

Process of Indonesian Transnational Students to be Polyglots and Their Language Varieties in Japan

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Abstract

This research was conducted to seek the process of Indonesian transnational students to be polyglots and what kind of speech varieties influenced them during that process in Japan. The present research conducted qualitative research with five Indonesian transnational students who settled in Japan for at least 1.5 years. Questionnaires and line phone call interviews were employed to collect data. Purposive sampling was applied to gain the subjects. The result found that four of the subjects reached an advanced level of Japanese language proficiency through numerous exposures, Japanese classes, watching television, and reading newspapers. Yet, a single subject remains at an intermediate level. Those exposures helped them to acquire Japanese and speech variety. Three of the subjects used the Kyoto dialect consciously since they got in touch with society and abandoned it when they moved to that another place. Yet the last two subjects did not use it. They only learned it because they had reasons that they were only students and would leave soon.

Keywords

speech variety, third language acquisition, transnationalist

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INTRODUCTION

Transnationalism is something in common in this era, globalization. People are easily to move from one place to another place, and one country to another country. They are moving to to other areas with many reasons, study, work, or family issues. As the result, they need to learn the culture in the new place they live, and the most important part is language. The relationship between language and culture is a complex one due largely in part to the great difficulty in understanding people's cognitive processes when they communicate (Elmes, 2013).

Since the complexity of the language and culture, it has numerous advantageous and disadvantageous impacts. Those advantageous and disadvantageous impacts have relation on the culture, language, social, and economic. It is inevitable though they are students who settled for short periods. As the result, they acknowledge the cultural experience with the society around. When deciding to put themselves for a few times on society that they moved, the transnational students would be one of the transnational socio-cultural tracts which surpassed the political border among the accepting and dispatching countries (Alderson, Clapham, & Steel, 1997; Bierwiazzonek & Waldzus, 2016; Olwig & Sørensen, 2002).

By conducting transnationalism, students interact smoothly with others and it makes them try to speak with the native language that they lived in to survive in that place. In this case they surely have an opportunity to be multilingual people or polyglot. The term polyglossia has been used for situations where a community regularly uses more than three languages (Cenoz, 2013; Holmes & Wilson, 2017; Ranzato, 2017). Further, Holmes and Wilson (2017) stated that Polyglossia is a term for describing situations where a number of distinct codes or varieties are used for clearly distinct purposes or in clearly distinguishable situations.

There are some differences from experts regarding what a polyglot is (Angelis, 2007; Cenoz, 2013; Knapp & Antos, 2007), and the polyglots are concluded as someone who can speak 3 languages or more. Regarding the previous definition, it is common that Indonesian people have become polyglots since they were in their country, because Indonesian people already acquired 2 or more languages; the regional language, Indonesian, and foreign languages (Zein, 2020), moreover those who aspire to go abroad would learn another one. Yet, when they are abroad, problems related to culture and language arise. The language that local people use is not like what they learned when they are in formal education (DuFon & Churchill, 2006; Sawir, 2005).

As previously found that people in Japan have a variety of languages that may not be formally learned by immigrants (Frellesvig, 2010; Schiffman, 2012). They will give a new language perspective to foreign students who settled there. In other cases that occurred in other Asian countries, students still experience problems related to the culture and language they use when they are there, even though in the lecture system they use English as the medium of instruction (Fabricius, Mortensen, & Haberland, 2017; Pherali, 2012). With those two examples, it can be said that language and cultural education is substantial for foreign students in Japan.

Previous studies explain about transnational students experiencing cultural diversity, but they provide limitations in the context of experiencing cultural diversity so that they did not show how they tried to preserving the local cultures. The immersion of local culture is also inseparable from how they use their own culture, especially in terms of language. Therefore, the present research offers how Indonesian transnational students learn language and culture and how they use the language they master. Furthermore, the purpose of this research is to investigate how Indonesian transnational students learn foreign languages in Japan to become proficient, differentiate the variety of languages they use based on the addressees, and find out whether they are indicated to use any variation of Japanese during their stay there.

LITERATURE REVIEW

Third Language Acquisition

Basically, third language acquisition is one of the branches of psycholinguistics (Alonso, Rothman, Berndt, Castro, & Westergaard, 2017). Angelis (2007) stated that closely follows in the footsteps of first and second language acquisition, but with less success. This is possibly the least appropriate name for a field because the word “third” emphasizes the third language to the exclusion of all other languages in the mind. Third language acquisition is not better than second language acquisition. On the other side, third language acquisition also in associate with the multilingualism or the polyglot (Cenoz, 2013), namely people who are able to speak two or more languages.

Ghassemifalavarjani (2020) stated that third language acquisition means that individual might had sequentially acquired two languages (the native language firstly, and then a second and third non-native languages) or he might had learnt two languages at the same time as bilingual speakers, and later on an L3. It is possible to understand that the third language speakers are not the native one on the country that the speakers lived so this means the person whose learn or acquiring the third language might be the immigrant communities in the country that has different language (Solis, 2015). The third language acquisition theory indeed develops into four language skills, listening, speaking, reading, and writing (Alonso et al., 2017). Furthermore, in that case, they are still developing third language (Holmes & Wilson, 2017).

Third language acquisition in this topic is developed through socialization and the movement to the new nation with a non-English speaking country. The movement to a new country will enhance language proficiency (Ching, Renes, McMurrow, Simpson, & Strange, 2017; O'Dowd, 2018). The language will be developed through formal and informal education (Peters & Romero, 2019; Yang, Quanjian, Michael, Chun, & Chuang, 2021). During the formal education the language learners have the formal and standard language which is necessary for the formal sectors, one of which is during their study in universities. Language competence among university students is necessary to gain better grade in formal education tasks. On the other hand, during informal situations, it is found that the international students interact with the society which does not use the standard language (Gong, Gao, Li, & Lai, 2021; Hua & Gao, 2021).

The citizen would use some of the language variety in the country (Diao, 2017). As a result, the students would adapt their language which they learn from the formal into informal language. During the informal situation, it is also found that the international students would learn the language unconsciously, as the result sometimes the language variety from their surroundings will affect them. Moreover, hobbies, mass media, and social media are also part of informal language learning (Greenhow & Lewin, 2016). Language competence would easily develop through these activities (Bonk & Lee, 2017; Shadiev, Hwang, & Huang, 2017). As the previous research found that Japanese animation affects the language learners in Arabs countries and it made the child speak Japanese often rather than English as the language subject in the school (Alsubaie & Alabbad, 2020). This phenomenon vividly explains that the language would easily learn by unconsciously and the informal situations. The developing third language acquisition is not always in the formal language education.

Language Varieties

Language variety is an important aspect of sociolinguistics that is closely intertwined with social communities (Eifring & Theil, 2005). The concept of language variety refers to a set of linguistic items that share a similar social distribution. For instance, slang is often characterized as a relatively limited set of new terms and new meanings for existing words, which may be intermingled with linguistic items that have a much wider social distribution. In this sense, language variety is highly context-dependent and reflects the social and cultural factors that shape the way language is used and understood.

Moreover, the notion of language variety can also refer to different dialects or forms of a language that are spoken in different geographical regions or social contexts (Wardhaugh & Fuller, 2021). This allows us to speak of Canadian English, London English, Singaporean English, and so on, as distinct language varieties that are shaped by the social, cultural, and historical factors that are unique to each of these regions. Furthermore, this approach to language variety enables us to view all the languages spoken by multilingual speakers or communities as a single variety, as all the linguistic items involved share a similar social distribution. In this way, language variety is not only a reflection of the linguistic features of a particular speech community, but also of the social and cultural factors that shape the way language is used and understood.

In the use of language experienced by transnational students in Japan, they will undoubtedly be faced with language conditions that are not following the standard language that should be implemented as well as possible language (Gong et al., 2021; Hua & Gao, 2021). It is found that more than 5 dialects discovered throughout Japan archipelago (Gottlieb, 2008). Therefore, they need to adapt their language skills to the surrounding environment that uses non-standard language. Moreover, the use of various languages will make them choose to use these language varieties or will use the standard language that they have mastered (Kubota & McKay, 2009).

Despite growing interest in the influence of the process of third language acquisition among international students across the globe, there have been few studies conducted in the Indonesian context. Most of previous research found that they were focusing on how the languages were developed and enhanced, as Granfeldt, Gullberg, and Muñoz (2023) discovered that Japanese international students were developed their English as their L2 since they had interaction with their surroundings, during their leisure time they still spoke in English with their Japanese friends in dorms. It was discovered that they commonly use Standard English without realizing the variety of English around.

Furthermore, the self-identity by showing impoliteness during the language use in the previous research was discovered in Kinginger (2013). Moreover, in the Non-English-speaking country the international students would still speak English as lingua-franca and any other languages would be avoided as they could during their studies (Duff, Zappa-Hollman, & Surtees, 2019; García, Woodley, Flores, & Chu, 2013; Sykes, 2017). On the other hand, it is found that the international students reached the micro level of social activity proposed by Duff (2019), since they reached the all-semiotic resources provided by the society to gain better language competency in international socialization, yet Asian continent countries were not discovered as the sampling.

This research proposes a fresh topic with third language acquisition and the language variety included. Moreover, the development of a new language in non-English speaking countries would make the Indonesian transnational students need to expand their mastered language as their lingua-franca during their studies. As a result, more than 3 languages will be mastered soon, since most Indonesians are multilingual people (Zein, 2019).

RESEARCH METHOD

This study employed qualitative descriptive to gain better perspective (Cresswell, 2012) in each individual subjects in Japan. This research used purposive sampling where the subjects have been selected with the following conditions: (1) they have lived in Japan for 1 year and 6 months; (2) they do not have Japanese language skills and during the enrollment, Japanese language skill is not part of the requirement; (3) they are currently doing study in Japan. The selection of subjects by purposive sampling is intended to refer and focus on how research subjects are selected. There are 5 foreign students selected based on predetermined criteria.

Questionnaires and deep interviews were used for getting a deep perspective from subjects. A closed-ended questionnaire was applied for the instrument. The questions in the questionnaire are based on Angelis (2007) in selecting and describing a person's learning system and becoming a polyglot. There were 11 parts in examining individuals to learn the languages. There was extraction from the previous 11 parts to be 34 questions closed-ended questionnaire and 10 open-ended questionnaires. The interview was carried out online using the line phone call application, recorded, and transcribed. Interview questions were adjusted to their answers contained in the questionnaire.

To analyze the data, a scheme of Miles, Huberman, and Saldana (2018) was used, namely data condensation, data display, and conclusion drawing/ verification. Data condensation employed to select answers to questionnaires and interviews according to research needs. Data display uses theory from Olwig and Sørensen (2002) and a scheme from Holmes and Wilson (2017) and Platt (1977) to describe table findings language varieties. Furthermore, to distinguish the language variety based on the formal and informal use, theory of Holmes & Wilson (2017) was carried to gain better perspective of language varieties. Data triangulation is carried out by means of content validity, peer debriefing, and member checking (Lincoln & Guba, 1986) therefore the data can be ensured to be valid and credible.

FINDINGS AND DISCUSSION

1. Process to Become Polyglots

a. Initial Japanese Proficiency

Questionnaire from Subject A to subject E explained that they were listening to the Japanese for initial learning Japanese on the question “Did you do listen to some Japanese materials for the first time you learned Japanese?” This is correlated as previously found and as the initial language learn as the first or following languages (Angelis, 2007; Brown, 2006) third language acquisition – closely followed in the footstep of first and second language acquisition but with a less effective result. As mentioned in previous research and theory that the initial activity to acquire the language is good to listen from vary sources (Ellis & Robinson, 2008; Steinberg & Sciarini, 2013). The students would probably conduct the imitating the way that the people around.

Based on questions “Did you already acquire Japanese before you are in Japan?” and “Are you in the level of advance (N3 above) in Japanese Proficiency Test?”, all of the subjects already got 2 months basic Japanese before their departure to Japan as the language provision. The rest of their language exposure would develop in Japan until four of them reached advanced level. The researchers found something that one of the subjects chose had not reached N3. This different answer was found through the interview.

The finding of present research accepts the theory that as the time goes on, the language proficiency will grow as the positive impact of the society will assist (Olwig & Sørensen, 2002; Van Tubergen & Kalmijn, 2005). As the previous research found in Taiwan that the increasing of language shifting and mixing would be used as the initial language use of the international students (Yeh, Chan, & Cheng, 2004). The students most probably conducted language shifting or mixing during the initial Japanese use. As the mentioned by Japan Foundation and Japan Educational Exchanges and Services (Japan, 2012) the proficiency was divided into 5 levels, start from N5 to N1, which is N5 the easiest into the N1 is the hardest. The N3 acknowledge as the bridging into the hard level which are N2 and N1, as the institution stated that the ability to understand Japanese used in everyday situations to a certain degree.

Reaching language levels does not mean that people are not learning, the metalinguistic is playing the role towards it (Roehr-Brackin, 2018). It is possible that one of the research subjects did not acquire certain Japanese language proficiency levels as the findings because the metalinguistic knowledge of the students is sufficient. It might be the student has better metalinguistic and language aptitude rather than the language proficiency (Akanwa, 2015).

b. Japanese Exposures

Questions about the research subjects' language exposure are watching television, listening to music, reading newspaper, and studying in formal context. Most of them has different exposure activities. Participant A has exposure for Japanese namely reading newspaper. He gets more than 15 hours per week for Japanese class, and his teacher uses Japanese most of the time during formal learning Japanese context. Participant B learns Japanese by several exposures, namely listening, watching television, and reading newspaper. Participant C and E have same exposure for Japanese namely watching Japanese television, listening to music, and getting more than 15 hours per week for Japanese class. Participant D has exposure for Japanese namely watching Japanese television, listening to Japanese music, and reading Japanese newspaper.

Questions about learning language in the formal context are "Do you think learning English in the classroom is better for you?" and "Do you think learning Japanese in the classroom is better for you?" Several subjects have different answer about learning inside or outside the class. Subject A and subject D say "No" for learning inside the class is better for them, otherwise subject B, C, and E say "Yes" for this one. When the researchers conducted interview for those 2 subjects A and D, they said they got better language improvement by their surrounding who speak Japanese. Yet here the researcher does not say that those three subjects who chose "No" did not get their language improvement. They also got exposure by learning more than 15 hours Japanese course in their university and they listened to music and read newspaper.

Kinds of exposures help language learners in learning because they will get used to getting language input from the people around them and it will directly develop as they are (Steinberg & Sciarini, 2013). In Japan, vary of the vocabularies found in newspapers and television will refer to a higher level of language such as N2 or above (Japan, 2012). As stated by previous research which shows how social media and community collaboration will shape and improve proficiency for the language learners (Desta, Workie, Yemer, Denku, & Berhanu, 2021; Yohanna, 2020).

Interest in formal and informal learning is the preference of everyone (Greenhow & Lewin, 2016; Roth & Erstad, 2016). Every human being, even those who are not participants in this study, also has an interest in the context of language learning. Previous studies (Andrade, 2017; González-Lloret, 2020) stated that foreign language skills would proficient enough when being in the native language's country because the input and use of the language will be more intense. So that the use of Japanese will develop rapidly in formal and informal contexts compared to English.

In a formal context, participants will get the language as standard language on the nation and of course the university or related institution will provide language and culture provision (Pennington, 2021) in that country, especially if they get the appropriate way of learning based on the language they need in the classroom. On the other side when they do socialize, they will discover and learn the variety of languages that surround them (Bucholtz & Hall, 2017). Furthermore, it is possible that they use one of those language variations.

c. Writing with Japanese

Question “Can you easily write with each of that Indonesian, English, and Japanese?” has different answer by 2 subjects, they are Participant C and D. These 2 participants chose “No” because they told the researcher by an interview that writing had more difficulties. Moreover, in research writing or research paper, their ability to write in Japanese still do not reach on that phase. Then the rest of the participants chose “Yes” regarding this question. As previously found that writing skills is the most difficult skills among 4 language skills especially for those who are taking writing as in academic field for second language or third language learner (Klimova, 2016; Lee & Tajino, 2008). Furthermore, proficient production of a text signifies good learning of a second language, writing is not that easy to perform, and it needs more time to improve. Writing is a cognitive process that tests memory, mental capacity, and verbal direction to successfully communicate the thoughts (Fareed, Ashraf, & Bilal, 2016).

As the result, the ability to write in Japanese by Indonesian transnational students is still below their own expectations and it is understandable. In fact, in previous studies, the use of English as a foreign language writing skill also had the perception that it was difficult to write because they seldom need to write in academic tasks (Kao & Reynolds, 2017). Moreover, for Japanese proficiency level at N3 or more, each individual should acknowledge about 1000 or more Kanji words (Nguyen, 2022). If they write with English skills, it will be more possible because they have more English skills than Japanese skills, because they have studied English since elementary school to high school, about 12 years. Additionally, it is known that there was one participant who admitted he did not reach N3 in the Japanese proficiency test yet. Eventually, the ability to write the five different participants in a foreign language is not an issue.

d. Native Language Usage

For question “Do you use Bahasa Indonesia to your Indonesian Friends?” subject B chose different answer than the others. Subject B chose “No” for the answer of the question number 26. Subject B explained to the researcher by the interview that this subject mostly mixed language to them, sometime participant B used Indonesian, English, also Japanese to his friends in Japan. The rest of participants chose “Yes” to their Indonesian friends. Akanwa (2015) referred that anxiety is one of the causes that the transnational students would probably they less to use any other language towards the same Indonesian. Opposingly, the use of Indonesian with other native Indonesians will build confidence and less anxiety among Indonesians.

Even though they have reached a high level of language the use of Indonesian to others can help solve quite complex problems as transnational students. Furthermore, foreign students are facing complex problems in the nation which they moved to such as language and culture barriers, transportation, and food (Sumra, Mumtaz, Mohamed, Haseeb, & Ansari, 2022; Titrek, Hashimi, Ali, & Nguluma, 2016; Wang & BrckaLorenz, 2018).

The use of foreign languages among translational students has a positive impact. They can help their colleagues to overcome the language and cultural barrier around. Therefore, based on the input of languages which they receive every day, they would talk to others as translanguaging or language mixing (García & Lin, 2017). The translanguaging at once should indeed occur more among transnational students, since they have better input and receiving languages and it helps them to improve their foreign languages (Galante, 2020). Thus, the use of mixed languages will be used by them unconsciously. In addition, the continuous use of mixed languages has been associated as polyglots (García, 2009) therewith their language skills indeed without language mixing.

e. Three Languages Usage

There are four questions related with three languages use, those are “Are you actively using those Indonesian, English, and Japanese?”, “Can you easily listen to what people around you say even they mix the language?”, “Can you easily speak with mixed language?” and “Are you using more than one language simultaneously in your community?”. Those questions are the development from Angelis (2007) and adapted based on Holmes and Wilson (2017) to get better point of view regarding the languages used simultaneously. All research subjects answer “Yes”. It means that the simultaneous languages used by the participants of present study conducted in a proper way. They are polyglot helped by the society and environment to gain better proficiency. Furthermore, the present research accepts the previous research by Choi (2020) which found out that the international students develop their meaning by conducting and self-developing their own languages. In addition, three language usage also carried out the language survival beyond the border since they need to occupy each of the languages surround them.

f. Second Language on Third Language Development

Question “Is that with your second language proficiency make the third language easier to master?” is dealing with how their English help can them to learn their Japanese into better proficiency. All the subjects chose “No” for this answer. It is not a surprise because we all know that Japanese and English are totally different. The interview that conducted by the researcher to some of them, they are subject B, D, and E they explained that they had to learn from a start because of the alphabetic of the Japanese has 3 kinds of alphabets. They are Hiragana, Katakana, and Kanji also the structure of the sentence let say about simple sentence we can put “Subject + Object + Verb” in Japanese, in English the simple form of sentence is “Subject + Verb + Object” (Börjars & Burridge, 2019).

Based on analysis above it is seen that the development of the Japanese cannot be compared with English. They need to learn from the start because of that kind of differences between those two languages and the surrounding around them. Their environment and their university also help them to encourage their Japanese. They get two ways learning language by formal in the university and in their environment. This encourages students to build communication skills and certainty important for social, travel and business circumstances.

2. Speech Variety Usage

The question related with speech variety was not mentioned in the questionnaire but in the interview question. The question is “After more than 1.5 years in Japan, do you influence by dialects of Japanese? Because we know that there are some dialects in Japan.” Three of the subjects had same answer, and the rest of the subjects had same answer. Subject A, D, and E have same answer that they are using Kyoto Dialect and learned by the time they are there. They used this speech variety that is Kyoto dialect when they are only in the Kyoto or around, they do not even use it when they move to another place outside Kyoto. The Kyoto dialect distinguished by its phrases, greetings and the polite way to speak the Japanese compare with the other dialects around Japan. Yet, the further explanation regarding dialects is beyond present research focus.

The rest 2 subjects said that they do not use any speech variety. They explained that they are only a student who live here in a short time they know that kinds of dialect around them and sometimes they heard that by the people, but they only know and speak the standard Japanese by not using any speech variety. This kind of phenomena is explained, and the phenomenon is same in the research of Caldas (2006) that the comer or the transnational people did not want to speak the language because of several causes. Furthermore, it is possible that they prefer not to use the dialect because they already had language issues (Andrade, 2020; Zhang & Chai, 2021) during the time they came, it is possible for them to understand rather than to use the dialects simultaneously.

The researchers define two kinds of variety of the language used by all subjects. They are high variety (H) and Low variety (L), based on Holmes and Wilson (2017). English and Japanese that use by the subjects in the formal situation become high variety (H). Yet, Indonesian language that use by the subjects in the informal situation defines into low variety (L). The distinction of high variety (H) and low variety (L) is because of the formality of the language used by the participants.

By two analyses above the researchers conclude that half of the research subjects are using it because of their environment encourage them to speak by the speech variety. Yet, the rest 2 of the subject did not want to speak it because of their own willingness and thinking that if they can use the standard Japanese, it would be fine and that kinds of the distinguish of language variety used by the research subjects, as shown in the following table.

Table. Speech varieties usage

Domain	Speech Variety				
	Subject A	Subject B	Subject C	Subject D	Subject E
Family	Indonesian (L)	Indonesian (L)	Indonesian (L)	Indonesian (L)	Indonesian (L)
Friendship	English to International Friends (H)	English to International Friends (H)	English to International Friends (H)	English to International Friends (H)	English to International Friends (H)
	Indonesian to Indonesian Friends (L)	Indonesian to Indonesian Friends (L)	Indonesian to Indonesian Friends (L)	Indonesian to Indonesian Friends (L)	Indonesian to Indonesian Friends (L)
	Japanese to Indonesian and Japanese Friends (H)			Japanese to Indonesian and Japanese Friends (H)	
	Japanese (H)	English (H) Japanese (H)	English (H) Japanese (H)	English (H) Japanese (H)	English (H) Japanese (H)
	English (H)				
University	Japanese – Kyoto Dialect	Japanese (H)	Japanese (H)	Japanese – Kyoto Dialect	Japanese – Kyoto Dialect
Apartment and Social Life					

The table drawn to distinguish five research subjects' speech varieties and their daily language usage. The researchers found Indonesian in low variety because research subjects rarely used that language in Japan. They used Indonesian in non-formal situation, though sometimes they used it for talking to Indonesian friends and family in homeland. That is the main cause Indonesian categorized as the low variety (L). This part also gained new speech variety in Japan that is Kyoto Dialect which are the most polite and oldest one among all the dialects in Japan. Those three subjects who gained speech variety were learning from their surrounding and trying to use it when they got in touch with the society around. Different with last 2 subjects who are do not want to use it in case of they are only a student and not want to stay that long in Japan.

CONCLUSION

This study set out to find out the process of international students become polyglot and their speech variety used. The finding found that their process of language development was helped by the university, society, and their friends as well. They experienced the difficulties during their settlement in Japan at first. Then the day goes on they tried to get better language acquisition with into N2. Even though they are three of them who acquired at this level. The research has also shown that they sometimes use Japanese to their interlocutors, this shows that they are developing their abilities. In fact, they use the three languages they master to anyone who speaks to them, except for families who still live in Indonesia.

Their use of the language is strongly influenced by the situation in their environment, so that the Kyoto dialect is used by some research subjects. Although there are also those who do not use it because of the short time they are there. The use of Indonesian, English and Japanese is also influenced by their colleagues who are there because they must have friends who use English as their first language. Likewise with the lectures they carry out. So the use of English cannot be denied.

The second major finding is that the language varieties used by the research subjects. They use their language in the formal and informal domains by showing high and low varieties. They use the language according to their environment, such as universities, markets, boarding houses/ dormitories, and other gathering places so that the classification can be determined. They use Japanese and English at high variety indicating that they use the majority of these languages in the formal situation, although the informal one is also used. The use of Indonesian is also not found in the formal condition. Therefore, it can be concluded that they did not find an environment to speak Indonesian formally. In general, therefore, it seems that this present research shows the development of languages in international students and the languages they use. This study has raised important questions about the nature of language development and the use on transnational people.

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