



First and Second Language Acquisition in Children: Socio-Cognitive Approach

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Article Info

Abstract

Keywords: Language acquisition, first language, second language, perception, and socio-cognition.

Humans carry out social interactions through communication, and such communication with language, as human children, begin to recognize communication from the process of thinking and it is called cognitive. Concerning language acquisition in children, children's communicative and interactive abilities implicitly (through eye gaze), and explicitly (through the choice of objects) become a problem when influential factors cognize children's language with surrounding influences, in addition to understanding the perspectives of others and surroundings, thus contributing to social interaction. The purpose of this study is to obtain information on opportunities and participation in children's language acquisition through the exploration of language effect elements of children's alignment cognition with influential factors by semiotics and sociolinguistics through synchronized socio-cognitive alignment and in factors that become supporting factors for children's first language and second language acquisition, both in environmental involvement and socially and communicatively, with descriptive qualitative research methods through observation and semi-structured interviews by analyzing through audio video shoots in class, including instructions, language, intonation, gestures, eye gaze, and proxemics, it appears that the opportunity for involvement in coherence, namely the alignment of semiotic resources, is found to be very influential on the acquisition of children's first and second languages by the previous factors. Thus, the synchronization of semiotic resources is expressed through children's cognitive alignment.

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INTRODUCTION

Humans carry out social interactions in a fairly coordinated manner, where language is a tool for communication, every interaction occurs by a human being through the process of thinking first, as we know in scientific language that the human thinking process is cognitive, namely to a human child. Children begin to recognize communication with their environment verbally called language acquisition in children. The process of learning a language is called language acquisition. The process by which children continue to learn to become proficient language users is known as language acquisition. It is a natural process where people pick up language without realizing it. The real-world interaction between an individual and others around him or her is the source of language acquisition.

There are two types of language acquisition in children: first-language acquisition and second-language acquisition. First language acquisition occurs, if the child has never learned any language, and then acquires a language. Second language acquisition occurs if a person acquires a language after mastering the first language or is the process of a person developing skills in a second or foreign language.

In addition, language acquisition is the study of how a second language is learned by an individual, in other words, the study of the acquisition of a language other than the mother tongue. The non-primary or additional language is called a second language, even if it is the second, third, fourth, or tenth language being learned. Second language, or foreign language learning or second language. Meanwhile, the target language is not limited to foreign, regional, or national languages.

Departing from a cognitive expert cognitive approach traditionally dominates the study of second language acquisition, as Atkinson (2010) summarizes in second language acquisition, which is conceptualized from a broad socio-cognitive perspective, namely the socio-cognitive approach to second language acquisition. Similarly, Atkinson et al (2007) on the notion of alignment, first in terms of general learning or activity and subsequently about second language learning or so-called "L2 or second language", was a long example of alignment in action, focusing on coordinated activities in language acquisition.

Sugiharto (2016) in Krashen (2004) revealed, that it is too descriptive to have no explanatory power in accounting for the success of language acquirers, Krashen treats successful acquisition as the result of the contribution of the mind alone; that is, acquisition is seen as internally driven and resides in his intellect, as well as Sugiharto (2016, p. 102) revealed that efforts to advance their language abilities, more centrally, their approach to describing the case histories of the six language acquirers in their study is implicitly cognitive.

Concerning what happens in children's language acquisition, children's perspectives are very important here, during communicative and social interactions on their socio-cognitive skills that support their ability to do things, such as implicitly (through eye gaze) and explicitly (through the choice of objects) Brezack et al (2021).

In addition to understanding others' perspectives, children need to use this knowledge to successfully contribute to social interactions, children need to consider and act on others' points of view, to smoothly engage in communicative social interactions. The template is designed to assist you in preparing your manuscript; it is an exact representation of the format expected by the editor.

In Gubbels et al (2018) cognitive, socio-emotional, and academic aspects of child functioning showed higher scores for the gifted group in cognitive functioning, self-concept, and academic functioning, meaning visual and verbal, motivation, and self-concept, outperforming the typically developing group in vocabulary, and arithmetic. Thus, it seems to ignore the role of socio-material aspects that also contribute to language acquisition.

In essence, the children in this discussion are teenage children living in urban districts, where the environment plays a role in the language acquisition of the children. Furthermore, the quality of this language environment is important for learners to gain success in learning a second language (Puspita et al., 2022). In formal language, a factor that is also very influential in the process of language acquisition is the environmental factor (Abdullah, 2020). Environmental conditions affect a child in the process of language acquisition (Dörnyei, 1998); (Hoff, 2006).

Referring to a previous study by López Carmona & Ramos Cano (2020) in Cordoba, which explored moments of alignment from socio-cognitive theory in students' interaction and perception in classroom language learning with multimodal analysis with participants of junior high school age, with the results showing continuous synchronization of moments of alignment.

However, there are different gaps in this research to examine how the acquisition of first and second languages in children from the results of deep socio-cognitive alignment to the place of residence or environment that is far from urban areas, or in urban districts.

1.2 Problem Identification

Based on the background of the problem, an interesting problem was found to be studied and researched, namely; Understanding through the perspective of communicative social interaction from the alignment of first and second language acquisition that is influenced by their place of residence or environment, considering that the children to be studied live in the city district or the child's environment or factors that influence the acquisition of the language.

1.3 Problem Formulation

1. How is children's acquisition of first and second languages through socio-cognitive alignment who live in urban districts?
2. What are the factors that influence the acquisition of their first and second language acquisition?
3. Is there any influence from the environment in their first and second language acquisition?

1.4 Research Objectives

The objectives of this research are:

1. To obtain information on opportunities and participation in the socio-cognitive alignment of language acquisition in children.
2. Factors that influence children's language acquisition, both first and second language.
3. To know the socially and communicatively engaged knowledge of the environment or place of residence.

1.5 Research Benefits

Can contribute to the discourse of cognitive harmony in children's language acquisition in the acquisition of their first language and their second language from the place of residence or environment, as well as knowing the factors that influence the learning process of first and second language acquisition.

The main emphasis of linguistic studies, which includes this description, is first and second language learning. To support future research, it provides a comprehensive understanding of the learning of two different forms of language as well as a clearer and more concise explanation of language acquisition in linguistics.

LITERATURE REVIEW

2.1 Literature study

Language is a representation of understanding that has provided humans with knowledge and competence by enabling them to understand what is around them. To ascertain and investigate the origin of language, the context in which people speak, and the source of human language acquisition. Human infants do not acquire language understanding and mastery instantly. To be able to understand and convey what others are saying, as well as speak clearly, several stages must be completed.

Remember, Social organisms, including humans, live collectively in interacting populations. These interactions are considered social whether they are aware of it or not, and whether the exchanges are voluntary/ involuntary. Thus, the emergence of alignment, which is a complex process through which humans carry out coordinated interactions, either with other humans or called alignment."

Furthermore, Alignment is a work or process of symmetrizing the two objects or axes of the shaft so that it is centric between the driving shaft and the axis of the shaft that is driven by two interrelated pedestals (Atkinson et al., 2007). Not only that, the process carried out is to acquire knowledge and manipulate knowledge through the activities of remembering, analyzing, understanding, assessing, reasoning, imagining, and speaking, or called cognition (Semin & Cacioppo, 2008) which is extended, which conceptualizes the mind/brain as tightly bound to the external environment.

Meanwhile, embodied cognition views cognitive activity as grounded in bodily states and actions. These two approaches are related because the body connects the mind with the world, we

experience, understand, and act in the world through our bodies. As a result, extended and embodied cognition are sometimes grouped.

Atkinson et al (2007) state that "alignment" is "a complex way that humans use to carry out coordinated interactions, and maintain that interaction in a dynamic adaptive way" Cognition is a person's belief about something obtained from the process of thinking about someone or something. Meanwhile, cognitive ability is an ability possessed by individuals and this ability is related to all forms of mental activity (brain). Whereas Cho & Krashen (2016) do highlight the centrality of non-human environments, especially books, libraries, and time for reading, they do not elaborate on this close alignment with the way language acquirers reportedly achieve advanced levels of literacy competence. It is explained that the study by Atkinson (2010) found cognitivism in second language acquisition studies.

On the other hand, the extended and embodied views of cognition are reviewed and synthesized. A second language acquisition approach based on being socio-cognitive is explained in three principles, namely extended and embodied exemplified in the interaction of teaching English as a Foreign Language (EFL) for Second Language Acquisition. Atkinson et al (2007) in their study took an approach to second language acquisition that is based on the fundamental fact of human existence and experience, through alignment. Without harmonizing with one's environment, that is, functioning as part of a larger, interactive human mind-body-world ecology that would quickly vanish. As many have argued, essentially all human behavior is based on the principle of dynamic ecological adaptation, so we cannot see how learning, including second language learning, could be any different.

Indeed, it can be challenging for children and even adults to engage in such perspective-taking during communicative interactions and, thus everyday social interactions. From a young age, children can consider others' points of view, but children and even adults sometimes struggle to explain others' points of view to Keysar et al (2000). Thus, children's language acquisition is contaminated by the object that is blocked to the experiment, which is the success of children's actions based on children's perspective-taking knowledge. For example, to give a requested toy to something he tries or experiments. However, children's performance is far from perfect and seems to depend on the social support available in the task.

Such as Moll & Tomasello's (2006) study that controlled for condition, the experimenter only asked for toys, and children of both ages handed over hidden objects at a chance rate. Thus, this suggests that additional prompting may be needed to encourage children to think about others' perspectives, at least early in life.

Therefore, in this case, children's acquisition sometimes depends on the way children take a visual perspective in Brezack et al (2021). In addition, a very specific view of cognition, which has dominated the study of second language acquisition, from second language pioneers who describe a new field in which the field no longer sees language as a behavior that ignores the mind, puts cognitivism right at the forefront (Larsen-Freeman, 2007). As quoted from Sugiharto (2016), this principle also implies that learning is an activity where a learner is involved in a complex and multimodal environment. Linguistic elements are just one of these modalities; the others are sounds, symbols, parables, and images.

From a linguistic perspective, there are two types of language. They are acquired language and learned language. Language acquisition is defined as the activity of acquiring language that occurs naturally and unconsciously, in this case, children who are unconsciously learning language. Language learning is a learning activity that occurs consciously, which in this case is like foreign language learning applied in educational institutions (Nurlaila, 2021) in research Miolo (2023, p. 527).

In addition to the fact that L2 development occurs through such articulated mind-body-world activity, where cognitive internalization of input (Atkinson, 2002); (Gee, 1992) and (Watson-Gegeo, 2004). Cognition in second language studies is therefore such that the focus is firmly on identifying the nature and sources of the underlying second language knowledge system and explaining developmental successes and failures. Performance data is certainly a mainstay of researchers, but understanding the underlying competence, not the external verbal behavior that depends on that competence (Doughty & Long, 2003). Environmental support for language acquisition, however, has such an influence on language that, to that end, it plays an important role in experimental work (Hoff, 2003).

Hoff's (2006) study of general development and language acquisition on the properties of children's language learning environment shows the full influence of environmental factors on language. Likewise, Dhanya & Alamelu (2019) stated that the influence of factors in the real learning

environment and ...' environment' plays a key role in language acquisition. ... It helps the development of better language learning.

Therefore, there are two categories of language learning and acquisition, according to Ellis (2015) and Chaer (2019) specifically Formal and Naturalistic types in the classroom. Naturalistic language acquisition occurs in a community setting and is defined as language acquired naturally without the help of a teacher. Furthermore, this type is tantamount to learning one's first language. The term "inner formal type classroom" refers to language teaching that takes place in a formal, deliberate, and methodical manner in the classroom. In this case, tools, materials, various techniques, and other resources are offered to facilitate language acquisition efficiently.

Thus, there are three sets of stages identified in language teaching, especially in the context of second language teaching: through approaches, methods, and techniques (Kapoh, 2010). Various educational institutions have created various approaches. However, there is no one best approach for all language proficiency, and the continued effectiveness of methods increases the likelihood that there are additional variables at play. Method is just one of the many factors that determine success; it is not the most important.

As mentioned above, a person's language learning is affected by several circumstances. Age, aptitude, intra- and inter-language challenges, IQ, and so on are some examples. In addition to the items mentioned above, environmental variables. This also has an impact on the teaching profession. Environmental elements will characterize students' quality of life and academic achievement.

2.2 Factors affecting first language acquisition (Al Ghazali, 2006); (Adwani & Shrivastava, 2017) namely;

(1) Age-order factors; Each year, a child progresses in language acquisition and language assessment. This goes back to the age-maturity/sensitivity relationship (Stefánsson, 2013), with particular emphasis on the development of the speech apparatus, intellect, and other factors that contribute to the child's experience.

(2) General health factors; In fact, children with good physical health do more activities and are more aware of their surroundings than children with poor physical health. When considering the growth process from the standpoint of progress and regression, health problems have an impact.

(3) Gender Differences; According to some research findings, girls develop their language skills faster than boys. This can be found concerning comprehension, sentence length, and vocabulary. During the first five years of primary school, this gap is apparent, but by the sixth year, the difference between boys and girls is almost non-existent.

(4) Intelligence factor; The relationship between intelligence and language ability, as is the case with children who are weak in mind and start speaking slowly compared to normal children. However, even normal children will be slower to speak than those who are intelligent, but it does not necessarily mean that they are weak in mind or are said to be unintelligent because there are other factors that affect their speech weakness that do not necessarily and always affect their intellectual intelligence. As in children who have special intellectual abilities related to the ability to pay attention, and understand from different differences that are fundamental.

(5) Milieu factors; Milieu factors can come from family, school, and community environments. These three environments affect the development of adolescent personality.

2.3 Factors affecting second language acquisition (Håkansson & Norrby, 2010); (Stefánsson, 2013)

(1) Age

It should be noted that, as children grow older and start school, language proficiency has a significant impact on other stages of acquisition. It can be said that toddlerhood is the best period for language acquisition, so it is important to make the most of this time for children to learn language. Because children are biologically predisposed to language acquisition, adults are not, and children learn language more quickly and easily than adults. A child's ability to learn a second language increases with age.

The above viewpoint makes it clear how likely toddlers are to master a language. Second language acquisition will likely be faster if done in childhood if it is related to the process. Due to their developing brains and inability to process the many factors that may affect second language acquisition, children may find it easier to master a second language.

According to certain studies, learning a second language at an important age (or critical era) can result in perfect language acquisition. According to Patkowsky (1990), pronunciation improves and

becomes more perfect if the second language is learned early. According to him, learning a second language before or after the critical age will affect language acquisition differently, especially in terms of pronunciation. Early age falls before the fifteenth birthday.

However, Bialystock (1997) points out that the complexity of the learned second language system also affects the age of the subject or those who acquire a second language. This shows that the first language will have a greater influence on the second language if the person has learned or mastered the sense of language in the first language which is also called the mother tongue.

Therefore, according to him, the age of six is important. Therefore, acquiring a second language is quite beneficial, given that students who learn a second language at this age have not really learned or experienced much of the first language. Students perform very well in class. The author often comes across real-world case study examples of the impact of age on second language learning.

(2) Environment and habits

The second language learning process is greatly influenced by the environment. Second language acquisition will benefit from the habits of individuals when they are in an environment where the second language is spoken. It is a complex language acquisition phenomenon when second language learners are immersed in the environment of second language users. That is, in addition to learning words and sentences, learners also try to understand the meaning of a communication event. A learner's ability to master a second language will be greatly helped by the presence of errors in using it in communicative situations.

Because people who master a second language will immediately correct their learners when they make mistakes in context-appropriate language use.

Stimulus and response have a big impact on how well a second language is acquired in an environment. Behaviorism and cognitivism are two theories that have a significant impact on second language acquisition in an environment. The behaviorist viewpoint argues that language acquisition and acquisition are the result of habit formation. If a young baby receives external stimuli often enough to be motivated to try to communicate by responding in its own unique way, it will be able to acquire the language.

A person has nothing after birth, the environment is very important in helping them acquire language, according to the basic principles of behaviorism theory. In other words, a person's ability to learn a language is greatly influenced by the surrounding environment. The environment plays an important role in language learning and has a significant influence on second language acquisition, beyond the ideas of behaviorism and cognitivism.

There is only one way for a learner to acquire a second language, and that is by understanding the meaning of the message that reaches him/her. In other words, learners can speak a second language because they have received input that they can understand. The learner can understand discourse that contains grammar that is not in the order of its presentation (naturally) because of the help of context, his knowledge of life and the surrounding nature, and previously mastered linguistic abilities. Likewise, environment and habits influence second language acquisition.

METHODS

The purpose of this study was to investigate the moments when students and teachers are in harmony when learning a language, and how this leads to learning and engagement. Children's first and second languages are learned as a result of this harmonization.

3.1 Type of study

To investigate instances of alignment between instructors and students in language acquisition through engagement resulting from alignment during learning, this study utilized qualitative research using action research. Action research, which is a learning process linked to students' behavior patterns when learning the content of the lesson, (Sanjaya, 2016) was conducted in the classroom for this study. Thus, "The process of systematic inquiry that aims to improve social problems affecting everyday society uses action research as an analysis of action (Cohen et al., 2017).

In addition, Edwards & Burns (2016, p. 110) concluded that classroom action research to support the development of teachers' classroom materials there are several cycles that must be passed, namely through planning, observation action, reflection, action, and tasks. Planning is in the form of

rubrics by checking and editing essays or goal-setting tasks. The action of observation is that the activities carried out must be focused and surveys used in collecting data. Reflection is goal setting that must be structured. Action is carried out and implemented according to the theme and objectives, while the task is evidence of the effectiveness of the practical level that has been integrated into the action research process.

3.2 Context

This research proposal was conducted in an MA school (Madrasah Aliyah) in the middle district of Pandeglang Regency, precisely in Kp. Cibantel RT.003 / RW 002, village. Kadubelang, Kec. Mekar jaya, Kab. Pandeglang 42271, This school is located in a lower middle-class neighborhood. Since its operation in 2021, its teaching and learning activities have implemented the learning curriculum. Then the many activities in the school make many activities besides academics, namely *marawis*, "*Pencak silat*" and other natural activities, which educate. Although it is far from urban settlements, with the fact that the community does not want to continue high school, given the location and geographical area of the environment close to the mountains, which is very beautiful and many flourishing plantations of rambutan, durian, and other crops, since the establishment of the school, many people are enthusiastic about continuing to the upper secondary level.

3.3 Participants

The participants of this study were 10 students of class X11 who were at the beginner level of foreign language classes. They consist of 6 girls, and 4 boys, in the foreign language or English class they are developed in an ordinary classroom without technological resources. The school does not have an English laboratory, and the students learn using textbooks. Although their teacher or Instructor brought many activities to carry out the learning and kept the students all involved in the class, only a few students participated verbally in the activities. In other words, they were reluctant to participate due to several factors.

3.4 Data collection procedure

This research was conducted through observation, which is a data collection technique to trace or find out something from a phenomenon. In other words, an observation activity regarding a certain object carefully directly at the research location. In addition, this observation also includes recording activities carried out systematically about all the symptoms of the object under study. Therefore, observation is the main tool to identify and understand the nature of harmony during participation in the classroom.

Furthermore, this research was conducted with interviews, as Purwanto (2020) states semi-structured interviews were conducted and a list of questions was developed for the interviews based on related literature. Focus groups allow the moderator not only to probe in detail but also to elicit reactions to new ideas and brainstorm with the group, "if needed" (Adams, 2015, p. 492).

3.5 Data Analysis

Observations were made at the beginning of the study to record and observe the students' natural environment and their class participation. Then interviewed some of them by focusing on the group of students to find out more about their learning history and views on participation.

First, we observed by conducting video shoots in the classroom with audio recording, namely observing several events when students' participation was visible, second, collecting images from the age of watching videos by taking several shots of important points of student participation, third, watching and paying attention to repeated shots by observing patterns of alignment cognition in the form of alignment of natural semiotics, namely the acquisition of facial gestures, body, posture, eyes, and intonation. From this point of analysis, transcription collectively collects several segments or events obtained from the video or pictures taken.

RESULT AND DISCUSSION

4.1 Results findings and discussion

Through the opportunities that arise from this alignment, researchers hope to investigate instances or moments of socio-cognitive alignment that occur between instructors and students in language learning classes. As such, the different alignment features of the particular example we will

show in this section can be discovered by micro-analysis of the learning record which includes audio and video. Many semiotic resources, including language instruction, intonation, movement, and eye gaze, incorporate qualities of alignment itself. Thus, these three sections; whole-class alignment, in-class alignment, and opportunities to engage through alignment, will be discussed in the following sections.

4.1.1 Overall classroom alignment

This classroom segment occurs when the language learning class starts with the teacher opening the lesson with “Ice Breaking” or playing games, but more commonly known as “Ice breaking is a game or activity to break the ice and introduce each other in an event in order to feel more relaxed, in other words, it is a fun activity that is expected to restore the spirit of participants and eliminate awkwardness.



Figure 4.1 Teacher interacting with students and students paying attention



Figure 4.2 Interaction that occurs in the cognitive alignment of students to teachers

When playing games we know it as “Ice breaking”. The teacher begins to interpret through his language and body with hands and facial expressions that focus on a prologue, namely the opening of the subject being delivered. Like the transcript below;

Transcript 1 Prologue or opening greeting of learning

- 1 Hello Good Morning Everyone!!!" (The teacher greets the students in the class using a foreign language, namely English with expressions and intonations that adjust the situation in the class)
- 2 Sherly (right corner moves her body by looking at the teacher 75 degrees)
- 3 Afan (looks at the teacher casually but focuses on the front view)
- 4 Nani (turns her head to the left by holding her hands on her cheeks, indicating that she is focused on the object in front of her)
- 5 Tuti (The center position is still in the spotlight by giving a slight body lean forward while paying attention to the view in front of her)

- 6 Good Morning!!!!" How are you.. all!" in the morning today? Very good, Well, Fine right!!" or Not bad!!... Hello!!!!" (then asking the news with enthusiasm! By mixing English and Indonesian)
- 7 "Who here wakes up late at dawn!?" (The teacher starts to move his/her hands while gesturing)
- 8 Connect and remember words (a game from ice breaking)
- 9 Get up!!!!" (Teacher exclaims in the middle of students smiling and reacting! While clapping excitedly!)
- 10 Ice-breaking game (the game is determined starting from one person who says "I wake up at")
- 11 Affan (smiling)" ...continue... "at 6 a.m "Buu!" with a chin up and a little bit of body leaning forward)
- 14 Sherly (looking at her friend Tuti, and equally smiling back at the teacher)
- And while the teacher and other students keep their eyes on Tuti
- 13 Everyone stares at the teacher and looks around the whole class.
- 12 Nani (embarrassed smile).... at 5 a.m! "Buu, but sleeping again!" (tilting the body with the position of the head while agreeing)
- 13 Tuti (smiling, with an embarrassed look) >>>>>>I'm also at 5 o" clock, Buuuuuuuuu!!!! "I don't know if I woke up at 5. am or slept again!"
- Next...
- 14 Sherly (looking at her friend Tuti, and equally smiling back at the teacher")
- And while the teacher and other students kept their eyes on Tuti
- 15 Everyone stares at the teacher and looks around the whole class.

As shown in the transcript, the teacher began to interact with the interpretation in the form of adjusting class greetings and opening the language class by mixing languages, hence, the participants or students present in the class understood the word equivalents obtained (Kihob & Mahali, 2020).

While pointing with his finger and moving closer to his students, the teacher asked a general question which was answered simultaneously but with different answers, interestingly Nani and Tuti synchronized the teacher's actions by moving their heads and bodies facing the blackboard (see Figure 4.1), and then the teacher gave an opening with greetings and questions; Good Morning Everyone!!!!...." Happy morning?!" (by mixing languages to understand the word equivalent) How are you? How are you?" (With code-switching like this it makes it easier for students to understand the meaning of the language being expressed). By pointing to the blackboard and expecting answers from her students. Once again, Nani very rhythmically followed the teacher's body movements by tilting her head to pay attention to what was in front of her (See Figure 4.2) and then answered the question "5 a.m, Bu, but sleeping again!".

Thus, for assessment purposes, the teacher repeated the question, raising her intonation and holding up the marker in her right hand, "Who here wakes up late at dawn!?" all the students smiled silently, and Affan and Nani answered without extending their answers.

4.1.2 Alignment of classes

The teacher asks a question, and there appears to be a gap after "ice-breaking is done." Following a brief intermission, the instructor begins to cover the main topics of the lesson. Meanwhile, the teacher went around the class. He asked the students to show what types of questions they knew.



Figure 4.3 The teacher starts the interaction by presenting the material on the board

The transcript below shows the moment when the teacher conveys the learning material with the alignment setting in class, by turning her gaze towards him.

Transcript 2. Interaction between students in the classroom

- 1 Teacher (writes on the board with the material)
- 2 Sherly, Nani, Tuti, and Affan (All watching the teacher write until the material is delivered)
- 3 Teacher (Who here knows the types of questions in English!?)
- 4 Teacher (What is WH Question???)
- 5 Tuti, Sherly (Yes Bu!" Quick answer)
- 6 Teacher (yes... yes, it is a set of questions that are used to ask about something!" yes... for example, "Time, place, person, thing, reason, way, etc.!")
- 6 Teacher (repeats the question!) "So... what?"
- 7 Teacher (Points to a student who answers spontaneously from the left side of the class)
- 8 Affan (leans in, as if to answer)
- 9 Affan ("Yes Buu... I am!", what... where....eh "#\$%&")
- 10 Tuti ("yes Buuuu, I am!!!")
- 11 Nani ("I am Buu!!!)
- 12 Sherly (buuuuu"!!)
- 13 Teacher (turns her body to the right side, looks at Affan, and points at him!)
- 14 Affan (leans forward and looks at the blackboard, then looks at the teacher)
- 15 Teacher (Maintains his gaze on Affan, and nods as he allows answering)

The teacher starts the interaction by going around the class and asking students to answer questions, by asking (Who knows WH questions, how many types are there?" types of questions!?) After the teacher repeats the question. (Affan's turn) leaned in and was about to answer the question, by participating in stating the answer, volunteering. While the teacher and some of the students (see figure 4.2) turned their eyes by turning their bodies towards Affan who had just answered, as they watched, (Tuti) spontaneously answered this question by gesturing with a rhythmic nod of her head stating that "I will also answer" while turning her gaze from the blackboard to the teacher and vice versa. Interestingly, during this explanation, neither the teacher nor the children could stop staring at "Tuti". The teacher nodded in response to Tuti's statement.

The new classroom layout seems to have encouraged harmony, as mentioned earlier. The way the students looked at Tuti, who was initially reluctant to answer when the teacher asked, was an interesting observation during this exchange. As a source of verbal and nonverbal semiotics, this engagement is created when the stimulus moves in the open space according to the teacher's and students' commands. In the interactive segment, the instructor asked Affan and Tuti a question, but they did not answer at first. Instead, they reacted through a series of body language cues and facial expressions.

4.1.3 Opportunities for participation through alignment

Semiotic resources are convergent, as shown in the previous section. However, on this particular occasion, the emphasis is on how this convergence encourages student engagement in the classroom. Students are asked to identify categories of question terms that are commonly used in questions in this segment of the lesson. The teacher's request to Sherly (pseudonym) to read out these kinds of question words is recorded in this transcript.



Figure 4.3 Students are likely to engage through classroom coherence with the teacher

Transcript 3. Sherly expresses an opinion

- 1 Teacher (turns body 80 degrees to the right)
- 2 Teacher (moves to the right side of the classroom)
- 3 (While raising her hand with a marker towards Sherly who is approaching her and some other students)
- 4 "Yes Sherly" (said the teacher while pointing with a marker towards Sherly)
- 5 Smiling "What do you think about the types of interrogative words?"
- 6 "What do you think Sherly?" (looking at Sherly and pointing to her notebook)
- 7 Sherly "Yes Buu!" (raises her hand)
- 8 Sherly (leans forward her body to the left and head to the right and looks at her notebook)
- 9 Sherly (reads the content of the description she has written down)
- 10 Affan (looks over)
- 11 Tuti (looking away from Sherly)
- 12 Nani (looks to the left at Sherly with a straight look)
- 13 Teacher (comes closer to Sherly" looking at the answers she has noted down from the notebook)
- 14 her conversation is not understood"
- 15 Teacher (moves back to the center of the class while raising her right hand)
- 16 Sherly (looking at Affan next to her)

The synchronization from the transcript above is the possibility of engagement through coherence between Sherly and the teacher (see Figure 4.3) when answering and expressing opinions from what Sherly has previously noted in the notebook. This shows the socio-linguistics of gaze, and non-human resources (e.g. markers, and notebooks) as coexisting and harmonizing media to produce a one-to-one interaction that allows Sherly to engage in participation. As shown earlier, the teacher moved to Sherly's place to check her work or notes. All the students present looked in Sherly's direction (see Figure 4.3).

However, the teacher maintained her gaze while Sherly was reading and then to the center of the class. As a result of Sherly's incomprehension, it is interesting that the teacher responded with Non-Verbal by combining it with the semiotic resources in the notebook and the gaze that the teacher maintained on Sherly". Thus, it is interesting to see the continuation of this interaction after the task to observe how the feedback process will take place.

4.2 Discussion

The findings from this study show how various semiotic sources come together to create harmony in different contexts of interaction and engagement in language learning: from socio-cognitive approaches to code-switching to a dynamic language use perspective, first language, which includes both. The language they first learn from local languages and Indonesian, or their second language, could be a foreign language or English. In order for every lesson to be implemented and students to understand what the teacher wants to teach in class, the teacher must use terms that are analogous to the terms found in the cultural environment.

In a socio-cognitive approach to language code-switching in the classroom, (Liu, 2018), this finding corroborates previous research conducted on moments of atonement (Atkinson, 2011); (Atkinson, 2014), both from the first language and the second language acquired before and after (He & Jiang, 2020). Therefore, when learning a second language, atonement is crucial (López Carmona & Ramos Cano, 2020). However, these studies only address face-to-face tutoring sessions and socio-cognitive interactions in the classroom; they do not address the influencing factors therein. Therefore, the emergent features and moments of coherence are influenced by external factors, such as those in the surrounding environment.

We seek to explain how this convergence of semiotic resources can be fulfilled in the possible engagement of classroom language learning with social interaction and the factors that influence the acquired language outcomes thus influencing the implementation of classroom language learning. In accordance with the socio-cognitive approach used in this study, learning is evidenced through traces of alignment in the mind-body-world continuum (Atkinson, 2010).

The most important semiotic resources are the body, eye gaze, posture, and proxemics (body position and body distance) (Hall, 1966). During learning, proxemics are often used. It is interesting to

see how elements that influence the effects of previously learned language, along with the teacher's constant movement between the front and back of the classroom and her physical approach to students, seem to increase the chances of student engagement in the classroom. We would venture to say this based on the proxemic evidence seen in the four examples of alignment we saw from the case studies of Sherly and Nani, and Tuti and Affan, who come from different backgrounds and live far from urban areas. However, they still mastered the language without experiencing ups and downs despite living in the middle of a remote area. They engage in media-related class interactions as active participants, and their understanding of non-verbal language is evident through their participation in class discussions.

The findings also prove that the influencing factors of their first language and both their second language are highly coordinated, which has a great influence on the synchronization of the combination of different semiotic resources. However, both the unconsciousness of the synchronization of small gestures such as staring at the students while expressing themselves can facilitate the synchronization of the different semiotic resources.

CONCLUSION

Second language acquisition begins to take shape when a person with a first language user has been able to adjust to his/her current second language. Thus, this study reveals the various semiotic resources of posture, gesture, eye gaze, and proxemics (the distance of humans from each other according to the way they interact) used in covering semantic resources in interaction and participation which are elements of alignment resulting from several influencing factors when alignment interaction occurs in class.

Suggestion

In summary, this study adds to the socio-cognitive understanding of how children's first and second language acquisition affects alignment moments in the classroom. This was done by examining the cognitive aspects of cognitive alignment and the variables that influence the outcomes of teachers' educational alignment concentration in the classroom. It is therefore wise to broaden the horizons of research and teaching through current alignment within the field of study of sociocognitive methods.

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