

## ENGLISH LANGUAGE ATTRITION AMONG BILINGUAL CHILDREN RETURNING FROM ENGLISH SPEAKING COUNTRY

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### Abstrak

Lahir di negara berbahasa Inggris bagi anak-anak yang orang tuanya bukan penutur asli bahasa Inggris dapat memberikan kesempatan yang sangat baik untuk dapat mempelajari bahasa Inggris sebagai bahasa pertama. Namun, fenomena ini menariknya akan membawa masalah ketika mereka tidak lagi tinggal di negara-negara berbahasa Inggris yang menggunakan bahasa Inggris sebagai bahasa pertama. Anak-anak akan mengalami penurunan kemampuan bahasa Inggris sebagai bahasa pertama mereka ketika mereka mulai belajar bahasa kedua mereka. Penelitian ini bertujuan untuk mengungkap kemampuan keterampilan berbahasa Inggris yang mengalami atrisi, alasan yang melatarbelakangi terjadinya atrisi bahasa Inggris, dan peran orang tua dalam mempertahankan bahasa Inggris anaknya. Penelitian ini merupakan penelitian kualitatif dengan teknik wawancara dan observasi. Ada tiga informan bernama NH (7 tahun), KH (4 tahun), dan RM (9 tahun). Hasil penelitian menunjukkan bahwa erosi bahasa dalam bahasa Inggris dapat dibagi menjadi tiga jenis yaitu atrisi skil aktif dalam menulis dan berbicara, atrisi leksikal dalam kosa kata, dan atrisi tata bahasa. Semua atrisi bahasa Inggris ini dipengaruhi oleh bahasa kedua yang dominan dan tingkat penguasaan bahasa kedua yang lebih tinggi. Selain itu, orang tua membantu anak-anak mereka untuk mempertahankan kemampuan bahasa Inggris mereka dengan berbicara bahasa Inggris penuh dan memberikan pelajaran bahasa Inggris melalui pendidikan formal dan les privat. Semua bukti di sini mungkin merupakan peringatan lembut untuk efek kehilangan kemampuan dalam bahasa Inggris sebagai bahasa pertama mengingat pindah ke negara yang tidak berbahasa Inggris.

**Kata Kunci:** erosi bahasa, dua-bahasa, bahasa pertama, bahasa kedua

### Abstract

Born in English speaking country for the children whose parents are not the English native can give excellent opportunity to be able to learn English as the first language. Yet, this phenomenon interestingly will bring a problem when they no longer live in English speaking countries which use English as the first language. Children will experience the losing ability on their English as their first language when they start to learn their second language. This study aims to reveal the English skills ability which experienced the attrition, the reasons behind the English language attrition, and the parents' role to maintain their children's English language. This is a qualitative research by using interview and observation techniques. There are three informants named NH (7 years), KH (4 years), and RM (9 years). The result shows that language attrition in the English language can be divided into three types such as active skills attrition in writing and speaking, lexical attrition in vocabularies, and grammar attrition. All these English language attrition are influenced by the second language dominant and the second language higher level of mastery. Moreover, the parents help their children to maintain their English ability by speaking full English and giving an English lesson through formal education and private course. All the evidence here may be the gentle warning for the effect of losing ability in English as the first language in view of moving to a non-English speaking country.

**Keywords:** language attrition, bilingualism, first language, second language

## INTRODUCTION

People need to communicate with each other on their daily basis. As a social being, communication cannot be separated from humans in view of its importance. Language is one of the tools that can be used to deliver a message that wants to be sent by a human being to another. In view of the differences of the region, there are lots of languages exist in this world.

In this modern era, people mainly able to speak English due to its internationality. Used by more than 70 nations as their standard language, English becomes the most spoken language globally, with 1348 million native speakers (Statista, 2021). Yet, there are so many English speakers worldwide; it does not guarantee that all of them have the ability to maintain their capability in English fields when they no longer live in English-speaking countries.

Language represents the characteristics of the country and the historical background of a particular country (Geng, 2010) so that every country uses a different language. People tend to follow their living country's languages, so they also switch their languages when they move to another country (Holmes & Wilson, 2018). This phenomenon of changing the first language may lead to the decreasing ability of the English language as their first language when they do not live in the country which used English as the standard language anymore. The decreasing of the language ability is called language attrition.

Language attrition can be defined as a reduction of linguistics knowledge and skills in an individual (Park, 2018), which is caused by the lack of active usage in the community. This phenomenon generates the loss of language fluency and proficiency (Szupica-Pyrzanowska, 2016). This phenomenon can also be a result of the dominant usage of one particular language rather than the others.

Previous studies have been done to analyze and observe language attrition in some particular cases. The first previous study in the article titled the First-language decline in healthy aging: implications for attrition in bilingualism by Mira Goral (2004). This journal discusses the lexical language attrition in a bilingualism context related to age. This study tries to discover that language attrition is influenced by the speaker's age, which later affected their linguistic ability. This study used two theories that related to one another. It used theories of age-related deficit (Green 1986; Paradis, 1993) and language attrition theories in bilingualism (Van Els, 1986). This study shows several different matters in the variable that affect the lexical language attrition on people of different ages. Separate from this previous study, the present research only focuses on the children as a subject, not on people of various ages.

The second previous study has been done by Ribes and Lianes (2015). This study focuses on first language attrition. It shows the sociolinguistic view from which the level of assimilation of participants in the host community is observed. This study uses the theory of Harlig and Stringer (Bardovi-Harlig & Stringer, 2011; Gardner et al., 1987). It observes a free speech story-telling test to analyze the differences in discourse (lexical richness, syntactic complexity, hesitation patterns, and code-switching), their lexical retrieval rate (implicit knowledge) lexical retrieval of specific words in specific contexts (explicit knowledge). All of the tests were used to reveal which acculturation phenomena have more significant influence over first language attrition. The difference between this previous study and the present study is the subject that being analyzed. The subjects of this previous study are all university-level educated English speakers who have lived in Spain for at least eight years while this present study tries to observe the children who are returning from English speaking country for not more than five years.

The third previous study was published by Ecke (2004), which focused on linguistic and psycholinguistic to reveal the language attrition. This previous study emphasizes the language attrition phenomenon, which has a close relationship with forgetting and memory failure. This study found that language attrition was related to seven theories that address forgetting: repression/suppression, distortion, decay, interference, retrieval failure, cue dependency, and dynamic systems theory. Unlike the previous study, this present study wants to reveal the language attrition in the field of the dominant usage of the language, which caused the other language to be less used so that the ability is decreasing.

Unlike the previous studies, this study wants to know more about the English language attrition in children caused by the influence of returning from English-speaking countries. Therefore, this study tries to reveal: 1) What are the English skills and abilities experiencing on language attrition? 2) What is the reason behind that language attrition? 3) What is the parent's role in maintaining their children's English attrition?

The scope is broader because in this study, the focus is revealing the types of language attrition itself and the reason behind the English language attrition, and the role of the parents to maintain the English language attrition.

The following explanations are the supporting theories for this study and the research questions.

### A. Language attrition

Language attrition is the graded decrement of the language competence previously acquired by a person (Park, 2018). Due to bilingualism, people can easily face the lacking capability in one particular language because of the usage of another language. This phenomenon is caused not by the specific disease, but it deals with the contact that is given by the speaker to some particular language. The unapplied first language may be caused by the limited usage of the language itself due. To be able to communicate, it needs more than a person. So if there is no one speaks the same language as a person, the language will not be used. By the time it isn't used, the attrition will happen. The attrition is dealing with the grammatical error, the replacement of some vocabularies, and the restricted phonetic features (Schmid & Keijzer, 2007). Different theories stated by Park (2018) that the loss from language abilities deals with the responsive skills (i.e., reading and listening) and active skills (i.e., speaking and writing), and based on the result, responsive skills are better maintained. Not only that, but the attrition also deals with the lexical attrition include lexical access affliction and forgetting of unused vocabulary (Berman & Olshtain, 1983) as citing from Park (2018). So to take a conclusion, language attrition shows three crucial cases such as lexical, grammatical, and phonetics attrition (Shenker, 2011).

### **B. Language Dominance.**

Language dominance deals with how frequently the bilingual or multilingual person uses the language (Treffers-Daller, 2019). An individual may master both languages they speak similarly on the same level, which is called balanced bilingualism. Yet, the speaker can also show a greater mastery over another language, which is called language dominance, which means that there is a language that is categorized as superior rather than the other (Hemández-chávez et al., 2015). Language dominance can be seen as a tool to compare language skills. Not only that, but it can also show the rate in terms of language usages. Hence, language dominance is suitable to discover how often bilinguals use their languages and how they are split across domains (Treffers-daller, 2019). Appraising language dominance is essential since it has become clear that the level of bilinguals' mastery in each language as well as the relational strength of every language influence the implementation. The proficiency in language dominance can be seen in both vocabulary and grammar used by the speakers. As we can take the main point, it deals with the discrepancy of skill or use of the one language over the others as proposed by Birdsong (2014).

### **C. Language Maintenance**

Language maintenance is when a particular community of people, who speak a particular language, chooses to use their language in any domain and resulting in their language become the dominant or common language for their community. Citing from (Abdelhadi, 2017), Benrabah (2004) claimed that it is the continuous usage of the mother tongue or first language despite the cultural demands from a more popular or politically more dominant language. So basically, language maintenance deals with the usage of the different languages in the particular domain. As we can conclude, the language that the speakers maintain is the minority language like what has been stated by Holmes & Wilson (2018).

### **METHOD**

Considering that the data will not use any test and questionnaire, a descriptive qualitative method is chosen. According to Cresswel (2008), qualitative research is similar to interpretive research in that it emphasizes the participants' experiences. It explains the situation in a real-life situation in a natural context. Accordingly, qualitative methods are being applied to observe the problem utilizing data from interviews and observation.

This study uses interview and observation. According to Litoselliti (2010), interview is an important data gathering technique involving verbal communication between the researcher and the informants. There are two types of interviews such as structured and unstructured interviews. This study uses the unstructured interview with guidance related to the topic. There are two types of unstructured interviews that the researcher used. The first type is face to face interview. It uses for informant that can be interviewed directly. The second type is virtual interview (using WhatsApp video call). It uses for informant that cannot be interviewed directly. According to Litoselliti (2010), Observation is the technique where the informants' behavior in natural settings are observed. In this study, the researcher inserts herself in the informants' environments. The researcher comes to the informants' house to observe their directly.

In this study, the sources of the data are the children's responses and the parents' opinion. Consequently, the data of this study are in the form of words, phrases, or sentences based on what has been observed, which is shown as the observation. The data gained through offline and online interview and observation which conducted with the parents and the children. The offline interview and observation happened before the coronavirus with the two informants who are in the same family. For the third informant, online interview and offline observation were done to gain the data. All the data gained have gone through some procedures such as written in the

researcher's notes, printed as the transcript, and processed to be analyzed and condensed. The last procedure that has been done is classified and concluded the informants' answers. Therefore, the data of the study are explained according to all of the data obtained.

The informants of this study must be the children in kindergarten until primary school level, which is ever returning from English speaking countries for less than five years. There are 3 informants who are coming from 2 different families. The first informant (NH) is 7 years old boy who was returning from the Philippines. The second informant (KH) is 4 years old girl who was returning from Philippines also. NH and KH are coming from the same family. They were going to Indonesia 2 years ago. The third informant (RM) is 9 years old boy who was returning from England. He was going to Indonesia 1,5 years ago. He is not in the same family with the previous informants. All the informants were born in the country where they are coming from. To reveal the parents' role in maintaining their English language, their mothers also become the informants of this study.

The settings of the study are based on where the informants live. The informants live in Sidoarjo and Surabaya. To protect the informants' privacy, the names and the exact address of the informants will not be published.

## RESULT AND DISCUSSION

### 1. English skills and abilities which facing the attrition

Questions are given to three children informants, and the questions presented are: "What do you think about English language after moving to Indonesia?" and "What are the English features which hardest and facing the attrition for you?"

These are their answers categorized based on the type of answers from the informants, which vary yet similar in their responses.

#### **Losing the ability in Active skill (Writing and Speaking)**

NH: *After moving to Sidoarjo, English is so hard for me. I think English has become the most complicated language that I speak here. It is hard for me to do the writing. I can't type the proper spelling of a word. I also can't pronounce the word rightly.*

RM: *English is actually exciting for me, but it also very challenging. I like English, but when it deals with the writing session, I really hate it. Writing is very difficult for me because I don't remember how a particular word is*

*written. In my school, my teacher often asks the student to write a word that she said, and it really hard. Not only that, but I also have difficulty in constructing a sentence.*

As was already answered by NH, he thought that English was the most challenging language he spoke due to his movement. He said that he has difficulty in both of his active skills, writing and speaking. The same answer was also given by RM, which said that he actually was interested in English, but the writing session was something that he hated from English.

The answers that those two informants already gave also related to the times when they were observed directly. Both of them often made mistakes in the writing field especially spelling. NH often made mistakes in the spelling field because he instantly spelled the word as what was pronounced. For example, when he was asked to spell the word "Octopus," he wrote it as "Oktopus" when he was asked why he wrote it down like that, he just answered that he wrote what he heard. RM also had the same problem with NH because he has struggled in the writing field. Because he is in 3<sup>rd</sup> grade, he was asked to construct a sentence about himself, and he wrote, "My favorit food sanwic" he said that he didn't know how to spell sandwich so that he wrote it as "sanwic." He also wrote "favorite" as "favorit" because he thought that "favorite" didn't pronounce as "favorite" as what it was written.

Both of them have the same struggles in active skills in which, as states by Park (2018), active skills deal with writing and speaking comprehension. Park also claims that active skills are harder to maintain in relation to the answer that the informants have given.

#### **Losing ability in lexical (Vocabularies)**

KH: *I like English miss, English is fun. I usually watch YouTube and listen to English songs like yes papa and baby shark. Even English is fun, but English also hard. It is a little bit hard for me to remember the word. I remember all of the lyrics from my favorite song, but if it is not in the form of a song, I cannot remember it. I usually use Indonesia Language if I don't know how to say a word in English.*

KH answered that she liked English due to her habitual activity, which was watching YouTube. She likes to listen to her favorite songs on YouTube. By hearing the songs, she said that she remembers all of the lyrics. Yet remembered all of the lyrics, which mean that she remembered vocabularies exist in the songs, didn't imply that she remembered the vocabularies fully because if it wasn't in the form of the songs, she couldn't remember it. She said that it was hard to apply the English vocabulary

in her daily conversation. She often mixed her language with the Indonesian language due to her nescience. She replaced the complex vocabularies with the Indonesian language.

By the time she was being observed, it was getting more apparent that she mixed her language. For example, when she asked me to help her find her book, she said, "Miss can you help me untuk temukan where my book?" or in English, it means "Miss can you help me find where my book is?" She said that she mixed her language with the Indonesian language only when she didn't know about the particular vocabulary in English.

Related to the theory proposed by Schmid (2007) that language attrition deals with the replacement of some vocabularies, KH strengthen the statement. KH cannot apply the vocabularies that she knows from the songs so that she starts to replace English vocabularies that she doesn't know by using the Indonesian language. Due to this phenomenon, she mixes her English language with the Indonesian language.

### **Losing ability in grammatical pattern**

NH: *When I speak English, I'm not thinking about grammar. I just speak it freely without thinking about the grammar because I sometimes forget to apply the grammar.*

KH: *I don't think that when we talk in English, there is a particular term that we have to follow. I just speak English without following the grammar pattern, miss.*

RM: *I also get confused with the grammar pattern. I have a very bad score in my tenses examination. Like I said before, it was very hard for me to construct a sentence using a proper grammatical pattern. When I was still in England, I don't have this kind of difficulty because everything seems easy.*

All of the informants had the similarity in losing their ability to apply grammar properly. NH answered that he didn't think about grammar when he spoke. He just said the sentence without thought about whether the grammar was wrong or right. KH also had the same opinion about her English. She even thought that grammar was only a term. She spoke English freely without following the grammar. At the same time, RM thought he was losing his ability to construct a sentence in an appropriate grammar rule. He even compared his proficiency in English when he is in Surabaya and when he was still in England, and he found a huge difference. He said that after moving to Surabaya, his score in the tenses examination was very bad, unlike his score when he lived in England.

When three of them were being observed, the attrition in their grammar was one of the attrition that clearly showed. Three of them spoke English freely. They didn't think whether their grammar was wrong or right, but they spoke. Not only in speaking, but they also had attrition in the grammar ability for the writing comprehension. To construct a sentence, they didn't think about the subject-verb agreement or anything else. As long as they could understand the meaning, they answered it purely like that. For instance, when they were asked the same question about what did they do in the last weekend, NH answered "I in home playing games," KH answered, "I help mom clean the house," and RM answered, "I go swim with my family in apartment. " Three of them responded to the question in a simple present tense with no appropriate grammar rules while they should answer the question using simple past tense with the proper grammar pattern.

The informants give those explanations also showed as evidence that the grammatical pattern also one of the features that facing attrition. As has been claimed by Schmid (2007) that language attrition deals with the reduction of the ability in grammar rules. In this case, all of the informants prove that Schmid's claim is true. According to Hicks and Dominguez (2019), language attrition in the grammar pattern can be defined as grammar attrition. This grammar attrition is part of the language attrition. Therefore, the losing ability to use the right grammar pattern that experienced by all the informants also includes in the language attrition.

### **2. The reasons behind the English language attrition**

The second question given to the three informants is, "In your your opinion, What is the reason that influence the language attrition in your English language?"

The same three informants give the answers that have been collected.

### **The dominant usage of Indonesia language as the second language**

NH: *I think my attrition happen because of the dominant usage of the Indonesian language. In my house, the only person who speaks English entirely is my mom. My father and my mbak (housemaid) speak the Indonesian language. I also speak English with my sister, but she usually mixes her language, so I answer her sometimes in mixed language. Before coronavirus spread, my mom joined me to EF (English First) so that I still have partners to speak English. After the corona spread, she stopped the*

*English course, and I have no partner to talk English except her.*

*KH: I only speak English with my mom. English is rarely used in my house because my mbak (**housemaid**), who takes care of me, also speaks the Indonesian language since she comes from Indonesia. My friends in my housing area also speak the Indonesian language. Before I can talk the Indonesian language, I speak English to them, and they don't answer me because they don't understand what I said. After speaking a little bit of the Indonesian language, I mix my language when I talk to them, but they sometimes still don't understand what I say. So, I speak the whole Indonesian language to them.*

From the answers that NH and KH gave, both of them thought that the attrition they experienced was caused by the dominant usage of the Indonesian language as their second language. As a result of moving to another country, to be exact, in Indonesia, where the standard language was not English, they had to face the society where dominantly speak Indonesia language. Because of that, they also had to suit the situation by applying the Indonesian language in their daily conversation. Due to the dominant usage of the Indonesian language, their English was rarely used. This phenomenon led to language attrition. The usage of the language influenced the ability that the speaker had. As much as a particular language was spoken, the greater the knowledge that the one spoke it had. When people get used to a particular language, the language term can stick on their minds and help them understand the language better. Much more usage leads to much more proficiency (Yow & Li, 2015). This relates to the claim that has been done by the previous study that language usage put a vital role in language attrition (Harrower, 2004).

### **Mastered Indonesia Language as the second language better**

*RM: After going to Surabaya, my dad speaks the Indonesian language more often because his friends in his works speak the Indonesian language also. In view of this condition, he also often speaks the Indonesian language to me. Since my mom is a housewife, she stays at home. She sometimes speaks to me using English, but usually, she speaks in a mixed language. Besides that, my mom gave me an Indonesian language course intensively for a year because of moving to another country. I had a course five times a week on weekdays. As a result, I better understand the Indonesian language rather than English because I already forgot about the English language, especially the rules like tenses and other grammar patterns.*

RM answered that, in his opinion, English attrition happened due to the lower mastery of the English language rather than the Indonesian language. Although his first language was English, his aptitudes toward the Indonesian language were better than his aptitudes toward English. This situation might have happened as a result of having an Indonesia course for a year nonstop. Learning the Indonesian language for a year with applying it as a language that he used in his daily conversation made his ability in the Indonesian language was increasing.

RM's situation is related to the theory by Schmid (2007), which says that children under ten years old will be faster to learn a second language than older learners. The lessons of the Indonesian language as the second language have different periods with the English language lesson as the first language.

According to Dewaele (2004), when a person learns a second language, their emotional expression activates the autonomic system, and it may be equal to the first language. Still, when the other one is stopping learned, the autonomic system will also be eliminated. As a result, there will be language attrition happened. This condition relates the most with the RM condition. When he started learning the Indonesian language and stopped using English, his brain turned on the system, making him had more capability in the Indonesian language. In other words, we can mention that RM's Indonesian language is more superior, like what was proposed by Hernandez (2015), which shows that a person has a greater level of mastery over another language.

### **3. Parent's role in maintaining their children's English language attrition**

#### **Speaking full English**

*Mother of NH & KH: I do speak English to my children. Since their daddy rarely in our house due to his work, my children only have me as their partner in speaking English. I joined them in the English course in EF (**English First**), but due to the coronavirus, I take them out. It becomes harder day by day to communicate with them using English because their surroundings primarily Indonesian native speakers, so they follow their surroundings by communicating using the Indonesian language. I regularly remind them to keep using English as much as possible, but it seems impossible since they only have a partner in speaking English, me.*

The mother of NH and KH said that her way to maintain her children's English language by keeping talking to them in full English. She said that she was the only one who spoke English in her children's home

domain. The English language was her children's first language, so she wanted her children to maintain their English. This relates to what Benrabah (2004) already stated, as cited from Abdelhadi (2017), that language maintenance is applied when people keep talking with their first language despite the different cultural demands. Here, the mother keeps using the English language even she lives in Sidoarjo.

### Giving English lessons

Mother of NH & KH: *I have two children. My big boy is seven years old, and my little girl is four years old. I register my four years old daughter to the international school so that she is able to speak English more often. I don't register my son to the international school because I think that he is older so that he can learn English only from me and from EF (**English First**). After the coronavirus, the school has to be conducted from home, and it becomes a new burden for me since both of them have to stop learning English from the experts. Yet, I try my best to help them to understand English by a mom-teaching method.*

Mother of RM: *After the movement to Surabaya, my son was facing a hard interaction with others due to his English language. He knew nothing about the Indonesian language so that I gave him an Indonesian language course five times a week. Unexpectedly, his ability in the Indonesian language rose drastically. He even lost his proficiency in English. Because of that, these several months, I also join him in the English course. He learns English from his private tutor twice a week. I already asked him to do more, but he said that twice a week is enough. I cannot teach him English since I'm not a teacher, so I prefer to give him a private teacher for him.*

As already answered by mother of NH and KH, she registered her daughter to the international school to help her applied English more often. She didn't register her son because her son is older. As we could see that she might believe that her daughter needed English application more often so that she registered her to the international school. The belief of registered her child to the international school so that her child has partners to speak English is suitable with the related studies which say that keep talking can be a way to for language teaching (Klippel, 1985). Klippel believes that having a fluency language has to be followed by the communicative way in which can be reached by talking.

Not only by a formal education like school but giving an English lesson can also be done from informal education like a private tutor or joining an English course. Both of the mothers registered their sons at the English

learning center. Mother of NH registered her son to the EF (**English First**) and Mother of RM to the private English course. The main reason why they registered their children to the English learning center was they want their children to be taught by English experts. The thought of trusting the experts to teach their children might be coming from the basic knowledge that the experts will help more since they had a specialty in their fields.

### CONCLUSION

Moving to another country which has the difference language with our language is not only brings positivity since we can learn a new language, but it also brings a threat in which affecting the first language ability that we already had. Children, as fast learners, often experience losing ability in their first language after learning the second language. This phenomenon which is called language attrition, can be happened due to some reasons.

Three of the children under 10, NH (7 years), KH (4 years), RM (9 years), who are being observed after moving from English-speaking countries to non-English speaking countries, show that they face some attritions in their English as their first language. NH and RM lose their ability on active skills such as speaking and writing. Not only that, but KH also lose her ability in lexical, especially vocabularies, by starting to replace English vocabularies with the Indonesian language. Moreover, three of them also face the same attrition. They face grammar attrition which means the reduction in the ability to use grammar properly. All of those phenomena happen because of two reasons. The first reason is the dominant usage of Indonesia language as their second language. This dominancy influenced by the higher number of the user of Indonesia language in their surrounds. The second reason is the higher level of Indonesia language mastery. Due to live in Indonesia more than a year, they better speak Indonesian language rather than English. Luckily, three of the children have supportive parents who help them to overcome their language attritions. They are helped to maintain their English by providing a field where they can apply English such as a home domain partner, which is their mother. Not only that, but they also given the English lessons which taught by the experts.

### SUGGESTION

In this study, the researcher only focuses on the children who are in the kindergarten and primary school levels since they are fast learners. Thus, the researcher suggests to the next researchers who want to examine this topic to search older subjects so that the difference between the children who are fast learners with the older subject who aren't categorized as fast learners might be seen.

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