

FLP INTERVIEW GUIDE

METHOD: A SEMI-STRUCTURED IN-DEPTH INTERVIEW

PART 1: INTERVIEWING PARENTS

1. INTRODUCTION/WARM-UP

- Greet the respondent and present yourself.
- Thank your interviewee for having agreed to take part in the study.
- Briefly explain the purpose of the study.
- Ask for permission to record the interview and assure the respondent of the anonymity and confidentiality of the data obtained in the survey.
- Begin the interview.

Sample introduction:

"Good morning. I am _____ (introduce self) from (affiliation). Thank you very much indeed for having agreed to take part in this study. I really appreciate your time and effort."

"This interview is being conducted to get your input about your family language policy. I am especially interested which languages are spoken in your family and how they are used and managed for different communication purposes."

"If it is okay with you, I will be tape recording our conversation. The purpose of this is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that your identity and all your comments will remain confidential. If you agree to this interview and the tape/video recording, please sign this consent form."

"I'm now going to ask you some questions that I would like you to answer to the best of your ability. If you do not know the answer, please say so."

2. RESPONDENT'S DEMOGRAPHIC DATA (A SOCIOLINGUISTIC INTERVIEW)

Name:

Gender:

Age:

Nationality/ ethnicity:

Education:

Occupation:

Place of current residence:

Length of current residence:

Family situation (partner, children, accompanying persons):

First language:

Other language(s) spoken:

Self-evaluation of language abilities: L1, L2, L3,...

Language learning: forms and duration (L1, L2, L3,...)

Language(s) spoken in the family:

3. FAMILY LANGUAGE POLICY: INTERVIEW QUESTIONS

3.1. PRACTICES

Which language(s) do you use at home? (e.g. at mealtime, when doing homework, playing, etc.)*

Which language(s) do you use in public places? (e.g. when doing shopping, at restaurants, playgrounds, school)*

When your friends come to visit you, what languages do you usually use with your visitors?

Do you ever switch between languages? If yes, in which situations?

How does/do your child/children communicate with your relatives?

How does/do your child/children communicate with your spouse's/partner's relatives?

At what age did your child/children get exposed to the community language?

How did your child/children get exposed to the community language? (e.g. at daycare, playgroups, television at home)*

When your children went to formal schooling, did they integrate well with their peers?

What was their proficiency level of the community language when entering formal schooling?

How did you feel about your child's transition? (e.g. happy, worried, relaxed, etc.)

What language did your children speak to each other?

Did their language preference change over time?

3.2 IDEOLOGY

What's your attitude to bi/multilingualism?

Have your attitudes to/ideas concerning bi/multilingualism changed over time? If yes, why?

Do/did you want to raise bi/multilingual children?

How important is it to you? Do you see any value in it?

Do you have any worries about your child's/children's identity and cultural development, in addition to language development?

3.3 MANAGEMENT

Are you doing anything to teach or support your child's/children's language(s) at home?

If yes, how do you teach or support your child's/ children's language(s)? (e.g. reading bedtime stories, playing games, learning songs) *

Does/do your child/children attend any language course? Do they go to a weekend school?

Do you take/plan to take any action to maintain your child's/children's heritage language(s)?

What exactly do you do/plan to do?

Do belong to a (e.g. Polish/.....)** community in (e.g. the UK/)**?

Do you attend cultural events organised by your minority community?

As your children grow in age, have you observed any changes in the roles that each parent plays?

Are there are new or other activities involving the use of a minority language that you do together or separately? (For example, when my child was 5, my husband started to take her fishing and then they spoke Japanese [my husband's first language] and the child learnt types of fish in Japanese). *

Do you keep using the same language when speaking to your child or perhaps you mix them?

Does your partner/the other parent use the same language when speaking to your child/children or perhaps the languages are mixed?

How much consistent are you in using the same language?

What is/are your child's/children's attitudes to the rules concerning the use of languages at home? Are they happy about it or perhaps they oppose it? (For example, my daughter does not want to speak Japanese at dinnertime when the family is together)*.

Does/do your child/children read, listen to or watch videos in the minority language? If yes, what types of texts/programs?

Does/do your child/children write in the minority language? If yes, what texts? (e.g. emails, texts messages, etc.) *

Does/do your child/children participate in cultural events of your minority community? (e.g. festivals, religious rites, fun activities, etc.) *

3.4 SCHOOL SUPPORT

When your child/ children entered formal schooling/transitioned to the next level of schooling, did you or your child/children get any support from the school and/or teachers? If yes, what kind of support was offered? (e.g. interview, welcome package, open day)*

Does the current school offer you/your child/children any language support? Does it encourage pupils to speak their home languages?

Prepared by Emilia Wąsikiewicz-Firlej for MaMLiSE/ For internal use only- not for external distribution. Please refer to it as: Wąsikiewicz-Firlej, E. (2022). Family Language Policy interview guide for MaMLiSE project.
<https://mamlise.web.amu.edu.pl/our-publications-and-resources/>

Does it foster bi/multilingualism in any way?

Has/have your child/children had any language assistant or classes of home or heritage language?

Has the school community offered you/your child/children any support? (e.g. parents organised social events)*

***Try to get respondents to respond to a question in their own words before following up with specific probing questions. Try to avoid using the examples unless your interviewees has problem understanding the question or ask for them.**

****Insert a relevant ethnicity and country of residence.**

4. CLOSING THE INTERVIEW

Ask the respondent if they want to provide additional information, share a reflection or drop a comment. Thank your respondent again for participation in the study.

PART 2: INTERVIEWING CHILDREN:

Before the interview, make sure that you have the parental consent to conduct and audio/video record the interview (templates available on the project disc: I04).

Be particularly sensitive when interviewing children. Adapt your language to the child's age and cognitive abilities.

1. INTRODUCTION/WARM-UP

"Good morning/ hello. I am _____ (introduce self) from (affiliation). Thank you very much indeed for having agreed to take part in this study. I really appreciate your time and effort.

2. LANGUAGE PORTRAIT (OPTIONAL-APPLY WHEN POSSIBLE)

This activity is optional – you should not force the child to prepare the drawing.

Theoretical foundations: Busch, Brigitta (2018). The language portrait in multilingualism research: Theoretical and methodological considerations. *Working Papers in Urban Language and Literacies*, 236, King's College London, UK.

The respondents are asked to represent graphically their linguistic repertoire – languages and ways of speaking that are important in their lives. For this, they are asked to use the silhouette provided (see the prompt below) and choose colors that fit the different languages that have a particular meaning for them. At the first stage, the interviewees are asked to colour in the silhouette. After that, they explain the interviewer the meaning of particular colours and placements representing languages. In most cases, this activity stimulates the interviewee's reflection and helps to establish rapport between the interviewee and interviewer and stimulates reflection. (Further details are available in Busch's paper – uploaded on the project disc).

Prompt: The body silhouette (outline)



A larger image is available in a separate file (Prompt) uploaded on the platform.

Adapting the instructions (questions) to a child:

- Colour in the silhouette (figure) with your languages. For each language, choose a different colour. Explain why you chose the colours you did and why you placed them where you did.
- “Tell me about your picture.”

Supplementary questions (if possible):

- “How do you experience different ways of speaking, writing and communicating with other people?”
- How do you experience languages and language use that are to be found in your environment?”
- “What place would you allocate to them in the picture?”

More detailed stimuli:

- “You might perhaps begin with languages and ways of speaking that are currently important to you, and also think of those which are farther in the past or which might still occur”;
- “You might also think of different people or life situations”.

Note that in drawing, there is no question of “right” or “wrong”, and that additions may be made at any time.

Participants should be asked to create a caption and to designate or clarify the individual colour entries.

The request to present the portrait normally results in a more or less detailed **spontaneous narrative**, which could be supported by questions concerning the **significance of colour** choice or the **location** of particular elements in the picture (Busch 2018: 7-9).

3. FLP QUESTIONS: THE CHILD’S PERSPECTIVE

Which languages do you speak? How important are they to you?

Which language do you consider your first language?

Which language(s) do you use at home? (e.g. at mealtime, when doing homework, playing, etc.)

Do you need to use your mother’s first language when you talk to her?

Do you need to use your father’s first language when you talk to him?

Are your parents’ languages important to you? What do you think of them? (e.g. I like learning them, I like speaking them, I prefer not to use them, etc.)*

Prepared by Emilia Wąsikiewicz-Firlej for MaMLiSE/ For internal use only- not for external distribution. Please refer to it as: Wąsikiewicz-Firlej, E. (2022). Family Language Policy interview guide for MaMLiSE project.
<https://mamlise.web.amu.edu.pl/our-publications-and-resources/>

Would you like to speak them better?

How do you communicate with your relatives in (Poland**)?

Do you learn (Polish in the UK/Albanian in Greece/.....)** at home?

Is (Polish/Albanian/.....)** difficult?

Do you mix languages when you communicate at home with your parents and siblings?

Are your parents' expectations concerning language use the same as yours?

Would you like to change anything?

Do your family language policies/ rules concerning the use of language in your family give you stresses in any way?

Which language(s) do you use in public places? (e.g. when doing shopping, at restaurants, playgrounds, school)

Which language(s) do you use when you communicate(play) with your friends?

Do you often switch between languages?

Did you feel welcome at your new school? If yes, tell us what the school did.

Does/did your school offer you any language support? (e.g. additional classes, activities, extra time during tests)*

Do/did you have any language assistant?

Do/did your classmates offer you any language support? (e.g. help you with class projects, studying together)*

**** Insert an appropriate country/ language/ ethnicity.**

***Try to get respondents to respond to a question in their own words before following up with specific probing questions. Try to avoid using the examples unless your interviewees has problem understanding the question or ask for them.**

4. CLOSING THE INTERVIEW

Ask the respondent if they want to provide additional information, share a reflection or drop a comment. Thank your respondent again for participation in the study.
