomenology itself does not create characteristics from the experience that have been experienced. Because when an experience is being lived, it will take up all of the attention at that time, and create a bias in the conditions behind it. During the development of phenomenology, there are five different methods born in those period including:

1. Description of Past Experiences, This is called pure description of lived experience by Husserl and Merleau-Ponty
2. Interpretation of the types of experience, by relating them to the special aspects of the context that underlie them. This method is called hermeneutics by Heidegger.
3. Analysis of the form of each type of experience for further elaboration
4. Logical Semantic Model of Phenomenology, namely the method of specifying the true conditions of types of thinking (for example, when a dog chases a cat, not the other way around), or the satisfaction of types of intention (for example, when intending or intending to jump)
5. Experimental paradigm of cognitive neuroscience, the creation of empirical experimental designs to confirm or deny aspects of experience. For example, with a special experiment, the brain can produce electromagnetic waves in certain areas when touched in certain areas. These areas of the brain are directly related to emotions and experiences. Thus, neurophenomenology assumes that conscious experience lies in neural activity, which will produce action in the right situation. Thus, neurophenomenology is a combination of pure phenomenology, biology, and physics.

The last two types emerged in the further development of phenomenology. Conscious experience becomes the starting point of phenomenological research. Furthermore,, the description and interpretation of a good phenomenology according to Husserl and Merleau-Ponty include:

1. The basic form of "intentionality" in an experience.

This form can be seen in how someone states what they think or do. For example, "I walked carefully among the broken glass scattered on the road I passed earlier." Here is a simple phenomenological explanation for a conscious experience:

Subject	I
Action	Walking carefully
Object	Broken glass scattered on the road
Noema	Why should I walk carefully

2. Further analysis of the noema (content of the experience):

3. Other possibilities of the conditions underlying the experience.

In this explanation, classification, explanation, interpretation, and analysis of the structure of experience are made. This analysis includes motor skills, habits, social background, and language that occupy a special place in human relations. One of the sources that explain the diversity of classical phenomenology types in the Encyclopedia of Phenomenology (Kluwer Academic Publishers, 1997) from Dordrecht and Boston (cited by Kuswarno, 2009 : 27), is as follows:

1. Transcendental constitutive phenomenology. A phenomenology that studies how objects are in transcendental consciousness, or pure consciousness. This type of phenomenology separates all relationships with the surrounding world.
2. Naturalistic constitutive phenomenology : A phenomenology that studies how consciousness is natural. The assumption is that consciousness is one part of natural things.
3. Existential phenomenology studies : A phenomenology about human existence, including human experience, action, and free choice in concrete situations.
4. Generative historicist phenomenology : A phenomenology that studies how meaning (found in experience) is generalized in the historical process or collection of experiences.

5. Genetic phenomenology : A phenomenology that studies the origin of meaning in one's experience.
6. Hermeneutical phenomenology : A phenomenology that studies the interpretive structure of experience. Such as how to understand and unite things around us, including ourselves and others.
7. Realistic phenomenology : A phenomenology that studies the structure of consciousness and intentionality. This phenomenology assumes that this structure occurs in the real world, outside of consciousness, and is brought to "existence."

All of those several divisions of phenomenology are useful in the past for me to learn about any incident that occurs around them, and they are used until the present and into the future. The philosophers learned about it so they could expand their knowledge according to where they lived.

## **2.6 Previous Related Studies**

A researcher must obtain any proves to convince their own study or research paper. In other words, I must find several previous studies with both similarities and differences, with this research. Hereby proves and existence of those research that related to this research by using the same study case objects, '*ADHD Student*'.

The first one, is from Sandra Moro Ramos (2020) for her Doctoral Problems with the research journal entitled Discourse Analysis and ADHD in the English as a Second Language Teaching Context. In this research, Ramos using Discourse Analysis from the student with the ADHD Symptoms, with the purpose to analyze their L2 from Spanish to English.

The Second One comes from Triseygeni Lontou (2019) entitled "Foreign language learning for children with ADHD: evidence from a technology-enhanced learning environment". This research caught my attention, because it discuss about the globalization or technologies to analyze the main objects, which are ADHD Students.

The last research that I found is entitled "A Literature Review of the Effect of Individual Differences on Second Language Acquisition" from Tan Anqi (2023).

This research might not as specialized in ADHD Students but there are several similarities with this research, which is comprehend how any individual could differently acquire their second languages.

Based from those three research that mentioned above, the first one having the most similarities to this research, by knowing the factor and reasons from children's environment to obtain and acquire their Second Language. The differences between what Ramos exposed than mine, is she explaining it with Discourse Analysis (DA) theories, which mine are stated by the Second Language Acquisition (SLA) and Bilingualism theories.

The second research, indeed also made several similarities to mine, but Lontou, the researcher made technologies that used by the children or student as the main object of the research. Last but not least, the last research had the most differential than this research, cause there are no ADHD symptoms or any ADHD students as the main objects for obtaining the SLA. In conclusion there are three multiples differences and similarities that occurs each research that I found, and also it came from many different region or country. Accordingly, this research might had a theory or any analysis techniques that might be new if compares with other research with any SLA or EFL studies.