**Anglia Ruskin University: Ethics Application Form**

**PLEASE COMPLETE THE FORM IN WORD PROCESSING FORMAT. HANDWRITTEN APPLICATIONS WILL NOT BE ACCEPTED.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Arts, Law and Social Sciences</td>
</tr>
<tr>
<td>Title of Proposed Research</td>
<td>Ethnolinguistic Vitality and Identity Creation amongst Eastern European Migrants (working title)</td>
</tr>
<tr>
<td>Address</td>
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<tr>
<td>E-mail address</td>
<td></td>
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<tr>
<td>Type of Researcher (please tick)</td>
<td>☒ Member of staff</td>
</tr>
<tr>
<td>Supervisor/Project Director</td>
<td>n/a</td>
</tr>
<tr>
<td>Collaborators</td>
<td>n/a</td>
</tr>
<tr>
<td>Expected date of commencement</td>
<td>15 September 2008, or after ethics approval, whichever is the later.</td>
</tr>
<tr>
<td>Approximate duration</td>
<td>3 months fieldwork, followed by analysis.</td>
</tr>
<tr>
<td>Externally funded</td>
<td>☐ Yes</td>
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</table>

**The University offers indemnity insurance to researchers who have obtained formal written ethics approval for their research. For details see page 25 of “Ethics Committee Procedures for the Conduct of Research”.

1. Briefly describe the rationale for and state the value of the research you wish to undertake.

For more than 3 decades, linguists of most sub-disciplines, but particularly sociolinguistics, bilingualism and discourse analysis, have focused on the relationship between language and the creation of speakers’ social and ethnic identity. Within the UK, researchers have looked into these issues with reference to specific ethnic and/or ethnolinguistic groups, such as the Afro-Caribbean vernacular (Edwards, 1986), language use amongst immigrants of Jamaican origin (Sebba, 1992), interaction patterns amongst adolescents of South Asian descent (Rampton, 1995), and, more recently, language use and identity creation within the Bangladeshi communities of Birmingham (Blackledge, 2000, 2008) and London (Rasinger, 2007). A joint team from King’s College London and Queen Mary University London (Sharma, Rampton, Harris) is currently investigating the construction of social and ethnic identity through language use amongst adolescents of Indian descent, with particular focus on the emergence of ‘hybrid’ identities. On a European level, the work of the Tilburg University’s ‘Babylon’ Research Centre and associated institutions has focused extensively on language usage patterns and linguistic vitality both within Europe and beyond (see Extra, 2001, 2004; Yagmur, 2004; Yagmur and Akinci, 2003; inter alia).

Over recent years, with the expansion of the European Union to include Poland, the Czech Republic, Slovakia and the Baltic states (in 2004), and, more recently in 2007, Romania and Bulgaria, has seen considerable numbers of people from these new member states migrating to the UK, and, in particular, East Anglia and, specifically, Cambridgeshire. Eade et al’s ESRC funded study on the Polish community in London has focused on social class and migration patterns (Eade et al, 2006, see ESRC project report RES-000-22-1294) and is one of the first attempts to systematically approach the situation of Eastern European migrants. The implications of large-number immigration into a particular geographical area, in particular from the point of view of public service provision (broadly defined) are imminent: recent public debate involves the rising costs for translation services for local authorities, as well as the funding of (T)ESOL ((Teaching) English to Speakers of Other Languages) provision and the discussion of
integration' of migrants and social cohesion (see Rasinger, in preparation, for an discussion of print media discourse on this topic).

Yet, an in-depth academic analysis of these issues with specific reference to the Eastern European communities in East Anglia does as of yet not exist. The proposed study aims at closing this gap by providing an overview of the ethnolinguistic situation of so-called 'new' (i.e. post-2004) migrants from Eastern Europe.

2. Suitability/qualifications of researchers to undertake the research.

The PI of the project obtained a PhD with a thesis on a topic closely related to the proposed study and has extensive experience with working with migrants in a research context. The researcher is well-versed in the use of quantitative analysis, having recently published a textbook on this topic and also has good skills in working with appropriate statistical software, having worked as an IT Skills trainer in HE previously.

3. What are the aims of the research?

The main aims of this project fall into 2 broad areas:

a) to provide a thorough analysis of language usage patterns amongst Eastern European migrants; specifically:
   - to what extent are the various languages at the disposal of the respondents (namely first language and English, plus any others) used, in quantitative terms?
   - to what extent is language use stratified according to linguistic and/or contextual domains?

b) to analyse the relationship between language use and ethnolinguistic vitality and identity; specifically:
   - to what extent are the various languages at the respondents' disposal used as a means of expressing their social, linguistic and/or ethnic identity and are hence acting as symbolic or cultural 'capital' (Bourdieu, 1991; also Pavlenko and Blackledge 2004, *inter alia*).
   - to what extent do/es language/s as social and linguistic practices (Heller, 2007; Gatbonton et al., 2005a,b) reflect the issue of the migrant as a 'transient', with particular reference to the often short-aimed and financially driven migration patterns as described by Eade et al (2006, see above)?

4. Briefly describe the overall design of the project

The project is designed around a cross-sectional mixed-method design comprising both quantitative and qualitative elements. As such, the design is roughly based on Flick's assertion that "[s]tructural features [see section 3a, S.R.] are analyzed with quantitative methods and processual aspects [see section 3b, S.R.] with qualitative approaches’ (Flick, 2006: 33). Modified according to the different context being looked at in this study, it is an adaptation of Spotti's (2008) work on ethnolinguistic identity amongst Muslim primary school children, which, in turn, used methods derived from ethnolinguistic vitality and language use studies such as Giles et al. (1977), Bouhris (1991), Yagmur (2004), *inter alia*. The design can be divided into 3 distinct stages:

1. an ethnolinguistic vitality and language usage questionnaire-based survey (see section 5), capturing domain specific language use as well as respondents' perception of their own and other (ethnolinguistic) groups. N=60-80. For piloting, see section 5.(1). For sample and sampling, see sections 6 and 8.

2. Small-group interviews/discussions in the ethnographic tradition, eliciting qualitative information about respondents’ perceptions pertaining to the issues under investigation. N=15-20. For sample and sampling, see sections 6 and 8.

3. A synthesis of (1) and (2), highlighting similarities, but, more importantly, discrepancies between findings in stages (1) and (2), so as to come to a critical and informed evaluation of the research questions under consideration.

Respondents will be recruited via _______ Regional College’s ESOL section, with which the PI has good personal and professional relationships. As such, _RC-ESOL will act as a gatekeeper, enabling access to the fieldwork site and potential respondents. Staff at _RC-ESOL have already
tentatively contacted potential respondents and reported very good feedback rates.

5. Briefly describe the methods of data collection and analysis

(1) The Ethnolinguistic Vitality and Language Use questionnaire (attached) is a closed-response questionnaire using primarily categorical and ordinal data, allowing for a quantitative analysis. Various versions of linguistic vitality questionnaires exist and some have been successfully used by the proposer, hence a systematic piloting is considered unnecessary in this case. However, to avoid linguistic or structural ambiguities and related problems, the questionnaire is being tested within the PI’s personal social network.

The questionnaire is designed to be completed either by the respondent alone (e.g. as a take-away questionnaire) or as a structured interview with the researcher, in case the context (e.g. linguistic proficiency, but see section 6) requires it. The language of the questionnaire is English. The questionnaire includes 66 questions overall, split into three thematic blocks:

(A) biographical information (14 questions)
(B) information on language usage patterns across various linguistic and contextual domains (35 questions)
(C) information about perception of own and other ethnolinguistic groups (17 questions)

Beyond the mere descriptive analysis of the data (mean, median, quartiles, minimum and maximum values), particular attention will be paid to whether individual variables show the correlational and/or collinearity effects by means of correlation analyses (Pearson and Spearman) and multiple regression analyses. Furthermore, differences between groups (of people and/or variables) will be looked at by means of T-test (for parametric data) as well as Mann-Whitney and chi-square tests (for non-parametric data). For a detailed explanation and accompanying rationale for choosing particular statistical tests, I refer to relevant literature, such as Butler (1985), Field (2005), to name but a very few.

Even though the intended sample size is comparatively small, a Principle Component Analysis will be employed in order to discover larger underlying factors (see Yagmur (2004) for explanation and application; and Cramer (1998) and Brace et al (2003) for limitations).

For the statistical analysis SPSS (version 13 or any other newer version available according to Anglia Ruskin licensing arrangements) will be used.

(2) Interviews: in the second stage of the data collection process, semi-structured interviews (see guidelines attached) with small groups of 2 or 3 respondents will complement quantitative results by providing more detailed information about respondents’ life circumstances as well as their perceptions of living in the UK. It is envisaged that interviews are conducted along a set of guiding questions, but, ideally, ultimately generate elements of a focus group, or self-motivating discussion around the issues (see Litosseliti (2003) for focus group setups and Michell (1999) for a discussion of mixed method approaches using focus groups and interviews).

Interviews will be recorded either by means of a Dictaphone using standard audio tapes or a digital recording device – the various options regarding the exact type of equipment (make, model etc) is currently being discussed with Anglia Ruskin’s Media Production team.

In line with the general design of the project (see section 4), qualitative data will be analysed independently from the quantitative results based on the questionnaire-based survey, although, given the temporal sequence of methodological tools employed, preliminary quantitative results will be available. The qualitative analysis employs Critical Discourse Analysis (CDA) as a framework. CDA here is understood as a collection of various interrelated methods of discourse analysis rather than one particular methodological tool (see Blommaert (2005), Chouliaraki and Fairclough (1999) or Wodak (2001), inter alia). In particular, the analysis will be based on the assumption at the core of CDA that language/discourse and social structure are interrelated and, hence, considers discourse/language as a social practice (Blommaert 2005: 25, 29).
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6. Describe the participants: give the age range, gender and any particular characteristics pertinent to the research project. For experimental studies state the inclusion and exclusion criteria.

Participants will be migrants from new EU member states as outlined in section 1, but, looking at the demographic distribution, are likely to be predominantly of Polish origin. Participants will be above the age of 18; yet, the exact age range cannot be determined yet (neither would it be possible to determine the age range in a probabilistic sampling of the entire population; for sampling, see section 8). Participants will represent both sexes equally or near equally. Participants will be recruited from _________ Regional College, where they attend ESOL and/or associate courses (see section 8). Participants will be proficient in the English Language at a level of B2 (Vantage)/C1 (Effective Operational Proficiency) as defined under the common European Framework of Reference for Languages. This translates roughly into an ALTE level of 3/4, and is equivalent to the Cambridge ESOL Examinations ‘First Certificate in English’ and ‘Certificate in Advanced English’, respectively. A mapping onto IELTS allows for an IELTS score of around 5.5-6. Participants will hence be proficient in English in such a way that they will be able to (a) complete the questionnaire, which uses comparatively simple language in both lexical and syntactic terms, and (b) participate in a group interview/discussion as outlined in section 5(2). Given the characteristics of the courses the participants attend from where they will be recruited from, it is unlikely that they show characteristics of such kind that they could be classified as vulnerable.

7. If your participants are under 18 or vulnerable adults, please attach a copy of your clearance letter from the Criminal Records Bureau (if UK) or equivalent non-UK clearance, or, if not, explain below:

n/a

8. How will the participants be selected and recruited?

Participants will be approached with the help of members of teaching staff at _________ Regional College. Potential participants will be identified, with the help of _RC staff, as belonging to the groups as defined under section 6. Please note that in accordance with the Data Protection Act 1998, the researcher will be actively involved in the selection of participants on site, that is, no information will be passed on from third parties in such a way that it violates the DPA 1998.

In a first step, potential participants will be told that the PI was interested in how people from Eastern European countries live in Cambridgeshire, in which language they use and whether they had any ESOL related problems. Volunteers will then be briefed in more detail and, if they agree to take part, be given a questionnaire to fill in straightaway or later (and to return the questionnaire to the _RC staff). Participants will also be asked whether they would be interested in taking part in an additional interview/discussion, and briefed again accordingly if they agree to do so.

It is assumed that participants as defined under section 6 will either be working in paid employment or/and have commitments other than participating in this study; hence, the sample will an opportunity sample (see, e.g. Bryman, 2004), that is, one that is not based on pure probabilistic choice. Any imbalances in this kind of sample (e.g. unbalanced distribution of genders, age groups or languages) will have to be addressed by the researcher on an ad hoc basis by approaching specifically the kind of respondents needed for the study.

The researcher’s experience with working in similar settings has shown that in some instances the ‘singling out’ of a particular group of people (according to their ethnic origin or language) may lead to unease amongst this particular group or a feeling of exclusion of members of other, non-selected groups. Initial consultation with PRC-ESOL staff has shown that the majority or potential participants will fall into the categories as defined under section 6; however, on occasion members of other groups will be asked to join in order to counteract any feelings of exclusion. Data obtained from these non-preferential respondents (a term not to be understood negatively per se) may provide interesting insights and form the building blocks for a later comparative study.
9. **How many participants will be involved?** For experimental studies, specify how the sample size was determined. In clinical trials, a Power calculation must be included.

In order to achieve quantitatively useful results and based on availability of potential respondents (after discussion with _RC-TESOL_), the initial sample size for the questionnaire-based survey is set at 60 to 80 respondents.

10. **What procedures will be carried out on the participants (if applicable)?**

The term ‘procedure’ is semantically ambiguous. Participants will be asked to complete a Language Vitality and Use questionnaire as described under 5(1), and participants will also be asked to take part in a small group interview (as detailed in 5(2)). No other procedures will be administered.

11. **What potential risks to the participants do you foresee?**

The proposed methodological tools do not bear any obvious risk to the physical or psychological well-being of the participants involved. There is, however, a marginal probability that respondents may feel uncomfortable with some aspects, topics or themes raised during the interviews/discussions (see section 5 above; also observed and described in Rasinger 2007a; Milroy 1987a,b; Johnstone 2000; *inter alia*), hence creating unease amongst the respondents. This, however, is unlikely to amount to significant distress.

12. **How do you propose to ameliorate/deal with potential risks to participants?**

The problems described under section 11 are rare but have been observed before by the PI and other researchers. Should any problems arise, e.g. participants showing signs of psychological distress, or simply refusing to answer a question, the question will be skipped or, if requested, the interview stopped. Participants will be informed in the Participant Information Sheet that they have the right to do so at any time during the data collection process.

13. **What potential risks to the interests of the researchers do you foresee?**

The potential risks for the researchers are minimal, particularly for the questionnaire-based survey. For the interviews, arguably, in a worst case scenario, the researcher could be attacked – verbally or physically – by respondents during the fieldwork; yet this is unlikely (and in fact a risk that everyone faces in daily life anyway). Far greater risk poses the travel from the researcher’s home/office to the fieldwork site, using public transport (train/bus) or private car.

14. **How will you ameliorate/deal with potential risks to the interests of researchers?**

Data collection will be carried out in a public space, such as _RC_ classrooms etc (as available – see above), which, while ensuring privacy, also ensures safety, as other people are on site (yet not immediately involved in the data collection). _RC_ campus is also access controlled and staffed by a security team, with a direct number stored on the researcher’s mobile phone. Also, participants will be thoroughly briefed and interviews abandoned should problems such as rising aggression levels be noticed. Comparatively little can be done to minimise travel-related risks, particularly those related to road traffic, apart from the obeying to road traffic laws/Highway Code from the side of the researcher.

15. **How will you brief and debrief participants? (Attach copy of information to be given to participants)**

Participants will be given a Participant Information Sheet and the opportunity to discuss the project verbally with the researcher. Given the nature of the study and the tools employed, with a distinct lack of procedures which cause immediate potential physical or psychological harm, participants will not be separately debriefed. They will, however, be reminded that they can withdraw their consent even after completion of the data collection procedure if they wish to do so.
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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Will informed consent be sought from participants?</td>
<td>Yes</td>
</tr>
<tr>
<td>(Please attach a copy of the consent form)</td>
<td></td>
</tr>
<tr>
<td>If no, please explain below:</td>
<td></td>
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<tr>
<td>17. If there are doubts about participants’ abilities to give informed consent, what steps have you taken to ensure that they are willing to participate?</td>
<td></td>
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<tr>
<td>In the unlikely event that participants encounter linguistic problems with regard to giving consent (unlikely given the sample structure as proposed in section 6), repeated oral explanation will be given by the PI and ESOL teachers known by the participants.</td>
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<tr>
<td>18. If participants are aged 18 years or under please describe how you will seek informed consent</td>
<td>n/a</td>
</tr>
<tr>
<td>19. How will consent be recorded?</td>
<td></td>
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<tr>
<td>For the questionnaire-based survey: the completion and returning of the questionnaire by the respondent will be interpreted as consent. Consent from participants taking part in the interviews/disseussions will be sought by means of a Participant Consent Form – see attached. As detailed in the description of the sample in section 6, the consent form will be in English, as difficulties in comprehension are not anticipated.</td>
<td></td>
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<tr>
<td>20. Will participants be informed of the right to withdraw without penalty?</td>
<td>Yes</td>
</tr>
<tr>
<td>If no, please detail the reasons for this:</td>
<td></td>
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<tr>
<td>21. How do you propose to ensure participants’ confidentiality and anonymity?</td>
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<td>(a) questionnaires: questionnaires will be anonymous. Each questionnaire will be equipped with a unique ID, so as to ensure identification of a particular questionnaire within the sample, but will neither contain participants’ names nor initials. As the questionnaire contains information with regard to respondents’ age and sex, there is a marginal probability that respondents’ identities can be inferred, particularly if the respondents’ are known to any (non-)participant who might obtain copies of the questionnaires. It is hence paramount to ensure questionnaires' security by limiting physical movement – see section 22. In any publications based on the questionnaire data, results will be reported as descriptive summaries of the sample and not on an individual level, hence it will be impossible to infer participants’ identities.</td>
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<tr>
<td>(b) interviews: in addition to the measures taken as described above under 21(a) and below, respondents’ will be allocated pseudonyms in any discussion of interview data. Furthermore, any information which may reveal the identity of the participant (for example, the mentioning a particular address or place of work by the respondent), will be excluded from public discussion.</td>
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Please describe which of the following will be involved in your arrangements for storing data:

- Manual files (e.g. paper documents or X-rays)
- Home or other personal computer
- University computer
- Private company or work-based computer
- Laptop computer
- Other (please define)

Please explain, for each of the above, the arrangements you will make for the security of the data (please note that any data stored on computer must have password protection as a minimum requirement):

(a) Manual files:
   a. paper-based questionnaires: in order to ensure the highest level of data protection, physical movement of the paper-based questionnaires will be limited to a minimum, that is, the transfer from the fieldwork site to the PI’s office at Anglia Ruskin University’s East Road Campus in the PI’s private car. The PI is the sole occupant of this office. The questionnaires will be stored in a lockable filing cabinet inside the PI’s office. Following recent changes in the campus lock system, limiting keys to occupants, security staff and cleaners should ensure the safe keeping of the data; it is assumed that Anglia Ruskin staff in the possession of a pass key have been appropriately vetted.
   b. Sounds files: sounds files’ physical movement will be equally restricted to the transport from the fieldwork site to the office. Storage of tapes/Minidiscs will take place in the filing cabinet as outlined in 22(a)a; electronic sound files (in case of the use of a digital recording device) will follow the procedures outlined below in 22(b) and (c). Please note that is may be impossible to anonymise personal information on the sound files.
   c. Sound file transcripts: procedures as in 22(a)a and 22(b)/(c). Transcripts will be anonymised.

(b) University computer: the PI’s university computer is located in the PI’s office, with physical access restricted as described under (a). The computer itself is password protected using the University’s Novell Network Login; network security ultimately falls with the responsibility of C&ITS, and no guarantee can be given by the applicant that the network is protected against intrusion beyond the researcher’s responsibility of not divulging passwords. It is envisaged, as far as the software packaged employed permit this, that individual files will be password protected, too.

(c) Home computer: copies of the processed electronic files – with personal information deleted or disguised – will be kept on the PI’s personal computer at home. The computer being used for the processing of the data is in the sole use of the PI and is password protected at the login and individual file level. The PI’s home is alarmed.

Data will be destroyed 5 years after conclusion of the project.
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23. **Will payments be made to participants?**
   - Yes [ ]
   - No [x]  
   
   *If yes, please specify:*

24. **Modification of Proposal**

25. **(EXTERNALLY-FUNDED PROJECTS ONLY) Has the funding body been informed of and agreed to abide by Anglia Ruskin University’s Ethics Procedures and standards?**
   - Yes [ ]
   - No [ ]

   *If no, please explain below:*

26. **(EXTERNALLY-FUNDED PROJECTS ONLY) Has the funder placed any restrictions on a) the conduct of the research b) publication of results?**
   - Yes [ ]
   - No [ ]

   *If yes, please detail below:*

27. **Are there any further points you wish to make in justification of the proposed research?**
UREC REGISTER

UREC publishes a list of approved projects on the University intranet, which is searchable by all staff and students of the University. The entry for each project comprises the following data:

- project title
- funding body (if appropriate)
- duration of project
- date and expiry of ethics approval
- name of researcher

Inclusion on this list is a condition of ethics approval, unless the Committee is informed of compelling reasons for an exemption. If you wish to request that your information is withheld, please tick the box below and state the reasons for your request.

☐ I do not wish my project details to be included on the UREC list for the following reasons:

Please indicate that you are enclosing with this form the following completed documents:

☒ Participant consent form ☐ Participant Information Sheet
☒ Summary of the research

Signed ___________________________ Date ______________

Statement of Supervisor’s / Project Director’s support*

I support this application:

Signed ___________________________ Date ______________

Title ____________________________

*applications not countersigned by a supervisor/project director will not be accepted; please note that this applies equally to members of staff who are also students