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Report

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Multilingual Manchester
A survey of language use in Manchester
Case study: Longsight

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Societal multilingualism: Longsight.

Introduction

Before commencing our fieldwork, we did some preliminary research into the Longsight area to identify the majority and minority groups living in the area. The purpose of this was to give an initial impression of whether or not it would be a suitable place to study languages. The census information for 2001 is as follows:

1	White British	39.85%
2	Asian or Asian British: Pakistani	24.63%
3	Asian or Asian British: Bangladeshi	7.16%
4	Black/Black British: Caribbean	4.47%
5	White: Irish	4.31%
6	Black/Black British: African	3.66%
7	White: Other White	3.15%
8	Asian or Asian British: Indian	2.69%
9	Mixed: White and Black Caribbean	1.74%
10	Asian or Asian British: Other Asian	1.66%
11	Chinese or other ethnic group: Chinese	1.62%
12	Mixed: White and Asian	1.37%
13	Chinese or other ethnic group: Other	1.34%
14	Black or Black British: Other Black	1%
15	Mixed: Other Mixed	0.7%

(www.statistics.gov.uk)

This information shows that in Longsight the majority of the community (52.69%) considers themselves to be of non-white ethnicity; this is one of the principal reasons that lead us to choose Longsight for this investigation. It was initially felt that an area that comprised of people from more diverse ethnic backgrounds would possibly lead to a higher percentage of multilingualism in the community. Whilst this could be true, it was also considered that if the area consisted mainly of 2nd or 3rd generation immigrants, then the level of multilingualism may not be that high, as it has been suggested that with each generation the amount of heritage language used decreases dramatically.

To overcome this problem we looked at the 2001 census information for 'country of birth'. The results showed that 28.8% of people were born in a country outside of the UK and Ireland. Within this percentage, 27.16% were born outside of the EU. If in 2001 this amount of people were first generation immigrants then it is highly likely that there will still be widespread use of heritage languages in the area.

Research questions

The main questions that we aim to address in our investigation are as follows:

- What are the main languages in the community, other than English, that are spoken in Longsight?
- What percentage of speakers are bi/multilingual, with English as their second language?
- What are the various provisions put in place to help communication between speakers of different languages?
- How does language use between generations differ?

Methods

Before undertaking our investigation, we ran a pilot study in which we approached five people in the street in Longsight (in particular, in Slade Lane). The purpose of this was to test our questionnaire, in order to see if there were any issues with the format of the questions. We had chosen to use a questionnaire to gather information from our participants because this would allow us to collect comparable data that will be simple to draw conclusions from. The questionnaires were anonymous because we did not require this information; this is also beneficial in case any informant is worried about protecting their personal information. We made a couple of changes to our questionnaires from our original plan (Appendix A). The first change that we made was to question 4, in which we added in the phrase "including English", this was because after our preliminary investigation we found that people were misinterpreting this question and were not including English in their answer.



We went to households in the area shown in the image above. We chose this area as it is in the heart of Longsight, close to the centre and shops. We found that this area provided us with a good range of people from various ethnic backgrounds. We had initially planned to work through each questionnaire with all the respondents. However, we found that some people preferred it if we left the questionnaire with them and collected it later so they had the time to complete it.

We also went to Longsight Market, in order to gain responses from more people, who are involved in the area, whilst giving us the opportunity to observe community interactions. In addition to this, it gave us a broader range of people without the logistic complications of travelling around Longsight.

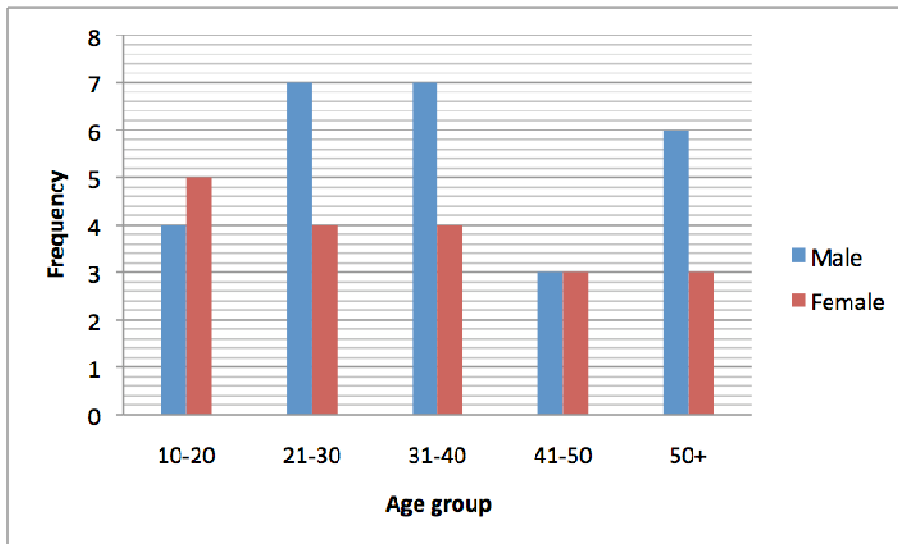
We went into several local shops, (see appendix E) targeting in particular shops that did not appear to be part of a large chain and instead selected smaller, locally owned shops. For example, in the Longsight area, we did not go to the Boots but instead went to the local pharmacy. This was because we felt that a chain like Boots would have a nationwide store policy, which might affect the languages spoken by staff in the store. Furthermore, we went to some local public service institutions (see Appendices B and C).

We did not make any changes to these questionnaires from our original plan and the results are discussed in the section below.

Results

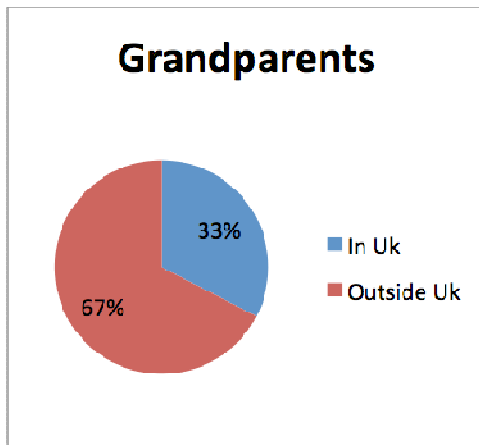
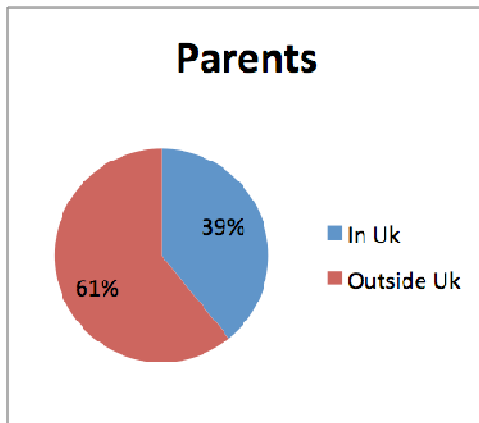
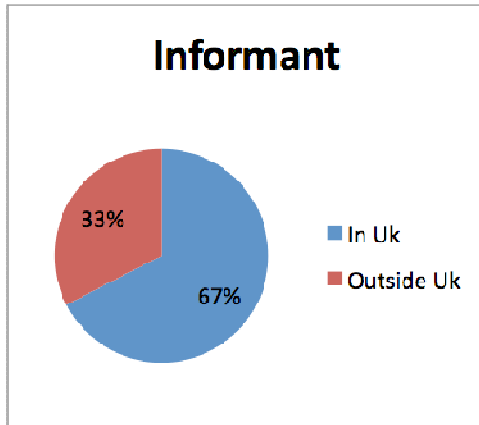
Individuals

We wanted to represent the local population as best as we could in this fieldwork and so aimed to speak to informants that were male and female, from a range of age groups. We obtained information for 46 individuals. The graph below shows the ages and gender of all the respondents.



As shown in the graph, more males were included in the study than females. This was not intentional, but there might be a few explanations for these results: 1) Chance - that there happened to be more males at the market and at home on the days of the research. 2) Population - there is a higher male population in the area 3) Reluctance - that women in the area were less willing to answer our questions.

Heritage

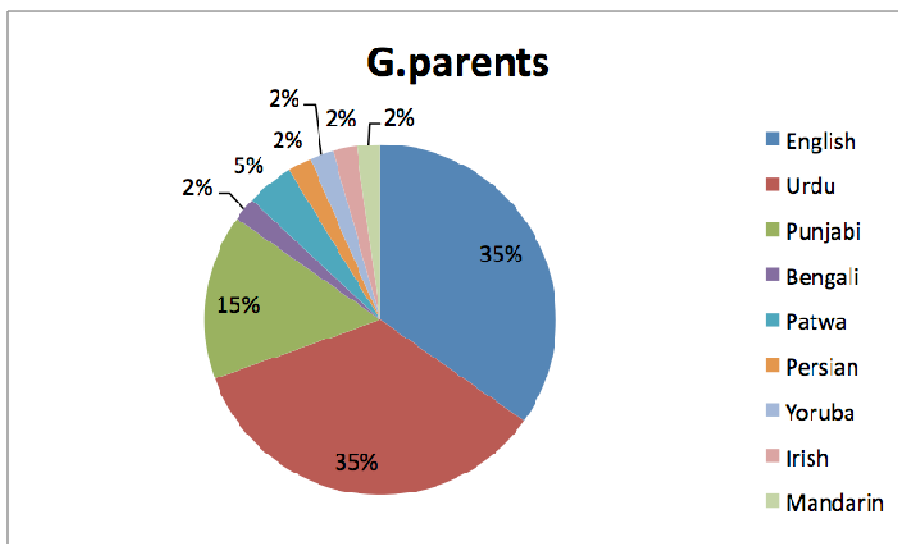
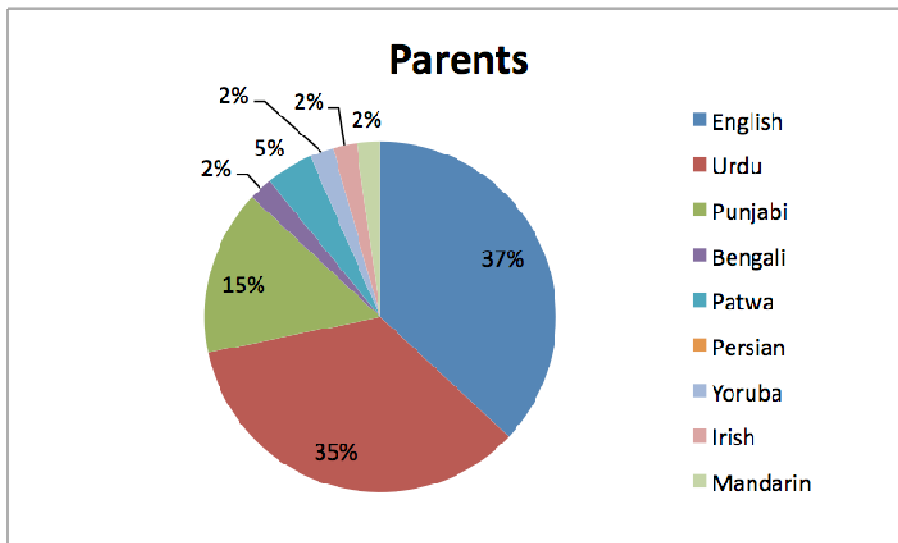


These results indicate that 61% of the respondents are second generation immigrants whilst 67% are third generation immigrants. Viv Edwards (2004: 82) states that “communication is crucial to family

relationships". If this is the case in Longsight, our respondents who are second and third generation are likely to know the language(s) spoken by their parent or even grandparents.

The influence of relatives on language

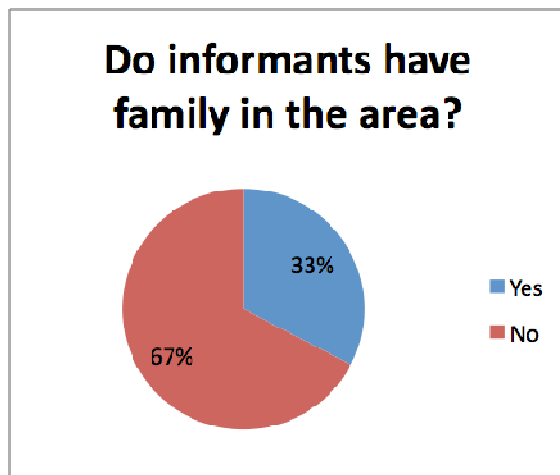
In the questionnaire we asked for the native languages of the respondents' parents and grandparents. We wanted to know the languages used in their upbringing and if this directly correlated to the languages they spoke themselves.



The results from both graphs above were very similar, indicating that the most common native languages for the parents and grandparents of our respondents were English and Urdu. These results are extremely interesting, as they show that 65% of the Longsight community (assuming that our respondents were an accurate representation of the area as a whole) have been brought up by at least one parent whose first language is not English. If we compare this result to the *learning environment* and *languages spoken* bar charts, the main way in which respondents learned their languages was from their parents.

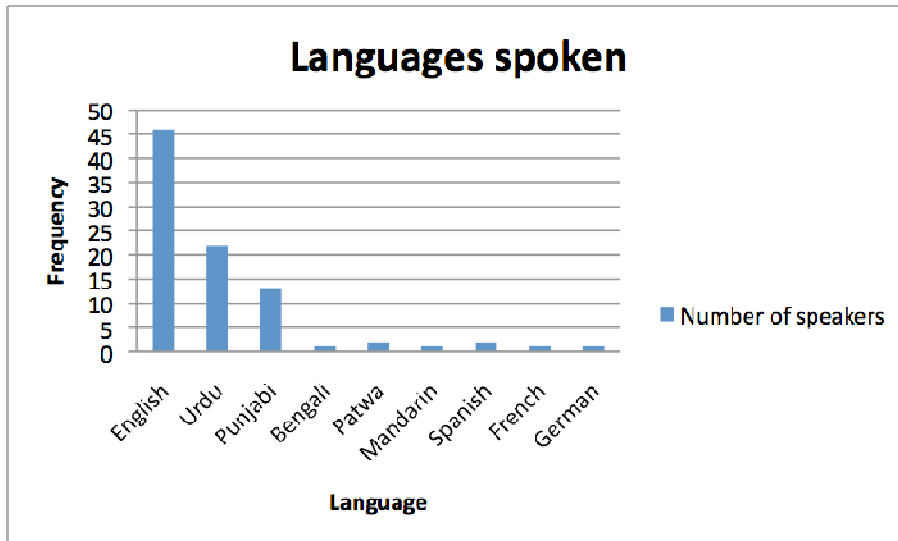
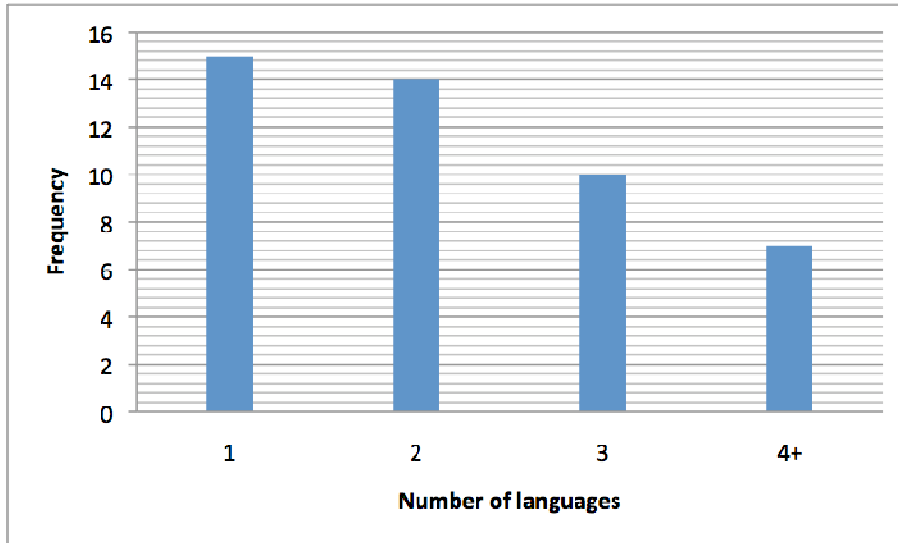
Language community

We chose to ask if respondents had family also living in the area, as we wanted to establish the strength of family ties and therefore how close-knit the community is in Longsight. The results were as follows:



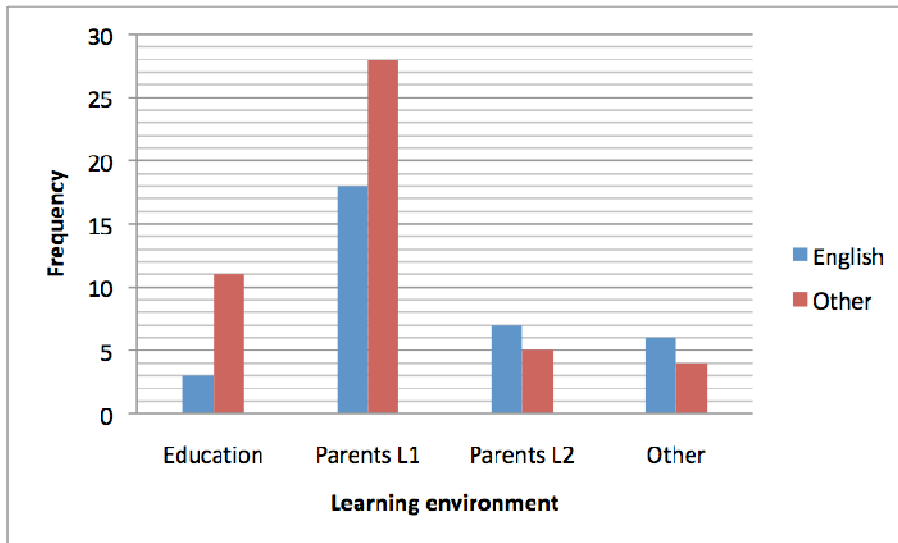
The results for this question are surprising; we expected to find that respondents had more immediate family in the area. This is because often when immigrants move to a new country they move to areas where there is already a relevant language community established or where family members have already emigrated to. As the majority of the informants were at least second generation immigrants, it could be possible that families have dispersed since first emigrating.

Languages spoken



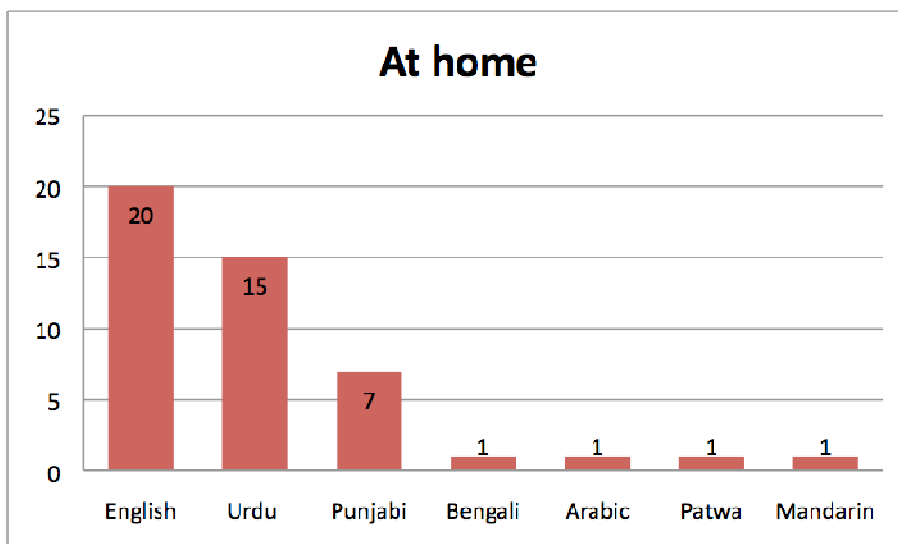
Although more informants were monolingual there still seemed to be a high proportion of bilingual and multilingual speakers in the area. We can see here all informants spoke English and so every bilingual person had English as one of their two languages.

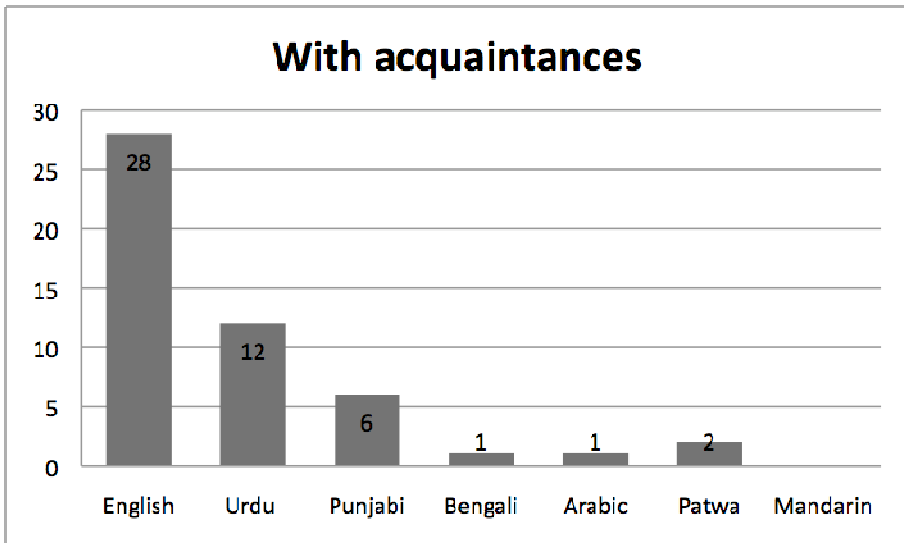
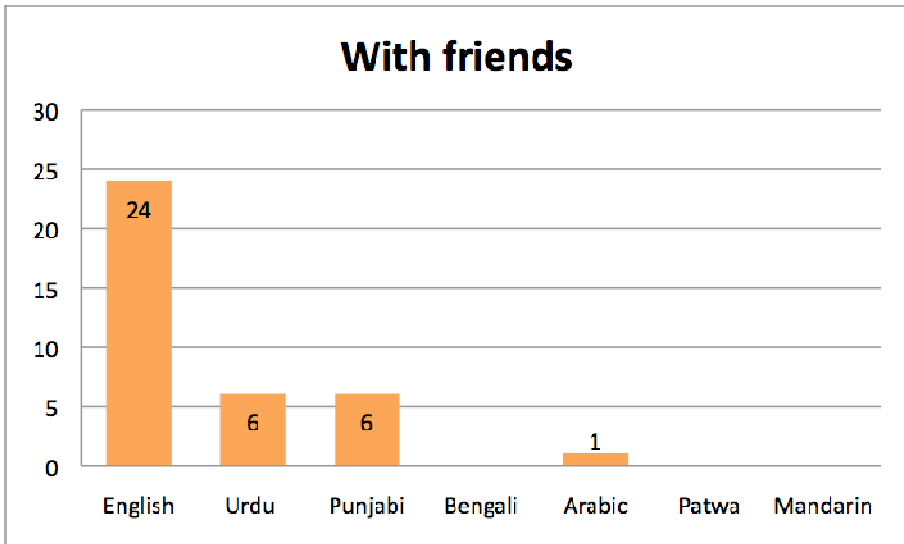
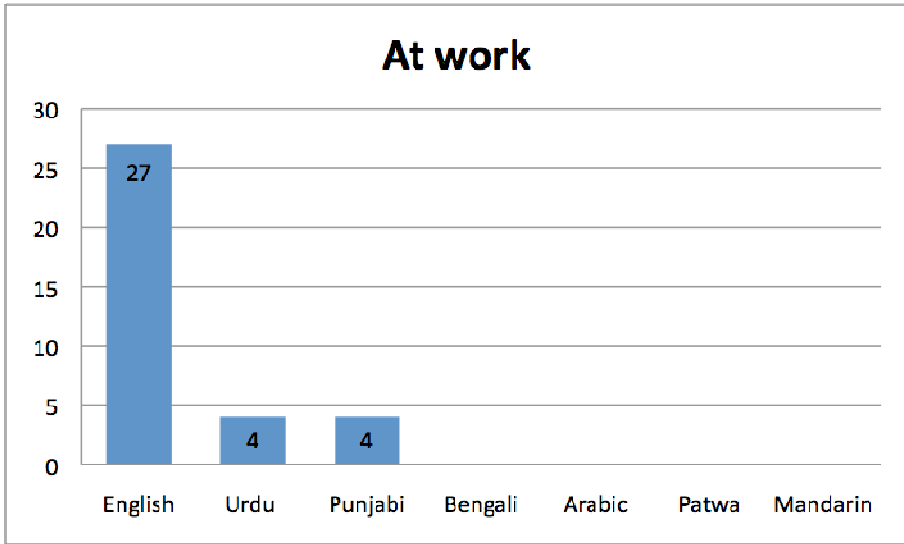
Where those languages were learned

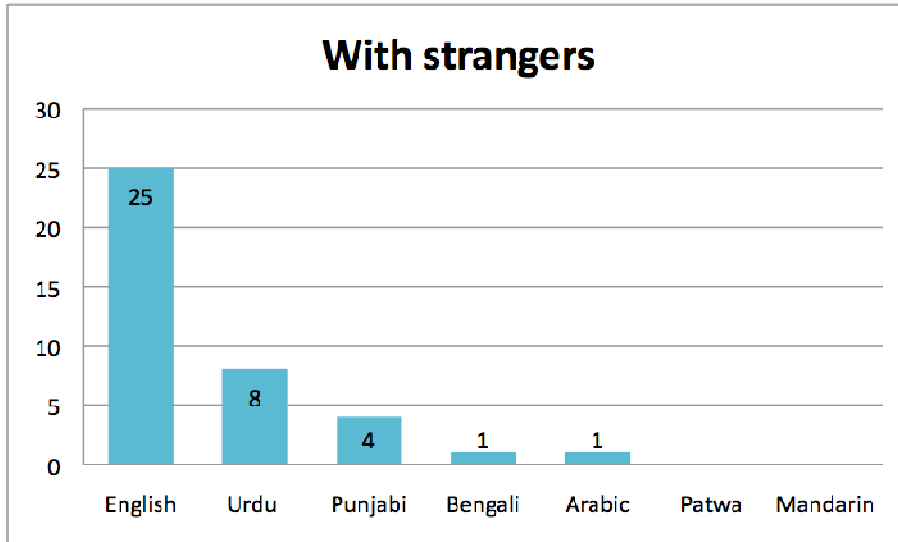


The graph above supports our expectations that parents have the largest influence on language acquisition. It is also shown that few people learned English through formal education; this is probably due to the fact that most informants were born in the UK and would have acquired English before reaching school age. Those who were not born in the UK mainly said that they learnt English from their parents (as a parent's second language) or that they just "picked it up", which we labelled as 'other'.

Domains







‘It is assumed that in stable multilingual contexts, a domain will be associated with a preferred language of interaction, and that participants will accommodate to the expectations associated with each domain’ (Matras 2009: 45). It is clear that English is the most frequently used language across these different domains. The other commonly used languages are Punjabi and Urdu. The results regarding heritage and learning environments show that English, Urdu and Punjabi are spoken by some of the same informants. It can be presumed then that these languages can be easily used interchangeably for those individuals. Therefore for some speakers, the languages spoken at home would consist of, not only Punjabi and Urdu, but English as well. This is commonly due to the bi/multilingual second generation. From the chart which shows the languages spoken at home, we can identify that there is a wide spectrum of languages spoken such as Bengali, Patwa, Arabic and Mandarin, although these do form a minority. In other domains such as work, with acquaintances and with strangers these languages are used minimally, if at all, which is probably due to a lack of language community. From these results, it is clear that Urdu and Punjabi are languages widely understood by many people in the Longsight area, although when operating in the public domain, the lingua franca is likely to be English.

Language attitudes

Rating of languages (scale from 1-10)	1	2	3	4	5	6	7	8	9	10
English					7	4	3	9		23
Urdu			1		7	1	1	3		9
Punjabi					3			2	2	6
Bengali					1					
Patwa					1					1
Mandarin										1
Spanish					1					1
French					1					
German					1					

The table above shows the results to question 7 (see Appendix A), which was given to informants at the Longsight market and at their homes. Respondents were asked to rate the languages they spoke on a scale from 1 – 10, with 1 being extremely negative and 10 being extremely positive. As this question may seem strange to some people, we also included some help as to what this might mean, “You might like to think about whether you enjoy speaking the language, what it means to you, whether or not you would like to continue speaking this language often in the future and whether you would be eager to pass this language on to your children”.

Firstly we isolated all responses from people who spoke more than one language, as we were particularly interested in whether they would rate their languages differently. The results showed that the majority of people who spoke more than one language rated both their languages as “extremely positive”. However, some of the more interesting results are discussed below as a graph cannot represent the findings accurately.

Of the people who spoke more than one language, these were then split up into people who had rated both or all languages as the same and those who had different answers for each language.

- **People who rated both or all languages differently**

Of these people all but one put English as higher on the scale. In order to provide an explanation for this trend, we went back to their questionnaires and noticed that all of these people were born in

the UK, with their additional languages being mostly learnt from their parents, who were born outside of the UK.

- **People who rated both or all languages as the same**

Interestingly, all but one of these people were born outside of the UK and therefore have maintained a higher level of prestige towards their heritage language.

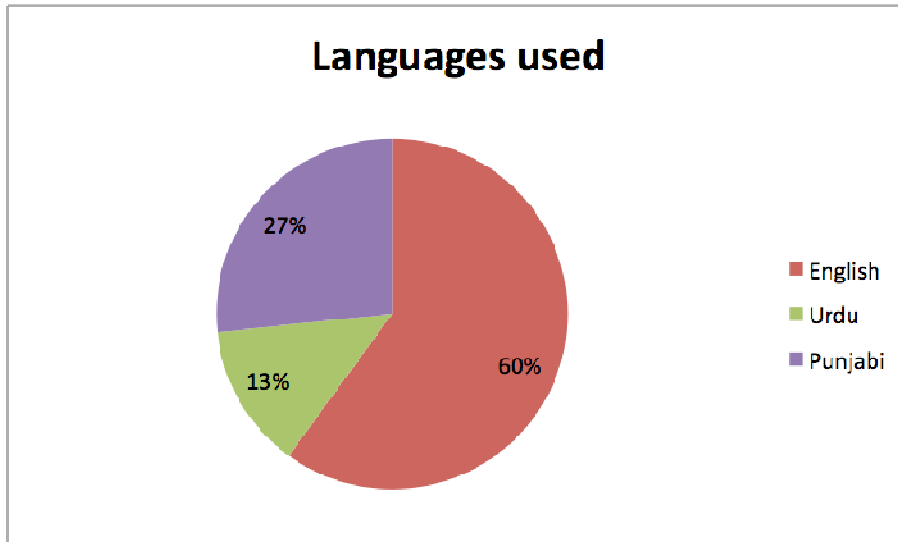
Overall, this trend shows that 2nd generation immigrants do not always hold the same prestige for their heritage languages as the 1st generation immigrants, who were born outside the UK.

Public Service institutions

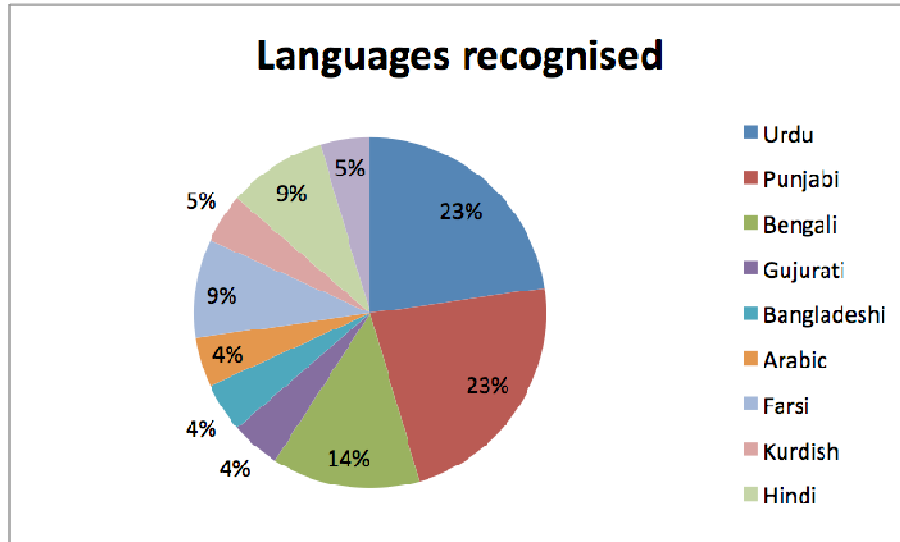
The findings listed in Appendix D are the results obtained from the questionnaires answered in the Ailsa Craig Medical practice, The Job centre, Connexions and Longsight Medical centre. The Ailsa Craig Medical practice claimed to have the highest number of service users, whose first language is not English. Second to this was the Job Centre and Longsight medical centre who stated that 50% of their service users do not speak English as a first language. Each organisation we visited provided some sort of translation and interpreter service, this varied from immediate to appointment only, with some facilities providing telephone as oppose to face to face services. Connexions, which is a service for people aged 25 and under, informed us that the first language of most of their service users is English. This shows that the younger generations in Longsight can speak English.

The woman interviewed in the Job Centre said that that virtually all employers who seek speakers of other languages still require them to have an understanding of English, even for the most basic manual jobs. This shows that to fully integrate into the local society one must speak English. In terms of courses available to learn English, she knew of none available within Longsight and anyone hoping to learn would need to contact a language school nearer to the city centre.

Shops

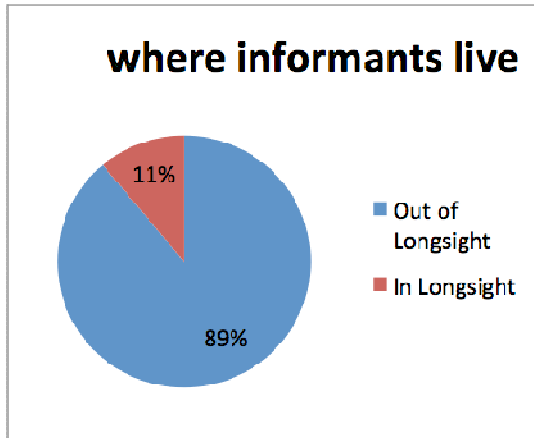


Our collected questionnaires revealed a variety of interesting results (appendix E). The first trend that we noticed, even before asking our questions, was that the owners of the shops, even those who were bilingual, greeted us in English. Despite the fact that they greeted us in English, they indicated that they may greet other customers in other languages, predominantly Punjabi and Urdu. Many stated that the language choice depended on what language their customer seemed to understand, showing that there is awareness in the community of one another's languages. One result obtained from an internet café indicated that even though the owner did not speak with an English accent, he preferred to greet his customers in English. While carrying out the fieldwork, we also observed that many businesses had bilingual signs, as an attempt to target their customers, who are usually residents of the local area (see appendix F.)



We asked the sales assistant in each business if they recognised any languages, aside from English, being used by customers in their shop/business. For this particular question the feedback given was interesting in terms of both the mixture of languages and the number listed. The three main languages were: Urdu, Punjabi and Bengali, something that matched our expectations, yet there were also instances of Arabic, Farsi, Kurdish and Hindi.

What is interesting is that whilst asking one respondent if he recognised other languages used in his business, he stated the nationalities of the people who spoke the languages instead of the actual languages. For instance he stated 'Iraqi', 'Afghani' and 'Iranian'. This indicates that the informant was aware of his customers' ethnic background but he had little knowledge about the languages spoken in those countries.



Many of the respondents who were asked if they lived in Longsight stated that they lived outside the area. This result was surprising, as their shops were situated in the allocated region and it was expected that the local businesses would be run by local people. However, we decided that their responses were still relevant because although these people do not live in the area, they still contribute to and influence the local community.

Discussion

Our results showed that the majority of the informants surveyed were mono- or bilingual, with very little difference between the numbers in each group. This has close links to where the respondents learned their languages, with the domain of the home being the most influential environment.

Participants who did have an ethnic origin other than English seemed to be mostly second or third generation immigrants, therefore, they would have learned English as they grew up, surrounded by English speakers both in the wider community, in school and in the media. As well as this, it is likely that their parents speak/spoke English as a second language and so this will have been passed on. It may be that with each generation's less knowledge of the native language is transferred, as its relevance decreases. To test this, however, it would be necessary to perform language tests in each respondent's heritage language. An example of decreasing prestige through generations can be seen in one informant's response to the attitude scale, where they rated Urdu (their parent's first language) negatively and English (their own first language) positively. Edwards (2004: 79) states that: '[f]amilies can be the vehicle for maintenance and growth or the death and decay of languages.' Taking into account Edward's point, it could be interesting to find out if the 'closeness' of an

individual's family relationships effects the prestige felt towards their heritage language, although this would be a very difficult topic to investigate.

So far we have investigated the native language and origin of grandparents, parents and our respondents. To further investigate language development in the Longsight area, one could establish the language(s) spoken by their children.

We attempted to contact local schools by sending an email, which outlined the investigation as a whole and also some specific questions (see appendix H). Although we did not receive any replies with specific details, we received a reply from Croft Park primary school (appendix I); however, they stated that they could only participate in our research in the summer term. We found it inappropriate to approach children to participate in questionnaires as we wanted to respect a parent's right to their child's information. This particular generation has not been represented in this survey, however, it would be interesting to see if and how language use in this generation is different, by conducting further research. In addition, it would be important to explore whether or not they feel more positively towards their heritage language or English, or even if they now consider English to be their heritage language.

When it came to problems involving our research it was difficult to draw on previous studies. This is because case studies such as ours, which focus on the investigation of a particular, small community rather than a specific language, seem to be quite rare. There are vast amounts of books written about bilingualism and multilingualism, but they generally focus on countries that are nationally bi- or multi-lingual. One example is Canada, where numerous studies have been undertaken, for instance the well-known 'matched guise' technique used by Lambert in the 1960s to assess attitudes towards French and English (Davies & Elder 2004). There are also several studies of European multilingualism outlined by Extra and Yagmur's, "Urban multilingualism in Europe" however they looked at multilingualism in very large urban areas and look at very different issues to our Longsight project, such as political and economic factors.

One example of a study in England is Brown and Sachdev's article (2009), looking at Japanese speakers in London. A range of issues were investigated including language identity, contact and attitudes towards both Japanese and English. Again, however, this study focuses on a particular language within a much larger community, therefore, it is not really comparable to the study we have undertaken.

A limitation of our investigation is that we used a self selecting sample of respondents when posing the questionnaire to market stall holders. However, we did try to maintain consistent methods of respondent selection in all areas of research; we asked every stall owner, every house along one street and every shop in the area. We asked a broad range of stall owners and ensured that we did not simply ask the people that looked like they were of “ethnic origin.” This was also an important factor in avoiding results that were bias in favour of languages other than English to represent the community as a whole.

Another issue we came across in selecting respondents was the fact that people were not always at home when we conducted our door to door survey. If a larger study of the area was to be done it could be possible to send out a questionnaire in the post, for respondents to fill out in their own time and send it back. However, it is likely that few people would reply and even if some people did not take the time to return the questionnaire, this could create an even more biased sample, as only those interested in language use would submit their answers.

Conclusion

We have found that the main languages used in Longsight are English, Punjabi and Urdu. Interestingly the latter two languages are mutually intelligible and so although one person may identify themselves as a speaker of one of the languages, they may also communicate well with speakers of the alternative language. Of these speakers, 31 out of 46 were either bilingual or monolingual (67%) which shows that while the area comprises of a variety of languages the majority of residents use, at most, two languages. In summary it appears that Longsight contains subsets of communities that use English as a lingua franca but, at the same time, use their various heritage languages, acting as a symbol of solidarity and identity. This diversity has been acknowledged by certain organisations and businesses by providing translation and interpretation facilities, in order to accommodate the various multicultural communities that reside in the Longsight area.

Bibliography

Books

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Davies, D . & Elder, C. 2004. *Handbook for Applied Linguistics*. Blackwell: Oxford

Matras, Y. 2009. *Language Contact*. CambridgeL Cambridge University Press

Journal

Brown, I & Sachdev, I. 2009. *Bilingual behaviour, attitudes, identity and vitality: some data from Japanese speakers in London, UK*. *Journal of Multilingual and Multicultural Development*, Volume [30](#), Issue [4](#) July 2009, pages 327-343

Appendix A

Q1) Please tick the appropriate box

Female Male

Q2) Age? _____

Q3) Do you speak a language other than English? (If the answer is No please skip to Q8)

Yes No

Q4) How many languages do you speak (including English)?

1 2 3 4+

Q5) Please List the Languages that you speak in the first column. In the other columns please tick the appropriate boxes for where you use that language (you can tick as many boxes for each as you want).

Name of Language	At Home	At Work	With most friends	In the street/shops with people you know	In the street/shops with strangers
1.					
2.					
3.					
4.					

Q6) how did you learn these languages? Please put a tick in the correct column

Language Name	Learnt on a educational course as 2 nd language (e.g. in school or at college)	Learnt at home (parent/s 1 st Language)	Learnt at home (not parent/s 1 st language)	Other

Q7) Please rate how you feel about the languages you speak on a scale of one 1-10 (1 being extremely negative and 10 being extremely positive). (You might like to think about whether you enjoy speaking the language, what it means to you, whether or not you would like to continue speaking this language often in the future and whether you would be eager to pass this language on to your children)

Language Name	←————— Neutral —————→									
	Extremely negative			Neutral				Extremely positive		
1.	1	2	3	4	5	6	7	8	9	10
2	1	2	3	4	5	6	7	8	9	10
3	1	2	3	4	5	6	7	8	9	10
4	1	2	3	4	5	6	7	8	9	10

Q8) please put a tick in the correct column

	Myself	My Parents	My grandparents
Born in the UK			
Born Outside the UK			

Q9) What was the first language of your...

a) Parents _____

b) Grandparents _____

Q10) Do you have any immediate or extended family also living in the Longsight area?

Yes

No

Appendix B

Questionnaire for Community and Medical Centres

- 1) Do you have many people coming into the centre whose first language is not English
Yes No
- 2) Are there any other languages that you commonly hear?
Yes List: _____

- No _____

- 3) Do you have many people coming into the centre who have little or no English?
Yes No
- 4) Are there any provisions to help or advise these people?
Yes List: _____

- No _____

- 5) Do you have any languages such as language line to accommodate those who do not speak English?
Yes List: _____

- No _____

Appendix C

Questionnaire to ask in the Job Centre

- 1) Do you have many people coming into the centre whose first language is not English
Yes No
- 2) Are there any other languages that you commonly hear?
Yes List: _____

- No _____

- 3) Do you have many people coming into the centre who have little or no English?
Yes No
- 4) Are there any provisions to help or advise these people?
Yes List: _____

- No _____

- 5) Are there any jobs in the area suitable for these people?
Yes List: _____

- No _____

- 6) Are you aware of any language courses in the area for people learning English?
Yes List: _____

- No _____

Appendix D

Public Service Institutions results

Service users whose first language is not English:

1. The Ailsa Craig Medical practice – 75%
2. The Job centre – 50%
3. Connexions- rare
4. Longsight Medical centre- 50%

Commonly heard languages (other than English)

1. The Ailsa Craig Medical practice - Bengali, Punjabi
2. The Job centre – Urdu, polish, Punjabi, Romanian
3. Connexions- only mainly English
4. Longsight Medical centre- Urdu, Punjabi, Polish

Language provisions

1. The Ailsa Craig Medical practice - Phone Interpreter
2. The Job centre – Interpreters (face to face and by phone)
3. Connexions- Interpreter
4. Longsight Medical centre- Interpreters (by appointment)

Translation services

1. The Ailsa Craig Medical practice - Language line
2. The Job centre – Big hand
3. Connexions- By appointment
4. Longsight Medical centre- Language line

Appendix E

Questionnaire to complete in local shops

1) Do you greet customers in a particular language (other than English)?

Yes List: _____

No _____

2) Which of the following languages do you hear being used within your business:

3) Do you live in the Longsight area?

Yes No

4) If yes: is there any language other than English spoken in your household?

Yes List: _____

No _____

Appendix F
Photos of shop fronts



Appendix G

Work Plan - Timetable

This is a draft of our work plan for the project. This will help us to eliminate any unexpected problems, keep us on track with scheduling our work, and reduce the chance of some members doing more work than the others. It is, however, only a draft because throughout the project we may need to update and change it. We will distribute a copy of this plan to each group member so they can keep up to date of what they are doing each week

Tasks to be performed	Dates	Person Assigned to job	No. Of Days.
<ul style="list-style-type: none">Group meeting during Easter holidays via MSN. Our discussion will include reviewing the questionnaires and survey strategies and adding any additional questions that have been thought of.	4-5 April	All members	1 Day
<ul style="list-style-type: none">Group meeting at the end of Easter holiday Via MSN. Finalising and appointing group member's tasks that will be carried out for the investigation. (This will have been discussed initially in previous meeting, but any changes that need to be brought in to the timetable will be implemented at this stage, for example, date/time constraints that group members may have for commitments which they may have not previously known e.g. other course deadlines)	16-17 April	All members	1 Day
<ul style="list-style-type: none">Review feedback given out on 19th April for project proposal, deal with any advice or strategy problems pointed out by discussing alternatives.	20 April	All members	1 Day
<ul style="list-style-type: none">Visits to Longsight, to do preliminary investigation	21st April	All members in 3 separate groups of 2	1 Day

<ul style="list-style-type: none"> Go to Longsight and collect data. 	22 nd April - 29 th April	In pairs write up individual findings	1 week
<ul style="list-style-type: none"> Group meeting to discuss and analyse results of each group, draft key evaluations into bullet points and start putting data into graphs and tables 	2 nd May	All members	1 Days
<ul style="list-style-type: none"> Each pair writes up their draft evaluations into paragraphs 	5 th – 7 th May	In pairs	3 Days
<ul style="list-style-type: none"> Group meeting for feedback on written evaluations. Appointing members of the group to different aspects of the final report e.g. someone to compile bibliography, appendix, introduction, etc. 	10 th May (meeting) 13 th -15 th May (individual tasks)	All members/Indi vidual	5 Days
<ul style="list-style-type: none"> Final group meeting to compile all documents together, decide on formatting/presentation etc. Allocate people to proofread. 	17 th May	All members	1 Day
<ul style="list-style-type: none"> Proofread by 1 group member – make any necessary adjustments (online consultation with group members for any problems) 	18 th May	1 Member	1 Day
<ul style="list-style-type: none"> Proofread by another group member – Final adjustments online consultation with group members for any problems) 	19 th May	1 Member	1 Day
<ul style="list-style-type: none"> Submission 	21 May	All members	1 Day

Appendix H

Letter sent to schools in the Longsight area

To whom it may concern,

I am writing as part of a group of students attending the University of Manchester who are conducting a fieldwork study into bilingualism in the local community. We would be interested to hear about the languages presently used in your school and how this affects your students. We are interested in the following topics:

> How many pupils on average speak English as their first language in your school?
>A rough idea of the languages spoken by students when they enter the school and if any policies exist to assist students with little or no English.

If there is no specific information you are able to provide us with or there is additional information on this subject, any related information would be greatly appreciated. We appreciate that you cannot divulge any information regarding individual students, but are interested in a general idea of how the school interacts with the different speech communities in the area. Your information will contribute towards a wider study presently taking place into improving awareness and understanding of the multicultural society of Greater Manchester. We encourage you to contact our subject lecturer, Professor Yaron Matras at the University on 0161 275 3975 if any verification on this is needed.

We thank you for your time and contributions and look forward to hearing from you,

Kind regards,
Alexandra Francis

Appendix I

Letter received from Crowcroft Park primary school in response to Appendix H.

I am sure we would be able to help you but not until the summer term -
would this be too late?

Mrs Brightwell,

Headteacher
Crowcroft Park primary