



The Journal of Asia TEFL

<http://journal.asiatefl.org/>

e-ISSN 2466-1511 © 2004 AsiaTEFL.org. All rights reserved..



The Stories of Four Indonesians in Their Survival Using Foreign Languages Abroad

Listyani

SatyaWacana Christian University, Salatiga, Indonesia

Introduction

Indonesia is rich in diverse cultures, including local languages. There are more than 300 living languages all over the country. Among those languages, at least 25 local languages are now coming to the edge of extinction. Most of them are the local languages of Maluku and Papua, as Multamia, a linguist from University of Indonesia explained (Andarningtyas, 2015). This is contradictory with what is happening to the Java language. It is spoken by about 80 million people in Western Indonesia, while Bahasa Indonesia, the national language, is only spoken by 7 percent of the total population.

From almost 250 million Indonesians, 4.3 million people are living abroad, as mentioned by the Indonesian Minister of Foreign Affairs, Retno L. P. Marsudi (as cited in Grehenson, 2015). These people go abroad either to work as Indonesian migrant workers, to study, or to marry the local people. To survive in these new countries, these people have to learn English as an international language. This article presents how four (4) Indonesians living abroad have been struggling with new languages in their new countries. I have described how these four Indonesians living or working abroad have struggled and finally survived with their English or other languages that they learn in their new land. This brief report details my interviews with four Indonesians working and staying abroad. One main issue to be considered in this paper is, “*How did these four Indonesian respondents survive with their English in foreign countries?*”

Data were mainly derived from online interviews with the four respondents. These respondents are all Indonesians, originally speaking Bahasa Indonesia and one local language. Findings of the data are presented descriptively since this research goes under the categorization of qualitative research with life stories of the respondents as the main data collection method. The following section deals with the theoretical review as the foundation of the research. The next section deals with the related literature review.

Theoretical Review

“*To have another language is to possess a second soul.*” (Charlemagne (742-814), *King of the Franks*, as cited in Paradowski, 2010). This quote shows the importance and advantage of having – which can mean understanding or mastering – another language besides our mother tongue.

In this world, some people are gifted in being very fluent in learning a new language or languages. It is very easy for them to learn the new language(s) even though the new language is very different from his/her mother tongue, both lexically and/or grammatically. Not many people have a chance to learn another language besides their mother tongue. Those who can learn a second, third or fourth language are lucky to have an opportunity to do so. Though they may face some difficulties in dealing with the languages, mastering more than one language nowadays is an advantage in life.

People who speak only one language are called *monolingual*, while people who can speak two languages are called *bilingual*. Bilingual education is now mushrooming in the world. In his book, *Bilingual Education*, Lim (1980) states that bilingual education in one city or country might be different from another. The author also says that “*No two situations are alike, because there are many dimensions along which bilingual education can differ – the language in contact, the educational history of the country or institution, the political and social environment, the aims, the curriculum, the teaching methods, etc*” (p. ix). It can be interpreted that bilingual education differs, depending on the mother tongue used by the majority, the history, political and social situations, and other aspects mentioned above.

The term *multilingual* refers to people who can speak or use several languages. Klein (1986) claims that our first language is neither easy nor as quick to learn as one wants to assume (p. 9-13). Klein also asserts that the view which says that first language acquisition is quick and easy compared to the labor of second language learning is “nothing but a myth”. Second language acquisition, he explains, entails a much stronger dominance and functional specialization. There is a suggestion that the second language learner begins by constructing the given sentence in the dominant language and translating it to the target language. Then he/she can articulate the utterance. Klein further claims that this suggestion seems to be confirmed by the interference of the dominant language. In line with Klein, Elliot (1996) states that there seems to be a critical period for language acquisition. Adults find it far more difficult to learn a second language than a primary school child.

Being multilingual certainly, has many positive sides. Paradowski (2010) maintains that multilingualism is a kind of natural potential which is available for every normal human being, and it is not an unusual exception. Multilingual speakers excel over their monolingual peers, not only in linguistic knowledge and skills, but also cognitive, social, personal, academic, and professional aspects. Additionally, Paradowski (2010) states that multilingual people have sharper perception and keener awareness of language. Multilingual people are also proven to develop better language proficiency, sensitivity, and understanding of their L1. Additional benefits include a greater vocabulary, better listening abilities, and a sharper memory. Multilinguals are also said to have a better understanding of cultures and better problem-solving abilities. As cited in Cooks (2001), Paradowski (2010, p. 4) claims that “*Multilinguals are not restricted to a single-world view, but also have a better understanding that other outlooks are possible. Indeed, this has always been seen as one of the main educational advantages of language teaching*”.

Albert and Obler (1978) strengthen the idea of bilinguals’ cognitive abilities (p. 206). They claim that “learning a second language seems to distinguish the bilingual from the monolingual, not only in the language skills but also in perceptual strategies and even in patterns of cerebral organization.” Gorter et al. (2007) also support this fact, mentioning that most of the world’s population speak more than one language (p. 4). The majority of people in western cultures speak only one language, despite the fact that they are exposed to many languages at school. Gorter et al. further state that 40% of the world’s population have one of the most common eight languages as a first language. They are Mandarin, Hindi, Spanish, English, Bengali, Portuguese, Arabic and Russian. Citing Edwards (1994), Gorter et al. (2007) claim that *to be bilingual or multilingual is not the aberration supposed by many; it is rather a normal and unremarkable necessity for the majority in the world today* (p. 5). In summary, I would say that multilingual speakers are blessed with cognitive, curricular, communication, cultures, character, and vocational/employment benefits.

There is a strong relationship between language and culture. Lyons (1991) claims that practical

experience of learning foreign languages suggests that we quickly identify certain objects, situations, and other features in cultural overlap. We also learn words and expressions without difficulty. *True bilingualism*, Lyons (1991) also asserts, *implies the assimilation of two cultures. Cultures are not "coterminous" with languages* (p. 434). For example, many institutions, customs, accessories, furniture, food, etc. which are found in German and France are also found in England.

Kruschewsky (2015) supports this idea. In reality, more than half of the world's population speak more than one language to communicate every day. It means, about 3.5 billion people in this world are bilingual. One of the benefits of being bilingual is the fact that people can understand and appreciate cultural differences and nuances. Another advantage is that bilingual people's interactions with those of different cultures will go deeper, and finally, they can express themselves in a multitude of forms (Kruschewsky, 2015).

About monolinguals, Nelson (n.d.) explains that there are at least two drawbacks of being monolingual. The first is that monolinguals, having never "conquered" a language, feel that it is ~~just~~ totally outside of their possibility. They think it is impossible to speak another language, they can't even differentiate any sounds that a bilingual person is making. For them, it all sounds the same. The second one is that *bilingual envy* can happen. It is very real and the degree increases throughout the monolingual community.

Discussed here are some studies conducted with bilingual or trilingual respondents.

A study by Evers in 1970 (as cited in Albert & Obler, 1978, p. 62) on 40 bilingual college students in the United States dealt with the recall of German and English words which were aurally presented. Half the respondents were native speakers of English and half were German native speakers. They were exposed to audiotapes of common monosyllabic and disyllabic nouns, and they were asked to recall as many words orally as possible. From this research, Evers then concluded that at least in an "unconnected discourse", bilingual respondents store items which are presented auditorily in terms of the given semantic concept. Besides that, they have no difficulty in noting the language tag of the item. These respondents faced difficulties even when they were specifically instructed to do so.

Still dealing with word list recall, Tulving and Colotla (1970, as cited in Albert & Obler, 1978, p. 62-63) also conducted an extended study on free recall. The respondents were six people who were proficient in at least three languages, English, Spanish and French. These subjects were exposed to unilingual, bilingual, and trilingual word lists, which were visually presented, and asked to recall orally after each list. Tulving and Colotla (1970) found that the most proficient language was most impaired in bilingual and trilingual lists. They concluded that the impaired performance on bi-and trilingual lists resulted not from the impaired storage, but from the difficulty of forming "higher-level organizational units" for the members of the list.

Still, in the same year, Kintsch (1970, as cited in Albert & Obler, 1978, p. 63), conducted a study on 19 non-balanced German - English bilinguals. Balanced bilinguals are people who theoretically are proficient in both languages, both in their mother tongue and their second language. While non-balanced bilinguals are more proficient in one language (Albert & Obler, 1978, p. 5). These German-English people were asked to read each item in a continuous list and judge whether the word had appeared before. If it had, they had to judge, whether it appeared in the same or a different language. All respondents performed better in response to English stimuli. This might be due to the ~~current~~ dominant usage of English at the time.

Regarding the dominance of English, Romaine (1995) states that multilingualism and multiculturalism as planned goals of modern states are like all state policies. They are formulated by those in positions of power, and therefore represent state interests (p. 251). In the United States, for example, former President Reagan spoke strongly against the desirability of maintaining native languages. He condemned the idea as "un-American". Theodore Roosevelt also had a similar idea. He said that there should be only ~~one~~ room for one language, that is English. This antipathy to multiculturalism and multilingualism runs deep in the American ethos (Romaine, 1995, p. 251-252).

However, in Canada, this is completely different. There are immersion programs supporting the critical period hypothesis about the successful language learning when done before puberty. Teachers for the

immersion programs are bilinguals. Children are not punished nor belittled for speaking their own languages. Citing from Cummins (1984), Romaine (1995, p. 254) mentions that just because some groups of minority students (like Hispanic children in Canada) can survive in immersion and submersion programs, it does not mean that these programs are the most appropriate for all students. Padilla (1990), in Romaine (1995, p. 254) argues for a “reconceptualization of bilingual education” as a strategy for disadvantaged minorities.

In many parts of the western world, monolingualism is a common norm and is often assumed as a worldwide phenomenon. Bilinguals and multilinguals may be considered unusual. We may be full of admiration as well as superiority when we find people fluent in several languages. We may think that they are not native to the culture where we live. They can be immigrants, visitors, or children of mixed marriages. However, multilingualism and bilingualism are normal in many parts of the world. As Wardhaugh (1992, p. 101-102) claims, a bilingual or multilingual can produce effects on one or more of the languages involved. For example, language loss among immigrants. On the other hand, it can cause diffusion. Certain features can spread from one language to another.

The best thing to do is make use of our situation as well as we can. If we live as monolinguals, chances are always opened for us to learn a most-spoken language in the world like Chinese, which is spoken by over one billion people in the world, or English, which ranks the third with around 335 million speakers (Ethnologue, 2014, in FEN Learning, 2016). Whether we live as bilinguals or multilinguals, our success depends on how we make use of this beneficial situation to create opportunities and to communicate with our best efforts. Finally, we can live side by side with people from other cultures and languages.

Discussion

Before we move to the discussion section, some information on the four Indonesian respondents are presented. Table 1 shows the demographic data of the four respondents who served as the data sources for this small-scale research study.

TABLE 1
Participants' Demographic Data

Characteristics/ Detailed information	Participant A	Participant B	Participant C	Participant D
Pseudonyms	Anita	Becho	Cynthiana	Danto
Sex	F	M	F	M
Age & status	34, single	45, married, 2 children	36, married, 1 child	44, married, 2 children
Educational background	- English Education (graduated in 2004); - Bachelor in Automobile Business (1 semester only); - MBA in International marketing, graduated 2009	S2 Graduate in Marine Education, graduated in 2010	S1 Graduate in English Education, graduated in 2000	D3 in Electrical Engineering (Institute of Technology Bandung, Indonesia), graduated in 1992
Present Residence	Reutlingen, Germany	Middle East	Amersfoort, the Netherlands	Al Khobar, KSA (Kingdom of Saudi Arabia)
Occupation	Procurement Change Management Support – cars and vans, Mercedes-Benz	First-Rank Captain Assistant in the anchored ship of Zamil	Housewife	Technician for oil rig tools of Schlumberger oil

	Spindeligen, Germany	Marine Oil Company		rig company
Years of learning and speaking English	Since JHS (from school and course)	Since Elementary School, Grade 5	Elementary school (Grade V, but only 2 months), then continued to JHS	Since Elementary school (Grade 3- private course)
Years of living abroad	Since 2005	Since 1995	Since 2006	Since 2004
Language Background (mother tongue)	Javanese and Indonesian	Javanese and Indonesian	Indonesian	Sundanese and Indonesian
Family Background	Mother and Father: Javanese; Both parents speak Indonesian and Javanese	Mother and Father: Javanese; Both parents speak Indonesian and Javanese	Mother: Javanese; Father: Mixed Dutch and Javanese; Both parents speak Indonesian and Javanese	Father: Chinese descent in Karawang, speaks Sundanese and Indonesian; late Mother: Chinese descent, born in Padang, grew up in Medan (she spoke Minangese and Indonesian)
Languages spoken today	Indonesian, Javanese, English, German, Chinese, Dutch, Malaysian, Spanish, Japanese, Hungarian, and Rumanian	Indonesian, Javanese, in the job: English (80%), Tagalog (18%) and Arabic (2%)	Indonesian, Javanese, English, and Dutch	Indonesian, Sundanese, English, Arabic, Hindi

Anita's Story: The Struggle to Learn German

Being a single woman with high spirits, big dreams, and great enthusiasm had driven Anita to go abroad and become a career woman in Germany. Graduating from her S1 degree in English Education from Satya Wacana Christian University Salatiga, Indonesia in 2004, Anita thought that a bachelor's degree was not enough for her. In 2005, she went to Germany where she continued her studies for a master's degree at MBA Internationales Marketing at European School of Business Reutlingen. While studying, she also worked at Daimler AG- Mercedes-Benz Sindelfingen at the division of Procurement Change Management. Getting involved in the automobile industry was not something new for her since she loved automobiles and observing various vehicle parts was one of her hobbies.

As far as her experiences in learning German were concerned, the biggest difficulty was in learning the grammar. Though both English and German are Indo-European languages, they have different structures in German, nouns have articles, some are neutral, some are masculine, and some are feminine, for example, *der Mann, die Frau, das Kind, die Kinder*. She often made mistakes at the beginning of her stay in Germany. However, since Anita is a very confident woman who is not shy about making mistakes, she did not feel ashamed of herself when learning to speak the language, and she brought along an English-German dictionary everywhere she went.

Before learning German, Anita had a chance to learn Dutch and she was quite fluent already, but then she decided to go to Germany, not the Netherlands. She did self-study in learning German. Learning Dutch was much easier for her, since she had the chance to learn Dutch at the Dutch Embassy in Jakarta,

and had also learned it from a native Dutch living in Salatiga. Besides that, there were many words in Indonesian or Javanese which were taken from Dutch, like *sepur* (train), *potlot* (pencil), or *kantor* (office).

Because of her personality, it can be said that Anita will not face big problems learning new languages. The underlying reason is that Anita is not a shy person. Instead, she is a very confident career woman with great optimism and very high spirits. Overall, making mistakes in her grammar, vocabulary, or pronunciation is not a big deal for her. The following is her statement about her high motivation for learning German:

Here, I don't really care about my ability to speak German. If people don't understand me, I will explain to them slowly, very slowly, or I will use gestures/ body language. I just want to be better and struggle, trying my best. I'm not ashamed to make any mispronunciation. I learn from my mistakes, and I want to improve it.

She also explained that she used to be very afraid to make mistakes when she was learning English in Indonesia, but since she went to Germany, this has totally changed. Besides English and German, Anita also learned some other foreign languages like Dutch, French, Spanish, and Chinese because some of her customers were from these countries, and she often traveled to those countries for business.

Anita admits that she is very happy to be a multilingual, learning different languages and cultures.

Becho's Story: Struggles in the Job Dealing with English, Arabic, and Tagalog

Becho is a man with two children who works in the Suez Canal as the First-Rank Captain Assistant on an anchored ship. The ship takes care of the tool supplies for oil rigs in the sea. Becho works for Zamil Marine Service Company in the Middle East. After graduating from high school, Becho continued his studies at the Merchant Marine Academy in Semarang. He then went to Sekolah Tinggi Ilmu Pelayaran Jakarta and graduated in 2003. Feeling that the S1 degree was not enough, he then continued his studies to pursue another degree, Master Mariner at Merchant Marine College in Jakarta and graduated in 2010. Except for the years spent to continue his studies in Indonesia, Becho has stayed at the Suez Canal since 1995.

His family -wife and two children- live in Salatiga Central Java. Onboard ship, he has to struggle to speak with those on board. The majority are Middle Easterners who speak Arabic and Filipinos who speak Tagalog. Except for English learning at JHS, Becho does not have any formal education in English.

In his communication with the various nationalities he works with, Becho states that he does not need perfect English grammar. As long as the core of the communication is understood, it is enough. Sentences must be simple and understandable. For example, people on the ship would rather say, "Pay out anchor" or "Get ready" instead of "Would you please pay out the anchor" or "Please get ready". Sentences, which are too polite and perfect in grammar, will sound funny. The following are his thoughts on this:

Here we stay with people from Ukraine, Azerbaijan, Egypt, KSA, India, and Philippines. In our job, our English must not be perfect and we don't have to use good grammar. We must work hard and fast. Our language must be simple. If we speak too long, people will be confused. Sometimes we use body language. For email or talking to our superiors, we have to use English well.

In learning to speak English properly, Becho feels that the biggest difficulty dealing with languages lies in the grammar. There are times when he has to use body language if he does not know how to express his opinions.

Being multilingual working with people from different nationalities makes Participant B happy because he needs to maintain a good relationship with others.

Cynthiana's Story: The Long, Winding Road to Get Married to a Dutch Man

Building a family in the Netherlands was a dream that Cynthiana has had since 2006. Born from a Javanese mother and mixed Dutch-Javanese father, Cynthiana feels there is an emotional tie with the Dutch language, even though her father does not speak that language. Her late grandfather was Dutch and some of her aunties also got married to Dutch men and live in the Netherlands.

After graduating from English Education from UKSW in 2000, Cynthiana earned a living as a private English teacher. In 2006, she went to the Netherlands to meet her husband-to-be and stayed there for 3 months to learn Dutch from her relatives there. After that, she went back to Indonesia. From September 2006 to February 2007, she continued learning Dutch from a native speaker living in Salatiga. Since March 2007, she has stayed in the Netherlands. For several months, she attended a Dutch course. In July 2008, she took the national examination in Dutch and passed. Since then, she continues her learning on her own.

The biggest difficulty for Cynthiana was learning Dutch vocabulary and grammar. However, no matter what difficulties she faced when learning Dutch, just like the previous two participants, Cynthiana feels happy to be a multilingual, since she can introduce the languages she knows to her daughter, and she can mingle with Dutch people. The following is her statement about her learning:

I am happy to be a multilingual. I can introduce again Indonesia language to my husband. I can introduce multi languages to my daughter. I can speak to other people from multi nationalities with Dutch.

The love story ended beautifully. Her three-year-old daughter speaks her mother and father's languages: Dutch, Indonesian, and Javanese. With her family, she has lived in Amersfoort since 2007.

Danto's Story: Lexical Barrier in Learning Different Languages

Danto was born from a Sundanese father and a mother born in Padang. The father speaks Sundanese and Indonesian, while her late mother spoke Minangese and Indonesian. Basically, Danto speaks Sundanese and Indonesian, but he could also speak Javanese since he spent his SHS time in Yogyakarta. After finishing high school, he continued his study at Poly Technique in Electrical Engineering at ITB (Institute of Technology Bandung) in Bandung, West Java.

Graduating in 1995, he was then preoccupied with the foreign exchange business. In 2004, he went to India to work on an oil rig as a technician. There he learned Hindi, and could speak Hindi for daily communication as well as for his job. The sentences, just like Participant B, either in English or Hindi, do not have to be perfect. The most important words are the content words, other less important parts like articles or ending "s" can be left out. For examples: *I need to calibrate gamma ray; I will do heat test and then shock test; I will troubleshoot the tool that just come with failure; Identify the log.* These sentences are well understood by his colleagues and no one protested the imperfect grammar or pronunciation.

The underlying principle is that they must be simple yet understandable. Since June 2006, the same company moved him to Al Khobar, a city near Dammam, in Saudi Arabia (KSA). There he met people from many nationalities, and he needed to be able to speak Arabic, as most his co-workers come from Saudi Arabia. Altogether, the foreign languages that Danto could speak were English, Arabic, and Hindi. Since Danto has stayed for about 7.5 years in KSA, he can speak some Arabic words for daily communication like *kulu tamam* (all is fine); *baden* (and then); *bara* (outside); *dahel* (inside); *hina* (here); some words are similar in pronunciation and meaning as in Indonesian like *fitnah*, *haji*, *haram*, and *durhaka*.

Out of 700 people working for Schlumberger Oil Rig Company in Al Khobar branch, the majority are Arab. Others are American, European, and Asian (Chinese, Indonesian, Bangladesh, Indian, Pakistan, Malay, and Thai).

Different from the previous three participants, Danto does not feel happy or proud to be a multilingual. He thinks that it is because of his job requirements. He is required to be able to communicate with his co-workers who come from many different countries with many different languages. Danto states, “*I just feel normal to be a multilingual. It is the requirement of my job, so that I can communicate with my co-workers.*”

The biggest difficulty for Danto lies in learning the vocabularies of the different languages like English or Arabic. This is mainly because perfect grammar is not needed. As long as they can get the message across, good grammar is not a big deal.

Conclusion

From the theories as well as the participants’ stories, we can see that there are always some obstacles that a multilingual faces. However, every multilingual person should be able to find ways to minimize their problems. The four research participants described in this article had no previous experience in dealing with the local people, the food, the local language, as well as the cultures. However, they survived.

Seen from the advantages of being a multilingual abroad, I can say that a multilingual living out of his/her home country is culturally ‘richer’ and will have better cross-cultural understanding. All in all, I see that being a multilingual is a special challenge, and a special opportunity as well. For whatever reason – finding a job, building a family, or studying – learning others’ languages and cultures is always an interesting endeavor.

The Author

Listyani is a lecturer at the English Education Program (Pendidikan Bahasa Inggris), at the Faculty of Language and Arts (FLA), Satya Wacana Christian University (SWCU) Salatiga, Indonesia. She has been teaching there since March 1999. Her main interest is in second language writing and second language acquisition. She graduated from the Faculty of Teacher Training and Education (FKIP), Language and Arts Education Study Program (JPBS), Satya Wacana Christian University Salatiga, Indonesia, in April 1995. In 2006, she got her *Magister Humaniora* Degree (Master’s Degree in Humanities) from English Language Studies (ELS), Post Graduate Program, Sanata Dharma University Yogyakarta, Indonesia. She is currently pursuing her Doctoral Degree at State University of Semarang (UNNES) Indonesia, at the Post Graduate Program, majoring in English Language Education. She entered the Post Graduate Program of UNNES in 2013. She has published some articles in *LLT Journal*, *Asian EFL Journal*, *English.Edu*, *ASSRJ*, and *Kritis*. In May 2017, she also published a text book entitled *Let’s Write Academically!* published by Widya Sari Press Salatiga, Indonesia

English Education Program
Faculty of Language and Arts
Satya Wacana Christian University
Salatiga, Indonesia
Email: lydia.listyani@gmail.com

References

- Albert, M. L., & Obler, L. K. (1978). *The bilingual brain: Neuropsychological and neurolinguistics aspects of bilingualism*. NY: Academic Press Inc.
- Andarningtyas, N. (2015). *25 local languages in Indonesia almost extinct, expert says*. Retrieved from

- <https://en.temp.co/read/news/2015/11/01/240714877/25-Local-Languages-in-Indonesia-Almost-Extinct-Expert-says> on March 27, 2017
- Elliot, A. J. (1996). *Child language*. Cambridge, UK: Cambridge University Press.
- FEN Learning. (2016). Most widely spoken languages in the world. Sandbox Networks, Inc., Publishing as Infoplease. Retrieved September 29, 2016 from <http://www.infoplease.com/ipa.A0775272.html>
- Grehenson, G. (2015). "Menlu Retno Marsudi: Ada 4,3 Juta WNI di Luar Negeri". Gadjah Mada University Web. Uploaded February 17. Retrieved from <https://ugm.ac.id/berita/9731-menlu.retno.marsudi:...ada.43.juni.di.luar.negeri>
- Gorter, D.; Cenoz, J.; Nunes P.; Riganti, P.; Onofri, L.; Puzzo, B.; Sachdeva, R. (2007). "Cultural diversity as an asset for human welfare and development": Benefits of linguistic diversity and multilingualism. Sustainable Development in a Diverse World (SUS.DIV). Position Paper of Research Task 1.2
- Klein, W. (1986). *Second language acquisition*. Cambridge, UK: Cambridge University Press.
- Kruschewsky, G. (2015). 6 Multilingual Benefits That You Only Get If You Speak Another Language. *Huffington Post*. August 12. Retrieved September 28, 2016, from http://www.huffingtonpost.com/2014/06/02/multilingual-benefits_n_5399980.html
- Lim, K. B. (1980). *Bilingual Education: Anthology Series 7*. Singapore: Singapore University Press SEAMEO RLC.
- Lyons, J. (1991). *Introduction to theoretical linguistics*. Cambridge, UK: Cambridge University Press.
- Nelson, J. (n.d.). The benefits of being bilingual: People think you're a genius. Retrieved on September 27, 2016 from <http://www.omniglot.com/language/articles/benefitsofbeingbilingual.htm>
- Paradowski, M. B. (2010). *The benefit of multilingualism*. Institute of Applied Linguistics. University of Warsaw. Retrieved from <http://www.multilingualliving.com/2010/05/01/the-benefits-of-multilingualism-full-article/> April 2014
- Romaine, S. (1995). *Bilingualism* (2nd ed). Cambridge: Blackwell Publishers.
- Tulving, E., & Cocotla, V. (1970). Free recall of trilingual lists. *Cognitive psychology* 1, 86-98.
- Wardhaugh, R. (1992). *An introduction to sociolinguistics*. Oxford: Blackwell Publishers.