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### How A Learner Learns and Acquires English as A Foreign Language: A Case Study

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#### Introduction

It is acknowledged that children acquire their first language (L1) with relatively little trouble, and in some cases with remarkable speed and quality. Many theories have been suggested by different scholars on how they obtain their L1 (e.g., Brown, 1973; Krashen, 1982; Lee, 2006). Many researchers have studied characteristics of an adult's success in acquiring their second or foreign language with the same speed and quality as children. Some researchers of how adults acquire and learn an additional language are shown in early research conducted by Gardner and Lambert (1972), Ellis (1977) and Rubin (1977), while more recent studies by Griffiths (2000), Ortega, (2017) and Ellis, (2017) have explored this in more depth. In this report, the authors investigated all aspects of communicative competence, based on the proposed model version of Communicative (2000), including linguistic, discourse, strategic, social cultural, interaction, and interactional competence.

This report is comprised of two parts, each of which discusses the following: the first part describes the background of this report, the participant's cultural and language learning background, and the rationale for conducting this case study. The second part presents an investigation of the sample learner data and a discussion and analysis of the learner's strengths and weaknesses based on samples of spoken and written data. Lastly, the authors present future recommendations by deriving short- and medium-term academic and writing improvement goals.

#### Methodology

#### The Participant

The learner is a fifteen-year-old ESL student at a US university, and was previously a student at an Indonesian University. He was born in 1975 to a mother and father who speak a local language (Indonesian). Since he was a small child, he has been exposed to a bilingual neighborhood where Indonesian and Indonesian-English are spoken at home, school, and work.

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Paulo Tan, Kathleen King Thorius, Toward Equity in Mathematics **Education** for Students With Dis/abilities: A Case Study of Professional Learning, *American Educational Research Journal*, 10.3102/0002831218811906, (000283121881190), (2018).

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