

## **Challenges in a Globalized World: A Literature Review on Third Culture Kids**

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### **Abstract**

As the world's society becomes increasingly globalized, more and younger people feel that they don't belong anywhere in the world. According to the World Health Organization (WHO), cross-border movements are essential to children's bilingual and bilingual development. Children's cultural identity is essential in determining their relationship with other people in society. Children are exposed and their identity development is affected by the cultural diversity of the host country, as well as by the subcultures of parents, students, schools in their educational systems and families (both at home and in their own cultures). Children have excellent linguistic abilities when they are exposed to other languages and help them to learn languages. Parents are the key to helping children become multilingual.

**Keywords:** challenges. Globalization. World. Culture. TCKs.

### **Introduction**

The increasing globalization of society has resulted in a growing number of youngsters feeling as though they don't belong anywhere in the globe. These kids are compelled to adapt even if they haven't fully formed their new identities since their parents are now studying overseas or while working from home. Globalization has expedited the interdependence and connection among nations and people worldwide. Many families have relocated abroad in the last century for a variety of reasons. Furthermore, millions of immigrants and refugees leave their homeland each year to seek asylum in other nations. Moore (2011) According to Migrants (2015) employees needs more adaptable and able to work globally due to the worldwide economy. The majority of individuals travel for work under the guidance of multinational corporations, non-governmental organizations, businesses, foreign services, education, etc. Cason (2015) However, some people choose to relocate abroad them. Due to the pressures of globalization, they self-initiate relocation rather than being sponsored or allocated by organizations Selmer (2014). Most of them visit to destinations that are culturally distinct from their own countries when traveling with their families.

The concept of Third Culture Kids first appeared in this context of global movement. A third culture kid is a person who has spent a large portion of their formative years apart from their parents' culture Carroll (2019) and Reken, R. E. V. (2009). The phrase "Third Culture" is not new; rather, it has evolved throughout time. According to Reken, R. E. V. (2009). Ruth Hill Useem and John Useem initially used the phrase "Third Culture Kids," or TCKs, in the 1950s while researching the interactions between Americans who were living in India for various reasons and the local population. They discovered via their investigation that the kids raised in such setting had not been exposed to the culture of their parents' home nation. Instead, they discovered that the expatriates had developed a unique way of life that was distinct from both their host culture and their place of origin (passport nation), but rather from the way of life they all shared in that specific settlement Quick (2010).

According to Carroll (2019) in their book *Third Culture Kids Growing Up Among Worlds*, the United States also defined that home culture is the first culture from which adults (parents) come; the second culture is the culture of their host nation, which is India in this case; the third culture is the shared

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culture that the expatriate's lifestyle represents as an interstitial culture or culture between cultures. As a result, kids raised in that specific setting are referred to as third-culture kids.

They are also referred to by other titles, such as transcultural, global nomad kids, internationally mobile youth, or cross-cultural kids, as some people choose to use them Quick (2010) and Reyal (2015). The offspring of workers in non-governmental organizations (NGOs), international education, missionary work, military duty, overseas service, and multinational corporations make up the bulk of global nomads Reyal (2015). However, as indicated by Carroll (2019), the growing worldwide company has caused the parents' vocations to diversify with time.

Not only do TCKs traverse national boundaries, but they also do so across cultural and linguistic divides. Transnational movement is crucial for the bilingual and bicultural development of children, according to Quick (2010) and Silvhiany (2019). In keeping with that, Kneel (2003) notes that TCKs are typically bilingual or multilingual, particularly in situations where there is a mixed or multicultural marriage and the parents come from different linguistic groups.

TCKs get the chance to interact with people from a variety of ethnic and cultural backgrounds. They possess incredible qualities that set them apart from other kids who have never traveled abroad. According to Reken, R. E. V. (2009), they frequently develop good social, linguistic, and cross-cultural skills. Through life experience, individuals may also learn how to adapt their identities to different cultural contexts and how to meld several cultures to create a single cultural identity Kelly (2011). But while they go through this process, they also encounter numerous difficulties, such as having to pick up new languages and occasionally not being completely proficient in any of them, constantly adjusting to new cultures, etc. Their ability to move about may limit how often they can say goodbye to close pals. A significant number of them may never achieve cultural balance, which might significantly affect their feeling of identity Reken, R. E. V. (2009). Moreover, Kneel (2003) mentioned that figuring out and recognizing one's roots is one of the difficulties associated with migration. They belong nowhere, yet they can blend in anywhere.

Language and culture are vital and significant in this situation. In order to help them settle in, feel like they belong, discover their identity, and express it, they can benefit from knowing how the community around them functions in terms of norms, values, practices, and principles as well as being able to communicate in the language of the new place.

## **Methods**

The research methodology used in this paper is library research, which is a technique for gathering data that involves comprehending and examining hypotheses from a variety of relevant literatures. According to Zed (2004), there are four steps involved in library research study: gathering the required tools, creating a working bibliography, setting up a schedule, and reading or documenting research materials. The method of gathering data for the study involves looking for and building from a variety of sources, including books, journals, and previous research. To substantiate claims and ideas, library resources gathered from a variety of references are rigorously examined and require in-depth analysis.

## **Result and Discussion**

### **Communication Skills**

It might be difficult to relocate across the world for official work, to seek better employment possibilities, to be with family, or to explore other cultures. TCKs typically don't have an option in the situation. They just follow their parents' professional paths or academic pursuits, wherever they may go Carroll (2019). They frequently need to adapt to different cultures and pick up new languages. They look for various means of self-expression and communication that would aid in their feeling of community.

An individual's ability to effectively communicate thoughts and emotions to people in a particular culture, both orally and nonverbally is referred to as communication competency Kelly (2011) TCKs have excellent linguistics abilities from their exposure to other languages, which will aid them in their language learning process. Reken, R. E. V. (2009). held the opinion that mastering the grammar of one language can improve comprehension of grammar in another. According to Wijaya (2017) an Indonesian TCK, children are said to acquire second languages more successfully than adults. Early in life, our brains may be more responsive to language William (2013) Thus, as they get older, children may be exposed to several languages.

Learning the language of the place of residence is a fantastic approach to communicate one's thoughts, emotions, and tales, claims Delaney (2016) It also allows one to relate to the feelings and culture of those who live there. Furthermore, it facilitates the child's adjustment and communication in their new nation of residence. It also facilitates their settling in and helps them feel a part of the community. The ability to speak two or three languages fluently has several benefits, according to Kneel (2003) especially when you consider that language carries cultural subtleties and that TCKs will find it easier to fit in and establish friends.

When studying a second, third, or fourth language, there are a few crucial factors to keep in mind. As Quick (2010) says, for children to acquire other languages effectively and comprehend the thought processes of other languages, they need to be proficient in their own tongue. Parents are crucial in helping children grow up multilingual. After all, it is their responsibility to ensure that their children continue to speak their first language-or the language of choice at home and to educate them effectively William (2013)

## **Cultural Balance**

TCKs will be better able to discover purpose and a sense of belonging if they are able to forge a strong sense of individuality in addition to a group identity, claims Quick (2010) and Born (2021) Agreed that a person's sense of belonging is a fundamental component in forming their cultural identity. Culture encompasses more than just speech patterns, eating habits, and dress codes. It also consists of accepted ideas, viewpoints, and moral standards. It is thought that a person's cultural identity plays a key role in determining how they relate to other people in society Moore (2011) TCKs are exposed to and have their identity development impacted by the culture of the host nation as well as by subcultures exhibited by caregivers, classmates, schools within their educational system, and families (both at home and in their own culture) Quick (2010) and Silvhiany (2019).

For transcultural learners, the difficulty lies not only in mastering language skills for self-expression and meaning-making, but also in making sense of the cultures they are frequently immersed in and striking a balance between them. Some TCKs are unable to distinguish between the cultures they were exposed to. No matter what nation or culture they are currently interacting with, they often learn to transition between them and get so entwined with them that they are never able to entirely separate them Kelly (2011).

They got the term "chameleons" because of their capacity to change cultures Quick (2010). Not only does this enable individuals to fit in with the local culture, but it's also a highly valued quality in this age of globalization.

## **Conclusion**

Globalization led to a rise in international mobility and the TCK phenomena. Children who are also referred to as sojourners or nomads are raised in cultures that are distinct from the cultures on their passports, which aids in the development of their extraordinary language skills, open-mindedness, empathy, and capacity for cross-cultural communication Moore (2011). Regretfully, lacking a strong cultural foundation can also make it harder to define oneself and feel like you belong Born (2021).

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As they become older, such children struggle to pick up new languages and to continually adjust to unfamiliar and diverse cultures. Communication is one of the ways people might develop or find their identity and feeling of belonging Janzen (2012). Both verbal and nonverbal methods can be used. They must acquire new languages and develop multilingualism or bilingualism in order to communicate verbally. Secondly, cultures help them discover who they are Janzen (2012). Their culture is a combination of all the lessons and values they are exposed to and come to understand throughout their life, rather than just the culture of the nation they now reside in. We must not overlook the fact that their genuine identity and feeling of belonging may be found in individuals who have similar experiences as well as in locations, languages, or cultures.

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