



## A Case Study of Multilingual Acquisition: Samim's Learning of Five Languages

**Matiullah Abid**

Foreign Languages Department, Electro Mechanic Faculty, Kabul Polytechnic University, Kabul, Afghanistan  
[matiullahwardak53@gmail.com](mailto:matiullahwardak53@gmail.com)

**Abdullah Zafarmal**

Foreign Languages Department, Electro Mechanic Faculty, Kabul Polytechnic University, Kabul, Afghanistan  
[abdullahzafarmal98@gmail.com](mailto:abdullahzafarmal98@gmail.com)

**Ahmad Muneer Wahidi**

Foreign Languages Department, Electro Mechanic Faculty, Kabul Polytechnic University, Kabul, Afghanistan  
[muneer.keu@gmail.com](mailto:muneer.keu@gmail.com)

DOI: <https://doi.org/10.36892/ijlls.v8i2.2509>

**APA Citation:** Abid, M., Zafarmal, A., & Wahidi, A. M. (2026). A Case Study of Multilingual Acquisition: Samim's Learning of Five Languages. *International Journal of Language and Literary Studies*, 8(2).2092-305. <https://doi.org/10.36892/ijlls.v8i2.2509>

**Received:**

17/01/2026

**Accepted:**

05/03/2026

**Keywords:**

Language, Foreign language, Learning history, learning style, oral and written assessment

**Abstract**

This mixed-methods case study explores how an individual can become multilingual by examining the language learning experiences of Samim, who speaks five languages: Pashto, Dari, English, Urdu, and Balochi. The study aims to answer the research questions: how can one become multilingual? What role did early childhood exposure play in Samim's multilingual development? and how does migration and social environment influence the learning of multiple languages? Data of this case study were collected through interviews, language history narratives and assessments of written and oral proficiency, with particular emphasis on English proficiency. While Pashto is Samim's first language and Dari, Urdu, English, and Balochi were acquired in different social and educational context, the study documents the processes through which all five languages were learned. The findings indicate that early childhood exposure, migration, sustained motivation and meaningful social interaction play crucial roles in successful multilingual development. Although English proficiency is examined in greater depth to provide detailed analysis, the study also presents a descriptive account of learning the other four languages. The result suggest that multilingualism can be achieved effectively through early exposure, supportive environments, strong personal motivation, and offering insights for language learners, educators and researchers interested in multilingual development.

### 1. INTRODUCTION

The participant for this case study is Samim. He was born in Quetta, Balochistan, Pakistan. He grew up in a multilingual society where there lived different tribes with different languages. He is 26 years old. Currently, he works as a businessman. He completed his school in Pakistan, and came back to Afghanistan in 2017. His native language is Pashto, but he knows four other languages such as English, Dari, Urdu, and Balochi. According to Samim,

### **A Case Study of Multilingual Acquisition: Samim's Learning of Five Languages**

he acquired his native language in age three from his family members like Mother, Father, sisters, brothers and other relatives. He learned English Language in age 15 in Pakistan. According to him, he was 15 that he started English courses. Samim acquired Urdu and Balochi languages from people where they lived as his neighbors. In addition to that, he acquired these two languages from his friends and classmates. As we asked him about the benefits of learning of many languages, he answered that he has heard regarding this from ancient people that when a person knows one language, he is one person. When a person knows two languages, he is two persons. According to him, he tries a lot to learn many other languages. Overall, Samim has minor problems in all skills of English. He knows his native language professionally and academically. He has upper hand in all skills of Dari Language. However, Samim do not know Urdu and Balochi professionally and academically.

The purpose of this case study research is to provide in-depth information about Samim's learning five languages, especially English. It is generally believed that learning benefited from one case study can be generalized to many others. This case study may also help learners to find out secrets of the process of five languages learning, problems and ways to learn new languages. We would also like to know what challenges he faced in learning of five languages, and how he dealt with those challenges. Additionally, this case study research will explore Samim's learning styles, learning preferences, Oral and written skills, and a clear history of his life and learning languages. Exploring and analyzing this information regarding our participant will help us bring positive changes in our field career at Kabul Polytechnic University, Afghanistan. Additionally, prior research on multilingual acquisition has largely focused on bilingual or trilingual learners. Meanwhile, this case study focuses on in-depth research exploring the naturalistic acquisition of five languages within a single individual. Through this gap, the study can better justify its focus on Samim's experience and emphasize its contribution to understanding complex multilingual development.

The reason that we have chosen Samim as a Subject of this case study is that he knows and learned five languages (He is multilingual). In addition, through this case study learners may find ways how he learned these five languages, how much challenges he faced, what are the secrets of his success, and how ultimately he learned these languages. The other things that caught my attention to choose him as a subject of my case study is that he is a successful businessman and a social person who has much general knowledge. Also, he is a talented teacher of English who has been teaching English since 2021 in reliable and famous English language learning centers.

## **2. LITERATURE REVIEW**

In education, case study is gathering qualitative data about an issue, event or person for understanding specific purposes such as language learning process of a person, finding secrets of a successful person, understanding to cope with difficulties and so on. According to Bloomberg & Volpe (2002), "it is one of the most widely used and accepted means of qualitative research methods in the social science". Additionally, it provides us in-depth information about successfully learning of a language, its process, problems which helps us understand new ways of language learning and can apply in our life for learning new languages and in other aspects. Also, we can teach those beneficial ways, principles, theories and methods to other people or students that we may learn through case study. The participant for our case study learned English language through hearing from other people (auditory) and through body movement (kinesthetic). Auditory learners learn best when they listen to others, videos or audios. As Gilakjani (2012) and Ahmadi (2011) stated that auditory learners are

mostly using audios and lectures as auditory input because they understand information through speed, emphasis and pitch. Kinesthetic learners learn better when they are doing while learning. As Doenyei (2005) have stated that some kinesthetic learners prefer to walk around when they try to memorize something. As Samim raised in various societies in Pakistan, he may have learned through other learning styles as well. Learning style is a very important element in learning a language. As Moenikia and Bablen (2010) stated that learning style is defined as learner's profile of the habit of how they interact and respond to their learning environment. Therefore, it is very important for teachers to know learners' learning styles and teach based on their learning style.

Another related literature review to our case study is behaviorism theory. Many foreign learners learn language through behaviorism theory. Fauziati (2016) mentioned theories are suitable for foreign or second language learning. As its name suggest us, it is the change of behavior while learning. As Aziz and Muhid (2022) stated that behaviorist learning theory emphasizes individual behavior change. According to this theory, learning is considered successful if there are tests and observations of changes in behavior and experiences of behaviors. Behaviorism theory affects learners' behavior, and also keep learners activate in learning process. As Maulana and Maslahul Adi (2020) stated that changing a learner's behavior form inability to ability or from not understanding to understanding is called learning according to behaviorist theory.

Learning a foreign language is also connected literature for reviewing in this case study. Foreign language is learned better through communication and involvement in community where there are native speakers of language. As social-cognitive learning theory by Bandura (1997) tells us that much of human learning occurs in a social environment and by observing others. It means that people acquire knowledge of rules, skills, strategies, beliefs and attitudes. Learning of a foreign language is also easy when a person learns unconsciously (Acquisition). As Mitchell and Myles (1998) considered learning as conscious and acquisition as unconscious. As a real example, when a person born in a Pashto-native family, he acquires Pashto unconsciously which is called acquisition of language. And when that person learns English language is called learning of a language. Learning of a foreign language helps learners understand their native language better. As Osborne (2003) mentioned that learning a foreign language also helps in our individual development. Research has shown that the study of a foreign language can make an individual to understand his own language better.

Learning styles are also related literature for reviewing in this case study. Understanding of learning style is very important both in learning and teaching of languages. As Akram Awla (2014) stated that understanding learning style helps learners know how to learn a language. He also mentioned that understanding of learning style helps teacher in designing of lesson plans to match their students' styles. Additionally, Ldpride (n.d.) as cited in (Akram Awla, 2014) proposes three advantages of identifying learning styles which are Academic, personal and professional advantages. In academic benefits, he included enhancing students learning ability, finding out how to study in an ideal way and gain good grades on tests and exam. In personal benefits, he included increasing students' self-esteem and self-confidence, learning how to best optimize learners' brain, understanding students' weak and strong points. Increasing motivation for learning and learning how to make learning more enjoyable. In professional advantage, he included effectiveness in team management and gaining an advantage over competition.

### **A Case Study of Multilingual Acquisition: Samim's Learning of Five Languages**

Motivation is another important literature for reviewing this case study because it plays a vital role in learning a language. Khaleque (1990) defined motivation as a condition of living beings, which encourages or directs them for doing work or making internal behavior. Johnstone (1999) stated that motivation is a stimulant for achieving a specific target. Learners who learn are not without two sources of motivation which are internal and external. According to Ryan & Deci (2000) there are two types of motivation, intrinsic and extrinsic. Intrinsic motivation, as its name suggests us, has internal or one's inner factors such as thinking of becoming a well-known translator, teacher and so on. Extrinsic motivation, as its name proposes us, has external factors such as giving learners gifts for their motivation, oral motivation by someone else and so on.

### **3. METHOD**

Before of choosing our subject for this case study, we thought too much and decided to find a person who knows many languages, learned languages in different societies, faced with challenges while learning languages. One of our friends told us about Samim, and we asked about his talent, languages, occupation and other aspects of his life and success. Finally, we have chosen Samim as a subject of this case study because he knows different languages, and he is a successful person in his life. We called him for the agreement regarding our case study, and he accepted. After the preparation of consent letter, we had a great meeting with him and signed the consent letter. Before signing consent letter, we explained the whole case study, its purpose, about his privacy and so on. For the collection of data, we used different tools such as face-to-face interviews, questionnaires, oral assessment paper, written assessment paper and digital recording.

The interview was face to face and semi-structured. We set a very calm place for this interview due to accuracy. In this interview, we asked 16 open-ended and follow up questions. We asked each question accurately and the interviewee answered accurately too. We asked these questions for getting personal information and language learning history. Asking of these questions took about 40 minutes time. For transcription of information, we recorded the whole interview via smartphone.

For his oral assessment, we printed a picture on a piece of paper where there were students and teacher in a class and asked him to describe. For one minute, he thought about the picture, and after a minute started explanation and talked about it nearly 5 minutes and separately recorded for accurate analyzation. The tool we used for recording his speech was a Smartphone.

Additionally, for the collection of more information, we gave him a 16-questions VARK questionnaire. For gaining accurate data, we gave him two days' time because he did not have time that day. The third day we took back. When we analyzed the questionnaire, there were 5 options of As (Auditory), 5 Options of Ks (Kinesthetic), 4 options of Vs (Visual), and 2 options of Rs (Reading / Writing). The analyzed data shows that Samim learns language mostly through hearing, doing and experiencing.

For gathering of his written skill's data, we submitted one piece of paper with three topics, Family, Society, and culture. When we took back two days later, he was written three paragraphs about the topic "Family". He was written those paragraphs very carefully. Each paragraph has unity and coherence. Punctuations were used correctly except hyphen usage.

### **4. FINDINGS**

#### **4.1. Language Learning History**

Samim is a 26 years-old man who was born in Quetta, Balochistan, Pakistan. He completed his school there in Pakistan and returned back to Afghanistan in 2017. He has been living in Kabul since then. His native language is Pashto that he learned in age about 3 in his family; from parents, brothers, sisters and relatives. As he had finished school in Pakistan, in 2018, he passed Kankor exam and succeeded to Bachelors of English Language and Literature faculty of Kabul Education University and graduated with grade A+ in 2023. During his bachelor's program, he was teaching English in Muslim English Language Institute and other private schools. Currently, he is a businessman who buys and sells cars online and has trading company in Sharja of Dubai. According to him, his job is online, easy and has great income. The website he is using for this trade is "Coopark and IA" which are both American websites used for car sells and other trades. He is working remotely from home and his brothers are in Sharja of Dubai have cars showrooms. He is living in an extended and religious family where there are 4 brothers, 5 sisters, 5 nephews, and three nieces. According to him, both his father and mother are alive.

Samim's mother is not educated, but his father is an educated person and major in Islamic education. According to him, his father didn't study school due to the poor economic conditions. However, He studied Islamic studies in his childhood in Masjid of their village and some Madrasas in Afghanistan. In age about 14, his father was a shopkeeper in their own village. After that in the age of 18, he had come to Kabul with his father (grandfather of Samim) and was soldier during the kingdom of Dawood Khan. Around the age of 30, Samim's father went to Saudi Arabia for working. There, he was working in houses building. For about 15 years, he was in Saudi Arabia, after that he came to Afghanistan. About one year, he was in Kabul. Then migrated to Pakistan because of fights. Currently, he is about 68 years-old living in Kabul. According to Samim, his father faced in life with much difficulties that is why his sons are now businessmen and are successful multilingual.

Samim's mother only knows native language, Pashto. On the other hand, his father knows Dari, Arabic, and Urdu languages. Samim's father learned Dari Language in Kabul when he was soldier in the kingdom of Dawood Khan. According to Samim, most of his father's friends were Dari-native language people that's why he learned Dari fluently. Now he can speak and understand Dari in advance. Samim's father learned Arabic in Saudi Arabia. As he was there for about 15 years working as a manual worker, he learned Arabic language from Arab; manual workers and other colleagues. Currently, he understands basically Arabic language (can speak, but unable to write formally). When he migrated to Pakistan, he learned there Urdu language form different tribe-people. Currently, he can speak well, but can't write and read. According to Samim, as his father knows many languages, this encouraged him to learn many languages, too. That's why Samim is now a multilingual person; knows Pashto, Dari, English, Urdu, and Balochi languages.

Samim learned his native language (Pashto) from his family; parents, brothers, sisters and relatives. According to him, he understood and was able to talk Pashto around age three. According to him, their family is multilingual; they talk with one another in their native language, Pashto. In addition to learning of other languages, they did not forget their mother language which is called additive bilingualism. According to Cummins (2000), "additive bilingualism supports learners in advancing a second language while maintaining their first, leading to cognitive and academic benefits. It values both languages equally and strengthens cultural identity". Currently, he is proficient in all four skills of his native language and prefer to talk with people in his native language. One more thing that we really liked about his native

### **A Case Study of Multilingual Acquisition: Samim's Learning of Five Languages**

language is that he knows different accents of Pashto as well such as Kandahari, and accent of Wardak People. When he uses Kandahari accent, no one knows that he is from another province.

Samim learned Dari in Kabul when he came back from Pakistan in 2017. According to him, his neighbors were Dari-native and he learned from them. As he said that at first he was not able to talk fluently, but over the time he learned from the people around him. Currently, he has upper hand in all four skills of Dari language.

He learned Urdu language in Pakistan. When he was in school about age 12. According to him, his school was both in Urdu and Balochi. There were many of his classmates spoken Urdu language. Therefore, he learned Urdu in school from his friends. Currently, he can speak and understand well, but unable to write formally and academically.

Samim Learned Balochi language the same as Urdu. As he was living in Quetta-Baluchistan, there lived many Baloch tribes and from them he learned Balochi. According to him, his many neighbors and friends were Baloch. From them, he learned Balochi language. Many of his classmates spoken Balochi with him during school time that's why currently he knows Balochi, can speak, read, and understand, but unable to write academically. According to him, right now he has relations with some of his classmates message them, and talk with them in Balochi and Urdu.

Samim learned English in different environments such as School, Courses, and from friends. According to him, he was about 15 that he started an English course by the name of Winsome English in Pakistan. However, he had one subject in School of English, he started that course for better and academic learning of English. According to him, he had much interest to learn English and tried to find friends speaking English there in Pakistan. When he finished that course, he was able of speaking, reading, writing and understanding of English language. According to him, learning of English was a wonderful task for him in his life and a key for his success.

When he finished school in Pakistan, came back to Afghanistan. As he learned English to some extent in Pakistan, he was very eager to continue learning of English, so he took Kankor Exam and passed successfully. Then he enrolled in bachelor's of English language and literature faculty of Kabul Education University in 2018. According to him, he did not face with much challenges when he started university because he already knew to some extent in English. As he said that he faced with challenges there in Pakistan while he was learning in a course. According to him, in the first days of his course, he didn't know even one single word. When he was pronouncing some words in class, some of his friends make laugh at him. According to him, this challenge strengthens him and after that he decided to learn English accurately. He also said that sometimes in life, some rude people cause of strength to others. Samim faced with many other challenges while he was learning English such as learning of vocabulary, and the co-education system there in Pakistan. According to him, he could not use words in sentences, and pronunciation of words was also hard for him. He learned vocabulary by exercising more. According to him, he was writing words a lot and using in meaningful sentences. He was also listening to different English native speakers. According to several research papers, learning vocabulary can be hampered by a few factors, including meaning, acceptable usage, pronunciation, spelling, and connotation (Brown, 2001; Nation, 2000; Thornbury, 2004). So, Samim faced with all these problems of words. The other problem that Samim faced was co-education system. According to him, he was not acquainted with co-education system of Pakistan. He was feeling shy when speaking in class in the

presence of female classmates. After some time, he decided to feel free and did not feel shy. According to him, he overcame all these problems by his own decision and hard working. During his bachelor's period, he was teaching in private schools, and in a private course by the name of Muslim English Language Institute. Additionally, he had online courses of English, teaching as volunteer. According to him, volunteering teaching improved his English skill beyond his expectation. Studies indicate that volunteer teaching significantly improves teachers' professional skills, including classroom management, communication, and self-confidence, which later support their academic and career achievements (Smith & Brindle, 2017). Before of graduation in 2023, he decided to leave teaching of English and planned for business. According to him, many factors such as successful life of those who know English, speaking of his friends, and seeing everywhere at any time English effects on him and motivated him to learn English language. According to him, he faced different challenges such as poor economic condition, working so hard, days and nights and so on. Currently, he is very successful business person and really happy in his life. According to him, all these successes are the result of his hard working and learning of English. Right now, he is a businessman. He and his brothers buy and sell cars both online and have cars showrooms in Sharja of Dubai.

#### **4.2. Learning Style**

Learning style has to do with how people bring new information into their knowledge base. Understanding learning style enables us to use our strengths as we study for courses. One of many instruments for determining learning style is the VARK questionnaire, developed by Neil Fleming. The VARK system categorizes learners into four styles: Visual, Aural, Reading/Writing, and Kinesthetic. Many learners show strength in more than one learning style (Fleming, 2001).

We distributed a VARK based questionnaire to Samim. There were 16 questions, each with four options such as visual, Auditory, Reading/writing and Kinesthetic. As he is busy with his business, we give him three days' time for ticking the options. On third day, we took back all the distributed papers from Samim and started analyzation of those papers. We checked the VARK based questionnaire. Samim ticked all options based on his own. When we analyzed there were 5 of As, 5 of Ks, 4 of Vs and two of Rs ticked by Samim. This analyzation shows that Samim learned languages mostly through hearing from people and through doing on his own. Since Samim is primarily Auditorial and Kinesthetic, research suggests that learning improves when instruction includes listening-based tasks, real-life practice, movement, and hands-on engagement (Fleming & Mills, 1992; Fleming, 2006; Dunn & Dunn, 1993). His moderate Visual preference also means that diagrams and visuals can further support learning (Fleming & Baume, 2006). As he is a multilingual person, he learned all the languages mostly through hearing and by doing things on his own. According to him, he passed life mostly outdoors with his friends, neighbors and with different people; heard different languages which is one factor of many that encouraged him to learn five languages.

#### **4.3. Oral Skill Assessment**

Samim's overall success in spoken English is really great. He speaks English nicely and nearly as a native speaker. As we have listened to him, we found that he has strong ability in English speaking, and we rank his proficiency in speaking as upper intermediate. He speaks English as if he born in an English-native speaking country. However, below are some common errors in his English speaking.

It was not easy to discover Samim's errors in oral grammar because he speaks fast and fluent. He uses words as a native speaker more naturally. However, we listened and re-checked the

### **A Case Study of Multilingual Acquisition: Samim's Learning of Five Languages**

recording several times and found that he does not consider word order in his speaking. According to Rijkhoff (2015), “the way words or groups of words are ordered in any particular language is always meaningful, so when a language allows for alternative ordering patterns, each variant should be regarded as communicatively significant”. We heard that Samim said, “the teacher-women is in a stylish mode”. In this sentence, the phrase “teacher-women” should be written or said formally as “female teacher” or “a woman-teacher”. In the mentioned sentence, Samim did not consider subject-verb agreement regulation as well. According to Arnaudet and Barrett (1981), it is important in English that the subject of a sentence agrees with the verb in a way that if the subject is singular, the verb is singular; if the subject is plural, the verb is plural. As Samim said “teacher-women” the verb should be also plural. As we listened many times to the recording, we did not find any other serious error in his speaking. Overall, he is speaking really well and fluent.

Regarding his pronunciation, he pronounced words correctly except Table, interviewing, and minds. He pronounced the word table /'teɪbəl/ as /'tʌbəl/. Instead of the sound /eɪ/, he pronounced /ʌ/ sound. It has two reasons: first, Samim may have learned the word where he did not hear well or practice well. Second, it may be the effect of the region (Pakistan). Samim pronounced the word interviewing /,ɪntə'vju:ɪŋ/ as /,ɪntə'vji:nɪŋ/. He pronounced the sound /vju:ɪŋ/ as longer with n /vi:nɪŋ/. The reason of mispronunciation of this word is that over half of the people from Wardak province has problem in pronouncing the /v/ sound. When they pronounce the /v/ sound, they do not touch the lower lips with the upper teeth. This error has connection with his native language. Therefore, it is a transfer error. Samim also had problem when pronouncing the word mind /maɪnd/. He pronounced the word mind as /mɪnd/. Overall, in his four minutes speaking, he did not make any other errors except the above mentioned. As a foreign learner, his pronunciation was great, and based on his transcribed speeches, we rank his pronunciation as upper intermediate.

Regarding vocabulary errors in his oral grammar, we can say that he had problem in word choice. As we heard in the recording, he said, “stylish mode”. The word “mode” is not fair academically. Instead of this, the more formal and academic way is to say “stylish manner”. The other vocabulary error that we discovered in his speaking is again word choice. We heard that he said, “it is a productive class”. The word “productive” refers to a well-managed and effective class which is not suitable to use academically for a class. Overall, we can say that the mentioned-grammar errors are transfer because these have the connection with Samim's native language.

As a result, Samim's general proficiency in the oral language is high and well-developed. We really like when he speaks English. He uses pauses really nice with their own tone, stress, rising and falling intonation. The errors he had in his speaking mostly refers to transfer because it links with his native language. As a foreign language learner, he has less errors in terms of grammar, vocabulary, and pronunciation when he speaks. It is needed for Samim and such kind of learners to focus on some points of the development of pronunciation and word choice.

#### **4.4. Written Skill Assessment**

We submitted Samim a piece of paper with clear instruction and three topics society, family and culture for writing a page of information only about one of them. Samim has chosen the “family” and has written about it one page of information based on the instruction and requirements. We found him in terms of writing really great and based on the analysis of his writing we can rank his ability in writing as advanced. However, we found in his writing minor

errors which is discussed in below paragraphs in terms of grammar skills, ideas organization, vocabulary skills and using punctuations.

Samim makes some errors in terms of grammar in his writing. He wrote “family is playing crucial role in society”. As we all know that present continuous tense is not used for general truth. It would be academically true to write “family plays crucial role in society”. Instead of present continuous tense, it is fine to use present simple tense for general truth. According to Sahim (2024), “simple present tense is used to show general/ or universal fact” (P.192). This is a developmental error related to tense use. Another error that he makes in his writing is that he wrote “In globalized world where cultures change...”. This sentence needs to article “the”. The correct form of this sentence is “In the globalized world where cultures change...”. This is a transfer error because Samim’s native language (Pashto) do not use articles in the same way as English.

Regarding his ideas organization, he organized all paragraphs based on academic writing. There were three paragraphs, each had topic sentence, supporting sentences and concluding sentence. Additionally, each paragraph had unity, coherence and cohesion. As his case study researchers, we really appreciate his writing skill and consideration of necessary regulations of academic writing.

Samim’s vocabulary knowledge is really great. As we checked his three-paragraphs writing, we found two errors. First, he wrote the word challenging as “Challenging”. Instead of the letter ‘e’, he wrote the letter ‘I’ which is incorrect. Second, he wrote the word irreplaceable as “irrepleable”. He did not write the letter ‘a’. The two errors are developmental because it does not have any connection with Samim’s native language.

Samim also makes some errors in terms of punctuation in his writing. He used hyphen three times incorrectly. According to Howe and Henriksson (2007), “hyphen is a small line used to join words. Its main usage is to divide a word at the end of a line” (P. 40). Samim used hyphen at the end of the second line after the word ‘Shaping’, also in the beginning of third line. Meanwhile, there were no need in both positions because there were enough space and no letter of the word ‘shaping’ remained to the third line. He repeated the same error two times in his writing. Overall, he used punctuations in all positions correctly except hyphen usage.

In conclusion, we can say that Samim’s writing skill is high and accurate. However, he makes minor errors in terms of grammar, vocabulary and punctuations usage. He does not make any error in organization of ideas. The organization of his ideas was outstanding. There were both developmental and transfer errors in his writing. If he practice a lot and notice the mentioned errors in his writing, we are sure that his writing will be more accurate and correct.

## **5. DISCUSSION AND TEACHING IMPLICATIONS**

### **5.1. Language Learning History**

One way to identify students’ strengths and weaknesses is through careful classroom observations. Pay close attention to their engagement levels, Participation, and the quality of their responses during class discussions. Additionally, observe how they interact with their peers, tackle group activities, and paying special attention to those students who are shy and unable to take part in class groups or activities because of shyness.

This case study shows that Samim experienced more challenges during his learning of languages. Those challenges strengthen him physically and mentally. For him, one of those problems was co-education system in Pakistan and the other was learning of vocabulary. As he was not acquainted with girls’ and boys’ joint education, he was not able of talking in classroom which was a challenge for him. For such kind of students, the teacher must consider

### **A Case Study of Multilingual Acquisition: Samim's Learning of Five Languages**

or identify their weaknesses, strengths and needs. Overall, it is essential for teacher to have needs analysis in every class. As Samim faced there in Pakistan with problem of unfamiliarity with the environment. For the teacher, it is necessary to pay deep attention to every student's needs, weaknesses and strengths. As West (1994) believes that needs analysis can enable the syllabus designer to find out the discrimination among various types of learners and design courses based on their needs. Therefore, the goal of needs analysis is to know learners as people, as language users, and as language learners; to know how language learning and skills learning can be maximized for a given learner group (Dudley-Evans & St. John, 1998, p.126). The other challenge for Samim was words pronunciation and using in meaningful sentences. Samim overcame this challenge with many-times writing of words and listened to different English native speakers. As Nation (2015), stated below:

*“To improve vocabulary learning and retention, different strategies have been employed. As for one, central to vocabulary learning as a gradual process is the concept of repetition. Repetition is known to be mechanical or meaningful depending on the teaching methodology applied by teachers. Along with the changes in language teaching methodology from audio-lingual classroom drills grounded in the theory of behaviorism to communicative approaches, vocabulary repetition was constantly shaped and reshaped. Meaningful repetition practices took priority over simple mechanical ones to make learning more enduring” (Horst, 2013; Kartchava and Nassaji, 2017; Hidalgo and Garcia Mayo, 2021).*

Overall, those people who face with words pronunciation and usage in meaningful sentences challenges, it is suggested to repeat words many times; its writing, pronunciation and using in many different meaningful sentences.

#### **5.2. Learning Style and Personality**

According to the study analysis, Samim's language learning style is Auditory, Kinesthetic, and visual. According to Samim, he learned all languages mostly from audios, videos and other people. In addition, he learned by his own efforts and panels announcements everywhere. Through these styles, he learned five languages, Pashto, Dari, Urdu, Balochi, and English. Therefore, from the study analysis we can say that these three styles of language learning (auditory, visual, and kinesthetic) significantly influenced on Samim's languages learning.

Language learners learn best from activities that are interested for them and matched their preferred learning styles, especially auditory, visual, and kinesthetic learning styles. Auditory learners will greatly benefit from sound-oriented experiences like shadowing, speaking drills, podcasting, or rhythm exercises, helping them encode the sound aspects of language (Celce-Murcia et al., 2010; Vandergrift & Goh, 2012). Visual learners will better understand through image-oriented experiences such as pictures, videos, graphics, or writing, enabling them to encode word-meaning associations (Oxford, 2011; Lee & Huang, 2008). Kinesthetic learners will prosper through action-oriented experiences such as Total Physical Response, role-playing, body language, or drama, associating language with action (Asher, 2009; Macedonia, 2014).

#### **5.3. Oral and Written Language**

As we submitted a picture to Samim for his oral assessment, he talked about that picture really well. However, there were some problems in his speaking such as problems in word order, pronunciation, grammar and vocabulary. He was not talking too much fluently. There were lots of pauses like “I think Uh... it is a small class”. As a foreign language learner, he was

speaking great. Overall, his speeches were understandable and accurate. For the prevention of lots of pauses in speaking, it is essential for the learner to listen a lot to different native speakers or listen to the audios. Additionally, a lot of practice is also helpful regarding the reduction of pauses.

Moreover, there were two factors effected Samim's English Language learning. The first was social factor that Samim's family did not know English language to practice with him. According to him, he really liked having a partner for talking in English with him. Additionally, he was not familiar with co-education system in Pakistan. The second factor that effected Samim's English Language learning was psychological problem. He felt shy when he was talking in front of girls.

As we checked writing of Samim, his writing was great, but there were little bit problems in his writing. Samim wrote the word "irreplaceble" which is incorrect. Additionally, he misused hyphen and repeated this error three times. What is great in his writing is ideas organization. He organized his ideas based on academic writing as if English is his native language. Overall, his writing shows academic ability, clear ideas, and meaningful reflections but still need improvement in vocabulary accuracy, grammar and punctuations usage.

As we have found mis-spelling of a word in Samim's writing, it is important for learners of languages, especially English as a foreign language, to learn almost-similar words comparatively and practice a lot. In addition to that, it is necessary for such kind of learners to read a lot. Reading a lot also fortifies learners' spelling. As Joe's (1998) work revealed that spelling of vocabulary was being gained incidentally and learned by its participants through the process of reading and retelling a text.

## **6. CONCLUSION**

This case study has attempted to explore Samim's uptakes and experiences in his English, Pashto, Dari, Urdu and Balochi language learning process. Mostly, this study focused on Samim's English proficiency level. Samim's native language is Pashto that he acquired in age three from his family and Pashto-native relatives in Pakistan. He acquired Dari language form neighbors, friends and inside Dari-native society when he returned back to his own country, Afghanistan. As he raised in multicultural society in Pakistan, he acquired Urdu and Balochi from his neighbors, and classmates in Pakistan. Currently, Samim is 26 years old. This study clearly revealed that up to age 20, he understood, spoke, read and wrote in all five-mentioned languages. It means that in early childhood (up to puberty), one can learn different languages easily and effortlessly. As Lenneberg (1967) stated that acquiring a language to a high level of competency could only be accomplished during this time. It means that language acquisition outside of this time frame is more difficult, making native proficiency less likely. Regarding Samim's English language learning, it is important to draw attention to his four-year studying at English department of languages and literature faculty of Kabul Education University, migration, high level of both internal and external motivation and the time he spent in English learning centers. Based on this case study research, we can say that Samim's ability in English writing is in advanced level, and his ability in English speaking is in upper intermediate level. Overall, as a foreign learner, his strengths are more than his weaknesses in all skill of English Language.

It is also important to note that insights gained from studying a single case study may be applicable to other situations, case study are often highly subjective, which can make it challenging to generalize the finding to broader population. Future researchers are therefore

### **A Case Study of Multilingual Acquisition: Samim's Learning of Five Languages**

encouraged to explore and examine multiple cases, and use large samples to enhance the robustness and generalizability of results.

#### **REFERENCES**

- Arnaudet, M., & Barrett, M. (1981). *How to teach grammar: A practical guide*. Prentice-Hall International. INC., London.
- Asher, J. J. (2009). *Learning another language through actions* (7th ed.). Sky Oaks Productions.
- Azizi, A. A., & Muhid, A. (2022). Teori Belajar Behavioristik dalam Kitab Bughyatul Ikhwan Karya Imam Ramli. *Scaffolding: Jurnal Pendidikan Islam Dan Multiculturalism*, 4(2), 444-461. <https://doi.org/10.37680./scaffolding.v4i2.1533>
- Bloomberg, L. D., & Volpe, M. (2008). *Completing your qualitative dissertation: A roadmap from beginning to end*. Sage Publications.
- Brown, H. D. (2001). *Teaching By Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Longman.
- Bandura, A. (1997). *Self-efficacy: The exercise of Control*. W. H. Freeman & Co.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching English as a second or foreign language* (3rd ed.). Heinle Cengage Learning.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon, England: Multilingual Matters.
- Dornyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- Dudley-Evans, T., & St. John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge University Press.
- Dunn, R., & Dunn, K. (1993). *Teaching secondary students through their individual learning styles: Practical approaches for grades 7-12*. Allyn & Bacon.
- Fauziati, E. (2016). *Applied linguistics: principles of Foreign Language Teaching, Learning, and Researching*. Surakarta: Era Pustaka Utama.
- Fleming, N. D. (2001). *Teaching and learning styles: VARK strategies*. Christchurch, New Zealand: N.D. Fleming.
- Fleming, N. D., & Mills, C. (1992). Not another inventory, Rather a catalyst for reflection. *To improve the academy*, 11, 137-155.
- Fleming, N. D. (2006). *Teaching and learning styles: VARK strategies* (2nd ed.). N. D. Fleming.
- Fleming, N., & Baume, D. (2006, November). Learning styles again: VARKing up the Right Tree! *Educational Developments*, vol. 7, no. 4, pp. 4-7.
- Gilakjani, A. P., & Ahmadi, S. M. (2011). The effect of visual, auditory, and kinesthetic learning styles on language teaching. *International conference on Social Science and Humanity*, 5, 469-472.
- Hawkar Akram Awla. (2014). Learning Styles and Their Relation to Teaching Styles. *International Journal of Language and Linguistics*, 2(3), 241-245. Doi: 10.11648/j.ijll.20140203.23
- Howe, N. & Henriksson, C. (2007). *PhraseBook for writing Papers and Research in English*. English for Research.com.
- Horst, J. S. (2013). Context and repetition in word learning. *Frontiers in Psychology*, 4, 149. <https://doi.org/10.3389/fpsyg.2013.00149>

- Hidalgo, M. A., & Garcia Mayo, M. P. (2021). The influence of task repetition type on young EFL learners' attention to form. *Language Teaching Research*, 25(4), 565-586. <https://doi.org/10.1177/1362168819865559>
- Joe, A. (1998). What effects do text-based tasks promoting generation have on incidental vocabulary acquisition? *Applied linguistics*, 19(3), 357-377.
- Johnstone, K. (1999). *Research on language learning and teaching. 1997-1998*. Language Learning. London: Routledge.
- Khaleque, A. (1990). *Industrial psychology*. Dhaka University, Dhaka. pp 233-277.
- Ldpride. (n.d.). What are learning styles? Retrieved on March, 29, 2012 from <http://www.ldpride.net/learningstyles.MI.htm>.
- Lee, S. K., & Huang, H. T. (2008). Visual input enhancement and grammar learning: A meta-analytic review. *Studies in Second Language Acquisition*, 30(3), 307-331.
- Lenneberg, E. H. (1967). *Biological foundation of language*. Willey.
- Maulana Maslahul Adi, H. (2020). Teori Belajar Behaviorisme Albert Bandura Dan Implikasinya Dalam Pembelajaran Bahasa Arab. *Lisanuna: Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, 10(1), 22. <https://doi.org/10.22373/Is.v10i1.7803>
- Mitchell, R., & Myles, F. (1998). *Second language learning*. NY: Oxford.
- Moenikia, M., & Babelan, A. Z. (2010). The role of learning styles in second language learning among distance education students. *Procedia - Social and Behavioral Science*, 2, 1169-1173. <https://doi.org/10.1016/j.sbspro.2010.03.167>
- Macedonia, M. (2014). Bringing back the body into the mind: Gestures enhance word learning in foreign language. *Frontiers in Psychology*, 5, Article 1467. <https://doi.org/10.3389/fpsyg.2014.1467>
- Nation, I. S. P. (2000). *Learning Vocabulary in Another Language*. Cambridge University Press.
- Nation, P. (2015). Principles guiding vocabulary learning through extensive reading. *Reading in a Foreign Language*, 27(1), 136-145.
- Nassaji, H., & Kartchava, E. (2017). *Corrective feedback in second language teaching and learning: Research, theory, applications, implications*. Routledge.
- Osborne, N. (2003). The importance of learning languages in today's world. <http://www.buzzle.com/articles/importance-of-the-foreign-language-study.htm>.
- Oxford, R. L. (2011). *Teaching and researching language learning strategies*. Routledge.
- Rijkhoff, Jan. (2015). Word Order. In James D. Wright (editor-in-chief), *International Encyclopedia of the social & Behavioral Science*, 2nd edition, Vol. 25. 644-656. Oxford: Elsevier.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, pp. 54-67.
- Smith, J., & Brindle, K. (2017). The role of volunteer teaching in developing professional competencies. *Journal of Volunteer Education Studies*, 12(3), 45-59.
- Samim, N. (2024). *Professional English Grammar (2nd ed.)*. Aksos Book Store.
- Thornbury, S. (2004). *How to Teach Speaking*. Longman.
- Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.
- West, R. (1994). Needs analysis in language teaching. *Language Teaching*, 27(1), 1-19.