

Phraseology and Language Attrition in an International School Context

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- Look at how you **came dry out of water** again!
get away with
- Dealing with all the mess at work and in his personal life, George finally decided to put his family **in the vertex of an angle**.
prioritize
- “I was planning to get my recommendation letter from my History teacher, but he was **so busy**. But, in the evening, I managed to get it.”
at the end of the day



1. INTRODUCTION



2. METHODOLOGY



3. DISCUSSION



4. CONCLUSION



1. INTRODUCTION



2. METHODOLOGY



3. DISCUSSION



4. CONCLUSION



1. INTRODUCTION

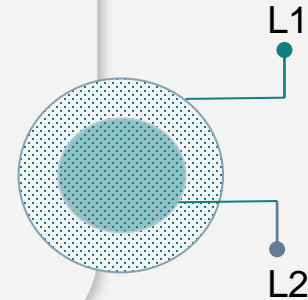
- Language attrition refers to the decline in native language proficiency due to reduced use, often occurring when individuals adopt a second language (L2) as their primary means of communication.
- “Attrition is a diverse process which may affect virtually any part of the language” [1].
- These changes in the proficiency of the first language (L1) are affected by sociolinguistic factors (gender, age, class, occupation, education level, etc.) [2] and the speaker’s linguistic environment [1].

[1] Schmid, M. S. “Language attrition: Key topics in sociolinguistics”, Cambridge, Cambridge University Press, 2012.

[2] Köpke, B. “Attrition is not a unitary phenomenon: on different possible outcomes of language contact situations” in Proceedings from the Second International Symposium on Bilingualism, Bilingual Socialization and Bilingual Language Acquisition, 2004, 1331–1347.

1. INTRODUCTION

- English as a medium of instruction
- English-only policy
- Expatriate teachers
- Limited exposure to the native language
- Limited native language instruction



Language attrition now seems to be expanding from immigration settings to a school context.

1. INTRODUCTION



Qualitative research design

Case study

Semi-structured interview



The study explores the intricate relationship between the quantity and quality of exposure to L2 and its influence on the lexical fluency and accuracy of phraseological units in L1. Specifically, the study seeks to determine to what extent exposure to L2 within an international school context impacts the native speaker's proficiency in using phraseological units in their L1.



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2. METHODOLOGY

- The **qualitative case study** was chosen for this research since it aligns closely with the exploratory nature of the study, which aims to delve deeply into the phenomenon of language attrition within a specific context.
- Data collection involved a **semi-structured interview** which incorporated pre-designed closed questions while allowing flexibility for open-ended inquiries [3].
- **Thematic analysis** enables the researcher to identify not only overarching themes but also subtler linguistic intricacies, making it ideally suited for investigations seeking to delve deeply into the complexities of language attrition [4].

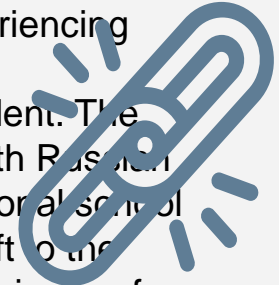
[3] Fox, N. "Using interviews in a research project", The NIHR RDS for the East Midlands / Yorkshire & the Humber, 2009.

[4] Braun, V., & Clarke, V. "Using thematic analysis in psychology", *Qualitative Research in Psychology*, 3(2), Taylor & Francis Online, 2006, 77-101.



2. METHODOLOGY

- A non-probability convenience sampling method was utilized, given the specific focus on high school students in international schools experiencing language attrition [5].
- The participant in this case study is an 18-year-old high school student. The participant's educational background includes primary education with Russian as the medium of instruction, followed by a transition to an international school where English became the primary language of instruction. The shift to the international stream resulted in the removal of Russian from the curriculum for the past four years of secondary education.
- Ethical approval was granted by the school principal, ensuring the study's anonymity and adherence to ethical standards, as well as the participant was well informed about the voluntary nature of his involvement in the study.



[5] Dörnyei, Z. "Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies", Oxford, Oxford University Press, 2007.



2. METHODOLOGY

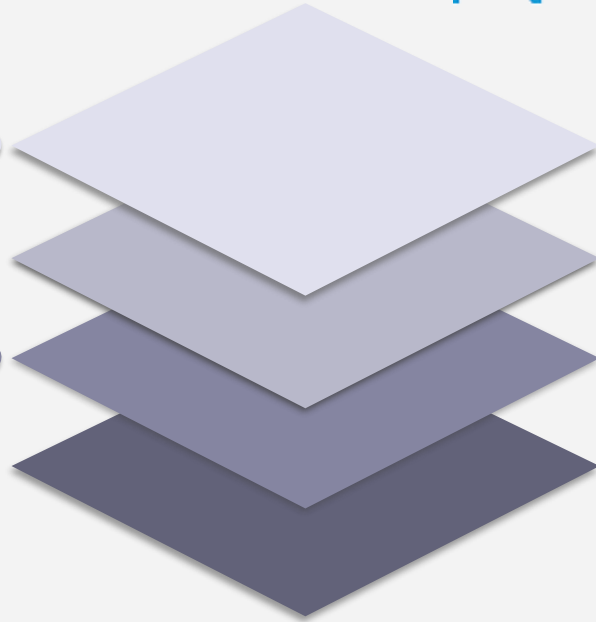
NVIVO

A semi-structured one-to-one
interview

Deductive approach

Interview transcription

Inductive approach





2. METHODOLOGY

Codes and sub-codes	No of references
Use of English	3
Use of Russian	5
Attitude	2
Language attrition	20
Challenges	3
L1 Interference	2
Impact	9
Examples	6

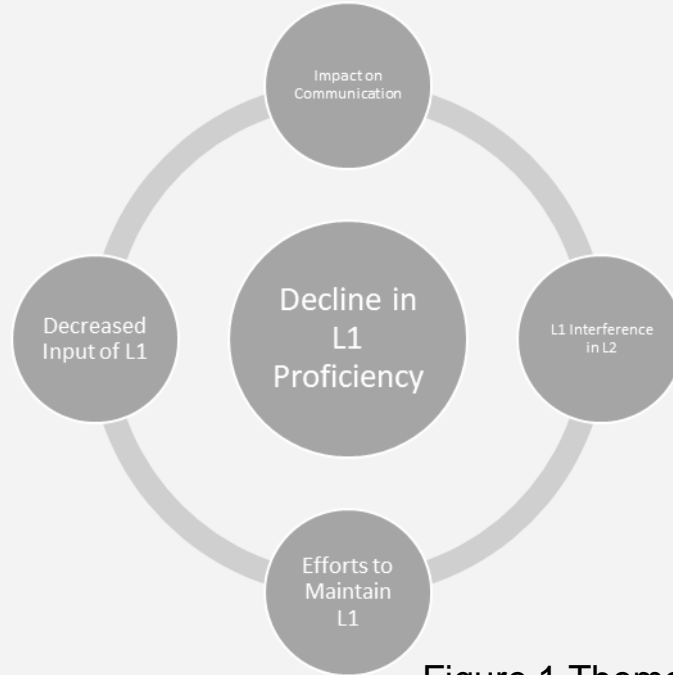
Table 1 Codes and sub-codes



2. METHODOLOGY

DEDUCTIVE APPROACH

APPLYING PREDETERMINED
CODES BASED ON OUR RESEARCH
QUESTIONS AND OBJECTIVES



INDUCTIVE APPROACH

ALLOWING THEMES TO ORGANICALLY
EMERGE FROM THE DATA DURING THE
ITERATIVE ANALYSIS PROCESS

Figure 1 Themes



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"I might say that something **smells funny**. And in Russian, I would say, 'СМЕШНО пахнет'. And he couldn't understand a word I was saying."

to smell ridiculous

to go down the slope

"One time my dad was trying to pick me up, and I tried to say that I was **down the road**. And in Russian, I said 'я был внизу по дороге', which also didn't make any sense to him". This phraseological expression's direct translation, "to be down the street."

The findings align with prior research indicating that L2 exposure, particularly in academic settings, can impact an individual's native language.

3. DISCUSSION

The influence of L2 on the participant's L1 is evident in occasional interferences and misunderstandings, reflecting the complexities of maintaining proficiency in a multilingual context. Furthermore, the participant's attitudes toward language attrition reveal a pragmatic approach, emphasizing the practicality of using English for academic and future professional endeavors.



“...doesn't make any sense...”

The findings underscore the challenges faced by the participant in preserving L1 proficiency while studying in an English-dominant environment, highlighting the intricate nature of language attrition.



1. INTRODUCTION



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4. CONCLUSION



The participant's experiences highlight the challenges of maintaining proficiency in L1 while predominantly engaging with L2. The study underscores that the quality and quantity of L2 exposure significantly impact native speakers' L1 proficiency, aligning with the concept of crosslinguistic influence [6] [7].



The study's scope is confined to a single participant, limiting the generalizability of the findings to broader populations or different contexts. The use of convenience sampling may introduce bias, as participants were not randomly selected. While convenience sampling offers practical advantages in terms of accessibility and expediency, it introduces potential sources of bias.



Recommendations include broader and more diverse investigations into language attrition within formal education, comparative studies across languages and contexts, and the implementation of language support programs in international schools to recognize and nurture multilingualism.

[6] Cook, V. "Introduction: The changing L1 in the L2 user's mind", In V. Cook (Ed.) "Effects of the Second Language on the First" Vol. 6, Multilingual Matters, 2011, 1-18.

[7] Odlin, T. "Language Transfer: Cross-linguistic influence in language learning", Cambridge, Cambridge University Press, 1989.

ANY QUESTIONS?



THANKS



Do you have any questions?
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