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Report

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Multilingualism in Moss Lane East, Moss Side

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Multilingualism in Moss Lane East

Introduction

Our fieldwork was based in Moss Side, an area located in the western side of Greater Manchester. This area was chosen as it is a renowned multi-cultural community in Manchester. We chose to carry out our fieldwork focusing on Moss Lane East as this is one of the major roads in Moss Side, together with adjoining streets. We opted to conduct our research in a densely populated area in order to ensure that we would be able to speak to as many of the local residents as possible, in accordance with our goal of one hundred residents.

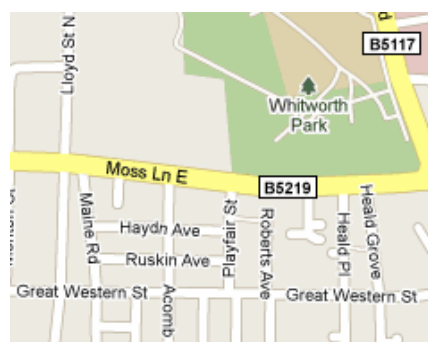
Amendments to the Research Plan

In the original fieldwork plan, we had set out to collect data across the length of Moss Lane East from the point where Salisbury Street connects to Moss Lane East leading right up to Oxford Road, as seen in Map 1. However, we discussed the fieldwork report feedback regarding the size of the potential data collection in relation to our group size of two and decided that this would be too large an area to cover. We therefore reduced the distance to be covered, using Lloyd Street North's connection to Moss Lane East as a starting point, leading up to Oxford Road as shown in Map 2.

Map 1



Map 2



Other amendments we made to our research plan, following the report feedback, included the number of people we intended to interview. We had initially suggested a minimum of 100, though we recognised the concern about the scale of the project in

relation to the group size. After some discussion, we decided that we would interview a maximum of 100 people as we were confident that this was a feasible task for two participants as our interview questions were fairly simple and therefore quick for participants to complete.

Research Questions

Our fieldwork aimed to provide answers to the following research questions:

1. What languages are in use along Moss Lane East and what are the most frequent/infrequent languages in use?
2. Is additional language use along with native language use linked to the length of time a resident has lived in the area in terms of what generation of settlers are approached along Moss Lane East?
3. Does language use vary by gender, age or both and if so, why?
4. How are native languages being protected or preserved by native speakers as well as by the community as a whole?
5. What education policies are in place along Moss Lane East to support residents who speak languages other than English?

The above research questions represented our main ideas of what we aimed to find out by undertaking our fieldwork. Furthermore, we aimed to explore potential answers to the questions that could be posed by the fieldwork question itself, i.e.

1. Which languages are spoken, are they present in public life or just in private?
2. Which provisions exist in support of these languages?
3. What is used as a lingua franca?
4. Which languages are used in institutions, commerce, education, local services?

The additional research questions were not designed to be asked directly to the participants, but to be in consideration for any further information participants provided.

The data was collected on two separate occasions. We collected data on Monday the 10th May 2010 and on Saturday the 15th May 2010. On the 10th May, we approached residents between the hours of three and five o'clock in the evening. Although we managed to collect a reasonable amount of data, there were many residents who were not in their homes. We realised that as we had gone to collect data whilst children were finishing school and adults were finishing work, this would explain the absence of residents and so we opted to collect further data on a Saturday around the hours of twelve and two o'clock, as we anticipated more residents to be at home and therefore able to participate in our study.

The questions we decided to ask the residents in our study included:

How old are you?

How long have you lived on Moss Lane East?

Which country/countries were you raised in?

What is your native language?

Do you or your children take classes in your native language(s)?

How many languages do you speak?

In which areas of your life do you use your language(s)?

In your opinion, do you feel your native language is well supported in the area?

Do you believe your children, grandchildren etc will continue to communicate in your native language?

The format of our study was relatively informal, in order to ensure that we could speak to as many people as possible within the same time-frame, to ensure languages were fairly represented. Furthermore, some of our questions were catered for quantitative analysis and some for qualitative analysis as we were interested in both statistical figures as well as general public opinion.

Findings

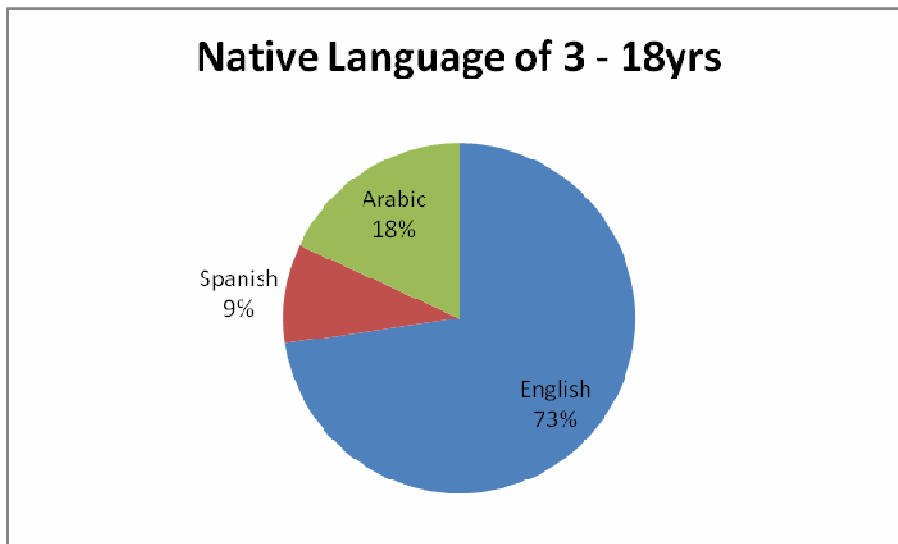
After collecting our data we divided the participants into four groups:

Group One:	3-18yrs	11 participants
Group Two:	19-23yrs	46 participants
Group Three:	24-40yrs	28 participants
Group Four:	41-65yrs	15 participants

The number of participants in each group varies greatly. 89% of the participants were nineteen years old or above. The age of participants was something that we had been unable to control, as the goal of our study was to approach one hundred individuals rather than twenty five specific individuals who would conform to specific group sizes.

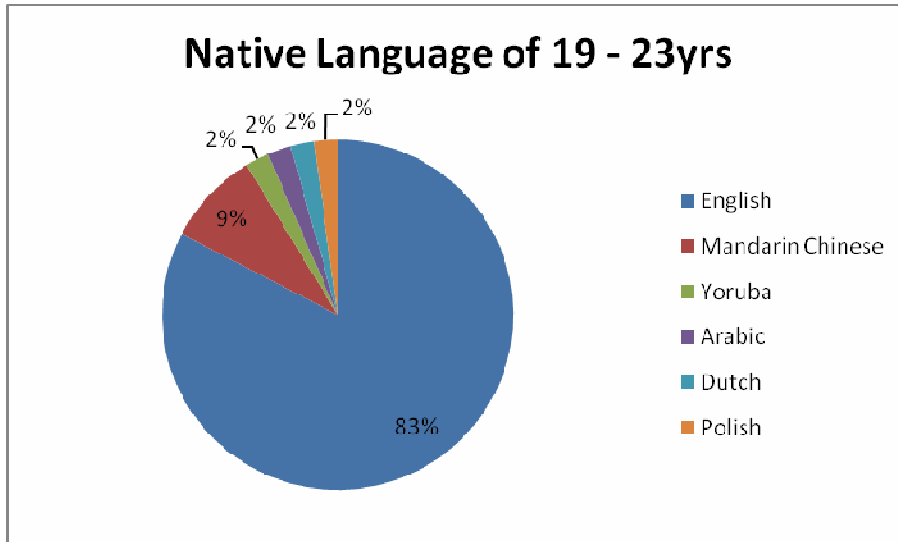
In order to provide a descriptive account of our findings, we will first assess the native languages of the participants, to see which languages dominate the area around Moss Lane East.

The participants will be assessed in turn, starting with the youngest group, Group 1 which consisted of eleven people.

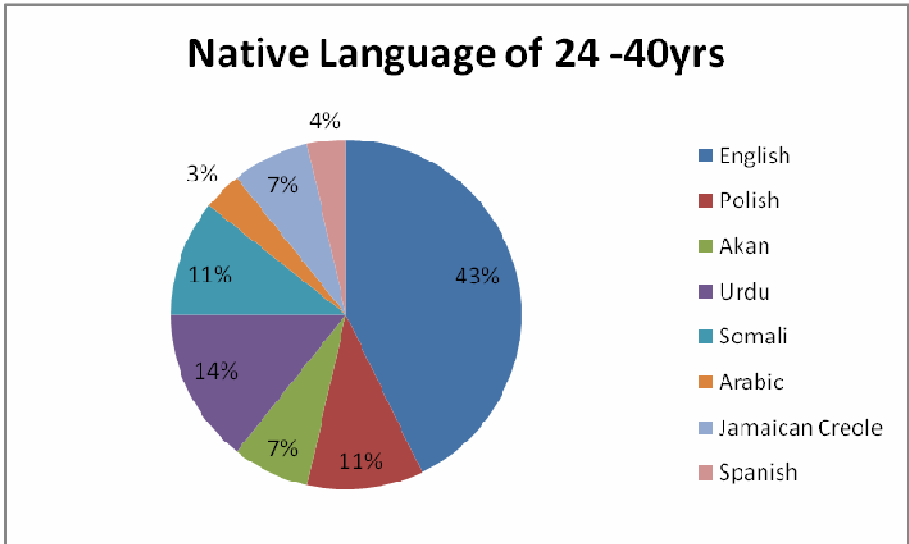


Although the 73% dominance of English as a native language in the 3-18yrs group appears to be an overwhelming majority, when this is applied to the actual number of

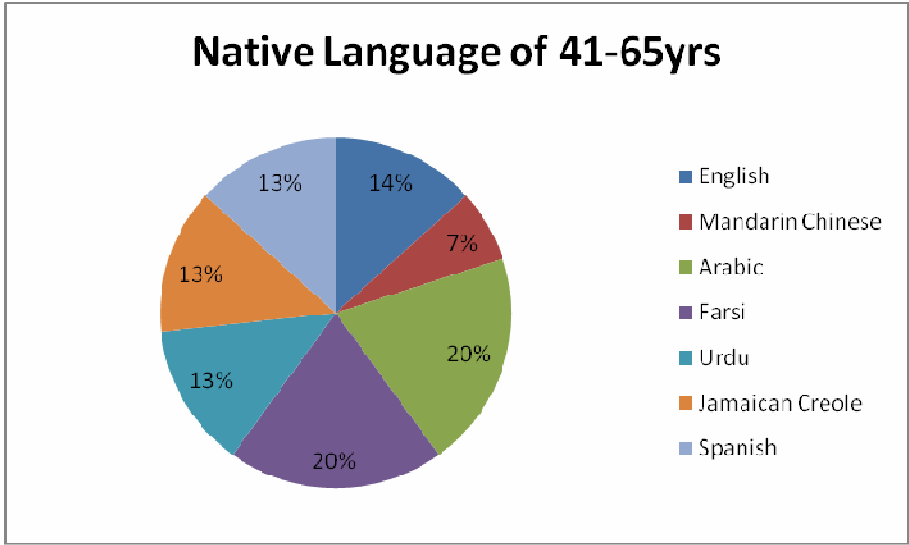
residents who were spoken to, in this case 8, the majority is not necessarily significant. Two members of the group had Arabic as their native language and this accounts for 18% of the group. In order to provide a more representative sample, more residents, who would fit into this age group, would need to be approached. Furthermore, only three languages are represented as native languages in Group 1 and this will be compared with other groups.



As with Group 1, English is the dominant native language in Group 2, accounting for 83% or 38 of the total number asked. Although Group 2 has twice the number of native languages compared to Group 1, the Yoruba, Arabic, Dutch and Polish speakers represented a sole participant per language. The majority of the English speakers in Group 2 were students, either at university or another form of higher education.



English again represents the largest majority in Group 3 though its dominance has dipped considerably to 43% or less than half of the total residents interviewed. Eight languages are represented in total, again an increase from Group 2 suggesting that the older participants together provide an increased multilingual generation.

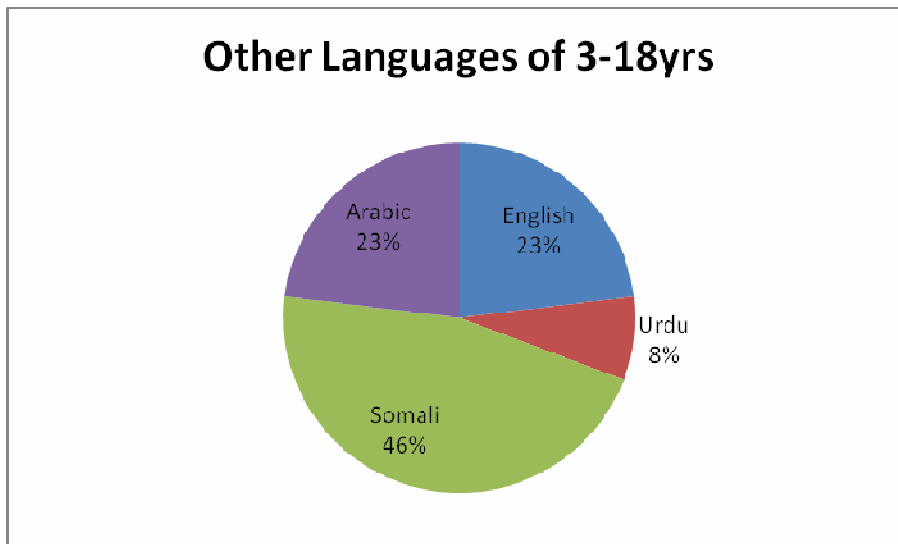


Perhaps the most interesting results in the native language groups came from Group 4, with an evident mixture of multiple languages in use. Arabic and Farsi each account for a fifth of overall residents in this group with English on 14% closely followed by Urdu, Jamaican Creole and Spanish (13%). These results seem to represent the variety of language use that has made Moss Side a renowned

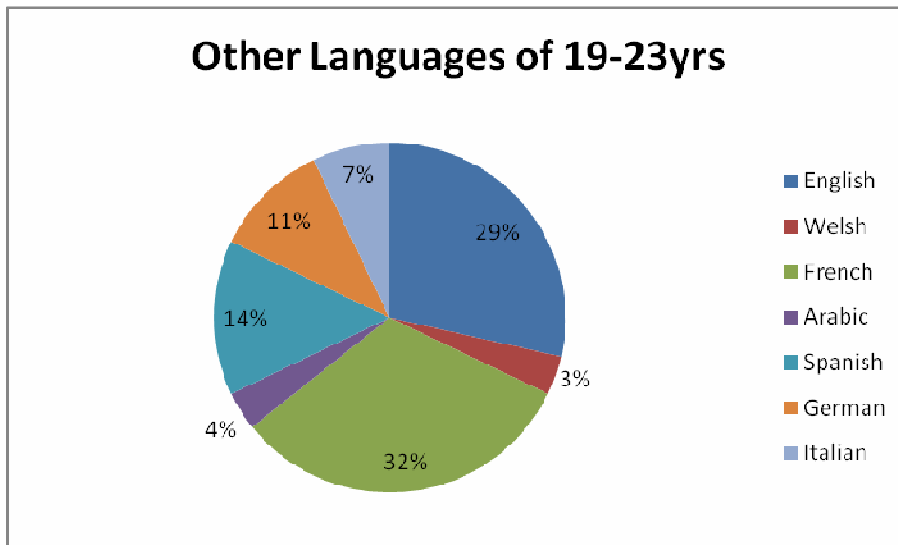
multilingual area. No native language in Group 4 represents a figure high enough to be classed as a dominant language. Multilingualism is evident in Group 4 and languages other than English tend to dominate with 86% of participants having a language other than English as their native language.

Other Languages

Other languages as a category refer to languages spoken in addition to the residents' native language. Particular attention was paid on the number of participants across the four groups, who used English as an additional language due to its dominance across the groups as a native language. Furthermore, we aimed to see which languages other than English dominated as additional languages across the four groups, to address the question of where additional languages were used and why participants learned them.



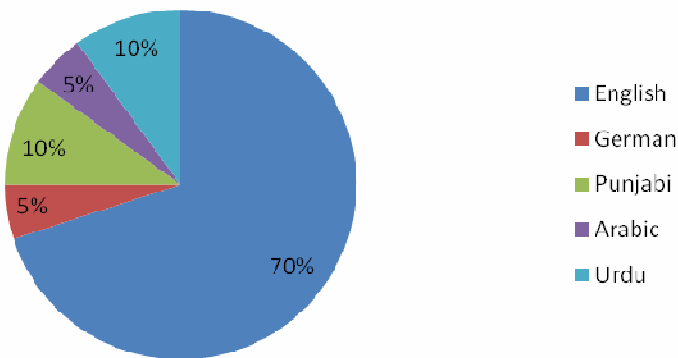
In Group 1, Somali represented the dominant additional language with 46% of residents. English and Arabic each accounted for almost a quarter of participants other languages, with Urdu only representing one participant. Again this reinforces the earlier suggestion that a more representative figure would have been provided with more participants interviewed, equal to the number of participants in each group.



Group 2 participants were predominately students and it is interesting to see the figures of additional languages. French (32%) and English (29%) represent the two major additional languages in the Moss Lane East area. 96% of the additional languages spoken by Group 2 are Indo-European. As the majority of Group 2 members were full-time students, it is interesting to see their choice of additional languages to learn in accordance with languages that are predominately taught as part of the English National Curriculum.

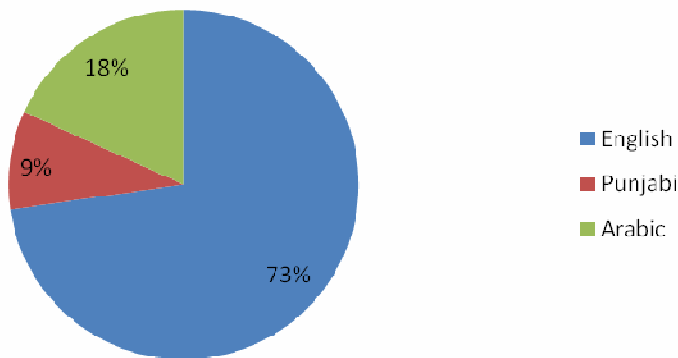
Of the 29% English speakers in Group 2, all of the residents who we interviewed, who attended university had come to Manchester as international students to develop their English skills as they were able to surround themselves with English speakers and speed up the process of their second language acquisition.

Other Languages of 24-40yrs



English represented 70% of additional language use in Group 3. In terms of domain of use, English was used on the whole by speakers at home and at work as speakers were striving to improve their English skills, in an effort to improve their career prospects in Manchester. This was not a surprise result for us as we had expected that many of the older residents we interviewed were more likely to have English as an additional language, than as a native language, as the area around Moss Lane East is renowned for multilingualism.

Other Languages of 41-65yrs



Other languages represented in Group 4 appear to be in a similar structure to the native languages of Group 1, whereby only three languages are represented and

English dominates with almost three quarters of the participants interviewed speaking English as an additional language.

Discussion

In terms of gender, despite the difficulty of controlling who we spoke to as we did not know until we began to collect the data who we would end up receiving information from, we managed to receive a fairly even split between genders. In particular, 52 males and 48 females were interviewed in total.

31 males and 32 females had an additional language to their native language. These results reflect a reasonable balance between genders, in terms of additional language acquisition. However, it is worthy of note to point out that of the 63% of residents interviewed, who spoke an additional language, only three females had two languages other than their native language, six males had two additional languages. This statistic is interesting as this could provide an interesting starting point for further research into gender differences regarding acquisition of multiple languages, as the numbers here are too small to make a gender generalisation.

17 males had English as an additional language, whilst only 15 females had English. The higher number of male speakers of English and higher number of males with an additional language from their native language could suggest that the males in the Moss Lane East work harder to acquire additional languages and are more successful in their endeavours than the females.

On our first data collection day (Monday 10th May 2010) we had been disappointed with the majority of females compared to males who provided data for our study with 34 females compared to only 20 males. Many of the residents we spoke to on our first data collection day were students living near Oxford Road, which is situated towards the end of Moss Lane East. The majority of the students in the area live in houses of five to seven individuals all of the same gender, so we were able to collect data from a house of seven girls for example, leading to higher numbers of females as more of the predominately female student houses responded to us, as we visited their homes.

In his dissertation entitled 'Language Choice among Arabic-English Bilinguals in Manchester, Britain' (2006), Othman refers to Kloss' (1966) model of language shift, discussing issues such as education of speaker and number of speakers in the community; the higher these factors are, the more likely the heritage language is to continue. Another factor he mentions is the distance culturally and linguistically between speakers of the language. This seems to relate to our findings, as some participants seemed to have lost contact with their peers with the same heritage language and claimed to only speak the language with elderly members of their own direct family.

Unfortunately, the heritage languages we found spoken around the area seemed likely to become disused by the family, which currently uses them. This was due to the family in question using the language only to speak to the elderly members of the household and for no other practical use. When speaking to members of a third generation Somali family, they stated that if their grandmother was no longer living in the area with them, they would no longer speak their heritage language in any domain or situation.

Some people to whom we asked questions and those they spoke about, who did not begin to learn English until late in their lives, appeared unlikely to learn the language. This was due to the difficulty, and their lack of need for English, as they had the help of relatives to translate when necessary. Another small group of participants we met discussed the use of English at work but nowhere else, which might possibly show an aversion against learning English and could also be a demonstration of pride and fear of losing their cultural identity. English used at work by these speakers was for the sole purpose of ensuring employment as English is the majority language in the area.

Intriguingly, several businesses we approached provided a unique insight into language use in the local area. A shop manager we spoke to, whose native language was Farsi, informed us that the majority of his customers conversed with him or his employees either in Arabic, Punjabi or Urdu, whilst English was a rarer language of his customers. This demonstrates the principle that English is not

viewed as a necessity by local residents, as they are able to converse with local businesses without struggling to acquire English. Residents spoke with pride about how they were able to use their native languages in their local shops and some suggested that this was the best way that their children were able to practise their heritage languages, as English increasingly dominates all aspects of their lives.

The identity issues discussed by Othman (2006:13) were not evident in some participants we spoke to, however, seemed very strong in others. One such participant, who wished to maintain his heritage language with his children, asserted that he received an excellent education of the English language in his native country from primary school age, and had a fantastic grasp of all aspects of the language by the time he moved to England, aged 25 years old. He was disappointed when his children could not attend classes to maintain their heritage language, as there were limited resources in the area to teach and preserve minority languages. He showed a great enthusiasm for teaching his children Urdu, their heritage language; however, he was troubled by their lack of vocabulary in the language and enthusiasm to acquire the language.

Interestingly, although we came across few Somali speakers in our limited fieldwork, when speaking to native English speakers, they suggested a strong majority of Somali speakers and the language seemed quite prominent in the area. This is a positive aspect, as the languages differing from English seemed to be taken with a positive rather than derogatory attitude by native English residents of the same area. This is another factor of Kloss' article, discussed by Othman, regarding the general view of the language and its people, as it has great effect on the state of the language and culture. As Othman states, 'suppression of language or culture can result in assimilation or more effort to preserve both'. However, as the languages around Moss Side seem to be widely accepted around Manchester by the majority of the public and media, there is no special effort to prove the worth of the language and related culture.

The maintenance of native languages differed somewhat between participants, however, in this area of Moss Side, within local shops and workplaces, participants are able to preserve their language. In some cases, it seemed participants wanted

the issues to be taken into account by local councils and government representatives because, in this aspect, services for language maintenance were lacking.

Generally, the data collection and analysis fulfilled our expectations. The project revealed some very interesting information about the Moss Lane East area and its surrounding area, regarding not only the languages used in the area, but also how frequently and where they are used. It was surprising to notice how seldom some residents tended to use their native language(s). As expected, the languages other than English were spoken sometimes at local shops and businesses, especially if the customers were familiar with the people of the business. Mostly, however, the heritage languages of non-native English speakers were confined to the home and family life.

English is the dominant native language of younger residents, who were interviewed and the other languages were dominant for older residents. Younger residents are more likely to develop an Indo-European additional language, as this is encouraged in school and university situations. Older residents' acquisition of English suggests an effort to fit into society and enhance career opportunities.

The future for minority languages in the Moss Lane East area seems to be bleak in terms of children continuing to acquire their parents' and grandparents' native languages. As languages other than English are, according to Moss Lane East residents, regarded with lower prestige and less representation in schools, the work of independent adult learning centres and facilities, such as the University of Manchester's Language Centre, is paramount to the rejuvenation of community pride in heritage languages. Furthermore, these facilities in the community continue to encourage children and older residents to expand their language skills as well as encouraging further appreciation and acceptance of a multilingual community in this area of Moss Side.

References

Othman, Mohamed Fathi Ahmed. 2006. *Language Choice among Arabic-English Bilinguals in Manchester, Britain*.

<http://languagecontact.humanities.manchester.ac.uk/McrLC/casestudies/MF/MF_MAdiss.pdf> [first accessed March 2010]

Map(s) of Moss Lane East

<http://maps.google.co.uk/maps?hl=en&source=hp&q=moss%20lane%20east&gbv=2&aql=&oq=&gs_rfai=&ie=UTF-8&sa=N&tab=il> [first accessed February 2010]

Appendix – Initial Data Collection ordered by AGE

Age	Gender	Native Country	Native Language	Other Languages	Domain Use NL	Domain Use OL
3	M	Spain	Spanish	English	Home, School	Home, School
10	M	England	English	Urdu	Home, School	Home
10	F	Iraq	Arabic	English	Home	Home, School
12	F	England	English	Somali, Arabic	Home, School	Home
12	F	Iraq	Arabic	English	Home	Home, School
12	F	England	English	Somali, Arabic	Home, School	Home
14	F	England	English	Somali	Home, School	Home with Grandma
14	F	England	English	Somali	Home, Work	Home
15	F	England	English	Somali	Home, Work	Home
16	F	England	English	Arabic	Home, School	Home
17	F	England	English	Somali	Home, School	Home with Grandma
19	F	England	English	Attempting to learn Welsh	Home, University, Work	University
19	M	England	English		Home, University, Work	
19	M	England	English		Home, University, Work	
19	M	England	English	French	Home, University, Work	University
19	F	England	English		Home, University, Work	
19	F	England	English	Arabic	Home, University, Work	Home, University
20	F	England	English		Home, University, Work	
20	F	England	English		Home, University, Work	
20	F	England	English		Home, University, Work	
20	F	England	English		Home, University, Work	
20	F	England	English	French	Home, University, Work	University
20	F	England	English	French	Home, University, Work	University
20	F	China	Mandarin	English	Home, University	Home, University,

			Chinese				Work	
20	F	Nigeria	Yoruba	English	Home		University, Work	
20	F	Egypt	Arabic	English	Home		University, Work	
					Home,	University,		
20	F	England	English	French, Spanish	Work		University	
					Home,	University,		
20	F	England	English		Work			
					Home,	University,		
21	F	England	English		Work			
					Home,	University,		
21	M	England	English		Work			
					Home,	University,		
21	M	England	English		Work			
					Home,	University,		
21	M	England	English		Work			
					Home,	University,		
21	F	England	English		Work			
			Mandarin				Home,	University,
21	F	China	Chinese	English	Home, University		Work	
			Mandarin				Home,	University,
21	M	China	Chinese	English	Home, University		Work	
					Home,	University,		
21	M	England	English	Spanish	Work		University	
					Home,	University,		
21	M	England	English		Work			
					Home,	University,		
21	M	England	English	German	Work		University	
21	F	England	English	French	Home, University		University	
					Home,	University,		
21	M	England	English	French	Work		University	
					Home,	University,		
21	F	England	English	Italian	Work		University	
21	F	Holland	Dutch	English	Home, University		Home, Work	
					Home,	University,		
21	F	England	English		Work			
					Home,	University,		
22	F	England	English		Work			
					Home,	University,		
22	M	England	English	Spanish	Work		University	
22	M	England	English	Spanish	Home,	University,	University	

					Work		
					Home,	University,	
22	M	England	English		Work		
					Home,	University,	
22	F	England	English		Work		
					Home,	University,	
22	F	England	English		Work		
					Home,	University,	
22	M	England	English	French	Work		University
					Home,	University,	
22	M	England	English	German	Work		University, Work
			Mandarin		Home,	University,	Home, University,
22	F	China	Chinese	English	Work		Work
					Home,	University,	
22	M	England	English	German	Work		University
					Home,	University,	
22	F	England	English	Italian	Work		University
23	M	Poland	Polish	English	Home, Work		Work
					Home,	University,	
23	M	England	English	French	Work		University, Work
					Home,	University,	
23	F	England	English	French	Work		University, Work
					Home,	University,	
24	F	England	English		Work		
24	F	Poland	Polish	English	Home, Work		Work
					Home,	University,	
25	M	England	English	German	Work		University
25	F	Ghana	Akan	English	Home		Work
25	F	Ghana	Akan	English	Home		Work
25	M	Pakistan	Urdu	Punjabi, English	Home, Work		Home, Work
26	F	England	English		Home, Work		
26	F	Somalia	Somali	English	Home		Work
26	M	England	English		Home, Work		
27	M	England	English		Home, Work		
28	M	England	English		Home, Work		
28	M	England	English		Home, Work		
28	M	England	English		Home, Work		
29	M	England	English		Home, Work		
30	M	Pakistan	Urdu	English	Home, Work		Work
30	F	Iraq	Arabic	English	Home		Home, Work

32	F	Poland	Polish	English	Home	Work
32	F	Somalia	Somali	English	Home	Work
32	M	Jamaica	Jamaican Creole		Home, Work	
33	M	Pakistan	Urdu	English, Arabic	Home, Work	Home, Work
34	M	Pakistan	Urdu	Punjabi, English	Home, Work	Home, Work
34	M	Poland	Polish	English	Home	Work
35	M	Jamaica	Jamaican Creole		Home, Work	
35	M	Somalia	Somali	English	Home	Work
35	M	England	English		Home, Work	
36	F	England	English	Urdu	Home, Work	Home
38	M	Spain	Spanish	English	Home	Work
40	M	England	English	Urdu	Home, Work	Home
			Mandarin			
42	M	China	Chinese	English	Home, Work	Work
42	M	Iraq	Arabic	English	Home, Work	Work
43	M	England	English		Home, Work	
44	M	England	English		Home, Work	
45	M	Iran	Farsi	English	Home	Work
46	M	Pakistan	Urdu	Punjabi, English	Home, Work	Home, Work
46	M	Jamaica	Jamaican Creole		Home, Work	
48	M	Iraq	Arabic	English	Home, Work	Work
48	M	Iran	Farsi	English, Arabic	Home, Work	Home, Work
50	M	England	Urdu	English	Home, Work	Work
51	F	Iraq	Arabic		Home, Work	
55	M	Iran	Farsi	English, Arabic	Home	Work
55	M	Jamaica	Jamaican Creole		Home, Work	
60	F	Spain	Spanish		Home	
65	M	Spain	Spanish		Home	

Table of languages order by GENDER and AGE

Age	Gender	Native Country	Native Language	Other Languages	Domain Use NL	Domain Use OL
3	M	Spain	Spanish	English	Home, School	Home, School
10	M	England	English	Urdu	Home, School	Home
19	M	England	English		Home, University, Work	
19	M	England	English		Home, University, Work	
19	M	England	English	French	Home, University, Work	University
21	M	England	English		Home, University, Work	
21	M	England	English		Home, University, Work	
21	M	England	English Mandarin		Home, University, Work	Home, University,
21	M	China	Chinese	English	Home, University	Work
21	M	England	English	Spanish	Home, University, Work	University
21	M	England	English		Home, University, Work	
21	M	England	English	German	Home, University, Work	University
21	M	England	English	French	Home, University, Work	University
22	M	England	English	Spanish	Home, University, Work	University
22	M	England	English	Spanish	Home, University, Work	University
22	M	England	English		Home, University, Work	
22	M	England	English	French	Home, University, Work	University
22	M	England	English	German	Home, University, Work	University, Work

					Home, University,	
22	M	England	English	German	Work	University
23	M	Poland	Polish	English	Home, Work	Work
					Home, University,	
23	M	England	English	French	Work	University, Work
					Home, University,	
25	M	England	English	German	Work	University
25	M	Pakistan	Urdu	Punjabi, English	Home, Work	Home, Work
26	M	England	English		Home, Work	
27	M	England	English		Home, Work	
28	M	England	English		Home, Work	
28	M	England	English		Home, Work	
28	M	England	English		Home, Work	
29	M	England	English		Home, Work	
30	M	Pakistan	Urdu	English	Home, Work	Work
32	M	Jamaica	Jamaican Creole		Home, Work	
33	M	Pakistan	Urdu	English, Arabic	Home, Work	Home, Work
34	M	Pakistan	Urdu	Punjabi, English	Home, Work	Home, Work
34	M	Poland	Polish	English	Home	Work
35	M	Jamaica	Jamaican Creole		Home, Work	
35	M	Somalia	Somali	English	Home	Work
35	M	England	English		Home, Work	
38	M	Spain	Spanish	English	Home	Work
40	M	England	English	Urdu	Home, Work	Home
			Mandarin			
42	M	China	Chinese	English	Home, Work	Work
42	M	Iraq	Arabic	English	Home, Work	Work
43	M	England	English		Home, Work	
44	M	England	English		Home, Work	
45	M	Iran	Farsi	English	Home	Work
46	M	Pakistan	Urdu	Punjabi, English	Home, Work	Home, Work
46	M	Jamaica	Jamaican Creole		Home, Work	
48	M	Iraq	Arabic	English	Home, Work	Work
48	M	Iran	Farsi	English, Arabic	Home, Work	Home, Work
50	M	England	Urdu	English	Home, Work	Work
55	M	Iran	Farsi	English, Arabic	Home	Work
55	M	Jamaica	Jamaican Creole		Home, Work	
65	M	Spain	Spanish		Home	
10	F	Iraq	Arabic	English	Home	Home, School
12	F	England	English	Somali, Arabic	Home, School	Home

12	F	Iraq	Arabic	English		Home	Home, School
12	F	England	English	Somali, Arabic		Home, School	Home
14	F	England	English	Somali		Home, School	Home with Grandma
14	F	England	English	Somali		Home, Work	Home
15	F	England	English	Somali		Home, Work	Home
16	F	England	English	Arabic		Home, School	Home
17	F	England	English	Somali		Home, School	Home with Grandma
19	F	England	English	Welsh	Attempting to learn	Home, University, Work	University
19	F	England	English			Home, University, Work	
19	F	England	English	Arabic		Work	Home, University
20	F	England	English			Home, University, Work	
20	F	England	English			Home, University, Work	
20	F	England	English			Home, University, Work	
20	F	England	English	French		Work	University
20	F	England	English	French		Home, University, Work	University
20	F	China	Chinese	English		Home, University	Work
20	F	Nigeria	Yoruba	English		Home	University, Work
20	F	Egypt	Arabic	English		Home	University, Work
20	F	England	English	French, Spanish		Home, University, Work	University
20	F	England	English			Home, University, Work	
21	F	England	English			Home, University, Work	
21	F	England	English	Mandarin		Work	Home, University,
21	F	China	Chinese	English		Home, University	Work
21	F	England	English	French		Home, University	University

					Home, University,		
21	F	England	English	Italian	Work		University
21	F	Holland	Dutch	English	Home, University		Home, Work
					Home, University,		
21	F	England	English		Work		
					Home, University,		
22	F	England	English		Work		
					Home, University,		
22	F	England	English		Work		
					Home, University,		
22	F	England	English		Work		
			Mandarin		Home, University,	Home, University,	
22	F	China	Chinese	English	Work		Work
					Home, University,		
22	F	England	English	Italian	Work		University
					Home, University,		
23	F	England	English	French	Work		University, Work
					Home, University,		
24	F	England	English		Work		
24	F	Poland	Polish	English	Home, Work		Work
25	F	Ghana	Akan	English	Home		Work
25	F	Ghana	Akan	English	Home		Work
26	F	England	English		Home, Work		
26	F	Somalia	Somali	English	Home		Work
30	F	Iraq	Arabic	English	Home		Home, Work
32	F	Poland	Polish	English	Home		Work
32	F	Somalia	Somali	English	Home		Work
36	F	England	English	Urdu	Home, Work		Home
51	F	Iraq	Arabic		Home, Work		
60	F	Spain	Spanish		Home		

Interesting main issues raised by participants:

- Majority of speakers with native languages other than English struggle to maintain language outside of home
- Good proportion of native languages other than English maintain language by passing onto children though children struggle
- Speakers using multiple languages at work
- Majority of students learning other languages at university following gap years or placements abroad
- Majority of students learn Indo-European languages
- Somali community awareness in Moss Side
- Older generations who have lived in England over 30 years still don't speak English can use children as translators
- Use of University Language Centre to develop English
- Many other languages used in businesses as locals prefer to use native language
- Children can practise other languages in such shops
- Children speak grandparent's native languages only with them in some Somali cases
- International students come to develop English
- General agreement foreign language provisions are poor in Manchester