multilingual MANCHESTER

Report 2012

A linguistic study of multilingualism in and around Fallowfield

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1. Introduction.

When we came to start our data collection, we decided not to include an information sheet as it was irrelevant to our study. We also chose not to record our participants as the questions we were asking were short and concise and the answers were easy to note down. Our method of collection was door-to-door and we conducted it as more of an informal interview or conversation, asking the participants questions and jotting down their answers.

We expected our results to show multilingualism in Manchester as well as covering domain analysis, language maintenance and language shift which can be found in section two on analysis. In the process of collecting our data we found we couldn't focus primarily on the streets outlined in our plan as they didn't provide enough multilingual participants so we widened our intended area. A problem we didn't detail in our research plan but that we did encounter was the number of monolingual people we would find. We collected around fifteen questionnaires from these participants but have not included them in our data, decreasing our number of filled surveys from 41 to 26.

2. Analysing Data.

2.1 Quantitative data

The first few questions included in the questionnaire were designed to collect quantitative data. Shown below is our collected data for the age of participants (plus an average result), how long they have lived in Manchester (again plus an average result), what forms of media are most commonly used in a foreign language and the variety of ethnicities and nationalities in the area.

	Age
Eighteen	1
Nineteen	1
Twenty	8
Twenty one	11
Twenty two	3
Twenty three	2

Age

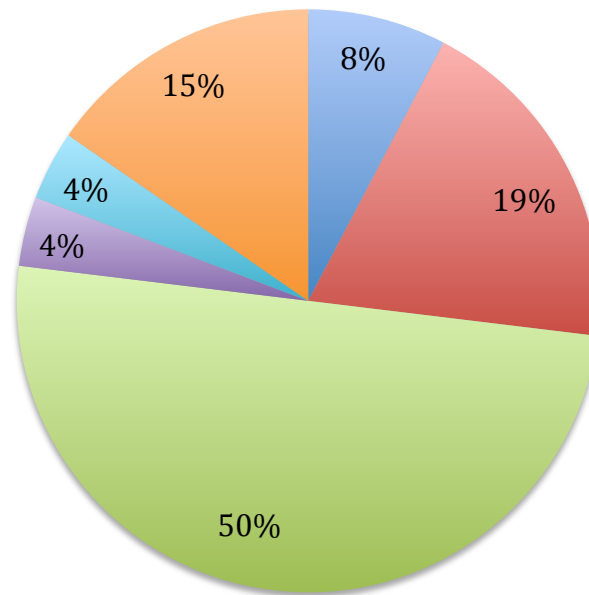Eighteen Nineteen Twenty Twenty one Twenty two Twenty three

4% 4% 31% 42% 11% 8%
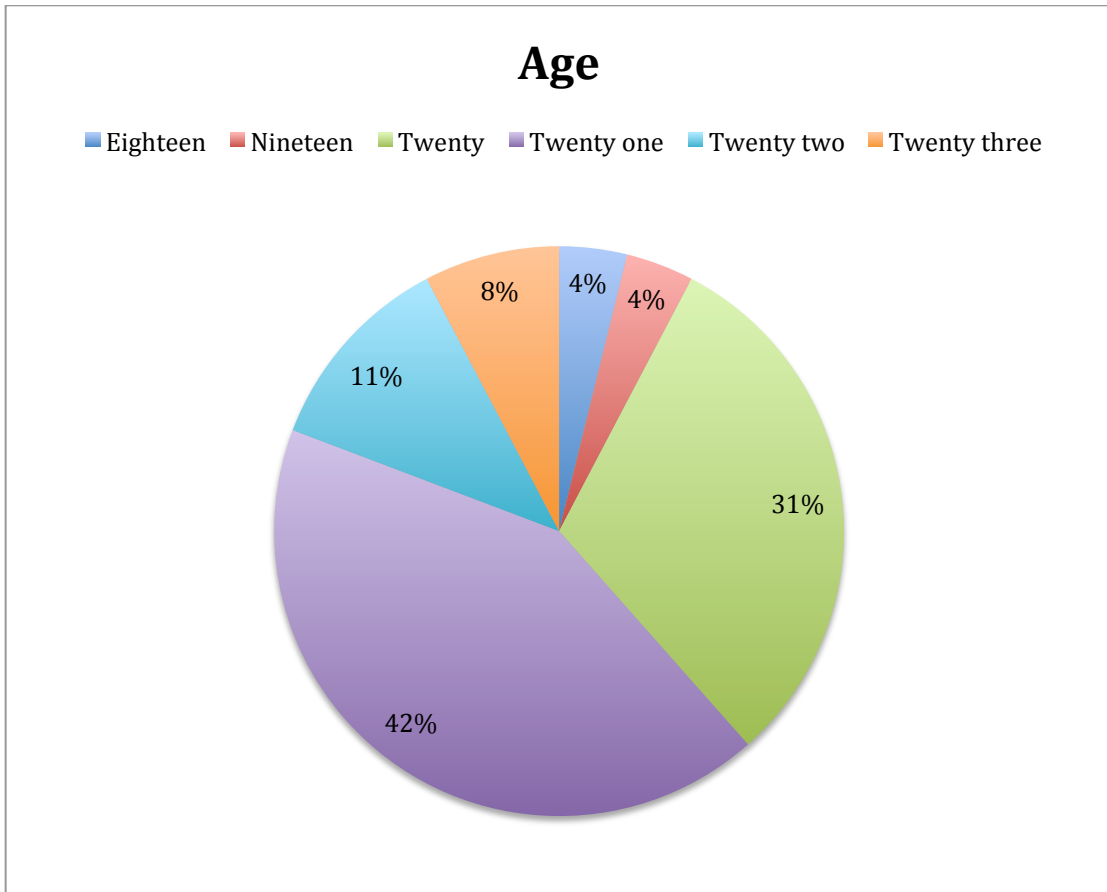
The above graph shows a majority age of twenty-one and an average age of participants at 20.68 years.

|	Years in Mcr
One	2
Two	5
Three	13
Sixteen	1
Nineteen	1
Twenty	4

Years in Manchester

One   Two   Three   Sixteen   Nineteen   Twenty

8%

19%

15%

4%

4%

50%

Shown in the above chart is the number of years spent in Manchester, the majority being three years. The average number of years spent in the area is 6.38 years.

	Forms of Foreign Media
Films	14
Literature	9
Music	17
News	2
Newspapers	5
Radio	3
TV	7

Forms of Foreign Media

■ Films ■ Literature ■ Music ■ News ■ Newspapers ■ Radio ■ TV
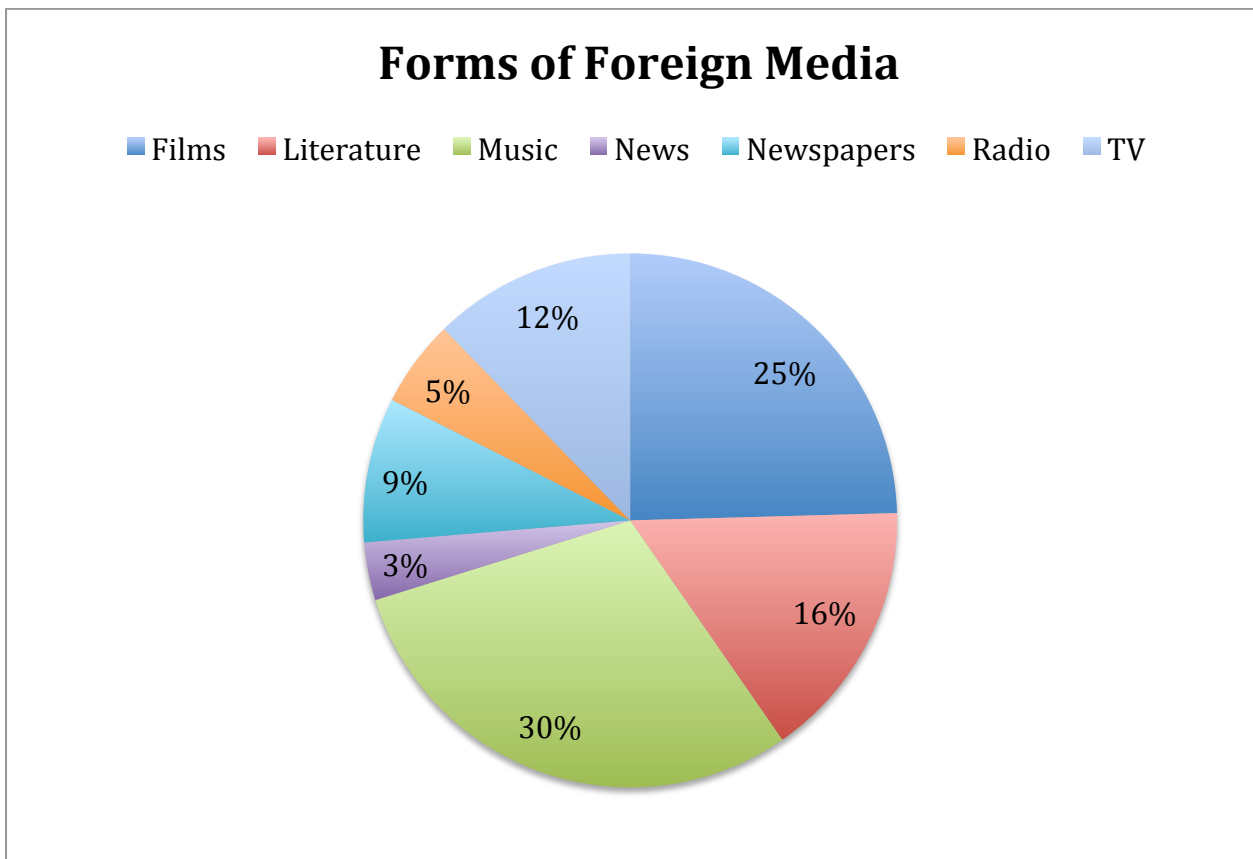
The above chart clearly shows that music is by far the most popular choice for foreign media, followed by films.

	Nationality/Ethnicity
British Indian	2
British Bengali	1
British Pakistani	1
British Caucasian	3
British Bangladeshi	1
Hungarian Caucasian	1
British Greek	1
German Caucasian	1
Spanish Caucasian	1
Bulgarian Slavic	2
British Hispanic	1
Finnish Scandinavian	1
British Chinese	1
Italian/British Caucasian	1
Turkish/Italian Caucasian	1
French Caucasian	1
British/German Caucasian	1
British/Moroccan Caucasian	1
Swedish/Belgian Scandinavian	1
British/Croatian Slavic	1
British Slavic	1
British Burmese	1

Nationality/Ethnicity

Legend:
- British Indian
- British Bengali
- British Pakistani
- British Caucasian
- British Bangladeshi
- Hungarian Caucasian
- British Greek
- German Caucasian
- Spanish Caucasian
- Bulgarian Slavic
- British Hispanic
- Finnish Scandinavian
- British Chinese
- Italian/British Caucasian
- Turkish/Italian Caucasian
- French Caucasian
- British/German Caucasian
- British/Moroccan Caucasian
- Swedish/Belgian Scandinavian
- British/Croatian Slavic
- British Slavic
- British Burmese

Although we didn't ask on our questionnaire whether or not people were in fact students, their age often indicated that they were, as did answers to other questions later on. The majority of people that answered our questionnaire were twenty or twenty one. These ages often corresponded with a stay in Manchester of three years, indicating the duration of a degree. The amount of time spent in Manchester varied from just one year to twenty years, some student having lived here all their lives and this shows the diversity amongst students in the area.

Our data shows a very wide range of ethnicities in Fallowfield amongst students. Compared to other studies done in and around Manchester, which focused mostly on a specific community or a specific language spoken. Many studies focused on languages in and around Rusholme, such as Punjabi and Urdu, and also Polish. Our study can show that there are more cultures in Manchester than just the obvious ones; for example we had a few participants from Scandinavian and Slavic backgrounds as well as backgrounds one would expect to find like Caucasian and European. Our study was predominantly quantitative because of the lack of existing relevant literature or studies.

The media that people made use of in another language was not so varied. The majority of participants used film and music, presumably because these forms are easier to access than others. Literature and newspapers came after with a considerably lower percentage. In a few instances, media was used as a method to improve an understanding of a language, not just to keep up with a first language.

2.2 Domain analysis in Fallowfield

To investigate urban multilingualism we used domain analysis to study language maintenance and language shift. The question asked in our questionnaire was as follows:

> What languages do you speak?
>
> What languages can your parents speak?
>
> What languages can your grandparents speak?

This question allowed us to decipher which languages the participant used, was familiar with and would allow us to analyse whether language shift was taking place.

> If you speak any other languages, which language would you use when speaking to:
> - Your partner :
> - Your parents:
> - Your grandparents:
> - Friends:
> - Teachers:
> - Local hangout:

This question allowed us to view the location of language maintenance and language shift in terms of domains of language behaviour. Schmidt- Rohr found nine domains of language use, these included: family, playground and street, school, church, literature ,the press and a few more. As you can see we included the ones we thought relevant for the study. Literature and media are explored in another question included in the questionnaire and has been analysed earlier on in this text.

Individuals taking part in the questionnaire supplied answers to each of the domains included thus allowing us to see as Fishman (1964:32) states "change or stability in habitual language use". As languages/language variants, replace each other in certain types of domains with different audiences and different contexts, the question we asked allowed us to explore if language change was taking place or if language maintenance is. The above questions allows us to provide an answer to the simple question "which language is being used?"

The problem that arises with the questions we used is that our investigation on domain analysis and language maintenance and language shift was limited to spoken language only. As Fishman (1964:35) indicates that appraoches to variance in language , the one that holds the 'greatest appeal' is media variance which involves looking at written, read and spoken language as well as role variance, which we didn't include in our investigation. However we did explore situationa variance as 'teachers'allowed us to look at language use in formal situations, 'local hangout' and 'friends' allowed us to analyse language use in informal situations, whilst the rest including 'partner' explores langauge use in intimate situations. A disadvantage and a point to look at would be to make sure, as our question limited us to just investigating spoken language, it would be worth looking at written language.

The first question allowed us to analyse language use over generations and monitor whether there was a language shift or language maintenance.

The table below shows the use of language between the three generations:

All speak same langs	10
Same langs as P	1
P's speak additional langs	2
P and GP same langs	1
Speak Eng others don't	7
GP don't speak Eng	5

Figure 1.1

P indicates Parents, GP is for Grandparents and Eng. As the table reveals, that language maintenance is intact as 10 of the participants speak the same language as parents and grandparents. The following graph and chart allow us to see that language maintenance is occuring.
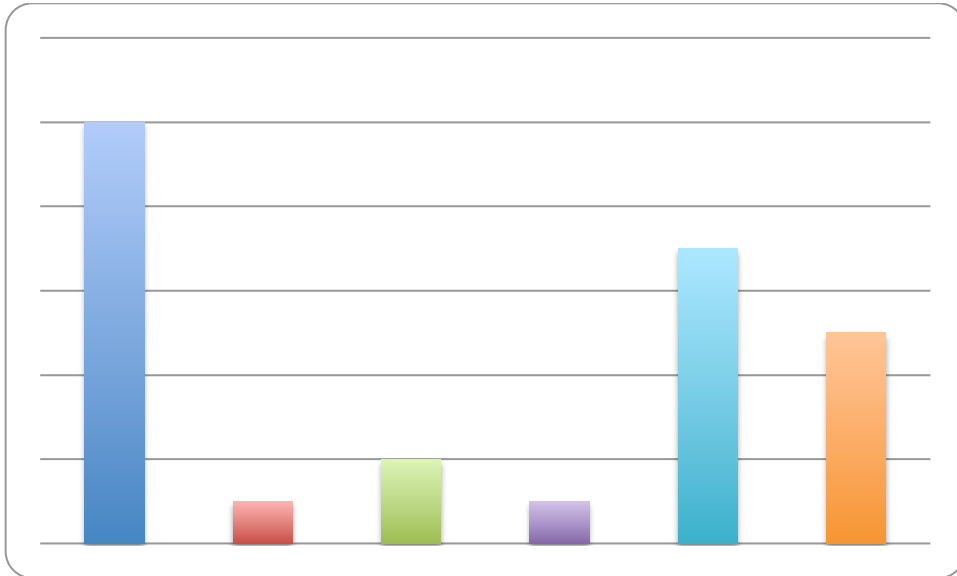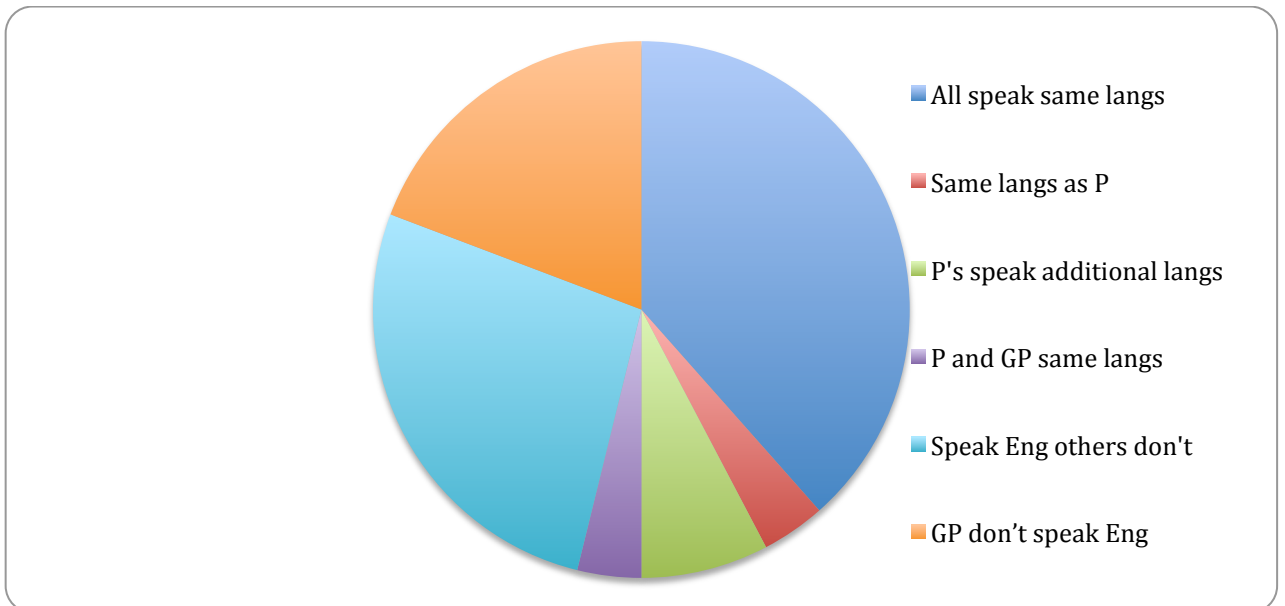
Figure 1.2

Legend:
- All speak same langs
- Same langs as P
- P's speak additional langs
- P and GP same langs
- Speak Eng others don't
- GP don't speak Eng

Figure 1.3

Within one generation it is is expected that heritage language will become limited to oral conversations with older generation however as the second question, once analyed, indicated that this wasn't the case and in fact, heritage language was spoken to both generations; parents and grandparents. This can be seen in the table and charts below, by the number 24, that out of 26 participants, the majority still spoke their heritage langugae fluently and communicated with two generations using it.

One thing to take into consideration, that some participants didn't have a partner hence the lower figures, as also one did not have grandparents their was a 25 total instead of 26.

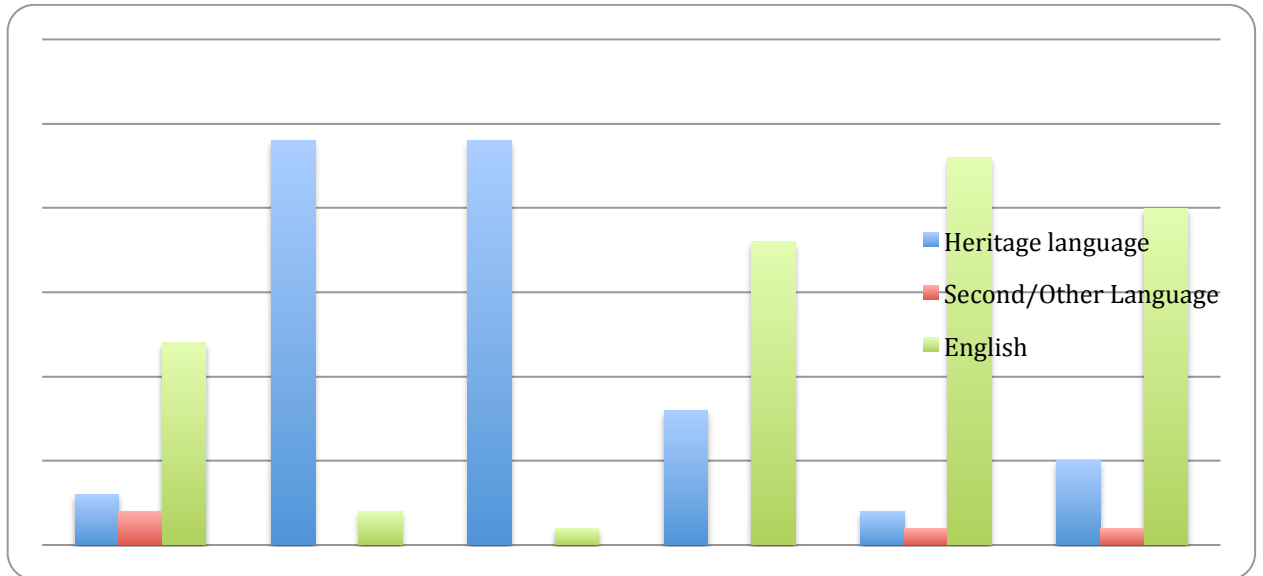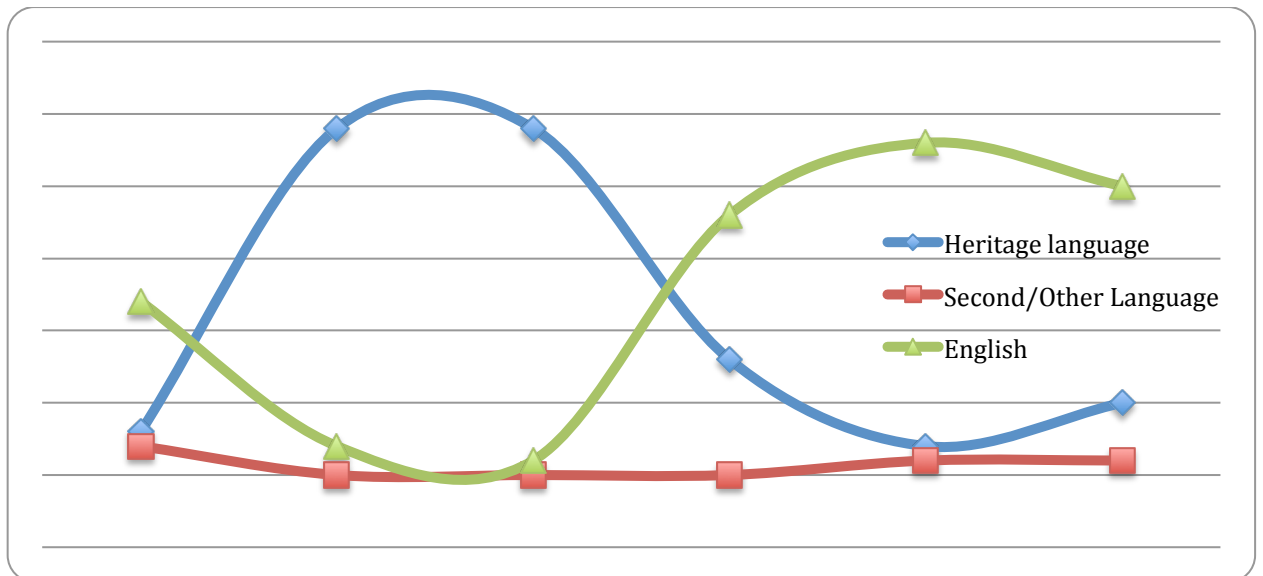| Audience	Heritage language	Second language	English
Partner	3	2	12
Parents	24	0	2
Grandparents	24	0	1
Friends	8	0	18
Teachers	2	1	23
Local Hangout	5	1	20

Figure 1.4

Figure 1.5

Figure 1.6

Something of interest was that although one of the particpants had a different heritage to that of her boyfriend but adopted his heritage language to

communicate with him in his heritage language, and she was fluent in his langugae.

Nicholas Braunshausen differentiated within particular domains between langugae of mother and father stating that a central domain like family may require futher differentiation, a point we agree with as some of our participants had their mother and father speaking different languages, and then speaking one common one which was passed on to the children. As figure 1.1 contains 'parents speak additional languages', this was due to the fact that both parents had additional heritage languages, but all including grandparents manage to find a common heritage language to communicate with. For future reference it would be beneficial to differentiate within domains for this reason.

2.3 Qualitative data

In total, we collected 26 questionnaires. Through random sampling we picked ten questionnaires to summarise to give us a general idea of bilingual people in Fallow field.

Questionnaire 1:
The participant of the first questionnaire does not use another language other than English to interact in different social groups, only in the home environment when speaking to one parent. However does not use a mixture of languages, probably due to only one parent speaking French. Therefore, expectedly is probably not as fluent in French, as speaking English more which would suggest an expected improvement when speaking more at university study level.

Questionnaire 2:
The participant of the second questionnaire is bi-lingual speaking both Hungarian as well as English depending on the social situation they're in, also using a mixture of both these languages in everyday conversation. Participant two is a Hungarian national and so studying at university in Manchester has seen an understandable improvement in their fluency of English.

Questionnaire 3:
The participant of the third questionnaire interacts in a different language with different groups of friends, using both English and Greek. A mixture of languages is used in a conversational form when interacting with parents, siblings and other family members, and also in more formal situations such as teachers at university.

Questionnaire 4:
The participant of the fourth questionnaire interacts in both English and German when different groups of friends. Also using a mixture of these two languages in everyday life when interacting with family, friends etc. An improvement in fluency of English has been made due to studies at Manchester University.

Questionnaire 5:

The participant of the fifth questionnaire uses both English and Spanish when in social situations with friends, probably depending on which circle of friends in particular they are with at the time. A mixture of languages spoken everyday in conversational form when speaking to friends, family etc. a vast improvement in fluency of French has been made whilst studying it at university.

Questionnaire 6:
The participant of this particular questionnaire spoke English, Japanese and Korean; however no interaction with friends in either Korean or Japanese was apparent. A mixture of languages depending on the situation was not apparent either and also no change in fluency of language or any change at all was noted.

Questionnaire 7:
The participant in the seventh questionnaire uses French with a selection of friends. A mixture of languages was apparent when interacting with family and friends, alternating between German and English. Since moving to Manchester, found a wider knowledge of different English slang words due to exposure to different dialects from around the country. Also, German is not quite as fluent as previously due to moving away from the home environment and not speaking it for long periods at a time.

Questionnaire 8:
The participant in this particular questionnaire doesn't alternate between different tongs with different groups of friends, but does however use a mixture with Moroccan family. Arabic and Moroccan French not as fluent as previously on moving to Manchester due to long periods of time speaking only English.

Questionnaire 9:
The participant of this questionnaire is fluent in French, Swedish, English and Portuguese. The participant uses a mixture of all except Portuguese when speaking with friends, at work and university and also with family. Portuguese is only spoken when interacting with partner. On moving to Manchester three years ago, has acquired a wider knowledge of colloquial English terms, slang words in particular, due to mixing in social situations with students from other areas of England.

Questionnaire 10:
The participant is bilingual in both English and Bulgarian, using mainly Bulgarian in the home environment with parents and also with extended family in Bulgaria. However, after growing up in England, does not deviate from English when speaking to friends or teachers at university or in formal situations such as at work. On moving to Manchester for university they have not noticed a difference in their language in either English or Bulgarian. However, admitted to a wider knowledge of slang terms from areas such as northern England.

To summarise, from the bulk of the questionnaires we can see that mainly international students speak alternate languages to English in social situations with Friends. However, most bilingual participants were second generation, speaking alternate languages to English only in home environments. Therefore

accumulating similar answers to the last question: "Has your language changed throughout your studies i.e. from primary school to university?" These consisted of not much change throughout studies at university/ school etc, other than a broader knowledge of English due to exposure to different dialects from around the country. Also in a lot of cases becoming less fluent in their parents mother tongue from spending extended periods of time away from home whilst at university, and so are speaking English most of the time rather than a different language. Individuals who had friends/family with a lingua franca tended to use a mixture of languages, as expected.

3. Conclusion.

There were some improvements we could include to our research such as questions that would help differentiate within particular domains as explained in section 2.2. However our results were as expected. There was evidence of language maintenance among speakers and language shift is not on an incline. A point of further interest would be to look at the influence of media and its availability in different languages and how it allows language maintenance to remain intact.

As expected, interlocutors will make use of heritage languages when communicating with those who share the language and for these instances code switching often occurs where a lingua franca is present or there is more than one language they have in common.

Manchester is home to a multitude of nationalities and they all bring in a mixture of their languages and cultures, making the city very diverse.

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