



## **Report**

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# **An Analysis of a multilingual family: Lithuanian, Russian, Polish and English**

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## **Introduction**

As outlined in the proposal of our fieldwork report, we have conducted an analytical project on a multilingual family living in Manchester, United Kingdom, who are speakers of four languages: Lithuanian, Russian, Polish and English<sup>1</sup>. To specify, we have observed the parental strategies of this particular family and their effects on the development of the children's bilingualism. Alongside this, we were interested in the family's personal opinions on the languages which they speak and their perception of them, and also to see whether there were any factors in particular that have any influence on the languages which they choose, such as who they were addressing. We also wanted to look at the issues the family may have being a multilingual family in England, and how they maintain the knowledge of all languages. Our findings were in agreement with some of the literature reviewed in our proposal, and have shown similar findings in regards to research. Our study appears to have answered most of what we were hoping to find, however our findings did not manage to elicit any issues with being a multilingual family in England. Prior to beginning our project, we decided it was very important to choose a family with at least two generations, so that we were able to compare their opinions of the languages and see whether they changed across generations.

## **Case Study**

The family which we have chosen to study are originally from Šalčininkai, Lithuania with the mother having lived in England for the past ten years, and the children the last eight years. At first we had decided to study the mother (40) and her two daughters (aged 13 and 20). Although he was not discussed in our fieldwork plan, we have since decided to also include the youngest child of the family, who is 6 years old. We initially did not include him for ethical issues, however, since speaking with the mother she has granted us permission to study her son in certain areas of our research. Since putting together our plan, we have found that the father of the two daughters in the family is no longer a part of their lives, separating from their mother when the eldest child was just 10 years old. Although the family are no longer in contact with him, he was a fluent speaker of Russian, Lithuanian, Polish and basic English. We have also found that for around three years the family also had the influence of a monolingual speaker, D's father, who only spoke English, however the family are no longer in contact with him.

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<sup>1</sup> In order to avoid violating the privacy of our participants, the names of each family member have been reduced to the initial letter, as can be seen below:

Mrs V = Mother

S = 20 year old daughter

A = 13 year old daughter

D = 6 year old son

Speaker 1 = Interviewer

In order to carry out our study, we composed a questionnaire which was given to each member of the family, excluding D, which helped us to elicit some key information which we were eager to find out, for example the order of importance that they would rank each language. Alongside this, we then carried out a focus group involving all members of the family, as opposed to the individual interviews we were originally going to carry out. This allowed us to eliminate any ethical issues as the mother was present for both D and A. We decided to take a relaxed approach to the focus group in order to help our participants feel at ease as we felt we would be able to obtain more thorough and informative answers if they did not feel they were under observation. The focus group took the form of a casual conversation, a chance for us to observe and note anything which was of particular interest to us. As we were unable to allow D to fill out a questionnaire due to his age, we started off our discussion group by asking about him in order to discover more about his language choices. We allowed the conversation to happen naturally, trying not to steer the conversation but instead letting the participants discuss among themselves, although at times we did ask them a few simple questions throughout the focus group, mainly to prompt them to give a lengthier and detailed answer. As linguists, we were particularly interested and excited to elicit some more data which came to us naturally, as once we had stopped recording and the focus group had ended, the family continued to discuss their multilingualism amongst themselves and we were able to take note of some interesting points which we will discuss during our report. We feel as though this chosen methodology was particularly successful in eliciting the information we were interested to find, as we were able to explicitly ask about certain areas during the questionnaire, whilst the focus group offered us a more thorough insight into their daily uses of their four languages.

## **Discussion**

Through our questionnaire and ethnographic interviews, we found a number of interesting things about the language choices of this particular multilingual family. Although D was unable to answer the questionnaire, we were able to get an insight into this family through the answers provided by the mother and her two daughters. Looking at the answers provided on the questionnaire, it appears as though Russian is the language which these individuals speak most and is of great importance to them. Although A says that she speaks English most in the home in Manchester, both Mrs K and S answered that they prefer to use Russian. When asked what language was of most importance to them, Mrs K and S were in mutual agreement declaring their most important language as Russian, with S also choosing English to be the same level of importance. An interesting find was that A declared English as her most important language. We found this particularly interesting as before we carried out our study we were expecting Lithuanian to be their first language choice having lived there for the majority of their lives, however this was not the case. It was of particular

interest that there was a difference in the fact that both children included English to be the most important language, yet Mrs K claimed Russian was hers. This is likely to be due to the children spending a large part of their lives in England now, and see their futures here, which requires a good knowledge of the English language. Each participant agreed that their choice of language in the home whilst in Lithuania would be Russian, and they later told us in the focus group how they only speak to their Grandmother in Russian as she does not speak Lithuanian and knows little English. We found it particularly interesting how whilst the two daughters said they would use Lithuanian whilst at work in Lithuania, their mother said she would choose to speak Polish. Arguably this may have been the line of work they were in, as the people they might have been interacting with may have had an effect on which language they chose. As the mother is in retail and therefore works with members of the public, Polish would arguably be the most useful language to use in Lithuania for a customer facing role as the majority of the town where they are from is made up of Poles.

One of our main aims of this fieldwork report was to find out more about the parental strategies and their effects on the development of the two daughter's multilingualism, and the son's bilingualism. We found that the mother's attitudes towards each language and her perception of them had a direct influence on how important it was for her to teach her children it. For example, in the questionnaire, Mrs K ranked Lithuanian as the least important language to teach her child and her attitudes towards the language clearly showed that as you can see from the brief transcription below:

**Mrs V:** But Lithuanian, is bloody like Chinese, it's just so disgusting. Why would you want to speak Lithuanian? So I put the option last Lithuanian, because just what for? If someone said 'your child, does he speak' I say 'I teach him Russian', I say, 'Polish I don't teach him' –

**S:** But you should

**Mrs V:** I should, because for England, it will give him lots of good opportunities, like if he is a doctor and he speaks Russian and Polish, everybody will want him, because of how many Polish people are here. They go to GPs and everything, so you know, when you think, its lots of opportunities. But like the main is Russian, Russian is amazing language to know, it's just amazing.

As you can see, Mrs V has a very negative attitude towards the Lithuanian language and therefore chooses not to teach D it. Although Mrs V states in the questionnaire that 'any extra language is a great asset', she explains how Lithuanian comes at the bottom of her list of importance as it is the least popular of the languages and also describes it as 'disgusting'. Mrs V also explains how she does not speak much Lithuanian and it is her weakest language, and her mother speaks none at all, this arguably affects her desire to teach D it so

instead chooses to focus on the other languages, for example Russian as she believes it would offer lots of opportunities to her children. However, although she believes it important to know for a possible future career in medicine, D's mother has not taught him Polish as her priority at the moment is to teach him Russian so he is able to communicate with his Grandmother. Despite Mrs V ruling out Lithuanian to directly teach to D, the fact that she has been consciously trying to teach him Russian and claims that she should also teach him Polish links to Braun & Cline (2014) who found that many families use different languages in the home, despite them not being the preferred language, to open up opportunities for the children and provide them with a 'head start'. This is also reflected when Mrs V states that Russian is now the most important to talk at home, as she states:

**Mrs V:** Russian for me, now is priority to teach him Russian. Because when we came to UK for about three years we didn't speak, we tried not to speak Russian at all we only spoke English for benefit of children

Upon coming to the UK she states that they mainly spoke in English, which was due to her desire for the children to acquire English as fluent as possible in the smallest time possible. However, now S and A are older and speak fluently in English, and D is in school and also fluent in English, Mrs V incorporates much more Russian in the home, even stating how she now includes a lot of Russian TV. This also answers one of our aims, as we hoped to elicit information on how the family maintains the knowledge of the four languages despite being in England, which Mrs V made clear is a conscious decision of a higher use and exposure of Russian in the family home. Furthermore, during the focus group, Mrs V explained to us how she tries to travel back to Lithuania as much as possible as the more they visit; the more D's use of Russian has been improving. It is important to remember that D also grew up with the influence of a monolingual English speaker, a factor which clearly would have affected his exposure to the other languages as the family told us prior to the focus group that when he was living with them, when he was in the house they only spoke in English so that he was able to be a part of the conversation. However, now that his father is no longer in contact with the family, D is able to be immersed in the language of Russian as his family choose to speak it at home. S also explains in the interview how every night D calls his Grandmother in Lithuania and speaks to her in Russian, a strategy which Mrs V felt would be useful in improving his knowledge of the language. Mrs V informed us how D picked up the Russian language easily as he was so used to hearing his family speak it around him. However, because he is the only male in the family, D was only exposed to the feminine gender endings of the language and therefore picked up on this and now uses them. Although the family say he makes mistakes and 'speaks like a little girl', they are still able to understand him and are amazed at how much his language improves when he spends the summer living with his Grandmother in Lithuania where he is forced to speak

Russian as she cannot understand English. This is in support of Harding and Riley (1986), who stated that it is important for children with a multilingual family to be raised equally multilingual, as without the multilingualism they may not be able to speak to older generations of the family, which can cause a loss of linguistic identity. Perhaps Mrs V did not look into D knowing Russian for this purpose, however it is clear that she has consciously made an effort for D to know Russian in order to be able to communicate with his Grandmother. This also links to the idea that every family creates their own rules for language use, as Lanza (2007: 47) claims a family is a 'social unit that has its own norms for language use'.

We previously looked at Namei (2008 :419) who stated that there are four major domain factors that can influence verbal behaviour; participants, topic, setting and functions of the conversation. With this in mind, it was particularly interesting when the family began to speak about their language choices:

**Mrs V:** But even now when we go to Lithuania, if I have to discuss shoes yeah in Lithuania, I work with shoes, I struggle. Certain words, I don't know them in Russian, like when I talk about soles, or platforms, or court shoes, and all that I don't know what it is in Russian,

**Speaker 1:** It's now that's become your –

**Mrs V:** Because that's more professional language now, I'm using there, you know people come and say what would you like, oh I would like half used soles to be changed for leather ones and in socks and all that, I don't know what these words are in Russian. Because they're not the words you use every day.

**Speaker 1:** No yeah

**Mrs V:** So those I struggle with I have to. A was struggling when she had to speak about school

Mrs V states English as a more professional language, and if she cannot think of the word in Russian, she chooses English. Not only does this reflect the fact that Mrs V may be dependent on English, but that it is also becoming universally known in the workplace, as for her to be able to use English in Lithuania as a language at work, the person on the receiving end of the conversation must be able to understand her. Looking at domain in particular again, Mrs V also had some extremely interesting comments to make about the families language choices when in the Lithuanian capital and 'deep' Lithuania, as she states that people in Lithuania hate them for speaking Russian, and S states 'yeah, if you go to the capital they hate you'. Mrs V also precedes to say 'they are racist to us', claiming that when in the capital or deep Lithuania, if you speak in Russian they pretend that they do not

understand you. As Mrs V described a story from when she visited Lithuania recently, she states that they now speak in English when visiting. This is in support of Nomei, as it reflects that the setting has a strong influence on verbal behaviour, and in this case makes the family abandon their native languages of the country in favour of English. Also, as Mrs V states that A struggles to speak in Russian or Lithuanian when discussing school, and had to use English. This is evidence that topic is also very influential towards language choices, with English being the chosen language for topics such as work and school. This also portrays English undergoing globalisation, as it appears to have become the lingua franca for speakers of different languages in Lithuania.

Once the interview had ended and the family were discussing the focus group amongst themselves, they began to talk – almost in fascination – about their language choices and what may cause them. S claimed that she never code switches intentionally, yet she very rarely does it by accident. When I asked her to elaborate this, she explained that she would never speak to her Grandmother in Russian and code switch to English, however when speaking with her friends in Lithuania, she often alternates between Russian and Lithuanian in conversation. A agreed with S, and stated that she will speak only ever in Russian or English to her mother, but sometimes in Lithuanian with S. Although these findings are very interesting and show a pattern, there is still a lack of explanation to why multilingual speakers code switch and if there are certain points in a conversation where it becomes natural to change languages.

Something that the family talked about after the focus group that came of interest to us was the use of technology and language choice. A declared that she fairly consistently texts her Lithuanian friends in Lithuanian, however when they meet their main language is Russian. Mrs V, despite nearly all of her Facebook friends being Lithuanian, posts all statuses on Facebook in English. Although this was not something we expected to discover or intended to look at, it left us with many questions as to why these languages are chosen, and what may cause this.

Looking at our findings, it is evident that they show a similar pattern in results to previous studies that we looked at in our proposal, and there are many interesting factors to consider when looking at a multilingual family. Mrs V showed signs of hoping to improve her children's futures by including languages other than English, however also proved to strongly dislike one of her own native languages, which has resulted in her youngest child being unable to speak Lithuanian. Also, we found clear evidence that language choice is affected by Nomei's four major domain factors, establishing that they make a conscious decision when selecting their languages in certain places and with different people. However, despite our findings being quite in depth and informative, these findings are not



generalizable to all multilingual families, and this study would be required to be repeated in order to come to a definite conclusion. In regards to possible future research, a topic we touched on but could not acquire enough information on was language choices and technology. Another interesting suggestion for future research would be the racism mentioned by our participants in Lithuania towards languages, and may be the cause of the racist views.

3234 (Including brief transcripts)

## **Appendix**

**Below is the transcription for the focus group, each participant has been reduced to the initial letter of their name for purposes of anonymity.**

Speaker 1: So because I couldn't give D a questionnaire, would you say that he is a speaker of all the same languages as you?

Mrs V: He speaks English and Russian. He speaks the girl way in Russian, because we are all girls and Russian has like, masculine and feminine endings. But just by hearing us, D by hearing that, he picked up a lot. But since he was born he just picked up on it.

A: Yeah straight away

Mrs V: When I left him in Lithuania for two weeks when he came back – oh my god

S: He rings up on skype to my grandma and speaks to her in Engl.. Russian

A: Yeah he skypes her every day after school

Mrs V: He writes to her with English letters in Russian

S: He speaks to her and he's like hello.. Babi.. Everything in Russian. He spoke to her today after school and everything was in Russian. She asks him questions and he answers them in Russian.

Mrs V: He speaks with accent he speaks with mistakes but he speaks Russian

A: Yeah like you'll still understand what he says

Mrs V: But you see what happening now every year now he's going for four weeks to Lithuania during summer holidays without me -

A: And I don't really speak English there

Mrs V: - So he comes back like last year when he stayed when he stayed for four weeks and he came back and it was amazing how he was speaking. So every year you know, it will be improving so we go for Easter for two weeks and so it's all Russian so every time he comes back it's going to improve more and more

A: Especially now that we stay with our grandma as well, er like he stays at my grandma's so straight away he has to speak Russian with my grandma because she can't understand English

Mrs V: Russian for me, now is priority to teach him Russian. Because when we came to UK for about three years we didn't speak, we tried not to speak Russian at all we only spoke English for benefit of children

A: Yeah

Mrs V: So even at school they told me, I remember I went to S's school they said we can feel you speak English, because how quickly, because there was this boy, Polish boy, and he was from Polish family and he had been here for a year longer than S but she had awful accent. Like not awful but very strong accent. Because they only spoke – he only spoke English at school that's it. But because we spoke English at home as well, kids very quickly - became natural to them. So my priority first was English but now I want more Russian in the house. Now they're fine with English. Now they're fine. Now for A, even for S, when you are younger and you don't use it you forget it

Speaker 1: Yeah because you started to forget it a little bit didn't you? (*Addressed to A*)

A: Yeah at one point

Speaker 1: Yeah I remember

A: Yeah I was there and I was getting a bit confused with my words

Mrs V: But even now when we go to Lithuania, if I have to discuss shoes yeah in Lithuania, I work with shoes, I struggle. Certain words, I don't know them in Russian, like when I talk about soles, or platforms, or court shoes, and all that I don't know what it is in Russian,

Speaker 1: It's now that's become your –

Mrs V: Because that's more professional language now, I'm using there, you know people come and say what would you like, oh I would like half used soles to be changed for leather ones and in socks and all that, I don't know what these words are in Russian. Because they're not the words you use every day.

Speaker 1: No yeah

Mrs V: So those I struggle with I have to. A was struggling when she had to speak about school

A: Yeah

Mrs V: Because there are certain subjects or words for what they do

A: Yeah like subjects and stuff I never can -

Mrs V: She can't

A: - I don't know how to say that

Mrs V: In Russian

A: At one point I was forgetting it a lot. We went to see Dad and he was like, 'A can you speak, like you still speak but you're speaking weird'. But now I'm fine again and I remember. I was like getting a bit muddled up

Mrs V: They spent a lot of time in Lithuania but it is good for them to keep language going. But we watch Russian TV too which is very very important and I watch now lots of Russian programmes.

Speaker 1: What other approaches do you take to teaching D Russian?

Mrs V: I tell him in Russian, how much is eight plus eight, and I never teach him numbers. I say in Russian, eight plus eight and he answers in Russian. I never ever teach him numbers. And he speaks with an accent but it's so cute and he speaks like a girl.

**\*Mrs V asks D to talk in Russian, some speech not able to transcribe as they were conversing in Russian\***

Mrs V: But you can't speak Lithuanian can you? Lithuanian is absolutely stupid language

Speaker 1: Why?

Mrs V: It's just disgusting

Speaker 1: Why?

S: No it's not

Mrs V: It is awful. It's all like, like Russian I think is quite - English is beautiful - and soft, like Russian and Polish is beautiful

S: Russian is not beautiful or Polish is not, Lithuanian is beautiful

Mrs V: Polish so soft though, but Lithuanian *\*talks in Lithuanian mimicking it\** - like so like, disgusting, like German or something.

S: You proper speak with such a strong accent

Mrs V: Yeah I do. I have awful accent

S: She can't even speak in Lithuanian properly.

Speaker 1: Really?

Mrs V: Yeah, my mum can't speak Lithuanian at all

S: Yeah, she's been in Lithuania all her life and she doesn't speak Lithuanian.

Mrs V: She can't speak at all. Yeah that's the history because it used to be Soviet Union, all speak Russian. Where we come from because in town where we live is 85% of Polish people, and then Russians. There is no – very little Lithuanians. But since like S's age, since when she went to school, we all started sending our children to Lithuanian school because just, Lithuania became independent. So all young people like S, you know, younger, they all speak Lithuanian but during breaks at school they speak Russian or Polish because they're all from Russian families. School Lithuanian, during lessons speak Lithuanian, then break you know kids go, Russian – all Russian, in Lithuanian school. Yeah, Lithuanian people hate us

S: Yeah, if you go to the capital they hate you

Mrs V: We – I, I was doing interpreting here, for Lithuanians and I stopped, I said I'm not going to do anymore, only Russian and Polish. Because Lithuanians they're proper like, from deep Lithuania, they know that I'm not – I'm Russian Lithuanian, do you know what I mean?

Speaker 1: Yeah

Mrs V: Because I have awful accent, I can speak and I could translate but I hated it.

Speaker 1: So are there sides?

Mrs V: Yeah, proper racist. Even though we look exactly the same, they are racist to us.

Speaker 1: Because you speak a different language?

Mrs V: Yes, because we speak Russian and Polish

S: In our town, people aren't - only if you go capital

Mrs V: No its – Capital is not bad S, it's all Russian and Polish as well because it is -

S: But if you go Vilnius-

Mrs V: Capital I wouldn't say because if I was now on a tram with you, Polish, Russian people around. But if you go deeper into Lithuania, if you say something in Russian, they would never – they all understand but they act like they don't understand

S: Act like they don't know what you are saying

Mrs V: They will say 'I don't understand'. I remember when we went to, uh, you know, I said something in Russian, and she didn't, and I said oh no problem, I won't speak that at all then, I can ask in English I suppose. Because Russian is a shame, even though they can speak, I was like let's speak English then.

S: She ordered coffee or something and she was like 'I don't know what you're saying.

Mrs V: In the place where all like –

S: Tourists, tourist place –

Mrs V: Tourist place, they're all Russians

S: By the beach

Mrs V: All from Belarus

S: Rich Russians

Mrs V: Its' all – they're making money on Russian people – proper Russians, who are from Russia. And I thought 'you bitch'. And I said, 'no problem', I said 'let's speak English', she was looking at me and I - you know – proper English like S –

Speaker 1: Yeah

Mrs V : And he was like looking at us, and I was like 'I don't give a f\*\*k'

Speaker 1: That's so weird

Mrs V: Yeah it's awful – I hate - in Lithuania, I hate to ask question. I would rather ask in English, so we go to capital in Lithuania and we speak English

Speaker 1: Really?

Mrs V: We speak English then and that's it

S: Because they're not racist to English –

Mrs V: No!

Speaker 1: So they like English?

S: Yeah!

Mrs V: It's cool there now. It's cool.

Speaker 1: How strange that they don't like Russian, which is part of what Lithuania was –

Mrs V: Yes it's part of history, you know, you can't, if- if part of history might be in India or wherever, English have their – what do you call it – like occupied by England, and you know when people worked for England. If English language was so popular then, people do speak this language and everything, it's history you know, you can't get away, you can't take that away. It's part of the history - so we - it's not our choice, we're just part. When I went to school, in my town, yeah, so for example it was 5 plus, there's five year one's in our school, three classes, 36 person each, Russian, 1 Lithuanian where was 10 pupils, and one Polish where was 10 pupils. And 112 pupils were in Russian class, that's how it was. Because nobody – because that time everybody was going studying to Moscow, St. Petersburg, it was all Russian, dominating Russian. My mum, she worked for government, my mum doesn't speak a word of Lithuanian, she can understand it, but she doesn't speak at all. My friends they don't speak – I'm probably the best from my friends because they can't, because they studied at University, but because they studied Polish language first, and then English, my lessons at Uni, lectures, were in Polish, or in English, so I didn't have much Lithuanian, because I thought 'oh I'm going to go to uni, and you know it will, I won't be, fluent in Lithuanian'. But I had a few lessons, Psychology, in Lithuanian, or like international literature, I remember, but it was very limited, you know it was not the main subject it was like more, I don't know what you call it in UK; you know when you choose additional subjects? So it was not something that was most important so I never learned it. I understand it, everything, you know, but I can't speak.

Speaker 1: So how do you know it? (*Addressed to S*)

Mrs V: Because she went to Lithuanian school

S: From school

Mrs S: And kindergarten.

S: But they have three different types of school there, Lithuanian, Russian and Polish

Speaker 1: So when you would get home, you would speak to your mum in Russian?

S: Yeah. I never spoke to them in Lithuanian, ever –

Mrs V: She only went to school, and kindergarten, and it was Lithuanian where S came to school, yeah - and then she came to UK when she was 12, so she'd been to Lithuanian school. A only went to Lithuanian kindergarten but she - she speaks, you know - but S

obviously the best. Because she went to school there, but during, but now – when they meet, all her classmates, when we went to Lithuania, they will speak – But I can see they speak Russian, and then they go to Lithuanian, it's so funny, and then S will tell them in Russian, and like you know - and then S goes to Lithuanian, it's so strange to me! Because she doesn't speak Lithuanian at home

S: But I still speak –

Mrs V: Yeah she properly just goes and speaks Lithuanian, like – imagine that on every day basis, in Lithuania, we use three languages. You go to one place, you speak Polish, you go to another you speak Russian, and then Lithuanian, if I need to, I will speak Lithuanian. But I try not to. But other people who live in Lithuania they speak, you know.

Speaker 1: And then English as well?

Mrs V: And then English obviously, it's very popular now. I look on Facebook and half of our kids in Lithuania, they will write in English and all that. Yeah.

Speaker 1: That's interesting

Mrs V: But three, you know like, Russian, Polish and Lithuanian, they're fluent, it's like they're fluent, and they're completely different languages. Well Russian and Polish are a bit similar -

S: No they're not!

Mrs V: They are similar. From the same family –

S: Not at all.

Mrs V: But Lithuanian, is bloody like Chinese, it's just so disgusting. Why would you want to speak Lithuanian? So I put the option last Lithuanian, because just what for? If someone said 'your child, does he speak' I say 'I teach him Russian', I say, 'Polish I don't teach him' –

S: But you should

Mrs V: I should, because for England, it will give him lots of good opportunities, like if he is a doctor and he speaks Russian and Polish, everybody will want him, because of how many Polish people are here. They go to GPs and everything, so you know, when you think, its lots of opportunities. But like the main is Russian, Russian is amazing language to know, it's just amazing.

S: It's like, yeah

Mrs V: Russian is massive language, and it's classed as one of the most difficult languages

### Written notes after focus group

- Mrs V – posts everything online in English even though most friends on facebook Lithuanian/Russian. Will reply in English most of the time but Russian if they do not understand English.
- Mrs V most important language is English because they live here, but Russian just as important.
- S most important Russian – as she is doing a business degree and believes Russian will be most important for business, but also English as she lives here.
- A most important language is English, as she lives in England and to communicate with her friends. But Lithuanian became really important now as she needs to remember it to be able to speak with her friends in Lithuania as she goes back quite often (school holidays)
- They never code switch on purpose, but also never do it by accident – very rarely. In Lithuania they will only use English amongst family and friends if they do not know the word in Russian/Lithuanian/Polish.
- With nan, only ever speak Russian, sometimes maybe Polish but never codeswitch to Lithuanian or English
- S code switch Russian and Lithuanian with friends – but not mum. Only speaks English to sister in England but Russian/Lithuanian/English in Lithuania.
- Mrs V never code switches to Lithuanian, finds it funny when S and A do.
- State that it all sounds like one language to them sometimes and they don't know why they alternate between them or what causes it.



Questionnaires (Labelled) and Ethics Forms attached below

1. What is your occupation?  
*retail deputy manager*

2. What is your level of education?  
-School - A Levels/Btec  University level PhD/Masters Other N/A

If University, what course?  
*Polish Philology and second English language teacher (for foreigners)*

3. What language-speaking school did you attend whilst in Lithuania?  
-Lithuanian -Polish  -Russian

4. What language do you use most frequently at home?  
-Lithuanian -Polish  -Russian -English

5. What language do you use most frequently in the home when you visit Lithuania?  
-Lithuanian -Polish  -Russian -English

6. Would you say you use different languages in certain places? (eg supermarket, work, restaurant)  
 -Yes - No

7. Would you say it is often you alternate languages (code switch) when speaking with friends/family at home?  
 -Yes - No

If yes, do you have a particular reason for this? *It feels like our language but only happens when I speak to person who speaks other languages*

8. Which language would you use most (talking as a family) outside of the home? (eg, out for dinner)  
-Lithuanian - Polish  -Russian -English

9. Which language do you think is the most important to you?  
-Lithuanian -Polish  -Russian -English

10. Which language do you use at work?  
-Lithuanian -Polish -Russian  -English

11. When in Lithuania, what language would you use at work?  
-Lithuanian  -Polish -Russian -English

12. Do you discuss certain topics (as a family) in particular languages? (eg the news, school, basic conversation)  
 -Yes - No

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Figure 1- Mrs V

13. If yes, is there a clear reason for this that you are aware of?

In England I would use English language but in Lithuania it would be Russian most of the times

14. When first coming to the UK, rate your knowledge of English on a scale of 1-10

1 2 3 4 5 6 7 8 9 10

15. Rate your knowledge of English on a scale of 1-10 now.

1 2 3 4 5 6 7 8 9 10

16. Which language would you say you are most confident in speaking?

-Lithuanian -Polish -Russian -English

17. Which language would you talk to your grandmother/mother in? (Mother's parent)

-Lithuanian -Polish -Russian -English

18. (Mother only) When raising your children, what order of importance would you rate the languages that your children learn?

1. English 2. Russian 3. Polish 4. Lithuanian

19. (Mother only) Is there a particular reason for this?

Because we live in UK, English is the most important, Russian is second as I believe it would give lots of opportunities for my children.

Polish is third and I believe for future career in medicine or business would give more chances with job search.

Lithuanian is the last as it is least popular but any extra language is great asset.

1. What is your occupation?

Student

2. What is your level of education?

-School - A Levels/Btec University level PhD/Masters Other N/A

If University, what course?

.....

3. What language-speaking school did you attend whilst in Lithuania?

-Lithuanian -Polish -Russian

4. What language do you use most frequently at home?

-Lithuanian -Polish -Russian  -English

5. What language do you use most frequently in the home when you visit Lithuania?

-Lithuanian -Polish  -Russian -English

6. Would you say you use different languages in certain places? (eg supermarket, work, restaurant)

- Yes - No

7. Would you say it is often you alternate languages (code switch) when speaking with friends/family at home?

- Yes - No

If yes, do you have a particular reason for this? no, just happens

8. Which language would you use most (talking as a family) outside of the home? (eg, out for dinner)

-Lithuanian -Polish -Russian  -English

9. Which language do you think is the most important to you?

-Lithuanian -Polish -Russian  -English

10. Which language do you use at work?

-Lithuanian -Polish  -Russian  -English

11. When in Lithuania, what language would you use at work?

-Lithuanian -Polish  -Russian -English

12. Do you discuss certain topics (as a family) in particular languages? (eg the news, school, basic conversation)

-Yes  -No

Figure 2 - A

13. If yes, is there a clear reason for this that you are aware of?

.....

14. When first coming to the UK, rate your knowledge of English on a scale of 1-10

1 2 3 4 5 6 7 8 9 10

15. Rate your knowledge of English on a scale of 1-10 now.

1 2 3 4 5 6 7 8  9 10

16. Which language would you say you are most confident in speaking?

-Lithuanian -Polish -Russian  -English

17. Which language would you talk to your grandmother/mother in? (Mother's parent)

-Lithuanian -Polish  -Russian -English

18. (Mother only) When raising your children, what order of importance would you rate the languages that your children learn?

1.                      2.                      3.                      4.

19. (Mother only) Is there a particular reason for this?

.....

1. What is your occupation?  
Student

2. What is your level of education?  
-School  -A Levels/Btec  -University level  PhD/Masters  Other  N/A

If University, what course?

International management (currently studying)

3. What language-speaking school did you attend whilst in Lithuania?

-Lithuanian  -Polish  -Russian

4. What language do you use most frequently at home?

-Lithuanian  -Polish  -Russian  -English

5. What language do you use most frequently in the home when you visit Lithuania?

-Lithuanian  -Polish  -Russian  -English

6. Would you say you use different languages in certain places? (eg supermarket, work, restaurant)

- Yes  - No

7. Would you say it is often you alternate languages (code switch) when speaking with friends/family at home?

- Yes  - No

If yes, do you have a particular reason for this? do it unintentionally, without noticing

8. Which language would you use most (talking as a family) outside of the home? (eg, out for dinner)

-Lithuanian  -Polish  -Russian  -English

9. Which language do you think is the most important to you?

-Lithuanian  -Polish  -Russian  -English

10. Which language do you use at work?

-Lithuanian  -Polish  -Russian  -English

11. When in Lithuania, what language would you use at work?

-Lithuanian  -Polish  -Russian  -English

12. Do you discuss certain topics (as a family) in particular languages? (eg the news, school, basic conversation)

- Yes  - No

Figure 3 - S

13. If yes, is there a clear reason for this that you are aware of?

No

14. When first coming to the UK, rate your knowledge of English on a scale of 1-10

1 2 3 4 5 6 7 8 9 10

15. Rate your knowledge of English on a scale of 1-10 now.

1 2 3 4 5 6 7 8 9 10

16. Which language would you say you are most confident in speaking?

-Lithuanian -Polish -Russian -English

17. Which language would you talk to your grandmother/mother in? (Mother's parent)

-Lithuanian -Polish -Russian -English

18. (Mother only) When raising your children, what order of importance would you rate the languages that your children learn?

1. 2. 3. 4.

19. (Mother only) Is there a particular reason for this?

.....

CONSENT FORM

If you are happy to participate please complete and sign the consent form below.

Please initial box

1. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment to any treatment/service.	SV
2. I understand that the interviews will be audio-recorded	SV
3. I agree that any data collected may be passed as anonymous data to other researchers	SV

I agree to take part in the above project.

Sylvija Vanlevska  
Name of participant

08/05/15  
Date

S. Vanlevska  
Signature

Hattie Graham  
Name of person taking consent

08/05/15  
Date

H. Graham  
Signature

**CONSENT FORM**

If you are happy to participate please complete and sign the consent form below.

Please initial box

1. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment to any treatment/service.	JV
2. I understand that the interviews will be audio-recorded	JV
3. I agree that any data collected may be passed as anonymous data to other researchers	JV

I agree to take part in the above project.

J. Vasilevske  
Name of participant

08/05/2015  
Date

[Signature]  
Signature

Hattie Graham  
Name of person taking consent

08/05/15  
Date

[Signature]  
Signature



CONSENT FORM

If you are happy to participate please complete and sign the consent form below.

Please initial box

1. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment to any treatment/service.	A.V
2. I understand that the interviews will be audio-recorded	A.V
3. I agree that any data collected may be passed as anonymous data to other researchers	A.V

I agree to take part in the above project.

(mother) J. Vasilevska  
Name of participant  
Adriana Vasilevska

08/05/15  
Date  
08/05/15

[Signature]  
Signature  
A. Vasilevska

Hattie Graham  
Name of person taking  
consent

08/05/15  
Date

[Signature]  
Signature

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