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Report

2013

The University
of Manchester

MANCHESTER
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**How do Manchester libraries accommodate the non-native
languages spoken in the surrounding community?**

Victoria Murphy

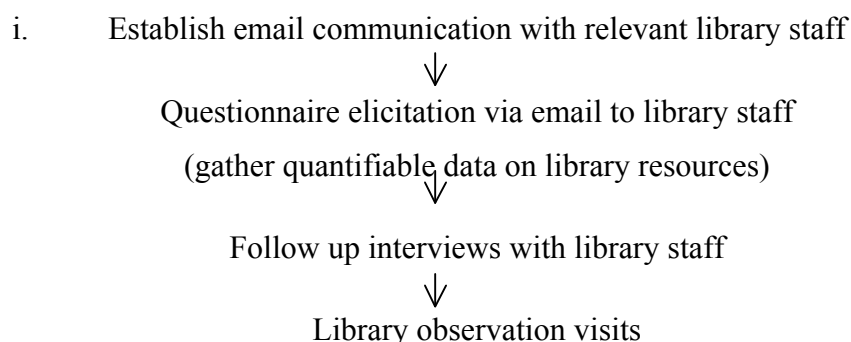
Lauren Brooks

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Introduction

We began this study with the aim of investigating the resources and provisions available in Manchester libraries to speakers of non-native languages, or people with first languages other than English. We have worked to establish the most commonly spoken foreign languages in three different Manchester communities (Longsight, Chorlton and Fallowfield). Then, based on available census data, we aimed to determine which languages needed to be provided for in the library of that locality. We aimed to provide, as a final outcome, an extensive and detailed observational commentary on the standard of second-language provisions in local Manchester libraries, specifically our three main focus ones.

At the beginning of the project we decided it was best to follow a plan that would cover all necessary methods of data collection in order to properly gain a good general overview (a rough, basic outline of the first draft of our work structure is detailed below. See i.)



Numerous issues were raised at the beginning of our project in terms of working in a group. In the first few weeks of the initial research stage, two of our peers dropped out of university; this caused a few problems with the work load we had distributed as the loss of group members resulted in plans having to be altered to accommodate the new weighting of responsibility in keeping with the allotted time plan. However, our group as a whole collaborated well and managed to cooperate to move forward, minimalizing the potential disruption to our plans.

Despite a detailed plan and work schedule, it immediately became clear to us that we knew very little about the internal structure, system for operations and general usage of the Manchester library institution. This meant that we had a lot of investigations to carry out and general observations of the day-to-day operating of Chorlton, Longsight and Fallowfield

libraries. The hierarchical structure of the library was not something we had taken into consideration, nor had we considered the difficulties we would face in terms of gaining approval for the project. Upon trying to establish email communication with our three chosen libraries, we noticed a pattern emerging in that the general ‘librarian-role’ workers felt they didn’t hold the power to approve our study taking place in their library. Despite us making our intentions clear and informing the recipients of our simple aim (see appendix i for first contact email), all three libraries sent our emails through the system to numerous un-named sources which sent us on a month long paper chase for a positive response. After an unforeseen delay in contacting the libraries formally and starting to gather information with informal questionnaires (see appendix ii for draft questionnaire) and beginning meetings/interviews with librarians, we decided as a group to restructure our original plan and begin to chase higher up the workforce chain by making phone calls to the team in the council position of central buying in minority languages. After a few telephone discussions, we spoke to some cooperative members of staff who provided us with further detailed information on the structure of the buying procedure. Encouraged by this we also felt more confident to approach members of staff in the local libraries. With perseverance after a standstill for many weeks, we regrouped and restructured thus combatting the stale mate and moving forward with the project successfully.

The teams in charge of monitoring language growth, budgets, stock and purchasing are all based at Manchester City Centre library, which is currently undergoing major refurbishment. As a result, information that would be otherwise available was difficult to come by and some of the individual libraries were unable to enter into a dialogue about our project. Fallowfield library, for example, was undergoing a high-profile campaign to prevent closure (Manchester Trades Union Council website, 2013) and, due to extended consultation with staff and service users regarding the closure, were unwilling to spend any time discussing our project with us. Many individuals helped us where they were able, however our observation is that during this time of intense change within the library structure, it is exceedingly difficult to get in touch with relevant people and get access to library records and documentation. From this, we note that any future study or investigation in to the Manchester Library institution is likely to yield a more extensive study when the citywide library network is more structurally cohesive and overtly cooperative than it currently is. Due to these challenges, our report is based predominantly on data gathered from observational visits, analysis of empirical investigations and information supplied by co-operative members of the Library Stock team (who we continually communicated with) and individual library staff. For

the sake of anonymity, we have not included the names of individuals who have provided us with assistance in this report.

Methodology

Over the course of our research project we undertook numerous visits to each library, gathering information about the environment and observing different elements of the library service. Our objective was to find out which languages each library catered for, and how they provided for non-native speakers, or people with foreign first languages, in other areas of their service. Non-native (or minority languages) in this instance refers to speakers of languages other than English. Whilst conducting initial library visits we observed the collections of books in each language, noted what languages signage or information leaflets were in, among other things. Due to the absence of data available in regards to statistics on residents of localities gathered directly from Manchester libraries, we have been examining the data available on the Office for National Statistics (2013) website for data on the local areas. We hope to see what languages are spoken in the areas surrounding local libraries, in order to get a better understanding of each community, and hopefully gain a better overview of what communities our chosen libraries are catering for. From this information, we are trying to draw lines between the languages the libraries are catering for, and the reality of the state of the community.

It is important to note that the census data that we have been using, particularly the ethnic group census data, cannot provide us with a completely clear picture of the ethnic groups that live in the areas we are studying. For instance, we cannot assume that all 5,502 of Longsight respondents identified as being of Pakistani heritage do not speak English as their first or main language. Categories such as 'Mixed/Multiple Ethnic Groups; White and Asian' that arise in the census do not provide us with much insight as to the main language of each of those informants either, while categories like 'Other Asian' are exceedingly unhelpful in this regard. The censuses do, however, provide us with fairly specific ethnic origins and from that we may be able to build an approximate picture of the local area. We have also looked at census data from 2011 detailing the 'main language' of respondents; this has provided us with the total number of speakers of different languages spoken in each of our chosen localities. However, the Main Language 2011 census (Office for National Statistics) does not provide any information regarding individual bilingualism within each community and many issues have been noted with the construction of the census data and therefore the replies of the respondents. For example, the main language census asked each individual what he or she classed as their 'main language', however the definition of this is unclear and may be

interpreted in a variety of ways by the respondents. Is an individual's main language the one used at home? Or the one used in the community or place of work? It is not uncommon for different generations to communicate in different dialects or languages; one language with grandparents, another with parents and yet another with their peers. How do these individuals select one language as their 'main' language? That said, while census data is not entirely worthless, we must be aware of these weaknesses in our interpretation of it. (See Appendix iii, iv and v for accompanying comparative data tables)

Initial observations and analyses

Longsight

The library and integrated learning centre is a bright, airy and modern space and houses a number of projects that encourage interaction with the local community; knitting groups, toddler story time and a drop-in session offering help locals with benefit and council housing administration, among others. Meeting rooms are currently available to book, free of charge, by local organizations and MAE (Manchester Adult Education) occupies the top floor of the building. English is the dominant language of the library, all signage (apart from those signalling the foreign language collections) is in English and all book displays promote English language books. However, a number of languages can be heard in the library as different linguistic groups gather to discuss and read together. During our visit we heard Farsi and French being spoken, and a number of staff members are also bi-lingual, though this is not a requirement of employment. Despite the prominence of English signage, there is also a variety of foreign language collections including books in the following languages; Vietnamese, Urdu, Arabic, Bengali, and Persian/Farsi. All of these books are written for adult audiences, the children's section has its own bilingual collection. There are a number of leaflets in foreign, predominantly promoting physical health, mental health and English education; interestingly, the leaflets written in foreign languages were produced by companies external to Manchester City Council, for example the British Heart Foundation.



Picture of multilingual NHS advertisements in Longsight Library

One unexpected finding is the role that religion plays in structuring the administration and running of the library and, as a result, the influence of (predominantly) non-native speakers of English. Interestingly, during the recent refurbishment of the library, the installation of a prayer room was overlooked. Library users, upon the reopening of the centre, requested a designated prayer area; the staff then accommodated this request by providing a small area under the stairs that satisfied religious requirements for users to prayer in. Due to recent budget cuts, the decision was taken to close the library completely for one day a week. The library manager explained to us that they monitor foot-fall daily and, due to it being the Islamic Holy day, Fridays were the quietest day of the week. Furthermore, whilst the rest of the library uses the Dewey Decimal System, Arabic and Urdu books are categorized and ordered in a different way. In this alternative system, holy books based on religious ideas and beliefs are displayed first on the shelves, followed by other non fiction (all of which is denoted by a green sticker) finally followed by fiction literature. All of this is ordered by the first three letters of the author's surname. Despite research, we have not been able to discover why this is the convention for Arabic and Urdu, however we suspect that the emphasis on religious books is significant and the prioritising of religious texts is symbolic.



Above: prayer space under the stairwell, multimedia collection and below: foreign language collections.
Both at Longsight library.



Various language collections at Longsight library

With regards to other media, the library houses a large collection of CDs and DVDs with an extensive foreign language film and music collection. This, mainly Bollywood, collection displays an interesting bilingualism; the films themselves are all in Arabic or Hindi and are titled in the appropriate language, however nearly all the films display the plot summary and cast billing solely in English. It was particularly interesting to see that many of these items were available in Hindi, given the fact that according to the Main Language (2011) census results (Office for National Statistics) only 27 Longsight residents noted Hindi as the language that they use most in everyday life. Such a mix of languages in such close proximity suggests a confidence in English as the second language (or the assumption that it is the first language) of the viewer or alternatively, but perhaps less likely, that the viewer will be a monolingual English speaker interested in Bollywood culture. The children's section displays English and minority language books side by side rather than separated into

distinct collections. Unlike the adult section, books are not classified by language, however they do seem to be informally grouped into monolingual English and mixed minority language shelves. There is a large selection in a variety of languages; Arabic, Bengali, Chinese, French, Hindi, Kurdish, Polish, Punjabi, Somali, Turkish and Urdu – though only one or two books are available in each language. This seems appropriate given that the State of the Ward reports (The Manchester Partnership, 2011) show that Longsight has the highest proportion in Manchester of schoolchildren whose first language is not English. With approximately 75% of these children claiming (or, more accurately, their parents claiming) that English is not their first language, this is two and half times the Manchester average and five times the national average. In light of this it is not surprising that the children’s section in Longsight is significantly larger than those in other libraries. There are some instances where the community statistics do not seem to match with the census data. For example there are only 31 recorded speakers of Vietnamese residing in Longsight, and yet the library holds a sizeable Vietnamese literature collection. Similarly, the library does not provide books written in Somali in the adults section, even though there are 120 Somali speaking Longsight residents recorded in the most recent census. (Main Language 2011, Office for National Statistics).



Part of the children’s section at Longsight library.

With regards to population, we can see that the number of White British residents has dropped by nearly 50% in the Longsight locality, whilst taking in over 1500 Pakistani residents and a few hundred more African and Bangladeshi residents. Furthermore, in 2001 the ‘White British’ ethnic group was the most dominant in number, it is now the Pakistani population of Longsight that are the majority. We can see from the 2011 census data table in Appendix iv that overall, the ethnic minority groups are larger in number in Longsight than

the other two areas that we investigated in our study. It appears therefore that Longsight Library providing for a more diverse range of languages than Chorlton and Fallowfield, is appropriate according to the community statistics. This fits with what we have been told by Manchester City Library, that the Equality Team use census data to monitor the growth of languages Manchester-wide and feedback relevant information to the library stock purchasing team.

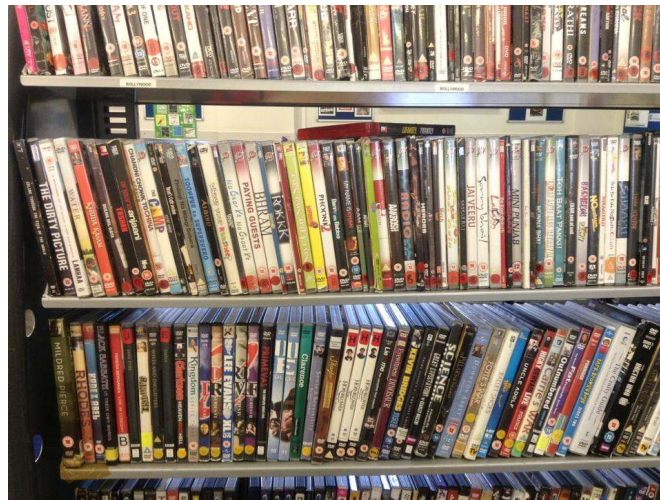
Chorlton

On our visit, we noticed Chorlton Library is considerably smaller and noticeably more traditional than the recently renovated, innovative Longsight Learning Centre. Users of Chorlton Library have access to books in various languages; with the largest section being Polish and other, smaller shelves for languages including Persian/Farsi (labelled as such on the signage) Urdu and Arabic. Again, the signage throughout the building was only in English with no translations into other languages and this was the same for displays, noticeboards, advertisements and publicly visible policies (i.e. overdue book procedures). There are a few shelves (approx. 50 books) dedicated to learning foreign languages for English speakers; this included books such as Irish and Italian dictionaries and beginner vocabulary books. It was also possible to locate books providing insight into the history and lifestyle of other languages and cultures, such as German. During our visit, the children's section of the library was being used for a Toddler play group. Observing this from a distance, we noticed that the session was being led in English and all the participants were speaking English. Despite their being a small number of multilingual children's books, there were a few picture books written in English with accompanying Bengali, Urdu, Arabic, Albanian, Vietnamese and Somali translations. Whilst Longsight Learning Centre is shut on Fridays due to the low footfall on the Islamic holy day, Chorlton is closed on Wednesdays and Sundays but is open on Fridays, suggesting a low Muslim population locally. Interestingly, there are no recorded speakers of Vietnamese or Albanian in Chorlton, yet both languages are provided for in the children's section of Chorlton library.



Above: language learning texts (left) and children's collections

Below: DVD collections at Chorlton library.



Particularly noticeable with regards to the population of Chorlton is that the percentage of White British residents has dropped from 79% in 2001 to 74% in 2011 (Ethnic Group 2001; 2011, Office for National Statistics) Equally, there has been an influx of Chorlton citizens identifying as Pakistani, in fact the number has doubled within the ten years of each of the censuses mentioned above being published. The same increase can be seen with the Pakistani population of Longsight and Fallowfield as well, with an 11% increase seen in Longsight and a 2% increase in Fallowfield. This suggests that there may have been an increase in Urdu speakers within the community, which is very likely to have affected the number of books that libraries now provides for Urdu speakers. The State of the Ward reports show that the population of children with a first language other than English is much smaller for Chorlton then for Longsight and Fallowfield, this would explain the smaller selection of multilingual children's books than in Longsight and Fallowfield.

Fallowfield.

During the course of our research, we found that Fallowfield's library website offers a Somali Homework Club. This is a two hour session that is on Saturday afternoons, and a 'L&C [Language and Culture] of Bangladesh for Children' workshop, again held for two hours on Saturday afternoons. As a result we chose to visit the library on a Saturday so we could observe the club and workshop and gather data about the language use of the attendees. Even though, during our initial visit, the library was fairly quiet we could see that ethnic diversity was still prominent among users. Unfortunately on the Saturday visit, neither club was present and, upon enquiring with the library staff, we were informed that the Somali Homework Club had not met for approximately six months, due to the instructor needing to return to Somalia for family reasons. The Bangladeshi Club was still running but just happened not to be meeting that afternoon. The staff member informed us that both clubs were very well attended, with approximately thirty to forty children and parents attending the Bangladeshi club most Saturdays. Here we must note that, although neither of the organisations running the sessions were directly associated with the library, both had chosen to host their clubs in the meeting rooms of Fallowfield Library. Having a number of halls and community centres to choose from in the locality, this implies that the associations with the library are that they are places of learning and community, regardless of language or nationality.

The main languages provided in the adult section were English, Urdu, Somali and Arabic. Urdu had the largest section of books in comparison to Arabic and Somali, and even had its own table of 'recommended/popular books'. This was the only library to prominently display a language other than English, however due to their reluctance to talk about our project we felt unable to further enquire as to why this might be. It is clear though that such clear promotion of foreign literature achieves a significant amount in encouraging speakers to read literature in their heritage language and also to increase the awareness of the diversity of languages in Manchester. A sign was also posted on the shelves in the Urdu section encouraging customers to reserve items unavailable at the time of their visit, as 'the most recent Urdu digests are often in high demand'. Interestingly, despite the sign being directed at Urdu speakers it was written in English. Signage aimed directly at Urdu speakers suggests that there is a significant amount of Urdu speakers in the Fallowfield area and the Main Language 2011 census (Office for National Statistics) claims that there are 385 speakers of Urdu living in Fallowfield. This makes Urdu the second most spoken language in the area. Additionally, other literature from outside agencies was published in English. In the

children's section a wooden car was filled with books written in languages other than English, again these were consistently simultaneously written bilingually in English and the foreign language. We were surprised by the vast choice that was on offer, a total of 17 languages available for children to read. Some of the languages, such as Albanian and Serbo-Croatian (Bosnian), only had one book printed in their language, in comparison to the slightly wider selection written in languages like Arabic, Bengali, Chinese, Gujarati, Punjabi and Urdu. Like Longsight, Fallowfield has a higher than average representation of children with a main language that is not English (40%) and this would again account for the wider range of multilingual children's books. Statistically, Fallowfield has more Farsi speaking residents than any of the three suburbs, however the library does not provide literature for Farsi speakers while Chorlton and Longsight do.

A similar pattern appears with the number of Bengali speakers and the number of Bangladeshi residents in each area. If we were to assume that all the residents of Fallowfield claiming Bengali as their first language are also of Bangladeshi ethnicity, we find that 56% of the Bangladeshi residents use Bengali as their main language. What is interesting is that although the L&C of Bangladesh for Children's club is held in Fallowfield library (suggesting that a number of the club attendees are local residents), there were no books provided in Bengali for adults. Several, however, were available in the children's section as Bengali/English books. Working with the likelihood that the children's parents are helping them read these books in Bengali/English and with the assumption that the parents can also read Bengali, the question remains as to why Fallowfield Library don't provide Bengali books in their adult section. Bilingualism may be the answer here; with English being one of the dominant global languages, the demand for books in foreign languages may not be so high as more people living and working in England maybe trying to develop literacy in English instead of maintaining that of their native language.

With regards to ethnicity, the 'Other Asian' category has seen a noticeable increase in Fallowfield between 2001 and 2011 (Ethnic Group 2001; 2011, Office for National Statistics). Although this category does not give us any indication with regards to where in Asia members of this minority group have come from (and thus does not provide us with any insight as to what languages they speak), there is a possibility that demand by these residents may have caused an increase in the library's stock for Asian languages in the children's section (namely Chinese, Farsi, Gujarati, Hindi, Panjabi, and Vietnamese). Although Fallowfield has such a high number of British student residents, the number of White British residents has dropped by a few hundred by the 2011 since the 2001 Ethnic Group census publications (Ethnic Group 2001; 2011, Office for National Statistics) even though the area

has had an overall increase in numbers of people. This suggests that Fallowfield may be on its way to becoming more ethnically diverse, and thus will eventually increase the multilingualism seen in the community.

Further observations and analyses

Urdu has the second highest number of speakers spanned across all three areas. On a worldwide level, Urdu is the native language of Pakistan, and is also an official language in some Indian states and is widely spoken in Bangladesh. In Longsight, 13.6% of its population claim that it is their main language. (Main Language 2011, Office for National Statistics). With just over 5,500 (Ethnic Group 2011, Office for National Statistics) people of Pakistani ethnic origin residing in Longsight, where almost 2,000 (Main Language 2011, Office for National Statistics) of its residents aged 3 and above are speakers of Urdu, we can assume that a great number, if not the majority of the Urdu speakers are of Pakistani origin. The results are similar Chorlton and Fallowfield, where 6% of the population in Chorlton and 11% of Fallowfield's population are of Pakistani ethnic origin. (Ethnic Group 2011, Office for National Statistics). However, in each area the number of informants who consider themselves to be of the Pakistani ethnicity is significantly greater than the number of informants who claimed that Urdu was their main language. This could signify two things: many of the Pakistani population could be native to England by several generations, and so English has become their main or only language, and/or the majority could be fluent in both Urdu and English. However, due to the fact that Manchester is an English city, they might identify with English more than Urdu when answering a questionnaire about life in England. Both these factors would explain why in Longsight library, for instance, there is a far smaller section of books dedicated to the Urdu language than is provided for the English language, even though ethnically, the Pakistani population is greater than the white British.

We have also observed the fairly extensive selection of books written in Arabic in all three libraries, yet the total population of people who claim to be of Arab ethnicity never exceeds 2% of the entire population of any of the localities and only 2% of the Manchester Metropolitan area identify as Arabs. (Ethnic Group 2011, Office for National Statistics) 'Arab' is a vague term and we do not propose that all these informants are speakers of Arabic. However the Arab ethnicity encompasses individuals from North African and Middle Eastern countries, and these are the regions which Arabic is native to or a co-official language of. There is likelihood of an overlap between assumed language and ethnic origin, a person of Somali origin, for example, may be classed as Black African but may use Arabic as

their main language. Due to so many countries having multiple official national languages, linking ethnicity to main language use proves to be a difficult task and has potential for much unreliability, however it is the best data we have to analyse the appropriateness of the library stock for the surrounding area. As previously mentioned, this emphasis on literacy in English is seen in the provision of children's books, with all children's books we observed being written in English and the additional language. We can see this from the children's books, in that every one we have come across in all three of our libraries is written bilingually (English being the other language). Whilst libraries promote themselves as places of learning, the message seems to be that this is a place not just for children to learn and grow in their literacy but to learn and develop their literacy of English.

Summary of Library Observations

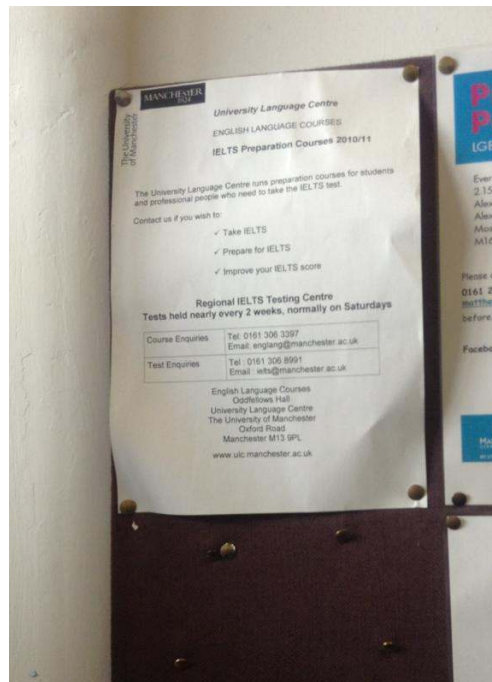
In Longsight, Chorlton and Fallowfield, all signage was in English and the great majority of books were dedicated to readers of English. All books were organised according to the Dewey Decimal System, apart from books in Urdu and Arabic. Urdu and Arabic books were ordered with religious texts first, followed by other information texts and then non-fiction. These books were sorted first by category and then in alphabetical order by author's surname. Each library had a children's section with a dominantly English selection, and a much smaller selection of books available in other languages (all of which were bilingually written alongside English). Urdu and Arabic books were available in the adults' section of all three libraries, and Somali was the only language that spanned all three libraries in the children's selection of books. A Tiny Tots and Toddler Time group is held in every library during term times, and each library holds various different activities for local residents; reading groups, benefits surgery, and so on. Perhaps one of the most significant findings from our visit is that all of the bilingual children's books are written in English with accompanying foreign language text. This is in contrast to the collections for adults, which consist of English collections, foreign language collections or specific language learning material. Our inference from this is that while the local council recognise the need for children and adults to access material in their native languages, the expectation or requirement is that children need to be accessing not only their heritage language but also English to an equal extent. The fact that there are no children's books available solely in any heritage language emphasises an ideology that the library is not only a place of learning but a place of learning English, stressing the ideology of the importance of English fluency in Manchester residents.

Manchester wide, self-service machines are available for users to issue their own books. The default language is English; however the user can adjust them at the touch of a button to provide written instructions in French, Polish and Urdu. These default languages are pre-installed by the supplier rather than selected by the library, however further language software can be ordered and installed where necessary or required; in the case of Longsight Library, this would be at the request of the user. This displays an awareness of minority language users and their requirements when issuing books, however the number of languages currently programmed is very small and so would not satisfy the majority of the language needs in the diverse surrounding populations. We initially raised questions about how library users would go about requesting the installation of other languages into these machines if their preferred language was not present; we then realised that these self-service machines were purposely situated next to a manned reception desk where assistance can be offered at any time. We discovered that, monthly, each library is given a target for the percentage of transactions being processed manually by staff and automatically through the self-service machines. We predict that, if this push to continue ‘face-less’ library usage continues, we will see not only the traditional method of borrowing books become redundant in 21st century society, but also the disenfranchisement of library users with language requirements that cannot be satisfied by looking at a computer screen. However, the idea was put to us that these targets are used as a guideline to work in the favour of library staff; who are increasingly being required to move away from the traditional ‘book stamping’ librarian duties and instead take on more demanding and important roles within the library (like running classes, holding meetings or giving one to one help).



Above (left) English signage and selfservice machine at Longsight library.

Below: poster advertising English lessons to non-native speakers written in English in Chorlton library



We have seen a mismatch of language provisions and census data, particularly in Longsight with the aforementioned case of Vietnamese. We have been informed, however, that the holding of stock is a dynamic process and is often dependent on the demands of the borrowers. Stock for the libraries in Manchester is purchased centrally. Then, depending on the needs and demands for specific collections at a ground level, the stock is rotated accordingly to where it is in most recent or required demand. From our dialogue with library staff, particularly in Longsight library, it appears the requesting of books in specific languages is initially done rather informally – with users expected to approach library staff to express the desire to be supplied with additional books in certain languages. Presumably, staff will then complete the necessary administration to formally request the desired texts; whether this be citywide through the central library resourcing or directly contacting the appropriate library, stock dependant. During our visits to the three libraries, we saw no signage or advertisements informing library users that this system was in place; one library worker informed us that it was heard of for local people to have exhausted a certain language collection.

Purchase and distribution of foreign language material

During the course of our project, we discovered more about the wider framework of Manchester libraries and the way in which they are run. With regards to actual items of stock, all data is recorded and collected by the Stock Team based at the City Centre library. The Stock Team is responsible for all item purchases and their distribution among the libraries. In this team, individuals responsible for minority language stock work with the Equality Team who closely monitor census data. This data provides the Equality Team with a profile of minority languages spoken in and around Manchester, and this information is then passed to the Stock Team. The Stock Team use this information to establish their budget each year, including the provision for minority languages. Foreign language provision is divided into two distinct parts; languages that individuals want to learn to speak, this includes grammar texts and dictionaries, and literature written in a foreign language that individuals desire access to. We were supplied the following information by a member of the libraries stock team regarding a number of aspects of the library's collection, including current stock, proposed stock, number of issues for each language and stock added to the collection. Below are the most recent figures for the Manchester-wide collections that are shared between all the Manchester city libraries;

Current Citywide Library Stock 2013;

Albanian (12)	No Information (2,215)
Amharic (10)	Persian (593)
Arabic (628)	Polish (1,023)
Bengali (916)	Portuguese (17)
Chinese (6,168)	Punjabi (13)
Czech (28)	Pushto (32)
Francophone (35)	Romanian (30)
French (51)	Russian (15)
German (6)	Slovak (5)
Hindi (3)	Somali (172)
Indic: Other (128)	Spanish (17)
Irish (8)	Tigrinya (6)
Italian (15)	Turkish (2)

Japanese (52)	Ukranian (1)
Kurdish (114)	Urdu (10,005)
Lithuanian (26)	Vietnamese (835)
Total: 23,171	

The stock team pointed out to us that their stock is never static, so these numbers are subject to fluctuations. Books may be disposed of or sold to the public if it is in poor condition or under-used. They also informed us that, as of 2013, their stocking policy would change and move from focussing on having ‘every’ language to focussing on those that issue highly. Obviously, this could be problematic for speakers of minority languages who have equal right to access heritage language material but lack the majority to sustain a collection. Budget cuts are cited as to the reasons for this, with the collections of fewer items being most costly to stock in terms of purchase, staff time, promotion, maintenance and storage. We were also able to gain data for the citywide issues in 2012/2013

Citywide issues in 2012/2013;

Amharic (4)	Norwegian (0)
Arabic (930)	Persian (1,006)
Bengali (2,950)	Polish (2,505)
Chinese (13,409)	Portuguese (14)
Czech (9)	Punjabi (18)
Dari (2)*	Pushto (13)
Francophone (28)	Somali (189)
French (93)	Spanish (51)
German (0)	Swedish (0)
Hindi (1)	Tigrinya (1)
Indic: Other (19)	Turkish (0)
Italian (12)	Urdu (45,065)
Japanese (14)	Vietnamese (132)
Kurdish (13)	Welsh (0)
Lithuanian (0)	
No Information (4,005)	Total: 70,483

*possibly a discontinued collection, as it does not show up on the 2013 stock report

There are some anomalies in the data, for example Dari literature appears to be issued twice in the issues report but does not have an entry in the collections data. Similarly, Welsh warrants an entry of zero on the issues report but does not have an entry on the collections data. It seems that, due to the major restructure and refurbishment that is on-going, this is a busy time for the library and as a result the data is hard to quantify and may be slightly inaccurate, the library staff themselves acknowledge this. However, future research may be able to build on our findings and develop them further once the library refurbishment is complete in 2014. The final data on current stock is the stock added in 2011/2012. The Stock Team recently told us that they spent £28,000 on community languages in the previous financial year;

Stock added in 2012/2013

Arabic (137)	Persian (180)
Bengali (411)	Polish (249)
Chinese (883)	Punjabi (5)
French (13)	Somali (102)
Italian (1)	Urdu (4,707)
Kurdish (14)	Total: 6,702

Whilst the above show the state of the current stock, below is a list of the stock proposed for the Central Library opening in 2014;

Proposed language learning provision (2014), including supporting material;

Arabic (Egyptian and Gulf)	Japanese
Bengali	Latin
Chinese (Mandarin and Cantonese)	Portuguese
English and English as a second language	Russian
Farsi/Persian	Spanish

French	Thai
German	Turkish
Greek	Urdu
Italian	

Proposed language learning provision (2014), not including supporting material;

Albanian	Hebrew	Punjab
Bengali	Hindi	Polish
Bulgarian	Hungarian	Serbian
Croatian	Irish	Slovenian
Czech	Korean	Somali
Danish	Kurdish	Swahili
Finnish	Latvian	Swedish
Gaelic	Lithuanian	Tamil
Gujarati	Nepali	Vietnamese/Indonesian
		Welsh

Proposed coverage (2014) of foreign language and literature materials

Arabic (Egyptian and Gulf)	French
Bengali	German
Chinese (Mandarin and Cantonese)	Italian
Farsi/Persian	Spanish
Polish	Russian
Somali	Greek *
Urdu	Latin *

*possible coverage

Conclusions

Overall, it was interesting to see how the quantitative census data, our empirical observational data and library stock listings contrasted and complemented each other throughout this study. With regards to understanding the surrounding community of each area, we have seen that each library catered for different languages (aside from English, Urdu and Arabic being present in all three). Empirically, the ethnic diversity differed in each library (based on observation of race and religious attire) too, with Longsight's service users being the most ethnically diverse and Chorlton the least. A significant challenge facing the library service at the moment is the budget cuts. With the prioritisation of 'popular languages' (those that are well-issued) there is a risk to minority language speakers that, despite their equal right to access heritage material, provisions will be cut for all but the most popular of languages. This approach, whilst justifiable in the current economic climate, poses a threat to the speakers of minority languages in England.

After conducting this study, we recognise that there is much more information to be compiled and commented in terms of the Manchester library system and structure. For further research, we suggest that waiting until after the Central Library refurbishment has been completed to ensure the same restraints we hit are not repeated. Further, as previously mentioned, we recommend that ground level research should be attempted first before any formal methods of approaching library workers/managers is attempted; we attempted to go in at a managerial, Citywide Services level first – which proved slow and unnecessarily problematic when intentions can get lost in translation. It may be an interesting point of study for future investigations to focus on the library/council stance on language policy, asking questions about who makes the decisions about language for public notifications, signage and advertising for example.

In a fast moving, continually changing, multilingual society like that of Manchester, it would be extremely easy to overlook a certain culture of people. This disenfranchisement is, on the whole, being avoided by the libraries in the city because, while it would be impossible to accommodate every language and dialectal variation in such a densely populated area, effort is being made to ensure the day to day customers are catered for as far as budget and time will allow. Libraries are no longer somewhere that an individual will go to sit in silence, read the blurb of a book, have it stamped and leave. They are a buzzing hub of community life, providing a vast and city wide support network of public and professionals to the general

population regardless of race, religion or language status. In summary, it became clear during the course of our study that the Manchester library system is a well-structured, continually changing and successfully established institution. Not only is the library a centre for literature and the lending of multimedia, but now they have evolved into community centre bases for local people.

Appendices

APPENDIX i

Initial email to libraries regarding the project

Hi.

My name is Vicky Murphy, I'm a second year Linguistics and English Language student at the University of Manchester.

During this semester (from January until July), I am studying the topic of 'Societal Multilingualism' led by a professor at the university who, for a few years now, has ran a project called 'Multilingual Manchester'; giving students (and hopefully future researchers!) the opportunity to conduct their own research on different languages in the Manchester area. This gives us a chance to look at different communities, institutions and businesses to see how different languages are used and who uses them within Manchester's society. Past students have been to Manchester Royal Infirmary, doctor's surgeries, local shops, various schools and numerous colleges to get a real-life experience of the hundreds of languages spoken in the city. Feel free to have a look at the website for the project! <http://mlm.humanities.manchester.ac.uk/>

This year me and my group of fellow students (there are five of us in total) are hoping to focus on community libraries. Here is a list of some of the things we are aiming to investigate:

- - How do different libraries, from different areas, accommodate the languages of the community?
- - How does each library know which languages are spoken most in the local area?
- - Are books and classes/workshops offered in differing languages?
- - Who uses the local libraries and what are their linguistic backgrounds?

To get started on our investigation, we are hoping to visit Chorlton, Fallowfield and Longsight libraries to do some first-hand research. This may involve speaking to librarians, sampling the collections available, observing the members and potentially conducting interviews or questionnaires with the library users; of course, we can assure you any work we may undertake on any library site will be done with the highest level of professionalism - we have detailed plans and approved methodologies for working in the community.

I was wondering if it would be possible to get permission from your library for two of the students from my group to visit you at a mutually convenient and pre-decided time to conduct some research. Would it be possible for you to put me in touch with the relevant person to make arrangements on behalf of the library? Then, I can explain fully the purpose, method and aims of our project, should they be required.

Please, do not hesitate to contact me for any further details or with any questions regarding anything in my email. If you supplicate a letter of recommendation/confirmation from the University of Manchester, please let me know and one will be supplied promptly.

Thanks for your time.

We hope to hear from you soon!

Vicky Murphy

On behalf of

Ellen Jones, Charlotte Norman, Lauren Brooks and Owain Bundy-Davies
University of Manchester Linguistics and English Language

APPENDIX ii Questionnaire sent to libraries (layout/format damaged)

This questionnaire aims to gather some initial information about your library. It is designed to only take a few minutes of your time, and requires minimal, quantifiable data. This will aid our research by giving us some key points of enquiry and help us shape further questions we may want to ask you at a later stage.

If you find any of these questions ambiguous or worded badly, feel free to skip that one and move on to the next. If any of the questions cannot be answered for any other reasons, please state why in the 'other comments' section at the end.

You're welcome to add any additional information you may see fit.

Thanks for taking the time to fill this in for us

The Library Project Group.

What type of media does your library stock?

- Books
- Videos
- Maps
- DVDs
- CDs
- Other, please state

What languages are items available in? (e.g. Somali books, CDs; Urdu DVDs, books, videos; Farsi CDs)

Is data available to show in which language these items are accessed most?

- Yes – if possible, please provide the top 3 most accessed languages
- No

The following questions refer to your library in the community, and the classes and other sessions you hold.

How many sessions per week does your library offer to the public? E.g. Knitting club, homework club, CV workshop

What languages are these sessions held in / what is the dominant spoken language of the session?

What languages does the library produce its publicity material or advertising in?

Other Comments:

APPENDIX iii

Please note that we have only provided a few examples of the population count; we chose the ethnic backgrounds we believed were most linguistically relevant to the areas in our study).

Table showing ethnic group information from 2001 Census

Area	Ethnicity	Population	Percentage of Population (%)
Chorlton	Black or Black British: African	88	0.61
14,346	Asian or Asian British: Bangladeshi	45	0.31
	White: British	11389	79.33
	Asian or Asian British: Other Asian	67	0.47
	Asian or Asian British: Pakistani	427	2.97
Fallowfield	Black or Black British: African	332	2.35
14,132	Asian or Asian British: Bangladeshi	106	0.75
	White: British	8860	62.69
	Asian or Asian British: Other Asian	190	1.34
	Asian or Asian British: Pakistani	1336	9.45
Longsight	Black or Black British: African	586	3.66
16,007	Asian or Asian British: Bangladeshi	1146	7.16
	White: British	6379	39.85
	Asian or Asian British: Other Asian	266	1.66
	Asian or Asian British: Pakistani	3942	24.63

APPENDIX iv

Please note that we have only provided a few examples of the population count; we chose the ethnic backgrounds we believed were most linguistically relevant to the areas in our study.

Table showing ethnic group information from 2011 Census

Area	Ethnicity	Population	Percentage of Population (%)
Chorlton	Other Ethnic Group; Arab	138	1
14,138	Black/African/Caribbean/Black British; African	55	0.4
	Asian/Asian British; Bangladeshi	62	0.4
	White; English/Welsh/Scottish/Northern Irish/ British	10436	73.8
	Asian/Asian British; Other Asian	155	1.1
	Asian/Asian British; Pakistani	858	6.1
Fallowfield	Other Ethnic Group; Arab	552	3.6
15,211	Black/African/Caribbean/Black British; African	510	3.4
	Asian/Asian British; Bangladeshi	168	1.1
	White; English/Welsh/Scottish/Northern Irish/ British	8235	54.1
	Asian/Asian British; Other Asian	331	2.2
	Asian/Asian British; Pakistani	1,655	10.9
Longsight	Other Ethnic Group; Arab	278	1.8
15,429	Black/African/Caribbean/Black British; African	788	5.1
	Asian/Asian British; Bangladeshi	1761	11.4
	White; English/Welsh/Scottish/Northern Irish; British	3323	21.5
	Asian/Asian British; Other Asian	522	3.4
	Asian/Asian British; Pakistani	5502	35.7

APPENDIX v

Main language 2011 census data and local library provision

Please note that we have only provided a few examples of main language count; we chose the languages that we believed we most linguistically relevant to the areas of our study.

Key:

C – Chorlton

F – Fallowfield

L – Longsight

Languages available in Adults' section	Chorlton Library (13,601 3+ years)	Fallowfield Library (14,763)	Longsight Library (14,549)
Arabic <i>C, F, L</i>	83	366	233
Bengali <i>L</i>	20	93	939
English <i>C, F, L</i>	12,624	12,466	9,059
Persian/Farsi <i>C, L</i>	40	112	95
Polish <i>C</i>	94	95	61
Somali <i>F</i>	1	106	120
Urdu <i>C, F, L</i>	131	385	1,977
Vietnamese <i>L</i>	0	2	31

Languages available in Children's section	Chorlton Library	Fallowfield Library	Longsight Library
Albanian <i>C, F</i>	0	2	1
Arabic <i>F, L</i>	83	366	233
Bengali <i>C, F, L</i>	20	93	939
Chinese <i>F, L</i>	0	(Mandarin) 17 (Cantonese) 17 (Other) 81	(Mandarin) 28 (Cantonese) 19 (Other) 164
Persian/Farsi <i>F</i>	40	112	95
French <i>F, L</i>	48	36	69
German <i>F</i>	44	27	25
Gujarati <i>F</i>	11	20	27
Hindi <i>F, L</i>	7	18	17
Kurdish <i>L</i>	16	95	119
Polish <i>F, L</i>	94	95	61
Panjabi <i>F, L</i>	138	201	570
Russian <i>F</i>	18	23	19
Serbo-Croatian (Bosnian) <i>F</i>	1	4	0
Somali <i>C, F, L</i>	1	106	120
Spanish <i>C</i>	46	67	73
Turkish <i>L</i>	10	4	22
Urdu <i>C, F, L</i>	131	385	1,977
Vietnamese <i>C, F</i>	0	2	31

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