



Exploring the Effect of Social Accommodation and Informal Input in Second Language Acquisition

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Exploring the Effect of Social Accommodation and Informal Input in Second Language Acquisition

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Abstract

The acquisition of a second language (L2) is profoundly influenced by both social accommodation and informal input. This study explores the impact of these two factors within the contexts of Bangladesh and Thailand, employing a qualitative case study design. Data were collected through observations and interviews with two sixth-grade Thai students and three Bangladeshi first-year university students, guided by Krashen's Input Hypothesis and Giles's Speech Accommodation Theory. The findings reveal that beyond formal education, informal comprehensible input and social accommodation significantly enhance L2 acquisition. Resources such as television, internet, books, and multimedia provided rich comprehensible input, while interactions within familial, educational, and social settings facilitated social accommodation. Notably, the study identifies variability in L2 proficiency based on the availability and quality of these factors. Insights from this research underline the need for holistic approaches in L2 pedagogy, integrating diverse materials and fostering interactive environments. Recommendations for educators, learners, and policymakers include leveraging multimedia resources, promoting language use in informal settings, and facilitating engagement with native speakers. This study contributes to the growing body of literature on L2 acquisition, offering practical implications for improving language learning outcomes in diverse sociocultural contexts.

Keywords: Accommodation Theory; Second Language Acquisition; Social Accommodation; Comprehensible Input; Cross-Cultural Communication; Language and Identity; Bangladesh; Thailand

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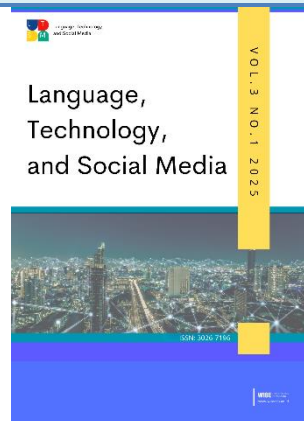
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INTRODUCTION

Second language (L2) acquisition is a complex system, which involves many factors. Theorists have identified many systems and factors related to L2 processing. In this study, we focus on two of the most prominent theories, namely, the Input Theory, which is a behaviorist view, and the Accommodation Theory which relates to the social and interaction aspect of interlanguage. Both the Input Theory (a behaviorist view) and the Accommodation Theory (an Interactionist view) of second language acquisition are important in understanding and dealing with second language learning and acquisition. Burhanuddin et. al [1] explains, Behaviorist view treat language learning as environmentally determined, controlled from the outside by stimuli learners are exposed to and the reinforcement they receive. Parallel to the behaviorist view, Interactionist theories also acknowledge the importance of input where it says that learning takes place as a result of a complex interaction between the linguistic environment and the learner's internal mechanism. Wang and Fan [2] in this regard, more precisely explained how exactly input contributes to L2 acquisition. He argued that L2 acquisition takes place when a learner understands input that contains grammatical forms that are at 'i+1', which means a little more advanced than the current state of the learner's interlanguage.

Howard Giles first introduced the term Speech Accommodation Theory (SAT) in 1973. Giles (1973) noted that the interviewee's vocabulary shifted from professional to colloquial after the interview concluded. Giles determined that individuals adapt their speech style and dialect according to the context and the others they are interacting with. He suggested that people adjust their vocabulary, speech patterns, gestures, and facial expressions to match those of others [3], [4]. According to Giles, speakers adjusted to their interlocutor(s) by diverging (speaking differently) when they wanted to emphasize their uniqueness or widen their social gap and converging (adopting similar speaking styles) when they wanted to close the social gap. A ubiquitous and essential component of successful social interactions is modifying one's communication style. When people communicate, they immediately begin to synchronize the spoken and unspoken aspects of their actions [5].

Over almost fifty years, Communication accommodation theory (CAT) has evolved into a versatile theoretical framework utilized to forecast and elucidate communication processes among individuals, groups, and cultures in various social settings [6]. CAT can be divided into three categories: convergence, divergence, and maintenance. Convergence occurs when speakers try to slow down, use simpler grammar, pronounce words clearly, and use body language and facial expressions to help the other person understand what they are saying. For a variety of objectives, including to appear warmer and more approachable, to get social approval, or to fit in with the dominant group, communicators use convergence. On the other hand, divergence happens when at least one of the participants tries to highlight the differences, make the understanding more difficult, or assert their superiority. However, the final CAT type, maintenance, is more similar to divergence in that it involves no unique modifications to help or impede understanding during interlocutors' discussion [7]. CAT aims to clarify and forecast communicative adaptations and analyze how individuals in an interaction interpret, assess, and react to them [8]. The researchers think the theory's strength is in its flexibility to different circumstances [9].

However, according to different studies, it is found that the theoretical framework of accommodation theory assisted in acquiring different language skills in different contexts. This framework was effective in achieving reading and writing skills in a bilingual context [10]. It aimed

to elucidate and forecast the communicative adaptations that occur during interactions, as well as the way in which these changes are seen, assessed, and reacted to by others in acquiring speaking skills [3], [8], [11], [12].

On the other hand, Stephen Krashen established the Monitor Theory (MT) in the 1970s and early 1980s, which was the first theory created for Second Language Acquisition (SLA) [13], [14], [15]. Krashen's input theory suggests that students improve their knowledge of a second language by grasping more sophisticated linguistic information than their current stage. Ahmed et. al [16] described this stage of input as "i+1," where "i" is the language input and "+1" represents the following step of language acquisition. To acquire the language, the L2 learner must be exposed to understandable material. As a result, the input improves linguistic competence and is regarded as the primary component in L2 acquisition [16]. Thus, L2 learners will acquire language naturally when exposed to rich and intelligible content, allowing for spontaneous acquisition. This is more likely to happen when communication prioritizes significance over structure. Instruction involves not only linguistic norms but also output or production. Production is viewed as the outcome of acquisition, not its origin. Requiring learners to create before they are prepared might impede the learning process by diverting their attention from understanding and processing information.

Now a days technology assist L2 learners getting authentic and real input for language learning. Hence, students may encounter English language movies on TV and in cinemas broadcast in their original language with subtitles, unlike in other nations where they are dubbed, thereby limiting young people's exposure to understandable English input [17], [18]. Since most students' exposure to input occurs during class time, incorporating Flipped classroom into EFL classrooms is a good idea [19], [20]. Language learners can engage with comprehensible input and negotiate meaning in real-world scenarios through mobile devices [21], [22], [23], [24], [25]. Thus, in acquiring second language acquisition the concepts of accommodation and comprehensive input play important roles [3], [6], [10], [26], [27], [28], [29]. As the researchers are teachers of English in an EFL context they want to explore the effect of environment in acquiring language. Therefore. This study will investigate how accommodation aspects where learners are living assist in taking input and getting benefits in acquiring the English language in the second language contexts. As both of us are professional teachers of English & Communication Skills, we need to update our insight and understanding regarding the theories and practices of L2 acquisition, and we are required to do so by our institution. As we are both academically and personally interested in the Input Theory and the Accommodation Theory, we opted to conduct some case studies employing these theories to gather some empirical evidence through practical research or an investigation.

METHODS

This study adopted a qualitative case study approach to explore the role of social accommodation and informal input in second language acquisition (SLA). The research design allowed for an in-depth examination of participants' lived experiences within specific sociocultural contexts. The theoretical frameworks guiding this study were the Input Hypothesis and Speech Accommodation Theory, which provided a lens to understand the mechanisms through which environmental and social factors influence SLA.

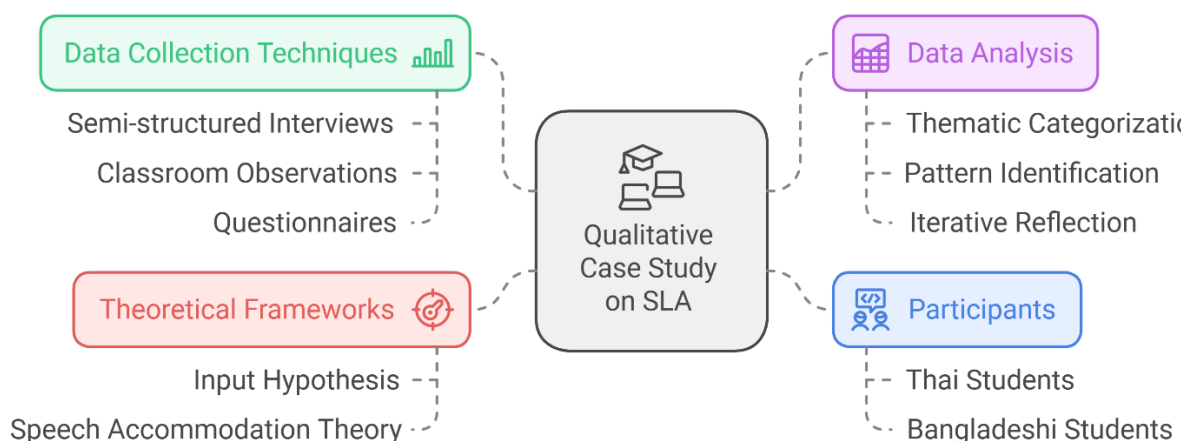


Figure 1. Theoretical Framework of SLA

Participants

The study involved five purposefully selected participants from two countries: Thailand and Bangladesh. The participants included two sixth-grade students from a bilingual school in Thailand and three first-year undergraduate students from a private university in Bangladesh. The Thai students came from cross-cultural families, with varying levels of English exposure at home, while the Bangladeshi participants represented a spectrum of educational backgrounds, including English-medium and Bengali-medium schooling. This diversity ensured a rich comparative analysis of formal and informal influences on SLA.

Data Collection Techniques

Data collection employed a multi-method strategy to enhance the robustness and credibility of the findings. Semi-structured interviews were conducted with both students and their parents to explore key themes such as personal and family background, educational experiences, motivation, social influences, and resource availability. Classroom observations provided a complementary perspective, allowing researchers to document real-time interactions, learning behaviors, and classroom dynamics. To supplement these methods, two sets of questionnaires tailored for students and parents were used to capture detailed and structured information on their respective roles and environments in supporting SLA. The combination of these techniques ensured comprehensive data triangulation.

Data Analysis

Data analysis followed a descriptive qualitative approach, emphasizing thematic categorization and interpretation. The raw data from interviews, observations, and questionnaires were systematically organized into themes, including personal and family background, educational history, motivational factors, social influences, and resource accessibility. Patterns and variations were identified across cases to draw insights into the factors contributing to SLA. The analysis was grounded in the theoretical frameworks, linking the findings to the Input Hypothesis and Speech Accommodation Theory. An iterative process of reflection and coding was employed to ensure accuracy and depth in the interpretation of the data. The study ultimately revealed how differences in social accommodation and informal input influenced participants' language acquisition, providing valuable implications for both research and practice.

Ethical Considerations

Ethical considerations were rigorously adhered to throughout the study. Informed consent was obtained from participants and their parents, ensuring that they fully understood the study's purpose and methods. Confidentiality and anonymity were maintained, and participation was entirely voluntary. These ethical practices ensured the credibility and integrity of the research process.

RESULTS AND DISCUSSION

Case 1: Karan Pillai

Personal and Family Background

Karan Pillai, a twelve-year-old boy, studied in grade six at Satit Bilingual School of Rangsit University. Karan was a very good speaker of both English and Thai, though not so fluent in English. His accent of English was also pretty much Thai-influenced. Karan came from a cross-cultural family with an Indian father and a Thai mother. He was born in Pathumthani province of Thailand and was then living in the Khlong Luang area of the same province. Karan's father was an Engineer who could speak four languages (English, Thai, Hindi, and Malayalam [a local language of an Indian state]). On the other hand, his mother was a homemaker who dropped out of university after marriage. At home, Karan speaks both English and Thai with a greater emphasis on Thai and a lesser emphasis on English. His mother's English was not fluent. Karan's parents had been closely intimate with their son, as they said; they helped him in his lessons and took him to Arts classes and entertainment parks on the weekends.

Educational Background

As he was studying in a bilingual school, he had to study in both Thai and English. He met four foreign teachers across five subjects and five Thai teachers in five different classes. Apart from Thai and English, he also attended a Chinese language class. Besides the regular academic classes, he also actively takes part in various co-curricular activities through participation in some club activities within the schools, such as football, ICT (Information and Communication Technology), reading, and so on. He also goes to a drawing class outside the school once a week. Karan said that he liked the classes and the teachers because he finds fun there. Probably because he likes his teachers, he believes that his teachers also like him. They had activities such as playing square root and math competitions where they had to speak English. Inside the classroom, he has to speak only with the foreign teachers and very rarely with his peers. He said teachers sometimes showed his mistakes and corrected them.

Motivation

The motivation behind Karan's English language training was not clear. Karan said he did not know what he would do in the future. His parents in return said that it depended on Karan's interest. But of course, they said that they wanted a good education for their son and he had to learn English without losing Thai. That is the reason why their boy was in a bilingual education.

Social Factors and Other Resources

Karan does not have much social interaction to use English, though, he sometimes gets chances to speak English with foreigners outside school, usually in shopping centers and entertainment parks. He never has to speak English with relatives and never visited a country outside Thailand. In the family too, he mainly speaks Thai and only sometimes speaks English with his parents. But he had all the supportive resources available at home, such as TV, DVD, VCD, English newspapers, and magazines. He watches English movies, reads English comics listens to English songs, etc. Help and support are available from parents in times of need, especially in preparing homework.

As we have found through this study, Karan has learned English mainly through class participation and extensive involvement in different club activities in school as well as through enough input from watching movies, listening to songs, and reading comics and academic books. The help from his parents also fostered his learning. All of Karan's processes of learning support Krashen's input theory, where he said that second language acquisition takes place through comprehensive input. The case of Karan shows that he liked his teachers, their teaching styles, and having fun in learning and understanding the teachers. This proves that comprehensive input fosters L2 learning.

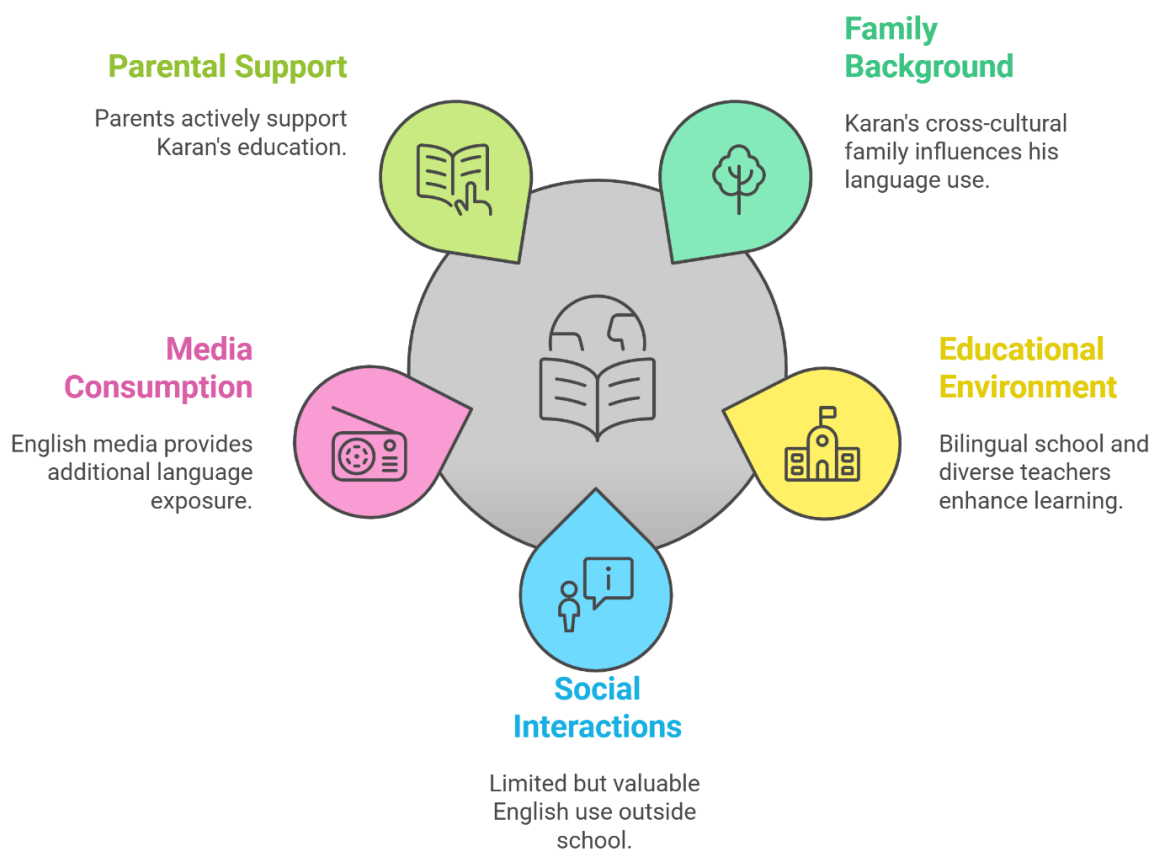


Figure 2. Sociolinguistic Profile of Karan Pillai

Case 2: Natalie Jina Zermani

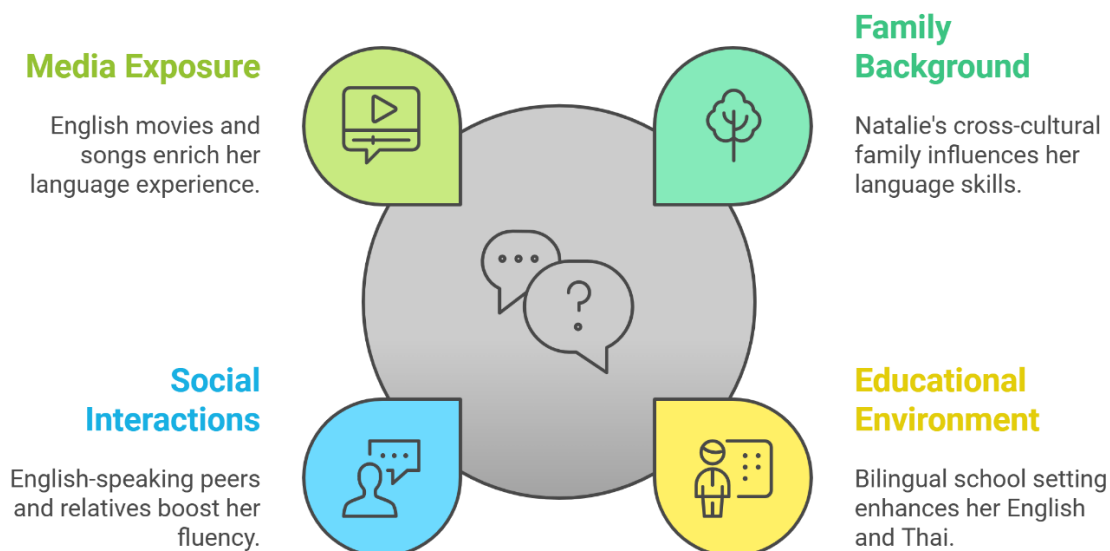


Figure 3. Sociolinguistic Profile of Natalie Jina Zermani

Personal and Family Background

Natalie Jina Zermani was an eleven-year-old girl studying at grade six in Satit Bilingual School of Rangsit University who, compared to Karan, is far more fluent in English with a native-like accent. But she was not so good in Thai. That was why she had been in a bilingual school, which was mainly a reflection of the mother's desire. Similar to Karan, Natalie was also born into a cross-cultural family. Her father is British, a native speaker of English, who could also speak French and Arabic. On the contrary, her mother was a Thai woman, who could speak not-so-fluent English. Natalie's father was the Deputy Academic Director of the same school, where she studies.

Her mother is identical to Karan's mother in many aspects. She is also a homemaker, who dropped out of university after marriage. Likewise, Karan, Natalie was also born in Thailand and living in Bangkok, Thailand. Similar to Karan's parents, Natalie's parents are also intimate with their daughter- they watch movies, go shopping, and do holiday activities together. Moreover, her parents help her to prepare her homework.

Educational Background

Natalie studies in the same grade, class, and same school as Karan following the same curriculum, teachers, and settings. Natalie likes most of her teachers and their teaching styles. But she was not sure whether all the teachers liked her or not. In the regular classes and the activities of ICT classes, she speaks English with her teachers, but she never speaks English with her peers.

Motivation

Natalie was shifted here to learn Thai better because she was poor in Thai. So far Natalie was not motivated to learn English, as she and her parents said that she had been in an international school previously. Moreover, her aim in life is to become a singer or actress. Of course, the father has an aim to send Natalie overseas for higher studies in the future.

Social Factors and Other Resources

Natalie has a very good exposure to English, as her father is a native speaker of English. Natalie, her father, and her sister are all more comfortable with speaking in English than in Thai. So they speak English at home most of the time. Consequently, the mother was also influenced to speak English at home. She said, “They don't want to speak Thai. So, I have sent them to a bilingual school.” Apart from the family members, Natalie has English-speaking relatives to visit their home and to interact with. She also had few chances to visit Spain, where her parental grandmother lives. Besides these, Natalie's family is resourceful in terms of English medium materials. They have a TV on which Natalie watches English movies and other English programs daily. She also read comics and listened to English songs.

Case 3: Danium Shahnawaz Syed

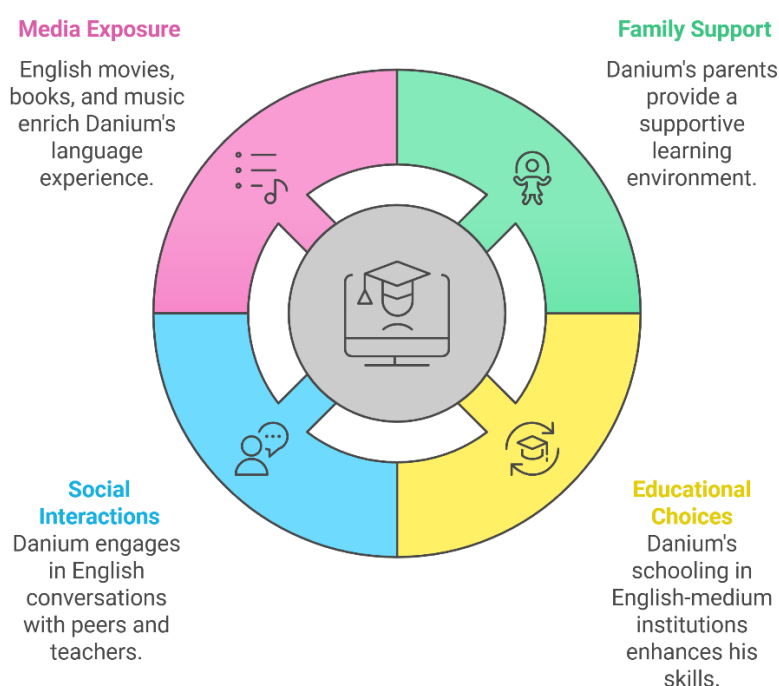


Figure 4. Sociolinguistic Profile of Danium Shahnawaz Syed

Personal and Family Background

Danium Shahnawaz Syed, aged 20, was in the second semester of his undergraduate studies at American International University – Bangladesh (AIUB, a renowned private university in Bangladesh. He had a good command of both Bengali and English, the former being his native tongue. Hailing from Narayanganj, Bangladesh, Danium was born to a businessman father and a college teacher mother. Both the parents were university graduates and professionally engaged. The parents were comfortable in using English for communication and would sometimes do that at home. They, however, could no longer help him in his studies. Sometimes Danium would go out with his parents shopping and site-seeing.

Educational Background

Danium studied at an English-medium school, Mount Royal Academy in Narayanganj, from where he completed his O-level (Ordinary level of standardized British examinations in a secondary

school subject) and A-level (advanced level standardized British examinations in a secondary school subject.). In the tertiary level, the medium of instruction was English as well. He had yet to attend any class conducted by a teacher from a foreign country. During the classes, he had to use English for interaction with teachers. He believed his teachers liked him. He found them approachable and they helped him in improving his writing skills.

Motivation

Both Danium and his parents had a clear motivation, as they had sent their son to an English-medium school and then to a university where the medium of instruction was English. His parents wanted him to pursue a good career and be financially independent. They were completely aware of the importance of English in the job market, and as a result, they chose his educational institutions at each stage of studies very carefully. Danium naturally has an excellent command of Bengali which he would use for daily interactions outside academic businesses.

Social Factors and Other Resources

Danium has a good scope of using English with his parents, friends, and teachers. Though he never visited a native English-speaking country or had native English-speaking relatives or friends, he has supportive resources at home such as TV, internet, English newspapers and magazines. He watched English movies once a week and regularly read English books and enjoyed English music.

Case 4: Farah Manjur Mostafa

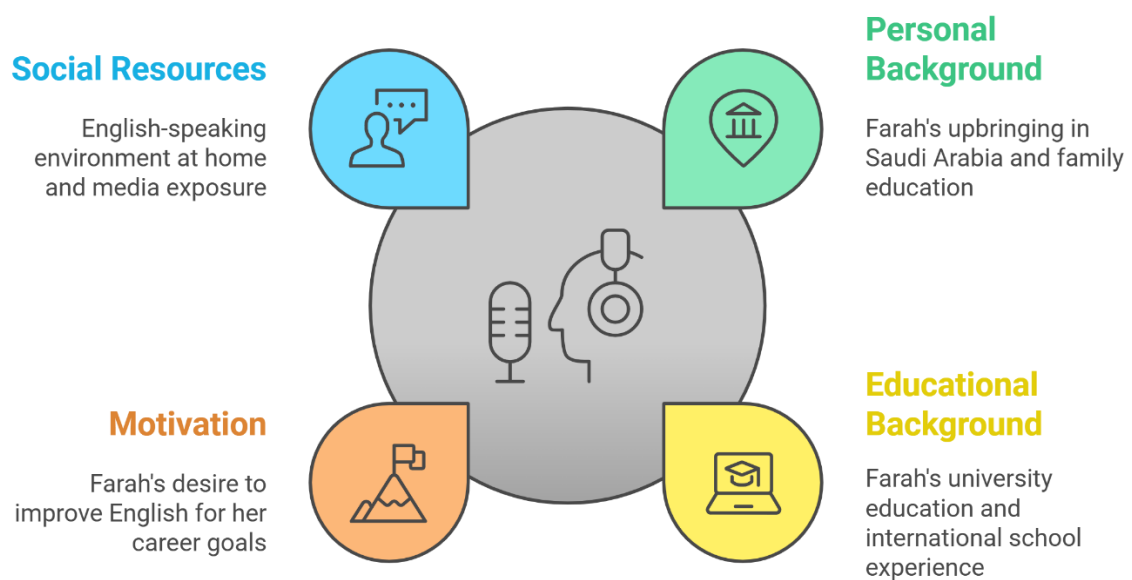


Figure 5. Sociolinguistic Profile of Farah Manjur Mostafa

Personal and Family Background

A 25-year-old girl studying at AIUB, Farha Manjur Mostafa, when compared to Danium, had better fluency in English and almost flawless pronunciation. Her Bengali skills, however, were rather poor, largely due to the fact that she was born and brought up in Saudi Arabia and completed her college there in a completely English-medium environment. Similar to Damium's, Farah's parents have good educational backgrounds. Her mother, a homemaker had a bachelor's degree, and her

father, a retired accountant, had a Master's. While the father was comfortable speaking English, the mother was not. Farah's parents neither could help her in her studies any longer nor take her to outdoor activities.

Educational Background

Farah studied at the same university as Danium but affiliated to a different faculty. She liked most of her teachers and their teaching styles, and believed she was liked by the teachers as well. In the regular classes, she spoke English with her teachers, while her interactions with her peers and friends in the classroom and elsewhere would be dominated by English with Bengali expressions popping up intermittently.

Motivation

Having already possessed a strong foundation of English language literacy, Farah was highly motivated to further ameliorate her English skills. This, she believed, would help her achieve her dream of pursuing a career as a teacher and/or a consultant. One of her key areas of interest was to communicate with people on various subjects.

Social and Other Resources

Farah had a very good exposure to English, as her Grade 10 and Grade 12 were done from an international school. Both she and her father were comfortable in using English in their everyday life. However, their interactions at home would mostly be dominated by Bengali due to her mother's rather poor efficiency in English. She had also visited a few countries. Farah's family was resourceful in terms of English-language materials. They have a TV on which Farah watches English movies in her free time. She also reads English books and comics and listens to English songs.

Case 5: Syed Saifuzzaman

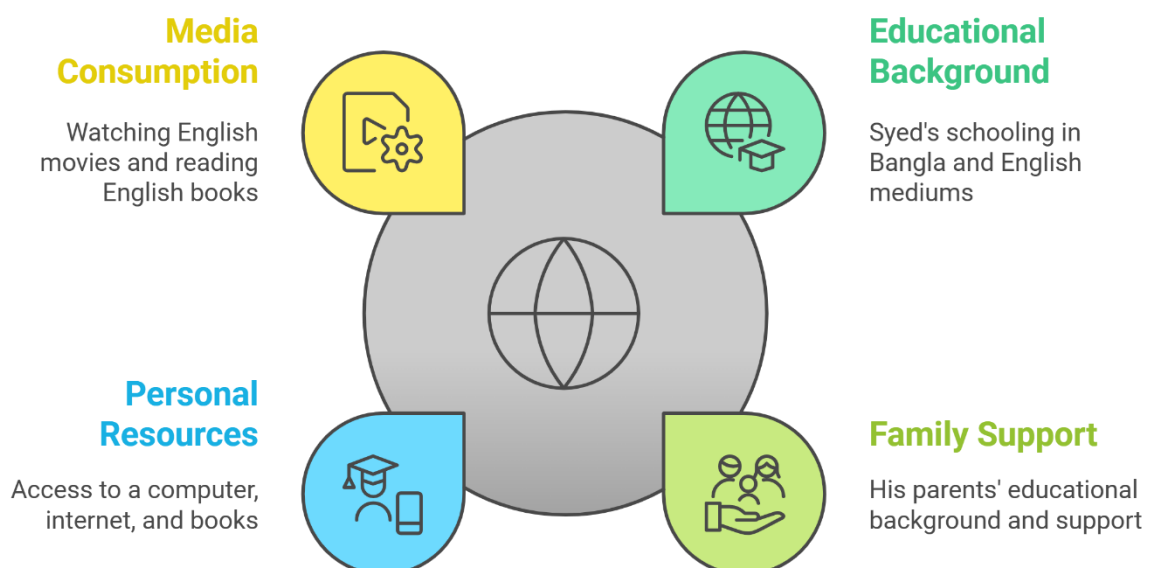


Figure 6. Sociolinguistic Profile of Syed Saifuzzaman

Personal and Family Background

Syed Syfuzzaman, is a 20-year-old boy also studying at American International University-Bangladesh. He was in the second semester of his undergraduate level. He had a moderate command of English. He was born and brought up in Gobindaganj, Gaibandha which was a less developed area in Bangladesh. His father was a teacher, and his mother was a housewife and both of them had bachelor's degrees. Though his parents understood English they rarely use English at home. His parents helped him in his studies and occasionally took him outside for shopping and sightseeing.

Educational Background

Syed completed his SSC from Ajitullah Sarker High School and College and HSC from Bogra YMCA Public School and College where the medium instruction was Bangla. Though he was from a Bengali medium background, he faced fewer difficulties coping in his undergraduate classes where the medium of instruction was English. He found his teachers helpful because they helped him in improving his writing skills. During the class, he had to use English but he rarely uses English outside the class. He liked his teachers very much and he believed his teacher liked him also.

Motivation

Being a Bengali medium student, Syed had a moderate command of English. As a result, to improve his skills in English, he maintained regular attendance in the class and tried to respond in the class when the teacher asked any question. Syed said his primary target was to be a good human being and he did not set any specific goal for his future career yet. His parents in return said that it depends on Syed's interest.

Social Factors and Other Resources

As Syed's family lived in Gobindaganj, he had to live alone in Dhaka to pursue his higher education. He has a computer, internet, and story books as his supportive resources at his temporary home in Dhaka as well as at his permanent home. He neither attended any class of foreign teacher nor visited any native English-speaking country. Syed said, both he and his parents love to watch English movies. He also loves to read English books and comics and enjoys English music.

A Comparative Analysis of the Cases in terms of L2 Acquisition

Two cases of Thailand: Cases 1 and 2

This study finds that Karan and Natalie had many similarities and differences. Natalie's father is a native speaker of English; she speaks English almost all the time at home. She excels over Karan in fluency and accent in English. Though, in school, both were exposed to the same school, teachers, and curriculum, the scenarios at home were far different. Natalie's family was mainly an English-speaking family, whereas Karan's family speaks Thai; most of the time and only sometimes speaks English. Karan's father with an Indian background is a highly educated man with native fluency in English, but as the whole family speaks little English at home, Karan gets less input than Natalie. In the same manner, Natalie had a native accent through exposure to her father and she received greater input of English from her family. Both Cases 1 and 2 support the Behaviorist Theory and the Interactionist Theory of second language acquisition which were explained by Ellis [30] in the literature review section.

Here in these two case studies, we found that Natalie was constantly being exposed to an environment of English speaking both in the classroom, with family, relatives, and other resources, whereas Karan's environment was limited mainly in the classroom and other materials (e.g., TV and books). But, of course, Karan had greater involvement in school, and he had a greater interest in classroom lessons and teachers' presentations. Other variables between Karan and Natalie are the differences in social aspects, which Howard Gile determined in Accommodation Theory cited in Ellis [30]. Gile suggests that "when people interact with each other they either try to make their speech similar to that of their addressee to emphasize social cohesiveness (a process of convergence) or to make it different to emphasize their social distinctiveness (a process of Divergence) [30]. This theory also suggests that the tendency of convergence helps more learning to take place vis-à-vis the process of divergence. As Natalie's family was socially more interactive in English than Karan's family and had a broader social milieu for using English in real-life interaction, it has provided Natalie with greater chances than Karan for a process of convergence. Consequently, it has accelerated the fluency as well as the accent of Natalie.

Three cases of Bangladesh: Cases 3, 4 and 5

Though the three cases of our study in Bangladesh are centered on students from the same university, they have some significant differences and variables in their informal inputs and social accommodations which as a consequence have created some differences in their acquisition of English language (L2). We have found that Danium (Case 3) has a good command of English with a great deal of Bengali influence (L1 influence) in accent and pronunciation whereas Farah (Case 4) has an excellent command of English with flawless pronunciation and native-like fluency. Syed (Case 5) has limited command of English.

Danium and Farah had their primary and secondary education in English medium schools which offered them rich surroundings of English-speaking peers for social accommodation as well as for comprehensive inputs of linguistic items apart from formal input. On the contrary, Syed went to a Bengali medium school and did not have a similar social vibe; additionally, Syed's parents do not make any English conversation at home. Unlike him, Danium and Farah both have at least one parent who is comfortable with English communication at home; this has given them a positive social accommodation and enhanced comprehensive input. None of Syed's parents is comfortable with English, he has less social accommodation and informal input. Another factor of accommodation is that only Farah among the three cases lived in and visited overseas countries which has also given her a greater and extended social accommodation in terms of second language acquisition, which might have presumably helped her to excel over the other two learners in greater L2 acquisition. In terms of resources, we have found that all of the three learners are resourceful in-terms of learning materials as they all have reported about having TV, Internet, English dailies, comic books and books of stories as well as watching English movies and listening to English songs. We can infer that all these materials have contributed to the acquisition of English by providing them informal comprehensible inputs. The variations of their competences might have been caused by other variables as mentioned earlier such as peers and environment at school, informal conversations at home and visiting foreign countries in parallel to formal schooling.

CONCLUSION

This study reveals significant differences in second language (L2) acquisition among five learners, primarily influenced by varying levels of informal comprehensible input and social accommodation. While formal schooling plays an essential role, informal factors such as access to media, books, and interactive environments, along with social accommodation within family and peer interactions, are crucial in shaping L2 proficiency. Learners classified as excellent, good, and moderate in their L2 proficiency demonstrated corresponding differences in the quantity and quality of the input they received. This highlights the importance of the social and environmental context in language acquisition. The findings suggest that L2 acquisition is not solely dependent on formal instruction or strong motivation. Even without significant motivation, learners can develop proficiency if exposed to adequate and engaging learning materials, as well as a conducive social environment. In light of these findings, several key recommendations for improving L2 teaching and learning are presented. First, it is essential for learners to have access to diverse and engaging materials tailored to their individual interests, such as digital resources, multimedia, books, and other content that provide rich comprehensible input. Classrooms should adopt interactive teaching strategies that foster active participation and learner engagement, making use of various co-curricular activities, such as language clubs, to promote language use beyond the classroom. Additionally, parents should be encouraged to actively support their children's language learning by incorporating the target language into daily interactions at home. Strong parent-child relationships and a supportive home environment are crucial for enhancing L2 acquisition. Furthermore, creating opportunities for learners to interact with native speakers in real-world contexts will provide invaluable practical language experience, fostering more authentic language use. In conclusion, this study underscores the critical role that both comprehensive input and social accommodation play in L2 acquisition. While differences in the availability and quality of these factors lead to varying outcomes in language proficiency, targeted strategies that optimize these elements can significantly enhance language learning for diverse learners, contributing to more effective L2 teaching and acquisition.


LIMITATIONS

This study's scope is limited to a small sample of five participants from two countries, Thailand and Bangladesh, which may not fully represent the diverse experiences of second language learners globally. The focus on specific educational contexts, such as bilingual schools in Thailand and English-medium universities in Bangladesh, restricts the generalizability of the findings. Additionally, the study relies on qualitative methods, which, while providing rich insights, may be influenced by researcher subjectivity and participant biases. Future research with a larger and more diverse sample, as well as a mixed-methods approach, could provide more robust and generalizable findings.

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AUTHOR CONTRIBUTION

B.L.T. was responsible for conceptualizing the study, conducting data collection, performing the initial analysis, and drafting the manuscript. R.A. contributed to the development of the methodology, supervised the data analysis, and undertook the critical review and editing of the manuscript. P.M.I.S. provided theoretical guidance, validated the analysis, and led the final revision of the manuscript. All authors have read and approved the final version of the manuscript for publication.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

The author used ChatGPT to refine the language and Napkin AI to generate graphics. All content was thoroughly reviewed and revised by the author, who assume full responsibility for the final publication.

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