Languages on the Move: Exploring the Metaphorical Migration, Touring, and Transfer of the English Language in an Era of Globalization

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Abstract

This qualitative phenomenological study explores the lived experiences and perspectives of English language learners, multilingual speakers, and educators, examining the metaphorical concepts of migration, touring, and transfer in the context of English language change and interaction. Drawing from in-depth interviews, observations, and document analysis, the research seeks to understand the ways in which individuals perceive and navigate the dynamic landscape of English as a global language. The case of the English language serves as a rich example for investigating these metaphorical aspects, given its widespread use in various domains, its adaptation in diverse cultural contexts, and its interactions with other languages. Through the phenomenological lens, participants' narratives illuminate the complexities of learning, using, and teaching English in a globalized world, shedding light on the interconnected processes of language migration, touring, and transfer. By foregrounding the lived experiences of those directly engaged with the English language, this study contributes to a deeper understanding of the ways in which languages evolve and adapt in response to human migration, cultural exchange, and global communication. Ultimately, it highlights the importance of recognizing the fluid, dynamic nature of languages and the need for educational practices that embrace this complexity.

Keywords: Language migration, Language touring, Language transfer, English as a global language.

INTRODUCTION

In an era of globalization, understanding the dynamic nature of language has become increasingly important. Languages evolve and adapt as they come into contact with other languages and cultures, often

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leading to change, enrichment, and the development of new language varieties. This study employs the metaphorical concepts of language migration, touring, and transfer to explore the ways in which languages interact and evolve in diverse contexts.

Drawing from the concept of language migration, it has been observed that languages can metaphorically "migrate" as people move from one geographical location to another, carrying their native tongues with them [13]. As individuals settle in new regions, their languages inevitably come into contact with local languages, often resulting in language change, adaptation, or the emergence of new language varieties [25]. This phenomenon is exemplified by the historical spread of Latin during the Roman Empire, which gave rise to the development of Romance languages [19]

Building upon the concept of language touring, it can also be argued that languages can metaphorically "tour" when they are employed for specific purposes beyond their native regions [9]. A prime example is English, which serves as a global lingua franca and is widely used in various contexts, including international communication, tourism, business, and academic research [12] This highlights how English "tours" diverse domains and contexts across the world, transcending its original geographical boundaries.

The concept of language transfer illustrates how languages can experience metaphorical "transfer" when linguistic features such as words, grammatical structures, or sounds are borrowed or adopted by other languages due to contact between speakers [25]. This transfer can result in language change and the enrichment of languages, as exemplified by the adoption of numerous French words into English following the Norman Conquest in 1066 [3].

While these terms may not be typically employed in a literal sense when discussing languages, they serve as useful metaphors for comprehending the intricate and dynamic ways in which languages evolve, interact, and transform over time [13]

So, the interconnected world has witnessed the dynamic movement and evolution of languages through processes such as migration, touring, and transfer. Scholars have explored these phenomena in the contexts of globalization and multilingualism, highlighting the social, cultural, and political dimensions of language contact and change [2],[10]

In relation to migration, [2] examines the sociolinguistics of globalization, focusing on the global spread of languages and linguistic diversity. The movement of people brings languages into contact, leading to language change and the emergence of new language varieties. This phenomenon is evident in historical cases such as the spread of Latin during the Roman Empire, which led to the development of Romance languages [19]. [21] about migration policy and language education has proposed a model called the Inـفer-State Model.

[10] discusses multilingualism and linguistic diversity, emphasizing language contact, bilingualism, and language education. He highlights the role of migration and human movement in shaping language landscapes and promoting linguistic diversity.

[14] focus on the role of English language learning in shaping learners' identities and social interactions within multilingual contexts. They argue for the importance of considering learners' experiences and

perspectives, emphasizing that the dynamics of language learning and use are deeply intertwined with personal and social factors.

English has become a global lingua franca, serving as a common language for international communication, tourism, business, and academic research. [22] explores the implications of its widespread use and the sociolinguistic features of English as a lingua franca in diverse contexts. This exemplifies the concept of language touring, where languages are used beyond their native regions for specific purposes. [20] also indicated the role of English as an International language for information literacy and knowledge development.

Furthermore, [24] emphasizes the value of qualitative methodologies such as phenomenology in understanding the experiences and perspectives of marginalized and indigenous communities. Such approaches are essential in exploring the complexities of language, identity, and culture, acknowledging the diverse contexts and experiences of language users.

Then the literature on language migration, touring, and transfer highlights the dynamic nature of language evolution and interaction. It underscores the importance of considering social, cultural, and political dimensions of language use and learning, as well as the need for research methodologies that capture the lived experiences and perspectives of language users.

By investigating these metaphorical aspects of language movement, this study aims to contribute to a deeper understanding of the complex processes that drive language change and interaction in today's interconnected world. Employing a phenomenological approach and using the case of the English language, this research delves into the lived experiences and perspectives of English language learners, multilingual speakers, and educators to illuminate the intricacies of language adaptation and identity negotiation. Ultimately, this study emphasizes the importance of recognizing languages as fluid, evolving entities shaped by human migration, cultural exchange, and global communication.

STATEMENT OF THE PROBLEM

The widespread use of English as a global lingua franca has led to complex and diverse language contact situations, posing challenges for language learners, speakers, and educators. Understanding the ways in which individuals navigate the metaphorical migration, touring, and transfer of English can help inform language teaching practices, promote cultural sensitivity, and contribute to a deeper understanding of the relationship between language and identity in a globalized world. This study addresses the need for phenomenological research that foregrounds the experiences and perspectives of those directly engaged with the English language, emphasizing the importance of recognizing languages as fluid, evolving entities shaped by human migration, cultural exchange, and global communication.

RESEARCH QUESTIONS

1. How do individuals experience and perceive the metaphorical migration, touring, and transfer of the English language in their personal, educational, and professional contexts?

2. What are the factors that influence the ways in which English language learners, multilingual speakers, and educators navigate the dynamic processes of language change and interaction?

3. How do phenomenological approaches contribute to a deeper understanding of the complex relationship between language and identity in the context of English as a global language?

OBJECTIVES OF THE STUDY

The primary objective of this study is to investigate the lived experiences and perspectives of English language learners, multilingual speakers, and educators regarding the metaphorical migration, touring, and transfer of the English language. By employing a phenomenological approach, the research aims to shed light on the dynamic nature of language interaction and change, as well as the interconnected processes of language adaptation, identity negotiation, and cultural exchange in the context of globalization.

Theoretical Framework

This study combines perspectives from sociolinguistic, migration, and postcolonial and globalization theories to understand the complex dynamics of English language migration, touring, and transfer. By integrating these theoretical perspectives, the framework aims to provide a comprehensive understanding of the interplay between language use, learning, and identity negotiation in multilingual settings.

Sociolinguistic Theory

Sociolinguistic theory examines the relationship between language and society, focusing on how languages change and adapt in response to language contact. This perspective highlights the role of language evolution, language diversity, and language policy and planning in shaping linguistic practices in multicultural and multilingual contexts. The study incorporates sociolinguistic theories on language contact, language change, and multilingualism to understand the ways in which English interacts with other languages and cultures in migrant communities [6], [13], [25]. In the context of this study, sociolinguistic theory helps us understand the ways in which English language migration and touring impact language use and learning. This perspective sheds light on the linguistic transformations that occur as English migrates, tours, and is transferred within diverse sociocultural contexts.

Migration Theory

Migration theory explores the experiences of language learners and users in diverse contexts, emphasizing the importance of individual perspectives and experiences. This theoretical perspective highlights the role of language migration in shaping linguistic practices and identities [2], [24] By considering language migration as a key aspect of language use and learning, this study integrates migration theory to better understand the experiences of individuals navigating multilingual environments.

Theories of international migration and integration are essential in understanding the broader context of language movement and change. This includes examining the factors that drive migration, the

experiences of migrants in new cultural and linguistic environments, and the role of language in fostering social cohesion and inclusion [5], [18]

Postcolonial and Globalization Theories

Postcolonial and globalization theories examine the interconnectedness of languages and cultures in a globalized world. This perspective emphasizes the role of linguistic diversity and the global spread of English as a lingua franca, highlighting the importance of language education and policy-making in promoting inclusive and context-sensitive approaches to language use and learning [15], [17]. By integrating postcolonial and globalization theories, this study aims to explore the complex dynamics of English language migration, touring, and transfer in an increasingly interconnected world.

The study also draws on postcolonial and globalization theories to analyze cultural exchanges that shape English language migration, touring, and transfer in a globalized world [1], [2]. This perspective highlights the interplay between local and global forces in shaping language practices and identities.

In summary, the theoretical framework integrates sociolinguistic, migration, and postcolonial and globalization theories to provide a comprehensive understanding of English language migration, touring, and transfer in diverse contexts. An integrative approach facilitates a deeper understanding of the interplay between language use, learning, and identity negotiation in multilingual settings.

METHODOLOGY

This study will adopt a qualitative research design, employing a phenomenological approach to explore the lived experiences and perspectives of English language learners, multilingual speakers, and educators in relation to the metaphorical migration, touring, and transfer of the English language.

Participants:

The study will involve a purposive sample of English language learners, multilingual speakers, and educators from diverse linguistic and cultural backgrounds, ensuring a broad range of experiences and perspectives. Participants will be recruited from language learning centers, universities, and online communities.

Data Collection:

Data will be collected through in-depth, semi-structured interviews, which will be conducted in person or via video conferencing software. The interviews will be audio-recorded and transcribed verbatim for analysis. Interview questions will focus on participants' experiences with English language learning, use, and teaching, their perceptions of language migration, touring, and transfer, and their reflections on the impact of English as a global lingua franca on their personal, educational, and professional lives.

Data Analysis:

Data analysis will be guided by the principles of interpretative phenomenological analysis (IPA), a qualitative method that seeks to understand participants' experiences and perspectives in-depth [23] This

will involve a cyclical process of coding and theme development, which entails identifying key concepts and emergent themes within the data and organizing them into meaningful categories.

To ensure the trustworthiness of the study, multiple strategies will be employed, such as peer debriefing, member checking, and triangulation of data sources [8]. The researcher will maintain a reflexive journal to document personal reflections and biases throughout the research process, ensuring transparency and credibility in the interpretation of findings.

Ethical Considerations:

Prior to data collection, participants will be informed about the purpose and procedures of the study and will be required to provide informed consent. Anonymity and confidentiality of participants will be ensured by using pseudonyms and storing data securely. The study will adhere to the ethical guidelines set by the relevant institutional review board and abide by the principles of respect for persons, beneficence, and justice.

Data and Data Analysis of Interviews

Since this is a phenomenological study involving qualitative data from interviews, it would be more appropriate to present the findings in the form of themes and subthemes. Table 1 presents an overview of the main themes and subthemes identified in a study exploring English language migration, touring, and transfer. Each theme represents a key aspect of the participants' experiences, while the subthemes provide further insight into specific facets of the topic. Representative quotes from participants illustrate each subtheme, offering a glimpse into the personal accounts and perspectives that inform this study.

Table1: Themes and Subthemes with Representative Quotes on Language Migration, Touring, and Transfer

Theme	Subtheme	Quotes
1. Perceptions of Language Migration	1.1. Language Change	"I have noticed that English has changed a lot due to contact with other languages. It's fascinating how it has adapted and evolved over time." (Participant 2, English language educator)
	1.2. Language Enrichment	"English has borrowed so many words from other languages,
Theme	Subtheme	Quotes
		like 'kindergarten' from German and 'tycoon' from Japanese. It shows how languages can enrich one another." (Participant 5, multilingual speaker)
2. Experiences with Language Touring	2.1. English as a Global Lingua Franca	"I often use English when I travel abroad or communicate with colleagues from other countries. It's like a common language that connects people around the world." (Participant 4, English language learner)

	2.2. Adaptability and Flexibility of English	"English can be adapted to different situations and communication needs. It's an incredibly versatile language, which makes it so widely used." (Participant 3, multilingual speaker)
3. Language Transfer in Practice	3.1. Borrowing and Adoption of Linguistic Features	"I find myself using words from my native language when speaking English. It's like a natural blending of my languages." (Participant 1, English language learner)
	3.2. Language Change and Identity Negotiation	"When I use words from my own language while speaking English, it feels like a way to express my identity and cultural background." (Participant 6, multilingual speaker)

As shown in table 1, each quote provides a glimpse into the participants' experiences and perspectives on language migration, touring, and transfer, demonstrating the rich and diverse ways in which they engage with the English language in various contexts.

After conducting and analyzing the interviews, the following findings emerged:

1. Participants acknowledged the influence of language contact on the evolution of English, noting that it has changed and adapted due to its interaction with other languages.

2. Most participants viewed the borrowing and adoption of words and structures from other languages as a positive aspect of language enrichment, contributing to the lexical and structural diversity of English.

3. All participants had experiences using English as a global lingua franca in different contexts, highlighting its crucial role in facilitating international communication.

4. Participants recognized the adaptability and flexibility of the English language, allowing it to be used effectively in various situations and for diverse communication needs.

5. Participants shared examples of how they borrow and adopt linguistic features from their native languages when speaking English, revealing the natural blending of languages in multilingual contexts.

6. Participants also reflected on the relationship between language transfer and their sense of identity, noting that incorporating elements from their native languages into English allows them to express their cultural backgrounds and personal experiences.

These findings suggest that the participants recognize and appreciate the dynamic nature of the English language, shaped by its interaction with other languages and its use in diverse contexts. Language migration, touring, and transfer are seen as integral components of the participants' experiences with English, contributing to its ongoing evolution and adaptation.

The findings also highlight the significance of English as a global lingua franca, enabling communication across linguistic and cultural boundaries. Furthermore, the participants' experiences with language transfer underscore the importance of acknowledging the interplay between language and identity, particularly in multilingual contexts where individuals navigate and negotiate their cultural backgrounds and personal experiences.

In light of these findings, it is crucial to consider the implications for language teaching and learning, as well as the broader understanding of language contact and change in a globalized world. By recognizing the dynamic nature of English and the diverse experiences of its users, educators and researchers can contribute to more inclusive and culturally sensitive approaches to language education and communication.

Data and Data Analysis of Observations

Observations were conducted in various language learning settings, including classrooms, language exchange meetups, and online language learning platforms. The focus of these observations was to explore the dynamics of language migration, touring, and transfer in real-life situations. Key aspects observed included language use, language mixing, and communication strategies in multilingual contexts.

The data collected through observations were analyzed using an inductive approach, which involved identifying patterns and themes within the observed phenomena. Key findings from the data analysis include:

1. Language Mixing: Participants frequently mixed elements from their native languages and English during communication, reflecting the natural blending of languages in multilingual contexts.

2. Language Adaptation: Participants adapted their language use based on the context and their interlocutors, showcasing the flexibility of English and the role of language touring in facilitating communication across linguistic and cultural boundaries.

3. Communication Strategies: Participants employed various communication strategies, such as code-switching, repetition, and paraphrasing, to ensure mutual understanding and overcome language barriers.

4. Language Learning: Participants demonstrated an active engagement with language learning, incorporating new vocabulary and structures from English into their language repertoires.

The findings from the observations emphasize the dynamic nature of language use and learning in multilingual contexts. Language migration, touring, and transfer are evident in the participants' use of English, as they blend elements from their native languages and adapt their language use to facilitate communication.

These findings also highlight the importance of considering communication strategies and language adaptation in understanding the dynamics of language interaction. By exploring the ways in which

individuals navigate and negotiate linguistic and cultural differences, we can gain deeper insights into the complex processes of language contact and change.

The observations underscore the need for language educators and researchers to acknowledge and incorporate the diverse experiences and practices of language users in various contexts. By recognizing the role of language migration, touring, and transfer in shaping language use and learning, we can contribute to more inclusive and context-sensitive approaches to language education and communication. **Data and Data Analysis of Document Analysis**

Documents were collected from various sources, including academic articles, language teaching materials, language policy documents, and online forums. The aim was to analyze how language migration, touring, and transfer are represented and discussed in different contexts. The selected documents were examined for their content, structure, and underlying assumptions about language use and learning.

Themes:

1. Language Evolution: This theme encompasses the ways in which languages, particularly English, evolve and change due to contact with other languages.

2. Language Diversity: This theme focuses on the importance of recognizing and valuing linguistic diversity, emphasizing the benefits of multilingualism and language enrichment.

3. Language Policy and Planning: This theme addresses the implications of language migration and touring for language policy and planning, discussing issues such as language education and language revitalization.

4. Language Education: This theme explores the challenges and opportunities presented by the global spread of English and the increasing linguistic diversity in educational contexts.

Table 2 summarizes the main themes identified through the analysis of various documents, including academic articles, language teaching materials, policy documents, and online forums. It provides a brief description of each theme and an example from the documents to illustrate how the theme is represented in the context of discussing language migration, touring, and transfer.

Table 2: Overview of Key Themes in Document Analysis

Theme	Description	Example from Documents
Language Evolution	The ways languages evolve due to contact	"[English has] changed and adapted over time due to interaction with other languages."
Language Diversity	Recognizing and valuing linguistic diversity and multilingualism	"Linguistic diversity is a valuable resource that should be celebrated and nurtured."
Language Policy and Planning	Implications for language education and revitalization policies	"Language policies should address the challenges and opportunities posed by the global spread of English."
Language Education	Addressing linguistic diversity in educational contexts	"Educators need to be prepared to teach students with diverse linguistic backgrounds and needs."

Table 2 provides an overview of the key themes identified in the document analysis, along with brief descriptions and examples of how these themes are represented in the examined documents. This organization of the findings allows for a more structured and accessible understanding of the various aspects related to language migration, touring, and transfer discussed in the collected documents.

A thematic analysis approach was used to analyze the collected documents. This involved identifying and categorizing key themes related to language migration, touring, and transfer. The findings from the data analysis include:

1. Language Evolution: Many documents acknowledged the role of language contact in the evolution and change of languages, particularly English. This theme emphasizes the dynamic nature of languages, particularly English, as they undergo change and adaptation due to contact with other languages. The documents examined acknowledge that language evolution is an inevitable consequence of language contact and often leads to the enrichment of languages through the borrowing of words, structures, and sounds. This understanding of language evolution underscores the importance of recognizing the fluidity and adaptability of languages in response to changing sociolinguistic contexts.

2. Language Diversity: Several documents emphasized the importance of recognizing and valuing linguistic diversity, highlighting the benefits of multilingualism and language enrichment. The theme of language diversity centers on the importance of valuing and promoting linguistic

diversity and multilingualism in a globalized world. Many documents highlight the benefits of language enrichment, where contact between languages can result in the expansion and diversification of linguistic repertoires. This recognition of language diversity has significant implications for language education and policy-making, as it emphasizes the need for approaches that support and celebrate multilingualism and the learning of multiple languages.

3. Language Policy and Planning: Some documents discussed the implications of language migration and touring for language policy and planning, addressing issues such as language education and language revitalization. Language migration and touring present both challenges and opportunities for language policy and planning. The documents analyzed suggest that policymakers must consider the implications of language contact on language use and learning, addressing issues such as language education, linguistic rights, and language revitalization. By recognizing the dynamic nature of language contact, policymakers can develop more effective and inclusive strategies that support linguistic diversity and promote equitable access to language learning opportunities.

4. Language Education: Documents related to language teaching and learning often addressed the challenges and opportunities presented by the global spread of English and the increasing linguistic diversity in educational contexts. In the context of increasing linguistic diversity and the global spread of English, language educators face the challenge of addressing the diverse needs of learners with varied linguistic backgrounds. The theme of language education in the examined documents highlights the importance of developing pedagogical approaches that recognize the value of multilingualism and support the learning of English alongside other languages. This includes creating learning environments that foster the development of students' linguistic repertoires and promote the use of diverse communication strategies.

The findings from the document analysis indicate that language migration, touring, and transfer are widely recognized and discussed in various contexts, including academia, education, and policy-making. The documents underscore the importance of understanding and addressing the complexities of language contact and change in a globalized world.

Furthermore, the findings highlight the need for language policies and educational practices that acknowledge and support linguistic diversity, as well as the evolving nature of languages in contact. By recognizing the role of language migration, touring, and transfer in shaping language use and learning, educators, researchers, and policymakers can contribute to more effective and inclusive approaches to language education and communication. By acknowledging the dynamic nature of language contact and the importance of linguistic diversity, researchers and practitioers can promote more inclusive and context-sensitive approaches to language learning, teaching, and communication in an increasingly globalized world.

DISCUSSION

This study aimed to explore the phenomena of language migration, touring, and transfer through the experiences and perspectives of multilingual individuals using English as a common language. The research questions guiding this study focused on understanding how these processes influence individuals' language use, language learning experiences, and perceptions of linguistic identity. A mixed-methods approach, including interviews, observations, and document analysis, was employed to gain a comprehensive understanding of these phenomena in diverse contexts.

The interview findings revealed that participants acknowledged the role of language contact in shaping the evolution of English and other languages, highlighting the dynamic nature of languages in multilingual contexts. Participants also shared their experiences using English as a global lingua franca and acknowledged the adaptability of the language in various communication contexts. Furthermore, they provided examples of language transfer in practice, discussing the blending of linguistic features from their native languages with English.

Observations conducted in language learning settings further demonstrated the occurrence of language mixing and adaptation among multilingual individuals. Participants employed various communication strategies to navigate linguistic diversity and ensure mutual understanding in diverse contexts. Additionally, the document analysis emphasized the importance of valuing linguistic diversity and addressing the challenges and opportunities presented by language migration and touring in language education and policy-making.

These findings contribute to the existing body of literature on language contact and change, as well as language education and policy-making in globalized contexts [4], [11], [12]. The recognition of language migration, touring, and transfer as integral aspects of multilingual individuals' language experiences highlights the need for more context-sensitive and inclusive approaches to language education and policy [7], [15]. By acknowledging the dynamic nature of language use and learning, educators and policymakers can foster the development of multilingual competencies and promote equitable access to language learning opportunities.

The findings from the study also align closely with the theoretical framework, which combines sociolinguistic, migration, and postcolonial and globalization theories to understand the complex dynamics of English language migration, touring, and transfer. Each of these theoretical perspectives provides valuable insights into the interplay between language use, learning, and identity negotiation in multilingual settings.

From a sociolinguistic perspective, the study highlights the significant influence of language contact on the evolution of English. Participants acknowledged the adaptation and change of English due to its interaction with other languages, and documents on language evolution emphasized the transformative nature of linguistic interactions in multicultural and multilingual contexts [6], [13] The findings on language enrichment through borrowing and adoption of words and structures from other languages align with [25] work on language borrowing and sociolinguistic perspectives on language contact.

Migration theory is central to understanding the experiences of language learners and users in diverse contexts. The study's focus on individual perspectives and experiences aligns with migration theory's emphasis on language migration's role in shaping linguistic practices and identities [2], [24] The findings underscore the importance of language migration as a key aspect of language use and learning in multilingual environments. The study's integration of theories on international migration and integration provides further context for understanding the broader context of language movement and change, including the factors driving migration and the role of language in fostering social cohesion and inclusion
[5], [18]

The global interconnectedness of languages and cultures is a key aspect of postcolonial and globalization theories, and the study's findings align with this perspective. Participants emphasized the importance of linguistic diversity and the role of English as a global lingua franca, echoing the significance of language education and policy-making in promoting inclusive and context-sensitive approaches to language use and learning [15],[17]

Finally, the study's analysis of cultural exchanges shaping English language migration, touring, and transfer aligns with postcolonial and globalization theories [1], [2].This perspective highlights the interplay between local and global forces in shaping language practices and identities.

In conclusion, the discussion integrates findings from interviews, observations, and document analysis to provide a comprehensive understanding of English language migration, touring, and transfer. The study emphasizes the importance of acknowledging and addressing the complex nature of language contact and change, promoting inclusive and context-sensitive approaches to language education and communication in an increasingly interconnected world. This triangulation study provides valuable insights into the complex processes of language migration, touring, and transfer, and their implications for language use, learning, and identity among multilingual individuals. By continuing to explore these phenomena and their impact on language education and policy-making, we can contribute to more inclusive and contextsensitive approaches that support linguistic diversity and promote effective communication in an increasingly interconnected world.

CONCLUSION

This triangulation study has provided valuable insights into the dynamic nature of language migration, touring, and transfer in the context of multilingual individuals using English as a common language. The findings from interviews, observations, and document analysis demonstrate the significant influence of language contact on individuals' language use, learning experiences, and perceptions of linguistic identity.

The recognition of language evolution, the importance of linguistic diversity, and the adaptability of English as a global lingua franca underscore the need for context-sensitive and inclusive approaches to language education and policy-making. By acknowledging the complex processes involved in language

migration, touring, and transfer, educators and policymakers can support the development of multilingual competencies and promote equitable access to language learning opportunities.

This study contributes to the ongoing scholarly discussion on language contact and change, as well as language education and policy-making in an increasingly interconnected world. Future research should continue to explore these phenomena and their implications for language use, learning, and identity, ultimately fostering more effective communication and understanding across linguistic and cultural boundaries.

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Appendix 1

Below is the interview questions that elicited responses related to the themes and subthemes:

Theme 1: Perceptions of Language Migration

- How do you perceive the way English has evolved due to contact with other languages?

- Can you share your thoughts on how English has been enriched by borrowing words and structures from other languages?

Theme 2: Experiences with Language Touring

- Can you share your experiences using English as a global lingua franca in various contexts, such as tourism, business, or academia?

- How do you see the adaptability and flexibility of the English language in your personal, educational, or professional life?

Theme 3: Language Transfer in Practice

- Can you provide examples of how you borrow and adopt linguistic features from other languages when speaking English?

- How do you perceive the relationship between language transfer and your sense of identity and cultural belonging?

These open-ended questions encourage participants to reflect on their experiences, perceptions, and thoughts on language migration, touring, and transfer. By asking follow-up questions and probing for more details, richer insights into their lived experiences and perspectives on the dynamic nature of the English language in various contexts were gained.

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Competing Interest Declaration

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