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A Case Study on Language Learning History of an English Lecturer at Parwan University

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Abstract: Language learning history is the personal narrative of an individual's journey in acquiring a second language, including motivations, strategies, challenges, and contextual factors. This study explores Jamal's language learning history as an English lecturer at Parwan University to understand the factors that contributed to his English proficiency. A qualitative case study design was employed, utilizing a language learning history questionnaire, VARK inventory, oral and written assessments, and a semi-structured interview. The findings of this study indicated that Jamal's success was driven by strong intrinsic motivation rooted in his interest in English movies and fiction. His learning was shaped by social factors like limited interaction with foreigners and restricted technology access, as well as cultural challenges with informal English. His kinesthetic and auditory learning preferences emerged as key strengths. He demonstrated advanced oral and written skills but exhibited developmental weaknesses such as filler words in speech and minor cohesion issues in writing. The study concluded that Jamal is an upper-intermediate to advanced English user who succeeded through personal initiative and strategic effort. His journey highlights the importance of intrinsic motivation, awareness of learning styles, authentic materials, and targeted feedback for Afghan learners in similar contexts.

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INTRODUCTION

English holds a vital position in Afghan society and has long been a key subject in the country's schools and universities (Orfan & Noori, 2021). Many Afghan students, including girls, began studying English in the 1980s, and this number has increased steadily since 2001. Currently, English serves as the medium of instruction in several major academic fields across Afghanistan, such as Computer Science, Engineering, and Medical Sciences (Orfan, 2020). In

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addition, English is widely used in different sectors, including education, business, the economy, government institutions, and media platforms such as social networking sites (Coleman, 2019; Akramy, 2021; Akramy, 2020). This widespread use highlights the growing importance of English as a foreign language in Afghanistan.

Despite this importance, the processes through which learners successfully acquire English, especially in a short period, are not always well understood. In-depth investigation of individual language learning experiences is needed to understand how learners develop language skills, what challenges they face, and which strategies are most effective. Case study research offers a useful approach, as it explores an individual or group in depth over time to provide detailed insights into their experiences. According to Creswell and Poth (2018), case study research is a qualitative design in which a researcher investigates a bounded system through detailed data collection from multiple sources. In language learning research, such an approach helps uncover the motivations, strategies, and contextual factors that shape learners' development.

Examining language learning histories has emerged as an important method for understanding second language acquisition. Trávníková (2023) describes language learning histories as introspective, self-reported narratives in which learners reflect on their past experiences. This approach is particularly relevant in Afghanistan, where learners often study English under challenging educational and social conditions. Previous research has also highlighted the importance of individual differences in language learning. For example, Rasekh (2020), in a study at Parwan University, found that learners acquire languages in different ways, with some achieving proficiency quickly while others need more time. This finding supports the need to explore individual cases in depth.

Similarly, Akramy (2022) examined an Afghan EFL learner's language-learning history and found that personal effort, learning style, and the use of online resources played a significant role in successful language acquisition. The study showed that learners can improve their language skills by using resources such as BBC, CNN, podcasts, and YouTube, even in the presence of social and educational challenges. In addition, Antoon (2022) explored how Afghan learners succeed in difficult contexts and found that motivation, independent learning, and family support are key to overcoming barriers to language learning. These studies suggest that successful language learning in Afghanistan is influenced by a combination of personal, social, and contextual factors.

In this context, this case study examines the language-learning history of an English language lecturer at Parwan University, referred to as Jamal to protect his identity. He was born in Parwan, is 25 years old, and speaks Dari as his native language, with limited proficiency in Pashto. He grew up in Kabul, completed primary and secondary education there, and graduated from Parwan University's English Department in 1401. Notably, he learned English in a relatively short eight-month period. This makes his case particularly valuable for understanding rapid language acquisition.

The participant was selected based on his willingness to participate, his strong motivation, and his demonstrated enthusiasm for learning. By exploring his educational background, personal experiences, learning strategies, and the challenges he faced, this study aims to provide a comprehensive understanding of the factors that shaped his English language development. Although his overall proficiency is high, he still faces some difficulties, particularly in analyzing novels and literary texts.

This study is significant because it provides detailed insights into an individual learner's language learning process, highlighting both effective and ineffective strategies, as well as the influence of learning environments and personal factors. The findings may help language learners, teachers, and researchers by offering practical examples of successful learning strategies and common challenges in learning English as a foreign language. Furthermore, the study aims to explore Jamal's language learning history, examine the methods and strategies that contributed to his development, assess his current strengths and weaknesses, and suggest practical ways to improve his language skills. In doing so, it seeks to answer the following research questions:

1. What is Jamal's language learning history, educational background, and the challenges he faced while learning English?
2. Which learning methods, styles, and strategies were most effective or ineffective for him in acquiring English?
3. What are Jamal's strengths and weaknesses in English, and how can he overcome those weaknesses to improve his proficiency further?

RESEARCH METHOD

This study used a qualitative case study design to explore the participant's language-learning history in depth. This design suits examining individual experiences and understanding complex processes such as language acquisition.

Data were collected using four instruments: a language learning history questionnaire with eleven open-ended questions, a learning styles questionnaire based on the VARK model with sixteen multiple-choice items, an oral assessment, and a written assessment. For the oral assessment, the participant selected one of four topics and spoke for three to five minutes, which was recorded for analysis. For the written assessment, he chose one topic and wrote an essay that was evaluated in terms of content, grammar, punctuation, and vocabulary.

Data collection involved questionnaires, a face-to-face semi-structured interview, and audio recordings. The researcher first obtained the participant's consent and then conducted the interview using open-ended questions to gather detailed information. The responses were recorded, transcribed, and analyzed. Using multiple tools enabled data triangulation, enhancing the study's validity and depth (Duff, 2008). The data were analyzed thematically to identify major themes that affected the participant's language-learning process.

The participant was Jamal, an English lecturer at Parwan University, selected for his willingness to participate and his experience learning English in a short period.

FINDINGS

Language Learning History

Jamal is 25 years old and was born in 2000 in Parwan Province, Afghanistan. He lives in Parwan, but he has lived in Kabul Province for a few years. He completed his school education in Kabul province. His native language is Dari. According to Jamal, his parents are alive and completed elementary education, so they had no opportunity to continue. His father was once a cobbler, but now he is not working anywhere, and his mother has been a housewife since the beginning of Jamal's life. They know only Dari and learned it naturally because it is their native language. Regarding his family's financial situation, he says: "Considering my financial status in my family, actually, thank God I'm having a middle-class family, not as poor, not as rich."

It is clear that Jamal's native language is Dari, and he acquired it naturally through his parents' speech. As a child, for example, at ages 3 to 4, he was good at conveying some basic concepts. He improved his native language through his family members and the society he lived in, for example, his school classmates. Now he is good enough at communicating in his first language, especially in writing, reading, speaking, and listening.

Jamal also acquired other languages subconsciously, for example, Pashto. He acquired a bit of Pashto through members of society while working at some private universities and organizations. However, there were fewer Pashto speakers in those places, but he learned it by hearing their speeches and conversations. *He says, "I can understand better, and I have the comprehension level of that one, the power of that, but I cannot speak."* He cannot convey his message in Pashto well, but he can understand it very well.

He knows Urdu a little bit. This language is the same as Pashto for him because he didn't take any classes for it and didn't live in an Urdu-speaking society. He became familiar with Urdu by watching movies and films. He says he can catch the concepts from movies and what they are talking about.

Jamal started learning English with enthusiasm and high motivation in 2015, when he was only 15 years old. Highly motivated students with strong self-efficacy tend to perform better and sustain their efforts over time (Hu, Sidhu, Alias, & Fu, 2023). He learned English at an institution (Infotec Kamgar) in the country. Overall, he learned English within 8 months. The environment also impacted his English learning. He could cope and pick up English through the environment where a teacher named Dave was working. The teacher was Afghan, but he had lived with his family in the United States, and Jamal learned English naturally from him.

Learning English was easy for Jamal because he learned it within 8 months, when he was 15 years old. Everything was provided by his family to him. He didn't have any worries while learning English. One thing I noticed from his speeches is that he was super interested in

learning English. This may have been the strongest reason, making it easier for him to learn the language.

He faced psychological, cultural, and social factors in his journey of learning English. One of the psychological factors that impacted Jamal's learning of the English language is his strong eagerness toward the English language. Watching some English movies, dramas, and films brought him into the world of English and made him interested in English. These things inspired him to learn English. He says, *"When I was watching, okay, especially the supernatural fiction, I decided to join classes and learn the English language."*

He also faced social factors. While he was learning English, there were some native speakers around Afghanistan, especially in Kabul province, where he was living. These native speakers were tourists, and sometimes he found opportunities to talk with them and get familiar with native speech. Talking with them inspired him to build more connections, but one problem was that he was underage and not mature enough. According to Fiveable (2023), supportive peer networks and opportunities for authentic communication can enhance learners' motivation and promote natural language use. He says, "My family at that time, they didn't allow me to join them and to have communication with them." The next was watching BBC and CNN news on TV, which really inspired him to learn and improve his English. He watched documentaries about philosophy, politics, and history. He mentioned that these things were not easy for him because he faced a lack of resources. For example, he had a very thick, heavy dictionary, and looking up a word took him a lot of time.

Technology was another problem for him at that time because he had only a small mobile, not a smartphone, to support his learning. The phone he had was good enough to listen to BBC and CNN. He says: *"I was listening to BBC more than six hours a day."* Lack of charge was another problem for him because electricity was limited.

He faced a cultural language barrier because when he spoke with native English speakers, he spoke academically while they spoke casually. He says: *"It was super difficult for me to cope with that."* He coped with the situation by watching movies and films that really helped him. At the beginning, it was super challenging for him, but nowadays there are no longer psychological or maybe cultural and social problems for him. Learners who understand the cultural context behind casual speech (such as idioms, slang, or conversational styles) tend to communicate more appropriately in social settings (Jackson, 2023).

Learning Style

Everyone learns based on a specific learning style. Learning styles are the ways a person learns best. Someone can have a mix of learning styles. This part of the case study explains Jamal's (subject) learning styles. To find his learning styles, the VARK questionnaire was used, which is available here: https://vark-learn.com.

To identify Jamal's learning styles, a 16-question questionnaire with four options was used. To analyze the questionnaire data, I followed the VARK scoring chart, which consists of

V (visual), A (auditory), R (read/write), and K (kinesthetic). This chart indicated the category for each question. After finding the category of questions, I calculated the number of V, A, R, and K that were circled by the subject. Among these questions, he selected as follows:

Total number of **V**s circled = 2

Total number of **A**s circled = 5

Total number of **R**s circled = 2

Total number of **K**s circled = 8

Findings from the questionnaire indicate that Jamal is a kinesthetic learner and learns very well while doing. For example, when he studies grammar, he needs to practice exercises more. He learns best while he is physically involved. Kinesthetic learners understand best by doing, moving, and physically engaging with the material. They prefer hands-on activities such as role plays, experiments, or using gestures while learning. Movement and real-life practice help them remember information better (Fleming & Mills, 1992; Pashler et al., 2008). In addition to kinesthetic learning, he is also an auditory learner because he learns best by listening to others. For example, he learns well when he discusses and questions others. Auditory learners learn most effectively by listening. They prefer lectures, discussions, recordings, and verbal explanations. They often remember things they hear better than what they see or read, and repeating information aloud helps them learn (Fleming & Mills, 1992; Gilakjani, 2012).

In the questionnaire, Jamal showed lower performance in visual learning than in kinesthetic and auditory learning. Only questions 2 and 14 show that he is also a visual learner. Most of the questions were selected by K and A.

Oral Skills Assessment

To assess Jamal's oral skills, I conducted an interview. A paper consisting of four topics was given to him. He was supposed to select one of the four topics and then talk about it within 3 to 5 minutes. The main goal of this interview was to assess his speaking and communication skills. In addition, his strengths, weaknesses, and mistakes in grammar, pronunciation, and vocabulary will be checked and analyzed. Therefore, some suggestions will be offered regarding his mistakes and weaknesses in the points mentioned. To address all of these points, I explain each one in a separate paragraph.

Jamal used a variety of vocabulary beautifully in his speaking. He talked about Malaysia. His words and sentences were meaningful and easy to understand. For example, he used words that really describe Malaysia (Islam, business, education…). He also considered his word choice; for example, he used the word (utilize) instead of (use). What I found in his speaking is repetitive word use. In his speech, he used the filler word (okay) 20 times. In my view, filler words can maintain concentration and focus, but repeating the same word too often can bore the listener. In my view, this is a developmental error because the speaker

wants to build fluency and find suitable words to continue speaking. According to Kormos (2006), Listeners tend to perceive speakers who rely heavily on fillers and repeated discourse markers as less fluent and less confident. I suggest he listen to his self-speech and count the number of (okay), and I ask him to replace it with other words like (right, anyway, is that clear).

He considered enough grammar points in his speaking. He used the passive voice in the past tense correctly; for example, he said, “The rules and regulations are being observed by people of Malaysia.” Regarding singular and plural nouns, I couldn’t find any mistakes in his speaking. Overall, the grammar he used in his speaking was satisfactory. I found some points in his grammar that need to be corrected, and some suggestions should be given. For example, he said, “I would like to visit and the reasons behind that one, okay.” Here, the sentence is incomplete, or, I would say, a sentence fragment. So, the corrected form is “I would like to visit Malaysia, and the reasons behind that are culture and its environment.” In my view, this error is an interlanguage developmental error because a sentence fragment could be a developmental and transfer error. For example, the learner might still need to acquire grammatical structures, and the learner’s first language might allow them to omit parts of a sentence. According to Oshima and Hogue (2006), “A sentence fragment is an incomplete sentence that is missing a subject, a verb, or a complete idea”. I suggest that he first identify the missing part of the sentence or use models of complete sentences.

Jamal’s pronunciation and accent were good. In the introduction, I said, "I know him very well." He is a university lecturer, and he teaches linguistics, such as phonetics and phonology. So, I couldn’t find major errors in his pronunciation. Overall, I can say his pronunciation is completely OK. I want to point out two words he mispronounced in his speech; for example, he said “Al-Assar University,” but that is incorrect. The correct one is (Al-Azhar). The next word he said was *“basiclly”;* the correct one is (basically). However, since he is a phonetic lecturer at a university, I suggest he do a self-assessment. He should check himself for pronunciation errors in some words. Such errors are developmental errors because the words are pronounced in the target language. Teachers should first identify their own pronunciation errors by recording themselves and analyzing articulatory patterns (Celce-Murcia, Brinton, & Goodwin, 2010). They should also seek peer feedback from colleagues. Collaboration with peers or expert mentors allows subtle errors to be identified and corrected more effectively (Foote, Trofimovich, & Collins, 2011).

Written Skills Assessment

To assess Jamal’s writing skills, a paper consisting of four topics was given to him. He was supposed to select one topic and write an essay about it. So, I received an essay from Jamal that is written about (My Dream Job). The main purpose of this writing is to check Jamal’s writing skills, how he organizes the content, and how he uses transitions, words, and grammar in his writing. In addition, I will check and analyze his strengths, weaknesses, and mistakes in content and organization, vocabulary, grammar, and punctuation. Therefore, some

suggestions will be offered to address his mistakes and weaknesses in the points mentioned. To address all of these points clearly, I explain each one in a separate paragraph.

In reviewing Jamal's essay, I found that it demonstrated strong, varied vocabulary. Words like prioritize, satisfaction, fulfillment, financial stability, and engage are used accurately and enhance the formal tone. He also made precise choices, such as using *"utilize"* instead of "use" and "concepts" instead of "ideas," which make the writing more academic. However, there are minor vocabulary issues. For example, he has written: *"As far as having a job is concerned"* is wordy and could be simplified to "When it comes to having a job.", *"Methods to explain concepts"* could be smoother as "methods to teach concepts," and *"the money might push you"* would sound more formal as "the salary might motivate you." These errors are developmental, reflecting normal refinement in L2 vocabulary rather than L1 interference. In Analyzing English Grammar & Style (or related works), it is noted that L2 writers' ability to identify and correct vocabulary errors develops over time**. T**hat error frequency tends to decline as they gain more writing experience (Hinkel, 2015)**.** This supports the idea that overly wordy or imprecise phrasing is part of a normal development process rather than interference. I suggest he focus on short sentences and common vocabulary, and rewrite long or wordy phrases into shorter, clearer ones.

Jamal's essay has a clear thesis and is logically structured. Each paragraph focuses on a single main idea: advantages of doing a job you love, advantages of working for money, comparison, personal example, and conclusion. The personal example of working as a Teaching Assistant at Parwan University adds authenticity and relevance. However, the content could be slightly more balanced. The paragraph on working for money is underdeveloped and could include more examples, such as career opportunities or social status. Transitions between paragraphs could also be improved; for instance, linking the paragraph on passion to the one on money with a sentence like "While passion motivates, financial rewards can also drive effort" would improve flow. These mistakes are developmental errors in writing organization and cohesion. These issues are developmental errors in writing organization and cohesion**,** which are common among L2 writers as they learn to elaborate ideas and use effective transitions (Hinkel, 2004; Hyland, 2003). I suggest that Jamal should practice using transition words (e.g., however, in contrast, in addition), develop both sides of an argument equally before giving his opinion, outline essays before writing to ensure logical flow, and review model academic essays to understand paragraph structure and balanced argumentation. Additionally, he can read each paragraph aloud to check if the ideas connect smoothly and transitions are clear.

Overall, grammar is strong: tenses, singular/plural nouns, and passive constructions are mostly correct. Sentence structures are varied and clear. However, some minor errors occur. For example, in the sentence "Even though the financial benefits may not be very high but the joy of teaching and making a difference in students' is priceless to me," the connector "but" should be removed, and "students'" should be completed as "students' lives." These are developmental errors common among L2 learners as they gain control of complex

sentence structures, connectors, and grammatical morphemes (Ellis, 2008; Oshima & Hogue, 2006; Brown, 2000). Although some L1 influence is possible, especially if the learner's first language allows different punctuation or clause patterns, these specific errors mainly reflect ongoing development in academic writing. I suggest that Jamal practice identifying sentence fragments, check possessives carefully, review complex sentence structures, read sentences aloud to spot missing words, and use grammar-checking tools like Grammarly. He could also create a checklist for punctuation and sentence completeness when proofreading.

DISCUSSION

One major psychological factor that influenced Jamal's English learning was his strong eagerness and personal interest in the language. His motivation grew from watching English movies, dramas, and especially supernatural fiction, which encouraged him to join English classes. According to Gardner (2010), intrinsic motivation from personal interest plays a key role in long-term success in language learning. To motivate learners like Jamal, teachers can expose them to engaging materials such as films, stories, and topics that match their interests. This increases enjoyment and strengthens internal motivation. Additionally, encouraging learners to set personal goals and reflect on their progress can help sustain motivation.

He also faced important social factors. Living in Kabul, he occasionally had opportunities to speak with foreign tourists, which increased his desire to learn English. According to Fiveable (2023), having access to authentic communication and supportive social networks enhances motivation and improves language use. However, because Jamal was young, his family did not allow him to communicate with native speakers, which limited his social learning opportunities. He also struggled with limited resources, such as heavy printed dictionaries and limited access to technology. To support students facing similar challenges, teachers and institutions should create safe, structured environments for real communication, such as conversation clubs, peer speaking circles, or virtual exchanges. Providing access to basic learning tools, such as digital dictionaries or offline audio resources, can reduce frustration and support independent learning.

Another factor in Jamal's social environment was limited access to technology. He had only a basic mobile phone and faced frequent electricity problems, making it difficult to learn effectively. Digital resources such as BBC or CNN helped him, but slow devices and lack of charging time created barriers. Research shows that limited access to technology reduces opportunities for input, practice, and feedback (Stockwell, 2013). To support learners in similar situations, teachers can offer low-tech or offline learning materials, such as printed reading passages, audio files that can be shared easily, or community charging stations in schools. Schools can also encourage small-group study sessions where students can share resources and support each other's learning.

He also struggled with cultural aspects of English. He learned English formally and academically, but when he spoke with native speakers, they used casual, everyday language that was unfamiliar to him. This made communication difficult. As Jackson (2023) notes,

understanding cultural elements such as idioms, slang, humor, and conversational styles helps learners communicate more naturally and appropriately in real-life situations. To motivate and support students in this area, teachers should integrate cultural content into lessons by teaching common informal expressions, showing clips of natural conversations, and explaining the cultural meanings behind language. Activities like role-plays, movie discussions, and listening to informal dialogues can also help learners adjust to real-world communication.

The VARK questionnaire results show that Jamal is mainly a kinesthetic learner, meaning he learns best through doing, movement, and physical engagement. His high number of Kinesthetic (K) responses (8 out of 16) indicates that he understands new information more effectively when he practices it actively, such as completing grammar exercises, role-playing conversations, or engaging in real-life communication tasks. According to Fleming and Mills (1992), kinesthetic learners benefit from hands-on tasks, demonstrations, and activities that involve physical involvement, because these experiences help strengthen memory and understanding. Jamal's second-strongest preference is auditory learning, as shown by his five Auditory (A) responses. This explains why he improves quickly when he listens to others, participates in discussions, and asks questions. Auditory learners typically remember spoken information more easily and learn best through listening, verbal explanations, and group discussions (Gilakjani, 2012). His weaker Visual and Read/Write preferences suggest he relies less on written texts or diagrams and more on action and sound. To support learners like Jamal, teachers should design activities that match both kinesthetic and auditory preferences, such as role-plays, interactive speaking tasks, information-gap activities, real-life simulations, hands-on grammar practice, listening tasks, peer discussions, and pronunciation drills. Research shows that aligning learning activities with learners' preferred styles can improve engagement and learning outcomes because students are more motivated when tasks match their strengths (Pashler et al., 2008). Therefore, using movement-based and discussion-based classroom tasks can significantly enhance the learner's experience and help him continue progressing in English.

Jamal's oral performance demonstrates strong communicative competence, especially in vocabulary use, grammar accuracy, and pronunciation. He uses precise vocabulary (e.g., utilize), develops clear ideas, and employs accurate grammatical structures such as passive forms. His pronunciation is also strong, which aligns with his background as a phonetics instructor. However, he shows developmental issues common among L2 speakers, including frequent use of filler words such as "okay" and occasional sentence fragments. Overuse of fillers decreases perceived fluency and listener engagement (Kormos, 2006), and sentence fragments are typical developmental or transfer-related errors (Oshima & Hogue, 2006). He also mispronounced a few lexical items, which is normal in spontaneous speech. To improve his oral performance, suggested activities include self-recording for noticing errors, which increases awareness and accuracy (Lynch, 2001), peer feedback, which helps identify subtle pronunciation issues (Foote, Trofimovich, & Collins, 2011), and guided speaking tasks that

reduce filler use and promote coherent sentence production, as structured planning and scaffolding improve fluency and accuracy (Brown & Abeywickrama, 2010). Overall, Jamal's oral proficiency is strong, and with targeted noticing techniques, structured practice, and feedback cycles, he can refine his fluency and clarity even further.

His written performance reflects a solid command of academic vocabulary, logical organization, and grammatical control. His essay shows strong lexical choices (e.g., prioritize, fulfillment), a clear thesis, and coherent paragraphing; however, he occasionally uses overly wordy expressions and imprecise vocabulary, which are common developmental features of L2 writers (Hinkel, 2015). Organizationally, the essay is generally clear, but some sections, such as the part about working for money, are underdeveloped, and transitions between paragraphs could be smoother. These issues align with typical cohesion and elaboration challenges in second-language writing (Hinkel, 2004; Hyland, 2003). Grammar is mostly accurate, although minor errors such as incorrect connectors and incomplete possessives appear, reflecting normal developmental progress in controlling complex structures (Ellis, 2008; Oshima & Hogue, 2006). To improve his writing, suggested activities include using models of academic essays, which support awareness of organization and cohesive devices (Hyland, 2003), transition-building exercises to enhance flow, targeted grammar practice on connectors and sentence completeness, and self-editing checklists, which improve accuracy and reduce developmental errors (Ferris, 2011). Overall, Jamal writes effectively at an advanced level, and with focused practice on cohesion, precision, and proofreading, his writing can become more concise, cohesive, and academically polished.

Given Jamal's strong intrinsic motivation, kinesthetic and auditory learning preferences, and mostly developmental errors in both speaking and writing, the most effective error-correction approach is selective, timely, interactive feedback, especially recasts, prompts, and self-correction techniques. Because he is intrinsically motivated and comfortable with self-reflection, giving him opportunities to notice and correct his own mistakes enhances long-term accuracy and confidence (Lyster & Ranta, 1997). Because his errors, such as fillers, occasional mispronunciations, and sentence fragments, are developmental rather than fossilized, prompting self-repair is more beneficial than direct correction, as it supports deeper processing and internalization (Ellis, 2009). Additionally, Jamal's kinesthetic learning style suggests he learns best through action, so interactive correction methods such as role-play repetition, speaking cycles with feedback, and hands-on grammar correction tasks are more effective than written explanations (Fleming & Mills, 1992). His auditory strength also makes oral recasts, clarification requests, and modeling particularly suitable, as auditory learners benefit from hearing correct forms in real time (Gilakjani, 2012). Research shows that combining prompts with recasts increases accuracy, fluency, and learner noticing, especially for motivated adult learners (Lyster, Saito, & Sato, 2013). Therefore, the best approach for Jamal combines self-correction, guided prompts, and auditory recasts delivered during meaningful communication and followed by short reflective tasks, aligning with his learning style, psychological profile, and developmental error patterns.

Overall, Jamal demonstrates a high level of English proficiency, supported by strong intrinsic motivation, effective learning strategies, and advanced communicative skills. His strengths include a rich vocabulary, accurate grammar, clear pronunciation, and the ability to express complex ideas orally and in writing. His kinesthetic and auditory learning preferences enhance his performance in interactive and discussion-based tasks, while his consistent exposure to English media has strengthened his listening and speaking skills. However, he still shows some developmental weaknesses, such as overusing fillers, occasional mispronunciations, sentence fragments in speech, and minor cohesion and precision issues in writing. These weaknesses are typical for advanced L2 learners and can be improved through targeted feedback, structured speaking activities, and focused writing practice. Considering his overall performance, autonomy, and ability to use English effectively in academic and real-life contexts, Jamal can be categorized as an upper-intermediate to advanced English user, capable of functioning confidently but still benefiting from refinement in fluency, cohesion, and natural language use.

CONCLUSION

This study explored the language learning history of Jamal, an English lecturer at Parwan University, to understand how psychological, social, cultural, and instructional factors shaped his journey to English proficiency. Using a qualitative case study approach with multiple instruments, including questionnaires, a semi-structured interview, oral and written assessments, and a VARK learning styles inventory, this research provided a rich, holistic view of Jamal's experiences and strategies. The findings revealed that Jamal's progress was largely driven by strong intrinsic motivation rooted in his personal interests, alongside both supportive and constraining elements of his social environment, such as limited access to technology and native speaker interaction. His cultural challenges with informal English showed the need for including cultural content in language instruction, while his kinesthetic and auditory learning strengths enhanced engagement with learning tasks.

Jamal demonstrated advanced oral and written English skills, particularly in vocabulary, grammar, and idea development. However, he showed typical developmental weaknesses, including reliance on filler words, sentence fragments, and minor cohesion issues. Targeted corrective feedback, recasts, prompts, and self-correction aligned with his learning preferences can help address these areas. Overall, Jamal can be characterized as an upper-intermediate to advanced English user who has successfully navigated a challenging context through personal initiative, strategic resource use, and effort. His journey underscores the importance of intrinsic motivation, learning style awareness, authentic materials, and culturally responsive teaching. It suggests that educators provide low-tech resources, structured speaking opportunities, and feedback that promotes reflection and improvement.

Author's Contributions

This case study has one author, who confirms sole responsibility for all aspects of the study, including the conception and design of the research, data collection, analysis and interpretation of the results, and writing and revision of the manuscript. The author has read and approved the final version of the manuscript.

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The author declares that there is no conflict of interest regarding the publication of this paper. The research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request. Due to privacy and ethical considerations, the data are not publicly available.

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