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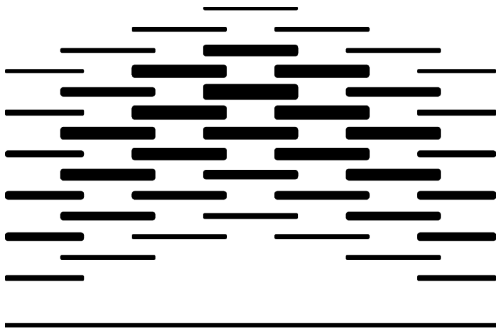
Family language policy and Bilingual Russian-Norwegian children's Language acquisition in Norway



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I have a dream my two sons will keep their strong ties with Russian language and culture all their lives after immigration to Norway! I have a dream they will communicate in Russian with their relatives, grandparents, brothers and sisters! I have a dream now!

ABSTRACT

This study investigated the phenomenon of transmission languages to the four children in four full families with Russian immigrant background, both intermarried and non-intermarried families. The present study also aims at investigating the effect of language strategies within the family microsystem, Family language policy, on child language development. The goals of the study are twofold: to explore Family language policy and attitudes to the bilingual Russian-Norwegian children's minority language; to investigate children's oral language proficiency in both minority and majority languages.

In this study considered the Family language policy inside family, i.e., home language environment and the one outside, where one can distinguish activities outside the family.

The study's overarching research question is: How the parental Family language policy impacts on bilingual children's oral language development.

These research objectives serve to address this question:

1) To investigate what languages are used inside and outside the family in the parents conversation with the child and among the parents;
2) To study strategies that one or both parents use to motivate/demotivate the child's active use of the bilingual children's minority language;
3) To examine the effect of parental Family language policy and attitudes on bilingual children's oral language development by studying Russian-Norwegian children;

The grounded theory method was chosen as a research tool in the current investigation, while semi-structured interviews were employed for data collection and The Multilingual Assessment Instrument for Narratives (MAIN) as an assessment instrument for assess the children's oral language proficiency.

More specifically I investigated the effect of parental input in two groups of bilingual children, those who live in Norway with two Russian-speaking parents and those who grow up in families with one Russian- and one Norwegian-speaking parent.

Seven categories emerged during the data analysis:

- **The reason for the parents' choice regarding the transmission of Russian language to the child**
- **The parents' language use in communication to each other and/or with other adults in the presence of the child**

- **The parents' language use in communication with the child. The child's language use in communication with the parents and siblings.**
- **Measures taken by parents to prevent children's language shift**
- **The parents' strategies for providing the child with additional input in Russian language inside the family and outside the family.**
- **The children's bilingual language development according to the parents opinion**
- **The parents' beliefs about bilingual development in general**

During the analysis the reason of parents' choice regarding the transmission of Russian language to the children fifteen parental aspirations for the minority Russian language transmission were formed. The motivation is a decisive in parental language choice. Theses motives were in turn influenced by intrapersonal, family, situational and socio-historical factors

Throughout the research process I have identified a close link connecting the parental underestimation of the role of minority language input, children's involvement in language activities inside and outside family and the bilingual children oral language proficiency.

I have identified different indicators of children language proficiency, which are presented in chapter 4 in this thesis, i.e. Mean length of communicative units (MLCU); Internal State Terms (IST), G (Goal), AO (Attempt + Outcome), (Goal + Attempt)/ GO (Goal + Outcome), GAO (Goal + Attempt + Outcome)

Analyses of the data revealed certain consequences of different children's language use patterns.

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I would also like to acknowledge Yulia Rodina, Associate Professor at UiT The Arctic University of Norway, and I am gratefully indebted to her for her very valuable comments and other ways of helping me with this thesis.

I would also like to thank the participants who were involved in my research, the children and their parents. Without their passionate participation and input, the interviews and tests could not have been successfully conducted.

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Chapter 1: Introduction

1.1. Navigation

The thesis is structured as follows: Chapter 2 outlines the theoretical considerations related to Family language policy, narrative development in bilingual children and presents previous research findings. The following chapter, Chapter 3, presents methodology. The next chapter, Chapter 4, provides the results of the study, which is followed by a discussion chapter. The final chapter is a brief conclusion.

1.2. Definitions, Interpretations and Abbreviations (keywords)

Bilingual children – Dual language learners

Bilingual families - Families in which at least one member speaks a language X at home other than Norwegian. Even if the only home language is that language X, these families are still called bilingual.

Code Switching (CS) and Language Change - he practice of moving back and forth between two languages, or between two dialects or registers of the same language. Also called *code mixing* and *style shifting.* Code switching (CS) occurs far more often in conversation than in writing. "The role of **CS**, along with other symptoms of contact, in language change is still a matter of discussion . . .. On the one hand the relationship between contact and language change is now generally acknowledged: few espouse the traditional view that change follows universal, language-internal principles such as simplification, and takes place in the absence of contact with other varieties (James Milroy 1998). On the other hand, . . . some researchers still downplay the role of CS in change, and contrast it with borrowing, which is seen as a form of convergence." Gardner-Chloros (2010).

Family language policy (FLP) - explicit and overt, as well as implicit and covert, planning in relation to language use and literacy practices within home domains and among family members (King, Fogle & Logan-Terry 2008)

Internal State Terms (IST) - mental state language (general concept).

L1, L2 – First mastered language, second mastered language, respectively.

Macro- and microstructure are two distinct, but interconnected levels: macro- and microstructure (Liles, Duffy, Merritt, & Purcell, 1995). Microstructure is represented by the internal, or language- specific, linguistic units used for the construction of coherent discourse,

such as noun phrases, pronouns, and connectives. The present contribution focuses on the macrostructure of elicited narratives in both languages of bilingual children.

Macro-level phenomena (macrostructure) - Narrative structure, also called story grammar or story structure, consists of such elements as setting, goal, attempt, outcome and reaction, and is argued to be universal. (Rodina, 2016, p. 2). Macrostructure refers to the higher order hierarchical organization of the narrative text such as episodic structure and story grammar components (Heilmann et al., 2010)

MAIN - The Multilingual Assessment Instrument for Narratives (MAIN) Designed in order to assess narrative skills in children who acquire one or more languages from birth or from early age. MAIN is suitable for children from 3 to 10 years and evaluates both comprehension and production of narratives. Its design allows for the assessment of several languages in the same child, as well as for different elicitation modes: Model Story, Retelling, and Telling. (MAIN, (Gagarina et al., 2012, 2015).

Majority language In this study the Norwegian language. A *majority language* is the language that is usually spoken by a majority of the population in a country or in a region of a country. In a multilingual society, the majority language is generally considered the high-status official language.

Micro-level phenomena (microstructure) - narrative productivity (Rodina, 2016, p. 2). Microstructure is represented by the internal, or language- specific, linguistic units used for the construction of coherent discourse, such as noun phrases, pronouns, and connectives. (Gagarina, 2016, p. 92). Basically, a quantitative score is based on how many story structure components the child produces when telling a story, while the qualitative complexity estimate considers the co-occurrence of goals, attempts, and outcomes within an episode. (Gagarina, 2016, p. 93).

Minority language in this study – Russian language. A **minority language** is a language spoken by a minority of the population of a territory. Such people are termed linguistic minorities or language minorities. Dr. Lenore Grenoble (*Concise Encyclopedia of Languages of the World,* 2009): "The respective terms 'majority' and 'minority' for Languages A and B are not always accurate; speakers of Language B may be numerically greater but in a disadvantaged social or economic position which makes the use of the language of wider communication attractive." (Brawn & Ogilvie, 2009).

MLU/MLCU - mean length of CU (communicative units) in word tokens; total number of word token divided on total number of communicative units. (General concept).

Multilingual families – Families in which at least one member speaks at least two languages X and Y at home that are not Norwegian. If languages X and Y, (and any additional language W, that is also not Norwegian), are the only languages spoken at home, the family is still considered multilingual. The term "multilingualism" is applied to any family with two or more languages. The terms bilingual and multilingual can be used interchangeably. *Bilingualism - The ability of an individual or the members of a community to use two* languages *effectively. Adjective: bilingual. One must conclude that, far from being exceptional, as many lay people believe, bilingualism/multilingualism…is currently the rule throughout the world and will become increasingly so in the future." (Bhatia & Ritchie, 2006).*

Multilingual families – families in which at least one member speaks at least two languages X and Y are spoken at home that are not Norwegian. If languages X and Y, (and any additional language W, that is also not Norwegian), are the only languages spoken at home, the family is still considered multilingual. The term "multilingualism" is applied to any family with two or more languages. The terms bilingual and multilingual can be used interchangeably.

Narrative - A **narrative** or **story** is any report of connected events, real or imaginary, presented in a sequence of written or spoken words, and/or still or moving images.

Normed test – test provided a scaled score that reflects not only mastery of the specific academic or cognitive abilities but how a child's performance compares to other children of the same age: this is how the scores are "normed." Some tests are normed that may not be considered standardized, such as curriculum based or achievement tests.

Russian – Norwegian (R-N) family – (here) a family where mother is Russian speaking and father is Norwegian speaking. Russian-Norwegian bilinguals living in Norway are raised in families where mothers are Russian speaking immigrants and fathers are Norwegian with little or no knowledge of Russian (cf. Timofeeva. & Wold, 2012).

Russian – Russian (R-R) family – a family where both parents are Russian speaking. Russian-Norwegian bilingual children living in Norway are raised in Russian speaking immigrant families, **(R-R) family**, where both parents are recent immigrants from Russia (cf. Timofeeva. & Wold, 2012).

Russian speaking immigrants – Immigrants who come from countries where their native language (or one of their native languages) is Russian. (They are not necessarily from

the country Russia). Russian speaking - is the main implication when it comes to definition "Russian-Norwegian family" or "Russian-Russian family". Russian speaking - is the main implication when it comes to definition "Russian-Norwegian family" or "Russian-Russian family". It means parents do not necessarily Russians. But what their native language (or one of her native languages) is Russian.

TD children - typically developing children. (general concept).

ToM - Theory of Mind. Children's ability to attribute causal mental states in order to explain and predict behaviour is called theory of mind. (Premack and Woodruff, 1978).

1.3. Introduction

In the context of multi-cultural societies communication between people from different countries become easier as the number of cross-linguistic and cross-cultural marriages is growing globally over the last years.

The number of Russian-speaking immigrants in Norway has been increasing steadily since the 1990s, when the Soviet Union dissolution made it easier to leave Russia. Moreover with the expansion of the European Union in 2004, Norway has also received a large group of immigrant workers from the Baltic states. There are no statistics on what languages they speak, but there is good reason to believe that among these are many individuals with Russian as their mother tongue.

According to Henriksen (2007), Russian immigrants are spread out across the country, and is the immigrant group with the lowest percentage reside in Oslo. One does not find Russian-speaking immigrants gathered in the large towns or in individual parts of the country, with the exception of Finnmark, where Russians make up 1.2% of the population. (Henriksen, 2007).

Russian women who marry Norwegian men largely settles in rural areas. Interestingly, Russian immigrants generally have a high level of education. The proportion with higher education is greater among Norwegian-Russian (47%) immigrants than in the Norwegian (?) population as a whole (36 %). It is particularly women who distinguish themselves with high employment rate. (Henriksen, 2007).

When an intermarried couple has chosen to live in one of the partners' native country, a combination of majority and minority languages in that family exists. This creates interesting issues regarding language use and language performance, with one of the partners' languages

being the minority language as opposed to the majority language of the surrounding community. Children of cross-linguistic marriages have a unique opportunity to acquire both of the parental native languages, majority and minority, and develop bilingual competence from the beginning of life.

It is necessary to point out that in the socio-historical context of Norway there is a high number of women, and mothers, in Norway engaged in full-time work, fathers often participate actively in childcare, and even young children go to kindergartens. (Timofeeva &Wold, 2012, p. 50) The children's bilingual development can be unpredictable and depends on various factors among which is parental motivation as a part of so-called "Family language policy" (FLP). Some minority language parents have strong aspirations to transmit their native language while others may have different parental objectives which conflict with that of raising children bilingually (Okita, 2002). Often, parents are not even consciously aware of their choices in this regard.

Under which circumstances do some inter-marriage families choose to use parental native languages, versus only minority language at home, versus mixed input from the minority language parent? And why this choice is so important for parents and for the development of bilingual children? Such questions provided the motivation for the present study. The current study focuses on parents language choice in communication with the child, choices regarding [providing] [his or her] language activities inside and outside home, and also on their attitudes towards the minority Russian language. Okita (2002) argues "language use in intermarried families is deeply intertwined with the experience of childrearing. It is impossible to separate it from interpersonal, family and societal contexts" (p. 232). The current thesis examines the effect of parental Family language policy and attitudes on bilingual children's language development by studying Russian-Norwegian children.

The phenomena of the language strategies' effect within a family microsystem (Family language policy) on child language development has been widely investigated with tasks adapted from psycholinguistics and sociolinguistics (Ratikainen and Wold, 2012, DeHouwer, 2007, Walters, 2014). Yet, the Family language policy towards minority language outside home is not represented in this literature.

FLP has been an underexplored area of sociolinguistic research (Li Wei 2012), and the proposed research aims to contribute to this emerging field of inquiry.

The novelty of the present study is that, unlike most other studies, it not only investigates the language policies within the families or only children's language abilities but also the use of languages outside the family circle. Further, a variety of testing methods was used to test children's language proficiency within MAIN after interviewing the parents. Such testing methods provide objective (and normed?) results.

Another point is that during the analysis of the Family language policy, not only the home environment but also the children´s language activities outside their homes was considered.

Language use within the family is important but there are families for whom the most important factor is the use of language outside the family. Thus, expanding the field of study, the current study linked the qualitative indicators that determine parental attitudes to the minority Russian language and Family language policy within and outside the family. Furthermore, the quantitative indicators of children' language proficiency and how bilingualism manifests itself in children with the help of language assessment was studied. Summation and analysis of the complex indicators has rendered interesting results. (see chapter 5 of this thesis).

The methodology for the assessment children's oral language proficiency of the children of this study is **The Multilingual Assessment Instrument for Narratives (MAIN)**, which consists of comprehension and production assessments, i.e. narratives. Many studies use narratives as an important tool in assessing bilingual development. Most recently narratives have been used for assessing bilingual norms and establishing the relationship between bilingualism and language impairment.

General characteristics of Norwegian-Russian children's narrative abilities, thus contributing to the understanding of simultaneous bilingual acquisition, is provided (or: discussed) in the present study.

It is not random that the author is a Russian residing in Norway writing about Russians in Norway. Being the mother of two Russian children growing up in fNorway, for me personally, the issue of language transmission on bilingual children and their Russian and Norwegian language proficiency is very relevant.

1.4. Research question and research objectives

In the present study I have investigated the effect of language strategies within the family microsystem, and the Family language policy (FLP) on child language development. The goals of the study are twofold. First, I will explore Family language policy and attitudes to the bilingual Russian-Norwegian children's minority and majority language. My second goal is to investigate children's language acquisition in both languages. Based on case studies of four Russian-Norwegian children, I considered the relationship between the Family language policy and bilingual children's oral language proficiency.

The present study asks the following overarching research question: *How does Family language policy (FLP) affect oral language proficiency of bilingual Russian-Norwegian children?*

This study is focusing on language attitudes inside and outside family and oral language proficiency in both majority Norwegian and minority Russian language as assessed by the Multilingual Assessment Instrument for Narratives (MAIN) test, including both comprehension and production assessment. (Gagarina, N., Klop, D., Kunnari, S., Tantele, K., Välimaa, T., Balciuniene, I., Bohnacker, U., & Walters, J. (2012).

The study has several objectives:

4) To investigate what languages are used inside and outside the family in the parents conversation with the child and among the parents;

5) To study strategies that one or both parents use to motivate/demotivate the child's active use of the bilingual children's minority language;

6) To examine the effect of parental Family language policy and attitudes on bilingual children's oral language development by studying Russian-Norwegian children;

The objectives of this study are specifications of a research question.

Macro-sociological contexts such as demography, kinship and culture, what Bourdieu (1991) called *champs* (Fr.), have been touched just a little in this study. The term also includes sociological qualities (or descriptors) like identity, ethnicity, ethno linguistic identity, social preferences, and attitudes to speakers [of other languages], and languages [as such].

The purpose (or goal) of this study is to focus on the role of language input within and outside the family setting in children and to describe how it affects their oral language proficiency.

Chapter 2: Literature review

Literature review shows that there are many factors affecting initial language use inside family and outside family, Family language policy (FLP). **Family language policy** (FLP) - explicit and overt, as well as implicit and covert, planning in relation to language use and literacy practices within home domains and among family members (King, Fogle & Logan-Terry 2008)

In the Norwegian context, investigating the Family language policy inside family and outside family and bilinguals' narrative skills have not received much attention before.

Many studies focusing on Russian development and language maintenance by Russian immigrants in other countries, particularly in Israel, have been performed by Epstein and Kheimets (2000), Kopeliovich (2009), Tannenbaum and Berkovich (2005). These studies, however, deal with language development within families where both parents are Russian and thus differ in the main aspect from the present study where focus is on use of Family language policy in both cross-linguistic Russian-Norwegian families and families where both parents are Russian.

The studies by Lanza (2001) on simultaneous Norwegian-English bilinguals and Randen (2013) on successive Norwegian-Russian bilinguals are qualitative in nature and discuss evidence obtained in three and five case studies, respectively. Lanza's examination of temporality in one preschool and two school-aged children reveals similarities in the expression of temporal relations in bilingual and monolingual speakers. At the same time, within-subject cross-linguistic comparison indicates their dominance in Norwegian, the majority language. Randen makes an attempt to assess overall proficiency of five L1 Russian L2 Norwegian school-aged children. Their retelling abilities seem largely dependent on their mastery of the linguistic structures of their respective languages and vary considerably across the subjects.

Studies by Kasuya (1998) and Takeuchi (2006) have shown that the quality and importance of linguistic interactions – that is the quality of the microsystem – between the minority-language parent and the child is crucial for whether the child will actively use the minority language or not.

Lanza argued that social life within the family plays a crucial role (cf. Lanza 2004a,b; Lanza 2007). Heritage language is indeed "profoundly connected to speakers' attitudes and values" (Weiyun He 2012). Lanza and Svendsen (2007) revealed that family language

ideologies played a decisive role in parents' decisions to maintain the heritage language or use the societal language with their children, hence language policy at the family level.

"Sire`n (1991) studied took a developmentally oriented approach. Her sample consisted of nearly 600 couples sharing the same home in Sweden who had at least a 4-year-old child and where at least one parent spoke a language other than Swedish, the majority language. Sire`n's analyses focused on child language use in communication with a mother, on the one hand, and child language use in communication with a father, on the other hand. She found that "If a mother or a father chooses to use both languages with the child...the chances of the child becoming actively bilingual are not great" (p. 160). Chances were greater if parents spoke just the minority language according Sire`n. (De Houwer (2007).

By studying the language use in Japanese mother/British father families living in the UK Okita (2002) found that the need to communicate with the extended family, the desire to feel satisfied in communication with the child, observation of other families raising their children bilingually, and fear of becoming isolated in the husband's country were strong motivating factors in the mothers' decisions to use their native language with the child. Okita in her study shows how language use in intermarried families is deeply intertwined with the experience of everyday childrearing, in specific socio-historical contexts.

Drawing on in-depth interviews of twenty-eight Japanese mother/British father families in the UK, the study uses a focus on language issues to describe actual childrearing dynamics and situated ethnicity in cross-linguistic families. Presenting a picture of how mothers attempt to resolve conflicting pressures and demands over childrearing, language and education, the Okita shows the importance of recognition and shared responsibility in family.

Timofeeva and Wold (2012) in their study primarily pointed to the influence of the wider societal context on the minority language development. They investigate how the process of initial language choice and minority language transmission to the child was carried out by Russian mothers in fifteen different families living in Norway. There are two factors that are said to be of crucial importance for the initial language choices (mother's language use with the child) and child's bilingual development in this study: 1) fathers' competence in the minority language and 2) quality of the emotional relationship between the mother and the father. Based on the analysis of semi-structured interviews with 15 Russian mothers, Timofeeva and Wold distinguish three different family contexts. In this study, the issue of the parents´ language choice and motivation are of crucial importance.

According to Timofeeva and Wold (2012) one must be aware that ”the responsibility for including the father into the communication with the child would appear to be influential for the mother’s language use” with a child. (Timofeeva & Wold, 2012, p. 70) At the same time in their study they conclude that the using only Russian language in communication with a child raises tensions in the relationship between parents.

Studies by Kasuya (1998) and Takeuchi (2006) have also shown that the quality of linguistic interactions – that is the quality of the microsystem – between the minority-language parent and the child is crucial for whether the child will actively use the minority language or not.

By studying the language use in cross-linguistic families scholars found that many minority parents want to transmit their native language to the child for a number of reasons: the need to communicate with the extended family, the desire to feel satisfied in communication with the child, observation of other families raising their children bilingually, and fear of becoming isolated in one parents (as a rule husbands) country; all were strong motivating factors in the other parents (as a rule mothers) decisions to use their native language with the child. (Okita, 2002 and Varro, 1988)

Mothers also wished to transmit Russian minority language to their children in order to convey knowledge of an extra language. Such more intellectual reasons for bilingualism have also been documented in other studies (Pavlenko 2004).

“Some mothers had worries about a delay in both languages, for which they also felt responsible because they attributed it to their mixed language use strategy in communication with the child” (Timofeeva & Wold, 2012, p. 72).

The importance of mother’s choice of language of communication with the child for family relationships is also illustrated by Pease-Alvarez (2003) in a study of language maintenance and shift Spanish-English in a group of immigrant parents and their youngsters with Mexican descent living in California. Her findings were interesting and supporting during the process of answering on the research “How does Family language policy (FLP) affect oral language proficiency of bilingual Russian-Norwegian children?” It is interesting to find out because in her study she points out that in studying one language children lose the development of second language.

The emerging research field of Family language policy (FLP) bridges the gap between studies of child language proficiency and the field of language policy research in its approach

to understanding language maintenance and shift in multilingual families and communities (Li Wei 2012; King & Fogle 2013;O hifearnáin 2013). FLP involves linguistic practices, which reveal implicit language planning (Li Wei 2012). FLP is, furthermore , formed and implemented in interaction with wider political, social, and economic forces. It should be pointed that the investigation of language includes also both linguistic structure that is traditionally divided into syntax, semantics, phonology, morphology and proficiency and attitudes.

As Cummins (2000) states: "Conceptual knowledge developed in one language helps to make input in the other language comprehensible." So the study of one language helps in the study of the second. Thus the transfer of skills from the dominant language facilitates literacy in the weaker language, obscuring any effect that bilingualism per se might have imparted. Cummins shows that in the course of learning one language a child acquires a set of skills and implicit metalinguistic knowledge that can be drawn upon when working in another language. (Cummins, 2000).

The Rodina's study (2016) highlights the importance of examining language data in both languages of a bilingual child. (Rodina, 2016, p. 1) For the bilingual speakers it has been hypothesized that story structure should be invariant across the two languages due to its dependency on cognitive processes that are common across languages. On the other hand, narrative productivity, being language specific, is less likely to transfer from one language to another and may be more easily affected by exposure. (Rodina, 2016, p. 2).

This hypothesis finds support in of Pearson (2002), Iluz-Cohen and Walters (2012).

There is a variety of opinions on the children's bilingual assessing. Some of them contradict each other, for example according to Schwartz and Shaul (2013), transfer of the narrative schema supports the idea that narrative abilities are largely dependent on cognitive processes rather than on language-specific representations. This appears to be an overall conclusion of the studies reviewed above.

However at the same time, the results in Schwartz and Shaul (2013) and Iluz-Cohen and Walters (2012), suggest that bilingual language exposure is an important predictor of narrative development.

Previous research has shown that the amount of parental input plays an important role in the grammatical development of Norwegian-Russian children (cf. Rodina & Westergaard, 2013, 2015). Rodina and Westergaard's (2015) examination of the acquisition of grammatical

gender reveals that bilingual–monolingual differences are largely quantitative in nature. However, the authors also show that children from Russian- Norwegian families who are exposed to both languages from the parent speaking the minority language seem to be losing the category of gender. Other aspects of these children's grammatical development, as well as their overall linguistic proficiency, remain understudied. To get a comprehensive view of Russian – Norwegian children's language, the study of Rodina (2016) addresses the correlation between cognitive development and linguistic proficiency through investigating narrative abilities in two languages and through a comparison with Norwegian and Russian monolingual children of the same age.

The papers of Bohnacker, (2016); Gagarina, (2016); Kunnari et al., (2016) additionally assess the microstructure and explore narratives in both languages Some results of these studies will be considered in detail farther in this thesis as they can provide a knowledge of simultaneous narrative development focusing on a unexamined before language combination, such as Norwegian and Russian, in this way.

Of special interest for the present study is the results reported by Gagarina (2016), who used the newly designed MAIN, which have been used in the present study, to assess narrative development in simultaneous bilingual pre-schoolers. The study presents an in-depth research in the macrostructure in children's majority and minority language, such as German and Russian. For this language combination the macrostructure is reported to be invariable across the two languages. Full episodes including all three main components, namely goal, attempt and outcome (GAO), were highly infrequent in the bilingual children's narratives in all three studies. Abbreviated or incomplete episodes were also infrequent, with goals being omitted most often. As pointed out by Bohnacker (2016, p. 29) "the 5-year-olds' narratives are dominated by attempts and outcomes, with little information about the feelings, intentions, and goals of the protagonists involved". It should be noted that in the MAIN goal is the main component of the story complexity score. Importantly, many studies show that the ability to integrate goals in storytelling develops with age, approximately until school-starting age. At the same time Bohnacker (2016), who also studied narrative comprehension, shows that Swedish-English bilingual pre-schoolers who can not produce goals have no difficulty understanding them. Overall children's performance in comprehension in this study reveals the majority language effect, since bilinguals showed better understanding across all story components in majority language.

As Gagarina (2016) concludes, the GAO component is one of crucial in assessing

children language proficiency and represents the highest level of story complexity and is an indicator of an ability to produce a coherent story. (Gagarina, 2016, p. 93). In addition the ability to integrate goals in storytelling develops with age. At the same time Bohnacker (2016), who also studied narrative comprehension, shows that Swedish-English bilingual preschoolers who are unable to produce goals have no difficulty understanding.

Issues are still left open by previous researchers, and thus, may be taken over to explore in the present thesis.

Chapter 3: Methodology

3.1. Research methods

Mixed methods, quantitative and qualitative approach, supported the present research. The study was guided by a theoretical framework with Grounded theory.

I have found this the most appropriate and most effective way to understand phenomena and focus of my study. Quantitative approach, MAIN narratives, was an additional tool in order to mesure children's oral language proficiency.

Since I perform data analyses based on grounded theory I should not come up with a hypothesis based on what I think is already known. Instead, I need to use an *inductive* approach and begin with as few preconceptions about what is studied as possible. In this approach, theories are devised to explain what is seen. I have found the process of data analysis in this study more like a discovery than an examination.

Central to the research process of grounded theory, as used in this study, was the specific coding strategies used to analyses the data and the theoretical sampling involved in selecting some of the informants (Strauss & Corbin 1990). Following grounded theory, the research processes of data collection and analysis were partly merged in the present case. The analysis started rather early in the research process. The different coding procedures will be explained in the section on "The process of analysis". But to understand the process of theoretical sampling it must already be noted that together these different coding strategies suggest categories and their relations which seem to be of specific importance for understanding the data. The aim of theoretical sampling is to select further informants in a strategic way to allow for testing of preliminary results or insights based on the initial coding of the data.

3.3. Research procedure

3.3.1 Participants

My research is based on data collected from four families.

Given my interest in the home language environments and language use of children, it appeared practical to recruit the subjects for my study through schools.

There are several week-end Russian language complementary schools in Oslo. Young people from six to sixteen can attend Russian language classes, literature, mathematics, geometry, history, geography and biology there.

The largest of them are:

- The Center for Russian Language and Culture in Oslo. Age of pupils attending this school is from six til sixteen. The school also offers preschool education for children from two to six.
- The main general education school at the Russian Embassy in Norway. Age of pupils attending this school are from six to sixteen. The school allows students to pass an intermediate certification should it be plural: “intermediate examinations”, and graduates (16 year olds) to pass the final attestation in order to achieve the Russian certificate of secondary education.

Other schools are:

- Russian school “Azbukivedi”
- The Children's Development and Creativity Center “Solnechniy Dom”
- Russian school at the cultural center "Gardarike”
- And some others.

Information about schools is readily available through Internet and social networks. Financial restrictions did not permit large-scale direct mailings to individuals, however, the scope of this study did not require large number of participants.

To ask allowance from the schools to contact parents and their children on the school ground, or to request their contact information through principals was considered more complicated and time-consuming than to find participants without help of schools. It could be also difficult to get a hold of the principal and to find families corresponding to certain conditions required for my study.

Oslo is quite a big city with a large number of Russian speaking immigrants who are historically open to have contact with each other, spend time together, come for a visit to eat Russian dinner and practice Russian language. There is a lot of informal sosial contact among Russians. Personally, I have a big and important social network and relations with Russian speaking people who live in Oslo and in the whole of Norway. By tapping into my personal network and its extended network («jungle telegraph») I was able to find the participants needed for my research. The families for this research have been recruited through social

groups in Facebook, Linkedin and YouTube, as well as through direct communication with a wide range of friends in Norway.

In comparison with similar studies of the same scope it seemed to me that 4 or 5 families would be a suitable number for my study.

Considering this I have done the following procedure for recruitment and data collection:

- I have made a list of resources that could help me find participants in Norway, particularly in Oslo
- On the basis of this list I sent an e-mail request to each of them, asking whether they would be interested in participating in my research. In addition, I asked my friends who in turn would ask their friends, and so forth.
- I have put the proposal for participation in my research in social networks in Oslo region (Facebook, Linked In and YouTube).
- After I received several responses I contacted the respondents directly by telephone or wrote them e-mail with detailed information about my research and Request to participate in the study as part of my Master degree thesis.

Mothers who had already decided to take part in the study also contacted their friends, who had the same family pattern, and they in turn contacted the author who conducted the interviews.

Rather than to collect data on children's families when children were of pre-school age, I decided to recruit only families with children of age from eight to ten attending the primary school.

The reasons for choosing this age group of children are:

- Children in this age group would be expected to have more activities and relations both inside the family and outside the family, than would younger children. This would likely provide more deverse and interesting data. In view of this I supposed I would be able to invesigate more deeply and in greater detail the effect of language strategies within the family microsystem (the Family language policy) on child language development.
- The MAIN test for language assessment about which I have read earlier and which seemed to me quite interesting and convenient in application and analysis is just suitable for this age group of children;

I recruited two additional families that were planned as participants in the study but they declined to participate for various reasons after they read detailed information about my research and Request to participate in the study as part of my Masters thesis

One Russian-Russian family with two children, eight and ten years old, was very interested in participation but the parents think that their sons (10 y/o) Russian language proficiency is much worse than their daughters (8 y/o). They wanted their daughter to participate, not their son. But this does not meet the requirements of my research, which requires that the tested child should be the firstborn in the family. Despite the fact that the parents were very interested in participating it was not possible to include them into the study.

Another family, Russian – Norwegian, also has to children, and the firstborn child, 10 years old, who perfectly suited my research in all parameters, was very ashamed of his poor minority Russian language development as his mother explained to me, so did not have the courage to participate.

As a result I have recruited for the present study four families with Russian immigrant background, residing permanently in Norway. Both intermarried and non-intermarried families were considered: two Russian – Norwegian (R-N) families, a family where mother is Russian speaking, father is Norwegian speaking, and two Russian – Russian (R-R) family – a family where both mother and father are Russian speaking. The parents of these families are at the age between 30 and 45, had at least a bachelor's degree. All families are from middle-class households

Four children, all of them bilingual from birth and with Norwegian being their societal majority language, took part in the present research as study subjects. The children who participated in this research all have a typical (i.e., normal) language development. The parents did not report their children having any language problems (dyslexia, hard of hearing, etc). All of them were born in Norway, started acquiring Norwegian and Russian from birth, attend Norwegian schools (with one exception), and are the firstborn child in their families. The children were between the ages of 8 and 10 at the time of testing.

It could be useful for the further analyses to take into account the fact that all participated children attended the Russian language complementary schools in Oslo, three children attended The Center for Russian Language and Culture in Oslo, one child has attended tis school before but moved to the school Azbukivedi one year ago.

The semi-structured interviews were conducted with both parents.

The MAIN tests, both the production and narrative assessment, and the comprehension assessment, were conducted to investigate these children's oral language proficiency.

The names of the children and their parents were changed to preserve the confidentiality of personal information.

3.3.2 Interviewing

As we have seen from the literature review chapter, parental linguistic input has an important impact in children's language development.

Information was collected by means of a interview guide with twenty four questions focusing on biographical data, language use inside the family and outside the family and parent's choice regarding the transmission of Russian language to the child. (Appendix A).

One semi-structured interview of two to three hours was conducted with each parent

The interview guide was designed to collect as much information about Family language policy as possible. It consists of a three-page written questionnaire in English. There are several sections in the interview guide:

The interview guide was designed to require as much information about Family language policy as possible. It consists of a three pages in English. There are several sections in the interview guide:

Life history

Identity

Languages strategies in the family

Attitudes towards language choice

and two tables (rating tasks): "Sources of language exposure inside the family" or "Sources of language exposure outside the family" where parents can put percentage or numbers. (Appendix A)

The reason for collecting data on sources of children's language exposure inside and outside the family from my informants is to explore the general richness of the child's language exposure.

Besides, insight into the extent to which parents have control of language exposure inside the family. They have to rely on other people when it comes to their children's

language exposure outside the family[, however, the questionnaires display to which extent they have control over what other people their children meet, and in what settings (such as school, formal social activity, or informal play)].

I have calculated percentages, however they are just estimates, of the subjective opinion of parents on some of the study questions. Perhaps the estimates do not reflect reality but rather, what parents would like to see as reality.

The interview guide was piloted on one adult who agreed that the questions are interesting and suggested they would be a source for rich data for my research. My pilot interviewee has a bilingual child, ten years old, and I believe her feedback was very relevant for my study. She also proposed to simplify several sections of my interview guide

The interviews have been conducted in different languages: They were conducted in Russian with parents who have Russian as a mother tongue. Interviews with two Norwegian fathers were carried out in English and Norwegian, the particlar language depended on the subjects own choice and preference. For example I asked in English one father who responded in Norwegian. His choice to speak Norwegian was his personal preference and the most important thing for me as a researcher was that my interviewee felt he could speak freely. It was crucial to the information I could get, that my subjects felt comfortable. In this way I was able to create a secure and well functioning communication with parents during the interviews.

Each parent was interviewed separately, and was asked similar questions about their life history, identity, language strategies in the family and outside the family, their child's language development, attitudes toward bilingualism and [attitudes toward the] minority Russian language. They also were asked about their children's language development since birth. The questions posed to mothers and fathers only differed in the following way:

- In contrast to the fathers mothers were asked about their national identity after immigration to Norway and how long have they been living in Norway. They were also asked about their own Norwegian language acquisition/learning.
- In contrast to the mothers, fathers were asked about their Russian language acquisition/learning and attended Russian courses.

(See the Appendix A for a copy of the original questionnaire)

Since the interview guide asked separate questions about which town a family or parents lived it was possible to analyze the relationship between language use in parents'

family and place of residence. For example in Norway, families can choose to send their children to any school or university in Europe, so the location of the educational institution does not necessarily correspond to family residence and *vice versa*. When it comes to Russian speaking parents in the families who participated in my research, ome of them are by origin from the republics of the former Soviet Union and different languages and language strategies have been used in their families. Their age is between thirty-five and forty-five. The former Soviet Union was a very big republic with a variety of ethnicities and languages. Many of those (non-Russian) languages are still in use.

In the republic of the USSR for the first time the state status of title languages was registered in the constitutions in 1989. In the language laws in the union republics in 1989 (in Belarus and Turkmenistan later, in 1990), different statuses were given to the Russian language, but not the state language. The Russian language as a language of international communication appeared in the laws on the language in Belarus, Moldova, Ukraine, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan. The right to educate in Russian was reflected in the laws on the language in Belarus, Moldova, Kazakhstan, Tajikistan, Turkmenistan, Uzbekistan. RIA Novosti Ukraine, (2017).

To some extent this can be useful for analyzing the Family language policy inside and outside family and language choice.

Several of the strategies, suggested by Cohen, Manion and Morrison (2011) were applied during this stage of the interview session.

As the interview session proceed, most of the interviewees introduced many new topics, which they wanted to reflect upon. Hence it was sometimes a real challenge to stay on track during the interviewing process and decide what was significant and what was not in relation to my research questions. The interview guide, comprising the major research topics, proved very helpful in this respect. Despite my efforts to be as flexible as possible in letting the participants say what they wanted to say, it was sometimes essential to give the interview a new turn by asking ‘Structured Questions’ when the conversation seemed to go very far from the focus of the study. At the same time I as an interviewer was also responsible for considering the dynamics of the situation, for example, how to keep the conversation going, how to motivate participants to discuss their thoughts, feelings and experiences, how to overcome the problems of the likely asymmetries of power in the interview. (Kvale 1996: 126)

As Kvale suggests, an interview is not usually a reciprocal interaction between two equal participants. That said, it is important to keep the interview moving forward, and how to achieve this needs to be anticipated by the interviewer, for example by being clear on what one wishes to find out, asking those questions that will elicit the kinds of data sought, giving appropriate verbal and non-verbal feedback to the respondent during the interview. It extends even to considering when the interviewer should keep silent (Kvale 1996: 135).

During the interview, I made an audio recording after obtaining consent from the participants.

Audiotape is selective, it filters out important contextual factors, neglecting the visual and non-verbal aspects of the interview. Indeed, as practice shows, it is frequently the non-verbal communication that gives more information than the verbal communication.

3.3.2.1 Interviewing procedure

I have collected data on children's activities inside the family as well as outside the family from the interviews conducted with 8 parents of 4 families. I have used a qualitative approach in the data processing although I have got the some numbers and percentage from my interviewees because of the limited number of participants. So it would not be appropriate to use a quantitative method to analyse language use inside and outside the family and its impact on the childrens oral language proficiency to get a statistical conclusions.

3.3.3 Testing Narrative/Language assessment

Assessment tools for bilinguals that combine assessment in both the home language and the majority language are often lacking (for exceptions, see Gagarina, Klassert, & Topaj, 2010; Schulz & Tracy, 2011). Language assessment of bilingual children is often complicated, partly because there are very few normed instruments, and for many languages there are none. (Gagarina, N., Klop, D., Tsimpli, L. & Walters, J., 2016). Because languages differ, assessment methods are not readily comparable and language impairments may present differently in each of a particular child's languages and in different ages of the children.

According to Gagarina (2016) narrative skills are predictive of children's literacy and reading abilities and are crucial for later school success. Furthermore, comparative research on narrative development has been intensively carried out in the last two decades in order to implement narratives as a language assessment instrument (Gagarina et al., 2016)

Narrative abilities in children can be assessed in numerous ways. Narratives of

different genres (e.g., personal or fictional) have been collected by a variety of elicitation procedures, such as story generation/telling, story retelling, or telling a story after listening to a model story. Regardless of elicitation method, narratives are an ecologically valid way to investigate the linguistic and cognitive abilities that underlie narrative competence (Botting, 2002; Hughes, McGillivray, & Schmidek, 1997).

Paradis, Genesee and Crago (2010) argue "language tasks that require a cognitive component might . . . be tapping into language-general capacities". What this means, is that narratives may be less biased and more suitable and proper among all language assessment tools for bilingual children.

Narrative skills are about storytelling and understanding how stories work. Children should begin to understand that stories have a beginning, middle and an end approximately at the age of 1-1,5 years and their narrative abilities must be fully formed by the age of approximately 10 years, being able to describe things and tell events in order, as well as being able to retell stories, aids in later reading comprehension skills.

In contrast with microstructure, the macrostructure of a narrative refers to its global hierarchical organization and coherence that transcends the level of the individual utterance. Macrostructure is characterized by the scaffolding of episodes in the story plot, event sequencing, and the internal states of protagonists motivating or reacting to the events in the story.

The story grammar model proposes that all stories have a setting and episode system; the setting provides background information and introductory statements about the characters and the providing context, while the episode system includes (a) an initiating event (i.e., an external event that motivates main characters to act); (b) internal plans (i.e., intended actions to achieve a goal and solve the problem); and (c) outcomes (i.e., success or failure in achieving a goal).

> *The Multilingual Assessment Instrument for Narratives (MAIN), an assessment instrument with a conceptual framework, was designed in order to assess narrative skills in children who acquire one or more languages from birth or from early age. MAIN is suitable for children from 3 to 10 years and evaluates both comprehension and production of narratives. Its design allows for the assessment of several languages in the same child, as well as for different elicitation modes: Model Story, Retelling, and Telling. (MAIN, (Gagarina et al., 2012, 2015).*

MAIN contains four parallel stories, each with a carefully designed six-picture sequence: Baby Birds, Baby Goats, Cat and Dog. Each story is accompanied by a set of six pictures adjoined to each other in the form of a foldout book. The stories are controlled for cognitive and linguistic complexity, parallelism in macrostructure and microstructure, as well as for cultural appropriateness and robustness. (MAIN, (Gagarina et al., 2012, 2015).

The MAIN is developed specifically for assessing narrative skills in both languages of bilingual speakers. The task consisting of four wordless stories is carefully designed to be parallel in a number of important ways (Gagarina et al., 2016; Pesco & Kay-Raining Bird, 2016). The visual stimuli of the task is said to be suitable for various socio-cultural settings. Thus, unlike widely used picture storybooks like Frog, Where are you? (Mayer, 1969), the MAIN uses a controlled experimental procedure that enables comparison across the two languages of bilinguals and across different language combinations.

The goal was to construct an instrument that could be used to elicit narratives from children from diverse linguistic, socioeconomic, and cultural. (MAIN, (Gagarina et al., 2012, 2015).

Depending on which core parts of the episode are realized, narratives can reach various levels of complexity. So, in addition to setting, that is time and place, children's narratives were scored for production of these components as well as structural complexity, defined by Westby (2005) as:

- sequences, where no goal statement has been generated;
- incomplete episodes, which include a goal statement, but lack a complete GAO (Goal + Attempt + Outcome) structure due to omission of an attempt or outcome;
- complete episodes which include all three GAO components;

My choice of this type of test is due to several advantages, which are especially important in relation to my study:

- May be less biased and more appropriate for bilingual children than other language assessment tools, because "language tasks that require a cognitive component might . . . be tapping into language-general capacities" (Paradis, Genesee, & Crago, 2010, p. 221).

- Allows for the evaluation of narrative skills in dual languages of bilingual children

using similar stimuli for these languages. (Gagarina et al., 2015).

- Such an approach provides a detailed evaluation of narrative macrostructure, because it embraces both the quantity (an overall sum of episode components) and the quality (levels of complexity measured as a combination of episode components) scores. (Gagarina, 2016, p.93).

- Studying narrative abilities at the level of macrostructure and microstructure making narrative assessment especially appropriate for bilinguals (cf. Gagarina et al., 2016, p. 12).

So MAIN seems to be the most suitable for bilinguals.

3.3.3.1 Testing Narrative/Language assessment procedure

The contact with one child participant was established with the help of a Russian woman who had been writing a similar and recruiting children at the The Center for Russian Language and Culture in Oslo and was familiar with a MAIN test. She gave me the contact information of a family which was very suitable for my study. My collaborator met with Maria (my test subject) in The Center for Russian Language and Culture in Oslo and performed the language assessment on this child, both comprehension and production in both languages. Then my collaborator handed me an audio recording for me to transcribe and analyze. This is the only test subject not personally tested by me personally.

Parents were asked to answer Background Questions which are the part of the MAIN (Appendix D). A set of background questions was developed (based on Gagarina et al., 2010) in order to evaluate quality and quantity of bilingual input.

Each child test subject chose one out of three envelopes on the table containing the identical picture sequences before assessment begins.

The purpose of this presentation format is for the child to think that the examiner does not know which story is in the envelope s/he has chosen, thus controlling for the effect of shared knowledge during the presentation of the picture sequences. (MAIN, Gagarina et al., 2012, 2015).

In the comprehension task the children first listened to an audio recording of the story narrated by a native speaker of Norwegian or Russian.

The comprehension task always preceded production. In the comprehension task the children first listened to an audio recording of the story narrated by a native speaker of

Norwegian or Russian. A speaker with an Oslo regional accent narrated the Norwegian version. While listening, the children were shown a set of six colour pictures. They were then asked 10 comprehension questions (Appendix B).

The Production test immediately followed the comprehension test. The children were asked to choose a story in one of the three envelopes containing the same picture sequence and narrate it for the interlocutor without showing the pictures. Thus, the concept of non-shared knowledge was preserved in the production task. The purpose of this presentation format is for the child to think that the examiner does not know which story is in the envelope s/he has chosen, thus controlling for the effect of shared knowledge during the presentation of the picture sequences. (MAIN, (Gagarina et al., 2012, 2015)). In the case of bilingual children, the data were collected in two experimental sessions, one session per one language. Each session was a combination of two stories: comprehension followed by production. Each bilingual did four stories in total. The sessions were conducted within approximately one-week break that varied slightly from child to child. More detailed information about this can be found in Ch.4: "Results". The sets of stories were also randomized, so that some of the children did "Cat" and "Baby-birds" in Russian and "Dog" and "Baby-goats" in Norwegian, while the others did the reverse order.

Bilingual children participants of this study were tested in a separate room, one-on-one, in Russian complementary schools or in their home.

3.3.4 Process of analysis

3.3.4.1 Process of interview analysis

After each interview session, the full-length interview was transcribed and translated to English. I have done about 17 hours worth of transcription, writing notes simultaneously with transcription. This (recording and taking notes) is a crucial step in interviewing, for there is the potential for massive data loss, distortion and the reduction of complexity if one resorts to memory or taking notes as the only form of record (Cohen et al. (2011).

At the same time having the interview tape transcribed, noting not only the literal statements but also non-verbal and paralinguistic communication. *For a sense of the whole and* in order to provide a context for the emergence of specific units of meaning *I* listened the entire tape several times and reading the transcription a number of times and themes.

I have a large amount of data, and early analysis reduces the problem of data overload by selecting out significant features for future focus.

I followed these steps:

1. To make the salient features of the situation emerge I must sift, sort, review and reflect on each aspect of the interviews - from the wide to the narrow.
2. I assembled blocks and groups of data, putting them together to make a coherent whole (e.g. through writing summaries of what had been discovered in tests and interviews).
3. I painstakingly took apart the field notes, matching, contrasting, aggregating, comparing and putting the notes in order. The intention with this work process is to move from description to explanation and theory generation.

The process of analysis started with 'open coding' (Cohen et al. (2011). In the open coding, the interview was coded sentence by sentence and conceptual labels were given to each discrete incident. I had to put together the issues arising across the individuals in order to look for themes, shared responses, patterns of response, agreement and disagreement, to compare individuals Then these concepts were compared one against another, and those that seemed to pertain to similar phenomenon were grouped together to form a category. This stage of analysis helped me to identify the major areas of inquiry on which to focus.

All the way I kept the principles of Grounded theory method in my mind and tried to be unbiased.

So my task was:

- to find where the data for respondents are similar
- whether it is grouped into a set of responses
- to keep dissimilar responses separate

- To count frequencies of occurrence (of ideas, themes, pieces of data, words)

- to note patterns and themes, which may stem from repeated themes and causes or explanations or constructs

- to try to make good sense of data, using informed intuition to reach a conclusion

- to cluster (setting items into categories, types, behaviours and classifications)

- to summarize the data.

In this way coding is a translation of question responses and respondent information to specific categories for the purpose of analysis.

I at the end of the coding session I regretfully found out that some information collected was less relevant regarfing, for example, the following:

1. *The first words that the child began to speak.*
2. I have collected diverse data on when the child began to speak, which language and how the child's language proficiency has changed during his or her life. …..Based on my limited numbers, the time when the child began to speak it has no direct impact to the children's oral language proficiency.
3. 2. The question: *Can you please tell me whether or not language use in your family has changed as your child grew older? Why and how did it happen?" has not given me any interesting and useful responds.*
4. On the basis of received data I could certainly analyze the changes in Family language policy taking place over time and how the particular child's language proficiency has changed depending on these changes. Though this could be a long and complicated process, emphasizing more on **why** the parental Family language policy and attitudes effects bilingual children's oral language provided useful information, but not **how**.
5. The two questions:

How often do you meet with other Russian mothers/families? Do you have Norwegian friends? How often do you meet them?

And

Do you use any sources of information and recommendation about the choice of language use?

What kind of sources?

Did not provide analyzable data, however, these questions played the role of warm-up questions or as a transition from one topic to the next, helping keep attention and ensuring the trust of the interlocutor.

All this data might be useful in another context, however I had to prioritize and to pick out selected information and that is why I have chosen the data that is the most relevant and rich to answer the research questions of my study:

- To investigate what languages are used inside and outside family in the conversation with the child and parents to each other;

- To study strategies that one and/or both parents use to motivate/demotivate the child's active use of the bilingual children's minority language;

- To examine the effect of parental Family language policy and attitudes on bilingual children's oral language development by studying Russian-Norwegian children

As a result many different categories for analyses emerged. I chose seven main categories, which were of particular relevance for my research questions. Family language policy and attitudes towards the minority Russian language were elicited by answering these questions and giving the information below:

- **The reason for the parents' choice regarding the transmission of Russian language to the child**
- **The parents' language use in communication to each other and/or with other adults in the presence of the child**
- **The parents' language use in communication with the child. The child's language use in communication with the parents and siblings.**
- **Measures taken by parents to prevent children's language shift**
- **The parents' strategies for providing the child with additional input in Russian language inside the family and outside the family.**
- **The children's bilingual language development according to the parents opinion**
- **The parents' beliefs about bilingual development in general**

The data collected in the analyses these categories one by one formed the components of Family language policy. At this stage of analysis I partially applied the coding paradigm for developing the category – The reason for the parents' choice regarding the transmission of Russian language to the child in terms of different conditions the various contexts that in turn influenced the parents' motives.

It was also used to further develop the category *The parents' language use in communication to each other and/or with other adults in the presence of the child and The parents' language use in communication with the child. The child's language use in communication with the parents and siblings.*

The conceptual relations between these category and several other major categories

emerged relatively early in the process of interview analysis.

Furthermore, it seemed that *the parents' language use inside family and language use outside family* in turn to a large degree determined their *children's language development*.

During the analysis the reason of parents' choice regarding the transmission of Russian language to the children several aspirations for the minority Russian language transmission were formed**:**

1. *Communication with grandparents;*
2. *Awareness of the language and culture in which the child's parents grew up;*
3. *Access to Russian literature;*
4. *Connection with the culture, language and traditions of the place in which one's parents were born;*
5. *Importance and advantages of knowing several languages;*
6. *Opportunity to receive higher education in the future in Russia;*
7. *Learning culture through language;*
8. *Use of the given opportunities for learning several languages;*
9. *Development of thinking/intellect/feeling using a richer language;*
10. *Widespread use of Russian language around the world and, thus, the opportunity to use Russian in many countries;*
11. *Driven by the influence of parental Family language choice when everyone speaks only Russian at home;*
12. *The equality and value of both cultures - the Russian and Norwegian, for all family members;*
13. *Communication in a language not understood by others;*
14. *Respect for others through understanding their language;*
15. *Development of cognitive abilities and better concentration;*

These aspirations give understanding on how parents state their reasons for conveying the Russian language to their children.

Investigating the parents' language use in communication with the child and the child's language use in communication with the parents and siblings I was looking also at the whether or not language use in families has changed as children grew older.

I the section on parents' strategies providing the children with additional input in Russian language inside the family and outside the family I gave the ***rating*** *task.* Parents rated their child's Russian language activities both inside and outside family

Results for four groups can be found in general discussion chapter.

3.3.4.2 Process of Narrative/Language assessment analysis

In this section I have described the process of conducting a more detailed quantitative and qualitative analysis of the narrative macro- and microstructure. At the level of macrostructure, I have explored bilinguals' skills with different types of comprehension questions according to the MAIN and the complexity of their narratives, that is, use of different story components and episode sequences in production. Extra attention has been paid to the integration of the key components, such as G (Goal), AO (Attempt + Outcome), GA (Goal + Attempt)/ GO (Goal + Outcome) and the core one is GAO (Goal + Attempt + Outcome).

Orthographic transcription of elicited narratives was performed solely by myself, in order not to introduce biases of listening/comprehesion from the interviews.

Rating of comprehension and production was performed by the author and another independent researcher who has an experience in this field but was blind to the objectives of the study. In all cases of inter-rater disagreement, which were limited, a general consensus was reached in a discussion with another independent researcher or supervisor of this study. The scoring sheets developed in the MAIN were used to rate the relevant stories. Comprehension was rated on a 10-point scale (0-10):

Story structure & episodic complexity

Story components

1. Goals (3): Why did cat / dog jump?

2. Internal States (4): How does cat / dog feel? Why?

3. ToM1 (2): If the boy saw cat/dog, how would he feel? Why?

4. ToM2 (1): Do you think the boy and cat/dog became friends? Why?

(Appendix B)

The number in parentheses indicates the total number of questions that can be answered in the assessment.

"ToM" is Theory of Mind. Children's ability to attribute causal mental states in order to explain and predict behavior is called theory of mind. (Premack and Woodruff 1978). It has been suggested by many scientists that ToM is impossible without language

Production was rated on a 17-point scale (0-17). Each story contained a setting (2 points), three full episodes (GAO), three initiating events and three internal states as reactions.

Production assessment: Story structure & episodic complexity

(based on the example of Cat story)

1. Setting (2): Time and / or place reference

2. Internal State as initiating event (IS_IE) (3): Cat saw baby-birds.

3. Goal (3): Cat wanted …

4. Attempt (3): Cat jumped up.

5. Outcome (3): Cat grabbed one bird.

6. Internal State as reaction (3): Cat was glad. Birds were scared.

(Appendix B)

I supposed that the analyses of the narrative productivity, in particular in this study with not so many participants, is crucial to draw more credible conclusions while comparing the bilingual childrens [overall] proficiency.

A number of lexical and morphosyntactic measures of productivity at the level of microstructure were chosen in this study: the number of C-units (CU), the total number of word tokens (TNW), the number of different word tokens (NDW), mean length of CU in word tokens (MLU), the total number of verb tokens and the total number of noun tokens. Word tokens were used to account for the morphological diversity of the involved languages. (Rodina, 2016).

Narratives can reach various levels of complexity: (a) sequences with no generated goal statement; (b) incomplete episodes, which include a goal statement but lack a complete goal–attempt–outcome (GAO) structure due to omission of an attempt or outcome; and (c) the most complex and complete episodes, which include all three GAO components. The GAO represents the highest level of story complexity and is an indicator of an ability to produce a coherent story. In sum, the analysis of the number of episode components (i.e., story structure) provides a quantitative estimate of a narrative's macrostructure, and the

combination of the episode components (i.e., story complexity) allows for a more in-depth qualitative evaluation.

However the complexity of the microstructure in the present study was only established based on:

1. GAO, the three main components, namely goal, attempt and outcome.
2. The total number of word token divided on total number of communicative units. (MLCU)
3. Internal State Terms (IST)
4. Qualitative analysis of narrative grammaticality were errors in morphosyntax and omission of obligatory elements, for example, prepositions.

GAO includes the three main components, namely goal, attempt and outcome.

The analysis of the number of episode components (i.e., story structure) provides a quantitative estimate of a narrative's macrostructure, and the combination of the episode components (i.e., story complexity) allows for a more in-depth qualitative evaluation.

Such an approach provides a detailed evaluation of narrative macrostructure, because it embraces both the quantity (an overall sum of episode components) and the quality (levels of complexity measured as a combination of episode components) scores. The quality score might be less language dependent; technically, one can produce fewer components of story structure, but these might be core components involving goals or even complete GAO episodes, the highest level of complexity.

Thus, the skill to produce a well- formed narrative can be said to be properly assessed if the three above-mentioned narrative constituents are evaluated. (Gagarina, 2016, p. 93).

1. The total number of word token divided on total number of communicative units. (MLCU)

MLU, frequently used to define the level of children's linguistic proficiency or developmental stage. (Rodina, 2016, p.9)

Word tokens were used to account for the morphological diversity of the involved languages. A good example of token gives by Rodina (2016) in her study *Narrative abilities of preschool bilingual Norwegian-Russian children*: in Russian, the Nominative and

Accusative singular of the noun fox, that is, *lisa* and *lisu*, were counted as two different tokens, while the indefinite and definite singular forms like *rev* and *reven* were counted as two different tokens in Norwegian. (Rodina, 2016).

Importantly, in these analyses "tokens" were not taken into account but simply "words". This choice is due to the fact that my goal was not to conduct a quantitative research and deeply analyze the complexity of the microstructure in the present study. With the limited numbers of participants my main focus of study has been to investigate the parental Family language policy and to examine its effect on bilingual children's oral language development by studying Russian-Norwegian children. The goal of the microstructure analysis is basically to illuminate the bilingual childrens oral language performance in general.

Communicative units here are sentences.

So in children's production assessment I have counted the amount of used **words** and **sentences** (Communicative units) to get an index of MLCU.

I have found it very useful and necessary to include this quantification of results in my research.

Only two studies, Gagarina and Kunnari et al., report on a limited number of microstructural measures, namely story length in words and communication units. (Kunnari et al, 2016; Gagarina, 2016).

3. **Internal State Terms (IST) includes:**

IST is mental state language.

A crucial part in the evaluation of narrative macrostructure is mental state language, which is grounded in theory of mind and is realized through ISTs. ISTs provide information about children's abilities to build inferences. (Westby, 2005).

Perceptual state terms e.g. *see, hear, feel, smell;* **Physiological state terms** e.g. *thirsty, hungry, tired, sore*; **Consciousness terms** e.g. *alive, awake, asleep*; **Emotion terms** e.g. *sad, happy, angry, worried, disappointed*; **Mental verbs** e.g. *want*, *think, know, forget, decide, believe, wonder, have/ make a plan*; **Linguistic verbs/ verbs of saying/ telling** e.g. *say, call, shout, warn, ask. (*Gagarina et al, 2012)

In the chapter 4 IST terms are written in bold typeface in the texts produced by bilingual children in Norwegian and Russian.

3. Grammaticality was established based on the number of grammatical errors produced by each child in relation to the total number of word tokens or sentences in his/her story, since in some cases several errors occurred in the same [or: a single] words. But in this research only an analysis of some errors was conducted (?) in order to show the oral language bilingual children's proficiency in general.

I also analyzed the complexity in agreement of subject and predicate, in the childrens productions.

This may provide further evidence on the role of exposure and specifically the effect on the children's oral language proficiency and on the quality and correctness of oral speech. The results of interview analyses and bilingual children language assessment analyses will be considered in more detail in the chapter 5 in this thesis.

Chapter 4: Results

4.1 Introduction

This chapter presents the findings of the present study.

In this section, I will first present background information and the data collected from parental interviews mostly regarding initial choices of transmission of Russian and Norwegian languages to the child and the reasons given for them and show how these choices were influenced by intrapersonal, family and situational factors. I will also describe Family language policy (FLP) that could probably influence the children's oral language proficiency, giving the information on home language environment and the one outside home where one can distinguish activities outside the family. Towards the end is shown the childrens test results, comprehension as well as production.

The original text of the interviews and the childrens production assessment was preserved verbatim for reader comfort and as a mesure of respect to participants.

After data analyses the children who participated in my research can be exposed to (or classified into?) three different parental input patterns: 1) only Russian at home (Russian-Russian families); 2) one parent – one language (Russian-Norwegian families) and 3) mixed input from the Russian speaking mother (Russian-Norwegian families).

During the data analyses, I made several assumptions: In the transcribed children's stories in production assessments I highlighted in bold **Perceptual state terms, Physiological state terms, Consciousness terms, Emotion terms, Mental verbs, Linguistic verbs/ verbs of saying/ telling according to the** "IST as reaction", described in MAIN test (*MAIN,* Gagarina et al., 2012, 2015).

4.2 Case study 1. Family 1. Maria

4.2.1 Sociolinguistic background/Interview analyses

Maria is 8 years old, and was born in Norway in a Russian-Norwegian family. Her mother, Yulia, was born in Russia and came to Norway at the age of 16 to study. Yulia has lived in Norway for … years. They only spoke Russian in Yulia's family in Russia. She identifies herself as a Russian despite the fact that her entire adult life has been lived in Norway:

I really like the thought of me being Russian. I believe it is my identity and in it there is something mysterious and interesting and when I am in a work setting in academic circles, I always enjoy [feel, or gain strength from] the support that comes from not being like everybody else. I have a different origin and I feel it makes me a more interesting person. It makes me stand out from the rest. But how much do I really feel Russian…I think that I am a Norwegian woman with Russian roots. I have a clear distinction. (Yulia)

Мне очень нравится мысль, что я русская. Мне кажется это моя особенность и в этом есть что то загадочное и интересное и когда я в рабочей обстановке в научных кругах мне всегда нравится подчеркнуть что я не такая как все. У меня другое происхождение и мне кажется меня это делает более интересным человеком. Меня это выделяет среди других. Но насколько я на самом деле ощущаю себя русской….. я думаю, что я норвежская женщина с русскими корнями .у меня получилось четкое разделение….. (Юлия)

Maria's father, Sigurd, was born in Norway. He was exposed only to theNorwegian language in the home where he grew up. He almost does not speak Russian, but understands a little:

I do not speak Russian. I understand few words but cannot build sentences.

Я не говорю по-русски. Я понимаю некоторые слова, но не могу построить целые предложения.

The reason of parents' choice regarding the transmission of Russian language to the child

Maria's mother offers three reasons in this context, the main one being:

- communication with grandparents;

It really worried my grandmother and grandfather, who really wish to communicate with her. They rarely meet or talk to Maria and for that reason days on which they communicate are for them extremely valuable. They really love her! Maria is their only great-grandchild and I am their only grandchild. Ofcourse they are very concerned they may not be able to communicate [into the future]. This is one of the main motives for keeping the Russian language.

Это очень напрягало мою бабушку и дедушку, которые очень хотят с ней общаться. Они редко общаются поэтому дни общения с ней для них еще более ценные. Они очень ее любят, это единственная правнучка их и я единственная внучка. И они, конечно, очень переживали, что они не могут коммуницировать. Это один из главных мотивов для сохранения русского языка.

and two more:

- *Awareness of the language and culture in which the child's parents grew up.*

Maria's mother firmly believes that it is important to know the history of the origin and the roots of parents.

- Access to Russian literature

I have 200-300 books in Russian at home. She will grow up without ever being able to read them*. It seems to me very sad.*

У меня дома 200 – 300 книг на русском языке. Она вырастет и не сможет их читать. Мне кажется это очень грустным.

- **The parents' language use in communication to each other and/or with other adults in the presence of the child**

Marias parents use only Norwegian language in communication with each other. Yulia meets her mother who lives in the North of Norway very seldom, approximately two or three times a year, but they communicate by phone and then they speak their *"Russian – Norwegian"* language:

... In a blended language. I say Norwegian words but use Russian to connect these words.

...На смешанном языке. Я говорю норвежские слова, а связь с ними использую на русском.

They also communicate in Russian with grandmother and grandfather til Yulia from Russia by phone and Skype.

- **The parents' language use in communication with the child. The child's language use in communication with the parents and siblings.**

Mother reports:

Norwegian. She is very well developed. Shy has a very fluent and developed speech. Her fantasy is stormy, she has always spoken for long periods of time. Always clearly, there has never been any deficiencies in her speech. …Very low level of Russian language, like a foreign language. Speaks Russian because its fun for her to speak Russian, its fun for her to do it. When she says something in Russian, then she never speaks correctly, she can even make up some words that sound Russian.

Норвежский – она развита очень хорошо. Очень богатая и развитая речь. Фантазия бурная, она подолгу всегда говорила. Всегда четко, никогда не было никаких дефектов речи. …Очень слабый уровень русского языка, как иностранный. Говорит на русском потому что ей «gøy» (interview administrator: весело, забавно) говорить на русском, ей весело это делать. Вот когда она говорит что-то на русском, то она никогда не говорит правильно, она может даже придумывать какие то слова, которые слышатся по-русски.

Marias father suggests:

We uase at least 90 percent Norwegian at home.

It is important to report that the information given by parents regarding the languages Maria began to speak, differ. This could reflect the parients different memories, or, possibly, their memories are influenced by their wishes… Father says:

Maria started to speak Norwegian, only Norwegian at the start. She didn't speak any Russian before she started Russian school when she was 6 years old. Before that at home we just spoke Norwegian. It is only when she speaks with her grandmother and great grandmother, that she speaks Russian….

While Maria's mother declares:

At thirteen months she started speaking 70% in Norwegian and 30% in Russian. At one and a half years she understood Russian and Norwegian equally but the only word she said in Russian is "дай" [interview administrator: "дай" means "give"]. Then by decreasing. When did she stop understanding [Russian]? Probably when I stopped trying.

Outside family	**Russian**	**Norwegian**	**Other**
Sport		100	
Friends	5	95	
Computer clubs			
Schools/courses attendance	15	85	
Holidays/visitors from Russia	10	90	
Inside family	**Russian**	**Norwegian**	**Other**
Plays	5	95	
TV	5	95	
Doing homework			
Reading books	5	95	
Computer		100	
Story telling		100	

В тринадцать месяцев она начала говорить 70% на норвежском и 30%.В полтора года она понимала одинаково русский и норв., но ничего не говорила по-русски кроме «дай». И в 3 года тоже она все понимала. *Далее по убывающей.* Когда же она перестала понимать? Наверное когда я перестала совсем стараться.

- **Measures taken by parents to prevent children's language shift**

Maria's mother reports:

These incidents occur regularly: When we do homework for Russian school and Maria starts to speak Norwegian, I remind her: «We are now doing Russian exercises and need to speak Russian».

Такие ситуации регулярны. Пример: мы делаем домашнее задание в русскую школу, и она начинает говорить на норвежском, а я ей напоминаю, что мы сейчас делаем русские задания и нужно говорить по-русски.

- **The parents' strategies providing the children with additional input in Russian language inside the family and outside the family.**

In Maria's family, according to her mother, they do not use any specific strategies providing Maria with additional input in Russian language besides attending Russian school once a week, doing homework in Russian and visits with Russian relatives, which are not frequent.

Father added that he is more outside with daughter, but Yulia spend more time with a child at home.

Sigurd also reported:

Well she speaks to her grandparents on the phone, and also Yulia have some friends, that I hear sometimes, they have children, and then they speak Russian.

- **The children's bilingual language development by parents opinion**

Maria's father has no comment on his daughter's Norwegian language proficiency. He is absolutely satisfied. He has the following view on her Russian language proficiency:

I think she has progressed last year. […] they (interview administrator: Yulia and Maria) spoke Russian for 2 weeks this winter, and when she came back from Russia she was much better (interview administrator: in her Russian). So, in combination with the school […] she learns every week, she learns something useful. She likes it. I feel comfortable with that.

Maria's mother, as mentioned above, affirms her child's perfect Norwegian and very low level of Russian language knowledge, as if it were a foreign language.

- **The parents' beliefs about bilingual development in general**

In regard to bilingual development, Marias mother says the following:

If a person knows several languages then it will be easier for him/her to learn additional languages. It really develops the brain; it is beneficial for the general development. I think that it also does something with the memory. Perhaps a person's speech improves, develops. I think knowledge of several languages enriches a person. I think people that can only speak one language are disadvantaged – they cannot read literature in its original form.

Если чел. знает несколько языков, то ему в принципе легче даются и другие языки. это очень развивает мозг, это полезно для общего развития. Я думаю, что это что то делает с памятью. Наверное, вот речевой аппарат у человека становится лучше, развитие. Вообще, мне кажется, знание нескольких языков человека обогащает. Мне кажется, люди, которые знают только 1 язык обделены – они не могут читать литературу в оригинале.

Father reports:

It is smart to speak more than one language. If you can speak two languages, it is easier for you to learn other languages. And in the multicultural world it is smart to know two languages.

I don't think it is an ulemper [interview administrator: Norwegian word, means disadvantages], its not bad anyway. Many smart people know many languages; they have some kind of connection

4.2.2 Language assessment

First she did the assessment in Norwegian, both comprehension and production, right after Marias Russian weekend school.

The comprehension and production assessments in Russian were done in approximately one week.

4.2.2.1 Comprehension assessment

Maria got two different stories per each language, picture sequences: **Dog in Norwegian and Cat in Russian language**. There were three copies of each story, color printouts, each copy in a separate envelope. Maria chose one from the three envelopes on the table containing the same picture sequence before the assessment began.

The results from the comprehension narrative assessment: 9 out of 10 in Norwegian and in Russian only 4 out of 10, as illustrated in Figure 1.

She had difficulty answering the 6 following questions in Russian:

- *Why do you think that the cat is feeling angry/ disappointed/ hurt etc.?*
- *How does the boy feel? (*Internal states)
- *Why do you think that the boy is feeling good/ fine/ happy/ satisfied etc.?*
- *Imagine that the boy sees the cat. How does the boy feel? (*ToM)
- *Why do you think that the boy feels bad/ angry/ mad etc.?*
- *Will the boy be friends with the cat? Why? (*ToM)

(Appendix B)

She had difficulty answering only 1 question in Norwegian:

- *Will the boy be a friend with the dog? Why? (*ToM)

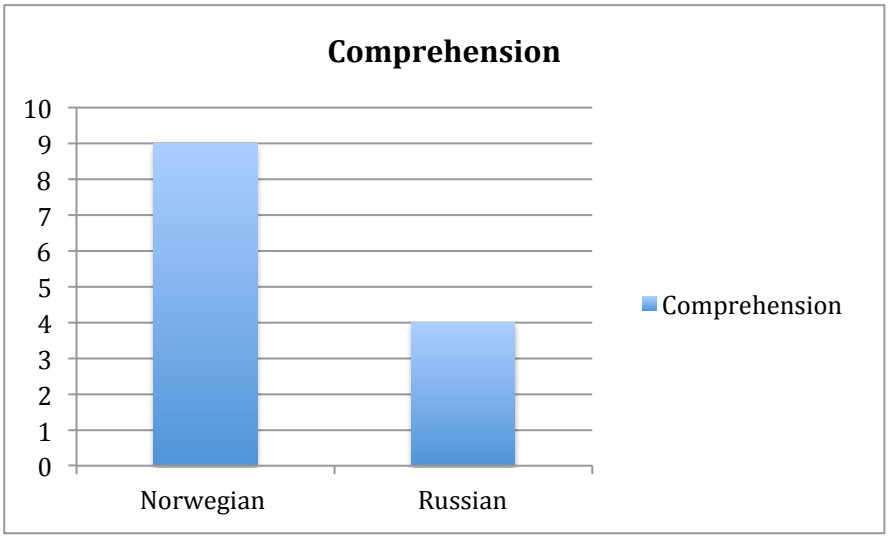

Figure 1. Comprehension assessment results. **score on 10 point scale.** Case study 1. Family 1. Maria

4.2.2.2 Production assessment

Maria got two different stories in each language, presented to her as picture sequences: **Baby Birds in Norwegian and Baby Goats in Russian language**. There were three copies of each story, color printouts, each copy in a separate envelope. She chose one from the three envelopes on the table containing the same picture sequence before assessment begins (detailed explanation the assessment method is in Methodology chapter) .

In production assessment she scored 10 out of 17 in Norwegian and in Russian only 3 out of 17.

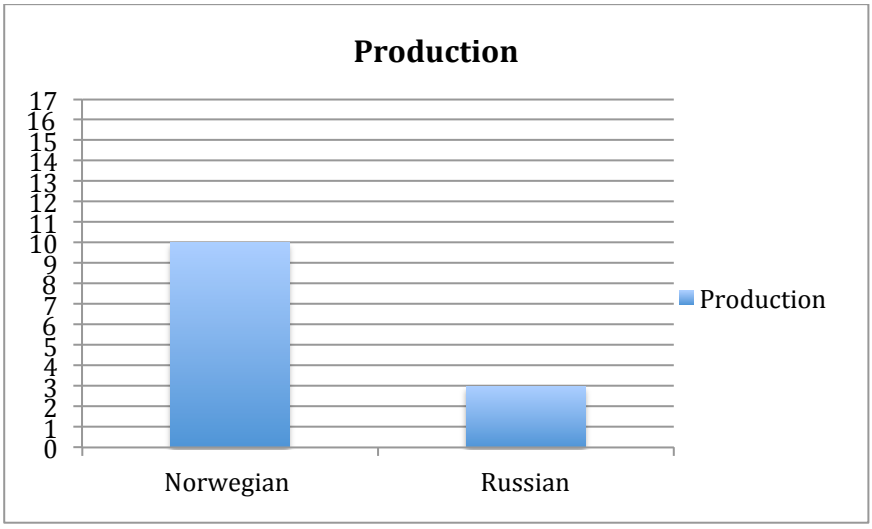

Figure 2. Production assessment results. **score on 17 point scale.** Case study 1. Family 1. Maria

Norwegian Story

Jeg **ser** en fuglemamma og fuglebarn på det treet, skriker for mat. Så flyr fuglemamma for å finne mat, og ungene **vet ikke** hva hun gjør. Så kommer en katt. Så klatrer den opp, men moren har kommet, da **skriker d**e for å **få** mat. Også kommer en hund. Også katta klarer å få tak I en fugl. Hunden bjeffer og da blir katten **redd**. Så drar hunden katten I halen og jager katten I halen og jager katten videre.

I see a mother bird and her nestlings on a tree, cheeping for food. The mother bird flew away to find food but the nestlings do not know what she's doing. Then comes a cat, it climbs up the tree, the mother returns and the nestlings cheep for food. Along comes a dog while the cat manages to catch a bird. The dog barks and then the cat gets scared. Then the dog pulls the cat by the tail and chases the cat away.

For purposes of analysis of production in Norwegian in terms of complexity I could get the following results:

Table 1. Macrostructure/Production complexity in Norwegian

Setting	1
IST as initiating event	3
G (Goal)	1
A (Attempt)	3
O (Outcome)	1
IST as reaction	1
Total	10

Episode sequences

Table 2. Microstructure/Structural complexity in Norwegian

Number of AO (Attempt + Outcome) sequences	Number of single G (Goal without A or O)	Number of GA (Goal + Attempt)/ GO (Goal + Outcome) sequences	Number of GAO (Goal + Attempt + Outcome) sequences
1	1	1	0

IST **terms in Norwegian – 5.**

Russian Story

Я **видно** папа и мама и маленькая очень…. Нет, маленькая упал в воду.

Папа **хочу.** Маленькая **хочу**. Лиса **хочу** мама. Лиса **хочу** мама и тогда лиса **видишь**. Они играют. Лиса убежала в лес.

I see daddy and mummy and very little..., the little one fell in the water. Daddy wants. The little wants. The fox wants mummy. Fox wants mummy and then the fox sees. They play. The fox ran away to the forest.

Making more detailed analysis of production in Russian in terms of complexity I could get the following results:

Table 3. Macrostructure/Production complexity in Russian

	Score
Setting	0
IST as initiating event	1
G (Goal)	1
A (Attempt)	0
O (Outcome)	1
IST as reaction	0
Total	3

Episode sequences

Table 4. Microstructure/Structural complexity in Russian

Number of AO (Attempt + Outcome) sequences	Number of single G (Goal without A or O)	Number of GA (Goal + Attempt)/ GO (Goal + Outcome) sequences	Number of GAO (Goal + Attempt + Outcome) sequences
0	1	0	0

IST **terms in total Russian – 2**

In her Norwegian story Maria used **85 words** in **8 sentences**.

In her Russian story she used only **40 words**, in **9 sentences**.

In her production assessment Maria used only half as many words in her Russion story than she did in her Norwegian story. She used almost the same number of sentences, although her Russian sentences were extremely short.

Mean length (ML) of comunicative unit (CU) - (MLCU)

is **10,62** in Norwegian and **4,44** in Russian.

One communicative unit here is one sentence.

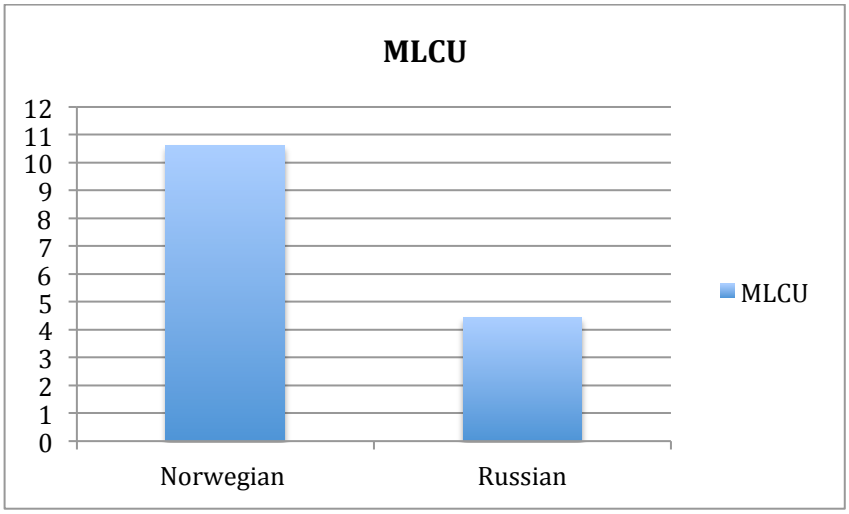

Figure 3. Mean length of communicative unit (MLCU) in Norwegian and Russian.

Case study 1. Family 1. Maria

4.2.3. Discussion. Case study 1

In Russian, Maria's narrations have characteristics of telegraphic speech and formulaic sequences, "Chunks", with the verb "hochu", "хочу" e.g. "Fox wants mom" ("Лиса хочу мама"). Chunks are typical for children developing their first language (L1), but also for second language (L2) learners. In these settings, there is a high occurrence of formulaic sequences. Formulaic sequences are expressions which are learned as not analyzable wholes, memorized chunks. E.g. "I don't know". or "Can I have a … ?"

Telegraphic speech in Russian: telegram like sentences consisting of content words (nouns, verbs) but missing function words (articles, prepositions, etc.):

"Mommy drop dish".

In Russian, Maria's narratives also have alimited vocabulary. She often attempted to explain her ideas but could not succeed due to her vocabulary being limited to a few simple words in Russian. During storytelling in Russian Maria often switched to Norwegian and had to be reminded to try to continue in Russian. I suggest it is not only vocabulary that makes it difficult, but also morpho-syntax (grammar).

In her production assessment Maria has a complexity in agreement of subject and predicate.

The verb in Russian language (that is, the verb in the predicate) agrees with the subject in person and number as in many other languages, like English [, but not in Norwegian]. For example: I work; we/you work; my brother works; my brothers work. The subject in the singular requires the verb in the singular. The subject in the plural requires the verb in the plural. This, however, is not the case in Norwegian, where the verb is unaffected by the form, relation or number of subjects.

Maria used a wrong person in the phrase "маленькая упал в воду". (*the little one fell in the water) were word "*маленькая" is in feminine gender, but *she used a wrong* verb "упал" in masculine gender, that does not agree with the subject.

Хотеть (to want)	
Я хочу (I want)	Мы хотим (We want)
Ты хочешь (You want)	Вы хотите (You want)
Он/Она/Оно хочет (He/She/It wants)	Они хотят (They want)

And "лиса видишь" (*the fox sees*) *were word "*лиса" is in feminine gender, but *she used a wrong* verb "видишь", that does not agree with the subject.

Видеть (to see)	
Я вижу (I see)	Мы видим (We see)
Ты видишь (You see)	Вы видите (You see)
Он/Она/Оно видит (He/She/It sees)	Они видят (They see)

As analyses shows Maria has a poor story content in Russian language, especially for production.

Research of Rodina and Westergaard's (2015) has shown that the amount of parental

input plays an important role in grammatical development of Norwegian-Russian children (cf. Rodina & Westergaard, 2013, 2015).

It was very difficult to assess Maria's narrative in Russian. But her Norwegian narratives suggests that she is a good narrator and that she has well-developed narrative abilities in Norwegian for her age.

In - Maria's narrative production assessment word "hochu" is a frozen word, named pivotal, unanalyzed form, e.g. O'Grady (2005: 86). "Many of children's early sentences seem to be built around a small number of pivot words that serve as hooks to which other words can be attached." "... they show up over and over again in the company of a variety of different words". For example, "Allgone" is a first-position pivot: allgone egg, allgone shoe, but not shoe allgone. A second-position pivot "off": shirt off, water off, etc. The choice of the second word is more "open."

This word can not be easily translated in a miningfull form. It is very common word in Russian, that expresses desire or intention. It looks like a pivotal verb since it is not inflected during all Maria's story, it is just a fixed form.

Table 2. "Structural complexity in Norwegian and Table 5. "Structural complexity in Russian" show a great difference. In Norwegian the participant has a score 1 in AO; 1 in Goal;1 in GA and 0 in GAO, while in Russian language she does not have any sequences except for score 1 in Goal.

As was explained in a chapter 3.3.3. in this thesis the quality score might be less language dependent, but these might be core components involving goals or even complete GAO episodes, the highest level of complexity.

Thus, taking into account the results of Maria's language assessment we can see a big difference between Russian – and Norwegian language assessment results. Evidently it can be decided that she is lacking in the qualitative complexity in Russian language assessment, i.e., the co-occurrence of goals, attempts, and outcomes within an episode that in its turn indicates a low level of Russian oral language proficiency and sufficient level in Norwegian one.

Maria has difficulties in Russian comprehension assessment. She has difficulty answering 6 different questions in Russian as shown in the paragraph 1.2.1 "Comprehension assessment". However, she does not run into the same problems in her Norwegian

comprehension assessment and Maria could answer the same question types in Norwegian. She has difficulty answering only 1 question in Norwegian.

The fact that she cannot answer them in Russian is because she lacks proficiency in her minority Russian language, not only does she lack an adequate vocabulary, but she lacks overall proficiency in this language.

Cross-language comparison of story telling also reveals an asymmetry between Norwegian, the majority language, and Russian, the minority language. It seems in the case of Maria, that Russian is vulnerable due to lack of exposure.

With respect to MLCU and IST terms (see Figure 3 in this thesis; child's story in both languages) Maria has a very low MLCU in Russian because sentences in her story in Russian sometimes consist of 2 words:

…Daddy wants. The little wants…

…Папа хочу. Маленькая хочу….

IST terms rate in Russian is also very low. This indirectly indicates a lack of Russian language proficiency while I Norwegian:

MLCU – 10,62; IST terms in Norwegian – 5.

This shows that her Norwegian language is on the good level.

This is en example of a family policy where the mother is quite motivated for her child to acquire her minority Russian language and the child is motivated too. Yet although the mother is motivated to transfer her heritage language to her child, she underestimates the role of exposure.

> *Но у меня не было амбиций чтобы она говорила на русском языке как на своем родном. У меня никогда не было такого желания.*
>
> *But I didn't have the ambition that she speaks the Russian language as she does her native language. I have never had that desire.*

For her child to learn Russian Yulia chooses a strategy where Maria attends the Russian week-end school but Yulia does not speak Russian with her child at home. Her mother has chosen such strategy because:

I understood that I will not speak to her in Russian, it was then I understood this fully I believe. That I will never begin. And if I don't take her to a teacher, then I will never begin to speak to her in Russian.

Я поняла, что я не буду с ней говорить на русском, вот я тогда это осознала мне кажется до конца. Что я никогда не научу. И если я ее к педагогу не поведу, то я никогда не научу ее говорить на русском.

Yulia also erroneously believes that parents ***teach*** their children a language. Research in first language acquisition shows that children ***acquire*** a language; they do not learn a language through teaching, like second language learners.

During the interview Maria's mother repotred that when Maria was liten mother spoke Russian to her in the presence of Maria's father and with him Yulia spoke Norwegian. She argued that it was very difficult for her:

In the first year of her life, I tried to give her everything in Russian. But when I started to work it became just impossible. I wanted to just come home and relax. I did not have the energy for this.

В первый год жизни я старалась дать ей все на русском. Хотя когда я пошла работать, то потом это было уже невозможно. Хотелось просто прийти и отдыхать. Меня на это не хватало уже.

It turns out that Marias mother arrived at the conclusion not to talk with her child in Russian as she considers it tedious and a struggle and requiring great energy expenditure to speak with her husband in Norwegian and with her child in Russian.

Maria began to attend the Russian week-end school, following its normal educational program for all students, from the age of 4, once a week from 10 am until 1 pm, 3 lessons of 45 minutes each. Despite the fact that the Russian week-end school is interesting for Maria, it turned out during an interview with Maria's mother that Maria was constantly faced with some difficulties in understanding and doing homework. Therefore, her parents thought Maria probably needed a different approach and transferred her to the group "Russian language as a foreign language" at the same school in the autumn of 2016. Only 2 children attended this group including Maria and she really liked it. In the group "Russian language as a foreign language" children worked on tasks in Norwegian with translation in Russian. Homework has become easier and is now adapted to Marias level. Maria is doing her homework with pleasure now.

Research of Rodina and Westergaard's (2015) has shown that the amount of parental input plays an important role in grammatical development of Norwegian-Russian children (cf. Rodina & Westergaard, 2013, 2015).

At home, Marias parents use only Norwegian in communication with their child. They do not pay enough attention to the role of communicating in Russian at home. In this way the strategy of attending the Russian school appears to provide insufficient Russian language acquisition, as the child has a little exposure to Russian in her daily life. Maria does not have any chance to speak much Russian a school because she attends regular Norwegian school and there are no other Russian children in Marias school. This is basically equal to learning a foreign language at school. Her mother also seems to believe Maria does not speak Russian as her mother tongue but more as a foreign.

For Maria Russian is rather acquired as a second language in the instructional setting of attending Russian week-end school, rather than through naturalistic every day conversations with peers or parents.

It can be concluded the parents in Case study 1 underestimate the role of input in language acquisition.

4.3. Case study 2. Family 2. Murat

4.3.1. Sociolinguistic background/Interview analyses

Murat is 10 years old, and was born in Norway in a Russian-Russian family. His mother, Alla, was born in the former USSR, came to Norway for the purpose of studying at the university and has been living in Norway for the past 17 years. She was exposed to only Russian language in her childhood home in Russia. Alla has an excellent knowledge of Norwegian language. She speaks Norwegian at work. She identifies herself as a Russian but feels comfortable in Russia as well as in Norway.

When I am in Russia, I feel great there. When I am here [In Norway], I feel great here.

Когда я в России я себя прекрасно чувствую там. Когда я тут, я прекрасно себя тут чувствую.

Murat's father, Miroslav, was born in Russia. He came to Norway for the same purpose as his wife. He has been living in Norway for 17 years. He was exposed to only Russian language in the house where he grew up. He speaks Norwegian at work, so mainly

the terminology and the concepts used at work are those that he knows well. He assesses his knowledge of Norwegian language at 4 out of 10 on a 10-point scale because he uses only Russian for his communication at home. Miroslav nationally identifies himself as a Russian:

I am Russian. My motherland – is Russia. I still consider myself living in Norway for an indefinite period. When I come to Russia, I feel like I am at home.

Я русский. Родина – это Россия. Все равно воспринимаю, что тут в Норвегии живу как то временно. Когда в Россию приезжаю, то ощущаю себя там дома.

- The reason of parents' choice regarding the transmission of Russian language to the child.

- *- connection with the culture, language and traditions of the place in which one´s parents are born*

Murat's mother reports that she believes that it is very important to preserve a connection with the culture, language and traditions of the place in which one´s parents are born… In particular, when it comes to language she argues it is necessary to communicate with relatives:

...the only language for this is Russian. In our family it seems natural to teach the children to do the same as what we do – watch Russian movies and read Russian books. We are a very Russified family in fact.

...единственный язык для этого – русский. Как то очень естественно в нашей семье приучать детей к тому же что делаем мы – смотрим русские фильмы и читаем русские книги. Мы очень русифицированная семья на самом деле.

It becomes clear from the interview that for Murat's father as well as for his mother it is really important that Murat understands where his parents come from, understand their culture and understands the importance of keeping their language:

One should carry one's name with dignity and remember one's roots with dignity. The question is to which degree. In this sense I have no doubts [that maintaining your language and your roots is extremely important].

Надо с гордостью нести свое имя, с гордостью помнить свои корни. Вопрос в какой степени.. У меня в таком подходе сомнений вообще никаких нет.

Furthermore, these parents' motto is that what you teach a child is what the child will become. If you do not teach the child about his roots, then they will not be important to him.

They report that they responsibly consider their role as parents and clearly adhere to the principles and language policy established in their family.

Murat's father declared for the reason they live in a rather small country, which is not self-sufficient and which depends on international trade, Norwegians need to learn another language for survival. Then why not the Russian language? The potential for personal realisation will be higher for a person who speaks Russian, believes Miroslav.

- *importance and advantages of knowledge of several languages;*

Murat's father argues:

Many believe that knowledge of languages is the most important thing. One can acquire all other things relatively easily. To learn a language as an adult, one has to do a lot of work. In childhood, we practically get languages for free.

Многие считают, что знание языков вообще самое важное. Все остальное ты можешь приобрести достаточно легко. А вот чтобы язык поднять то нужно проделать много работы во взрослом возрасте. А в детском мы получаем языки бесплатно практически.

- opportunity to receive better knowledge at a higher educational level in future in Russia

He [Murat] has a mathematical mind, like me. The possibility to develop these skills is not presented and does not seem to exist here in Norway. This is of course very upsetting. If he has a good knowledge of a language and a thirst for knowledge then at a later age he will have the opportunity to receive knowledge at a higher (i.e., engineering) level in Russia. My acquaintances here have shown me that the level of knowledge is not high and is not deep, especially in certain fields…. And in engineering it is very important.

У него склад ума математический, в меня пошел. Возможности для развития этих навыков тут нету и быть не может. Это, конечно, очень печально. Если у него будет на хорошем уровне язык и жажда знаний то тогда уже в более взрослом возрасте у него будет возможность получить знания на высоком инженерном уровне в России. Мое знакомство с людьми тут показывает что уровень знаний невысокий и знания неглубокие, особенно в точных науках….. А в инженерных науках это очень важно.

Miroslav took into account the individual characteristics of his son and his belief that the Russian network fits better for Murat's personality so he in a way regret that Murat is not growing up and studying in Russia. The chance to move to Russia for studying or for living is a strong argument for learning the Russian language now.

In addition to all the above, he is convinced that the educational system in Norway is restricted and it differs from the Russian one. Children are different and his father asserts Murat needs to be given lots of exercises, because everything usually comes easily to him. Murat is frankly bored on lessons that focus on the weakest or the lower-to-middle level students, and he does not know what to do.

Murat's father said:

This [lack of intellectual challenge] negatively affects the formation of the individual. If all that is given to him is 5 minutes worth of work, he does not get used to work, to sweat over materials. Sooner or later, he will face the fact that he needs to sit and think….. He does not have the ability to sit immersed.. it is a little sad and frightening.

А это негативно сказывается на формировании личности. Если ему что то дается за 5 мин, то он не привыкает работать, потеть над материалом. Рано или поздно он столкнется с тем что нужно посидеть подумать…. У него нету навыка посидеть погрузиться.. это печально немного и пугает.

- **The parents' language use in communication to each other and/or with other adults in the presence of the child**

Murats parents never use Norwegian language in conversation with each other. The only situation is when Murat has Norwegian friends at home_ «It makes me talk Norwegian partially», argues Alla.

Both parents affirm their strong motivation to speak only Russian at home. Besides, the grandmother of their children speaks only Russian, and she lives constantly in the same house. She cannot speak any other languages, except Russian. Not to speak Russian at home would be disrespectful to her!

Father gave a similar response and added the reason for such language choice:

...but we just know and have heard many times that Norwegians feel uncomfortable when people speak foreign languages in front of them and they often think that they are being spoken of...we try to avoid such situations. One can at least easily start a conversation when one speaks the same language. It results in a better atmosphere and contact is achieved.

....но мы просто знаем и много раз слышали что норвежцы чувствуют себя дискомфортно когда при них говорят на иностранном языке и они часто думают что говорят за глаза…мы стараемся избегать таких ситуаций. Можно по крайней мере легко завязать разговор если ты говоришь на общем языке. Более приятная атмосфера получается и контакт налаживается.

- **The parents' language use in communication with the child. The child's language use in communication with the parents and siblings.**

The parents interact with Murat most in Russian.

Murat has a brother and a sister who are younger than him. Murat's father thinks children use mostly Norwegian in communication with each other and while they are playing or discussing what happened during the day:

It is easy for children to switch between languages, back and forth between Russian and Norwegian, in their conversation with each other (Alla).

Детям между собой легко сбиться на норвежский (Алла).

- **Measures taken by parents to prevent children's language shift**

Murat's parents reaction to the language shift in communication with their child:

I always interrupted him when he tried to respond in Norwegian. 1. When he was very little, if he spoke in Norwegian, I repeated what he said in Russian. «Jeg vil ha vann» I repeated «Oh you want water, then lets drink some water» but when he got

older, I asked him directly «lets speak Russian». He reacted normally (i.e., he did not get upset with my request or insistence to speak Russian). (Alla).

Я всегда прерывала когда он пытался отвечать по норв. 1. Когда он совсем маленький был. Если он говорил по-норвежски, я повторяла это по-русски. «Jeg vil ha vann» я повторяла «ах, ты хочешь водички, ну давай попьем водички» но когда он становился старше, то напрямую просила «давай по-русски». Он нормально реагировал.

On the other hand, Miroslav did not want to be so forceful on him. He is of the opinion that if parents themselves constantly keep the conversation in Russian then they involve children to speak more Russian too:

He stopped mixing two languages in the same sentence a while ago… If he does not know a word in Russian then he says it in Norwegian and does it so consciously.

Он уже давно не мешает 2 языка в одном предложении…. Если не знает слово по-русски, заменяет его норвежским, то он делает это осознанно.

The parents' strategies providing the children with additional input in Russian language

Murat's mother reported that the child [or, her children] likes chess. As she said they explained to him that the chess school in Russia is the best and so he needs to read Russian books and he needs to follow lectures in Russian.

Outside family	**Russian**	**Norwegian**	**Other**
Sport	15	85	
Friends	10	90	
Computer clubs			
Schools/courses attendance	15	85	
Holidays/visitors from Russia	90		10
Inside family	**Russian**	**Norwegian**	**Other**
Plays	65	35	
TV	85	15	
Doing homework	15	85	

Reading books	15	85	
Computer	40	10	50
Story telling	80	20	

But how will you play chess? How can you have chess without the Russian language?)

Ну, а на шахматы то как будешь ходить? Как же шахматы без русского языка?

Murat's father reports several ideas for motivating his son to speak and learn Russian:

- He has been at Russian camps to get more used to using Russian with peers.

- He goes to Russian school and he complains about it taking up a lot of his time and his Saturday disappears. At this point we need to find something to motivate him to go. For example, one week to Russian school and the next week to a football match.

- It is good that he has taken a trip to Sochi for a chess completion and that he liked it. I hope that it will stimulate him further.

In general Murat's father is trying to not "push him down" or to be overbearing, and conclude:

The presence of parental motivation [easily] kills the child's. Children need to understand that they have their own motivation.

Наличие родительской мотивации убивает саму детскую. Нужно им дать понять что у них своя мотивация должна быть.

- **The children's bilingual language development by parents opinion**

Murat's mother says it is hard to say which language prevails. As soon as Murat divided the two languages, Russian and Norwegian, and stopped mixing them, he masters both languages at a sufficient level.

His father claims:

His Norwegian is better than his Russian.

- **The parents' beliefs about bilingual development in general**

Murat's mother opinion:

Bilinguals receive better grades at school, are smarter and have faster reactions. In other words, this information [about advantages beeng bilingual] only strengthenes my decision [to expose Russian language to my son]. Sometimes comes the question «is it worth tormenting the child?» but then we always decide that its worth it….(with a smile)

Билингвы лучше в школе учатся, более способны и реакция быстрее. То есть эта инф. Только подтверждало мое решение. Иногда возникает вопрос « а стоит ли мучить ребенка?» но потом решаем что стоит))… с улыбкой

Murat's father opinion:

Academics speak on the basis of much research that it [being bilingual] really does have [a positive] effect [on the child's development]. I think that this is sufficient for Murat in any case….he has a strong ability to absorb new information. This to a large degree distinguishes him from other children rather than his bilingualism.

Но ученые говорят на основании многих проведенных исследований, что действительно это сказывается. Но я думаю, что *ему [Мурату] в любом случае этого достаточно… способность усваивать нов. Информацию у него очень высокая. Это в гораздо большей степени отличает его от других детей чем его билингвальность от одноязычных детей.*

4.3.2 Language assessment

First he did the assessment in Russian and after in Norwegian.

4.3.2.1 Comprehension assessment

Murat got two different stories per each language, picture sequences: **Cat in Norwegian and Dog in Russian language**. There were three copies of each story, color printouts, each copy in a separate envelope. Murat chose one from the three envelopes on the table containing the same picture sequence before assessment begins.

The results from the comprehension narrative assessment:

In comprehension assessment he showed excellent scores: 10 out of 10 in both Norwegian and Russian, illustrated in Figure 1. He did not have any difficulties understanding

the story and answering the questions related to the story. He answered quickly without any time for thinking. Sometimes it seemed to me that the task was too easy for him.

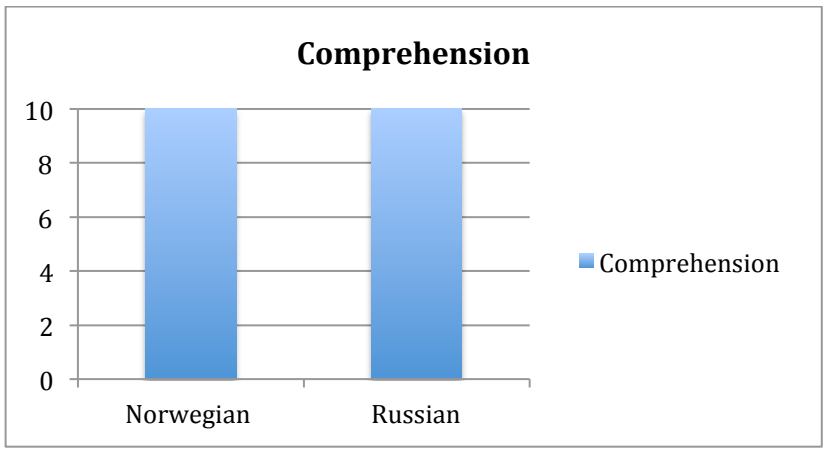

Figure 4. Comprehension assessment results. **score on 10 point scale.** Case study 2. Family 2. Murat

4.3.2.2 Production assessment

Murat got two different stories in each language, picture sequences: **Baby Birds in Russian and Baby Goats in Norwegian language**. There were three copies of each story, color printouts, each copy in a separate envelope. Murat chose one from the three envelopes on the table containing the same picture sequence before assessment began.

In production assessment Murat showed scores **14 out of 17 in Russian** and **13 of 17 in Norwegian.**

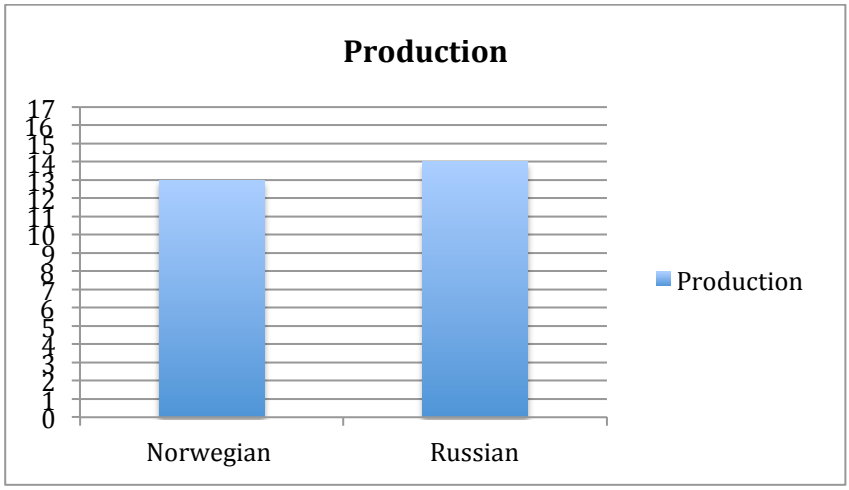

Figure 5. Production assessment results. **score on 17 point scale.** Case study 2. Family 2. Murat

Norwegian Story

Det var en gang en geitebukk som falt ut i vannet. Da **ville** moren løpe å hjelpe den ut fra vannet igjen. Hvem har spist den gang (gjeitebukk, broren hans kanskje) gress. Også **så** reven det. Så begynte den å komme på gjeiten, men moren fikk ut den ene gjeitebukken, som hoppet i vannet. Reven begynte å angripe bukken, også fikk den tak i bukken. Så kom det en fugl, og bet reven i halen i mens moren drakk vann. Men en gang moren **så** at geitebukken **blir reddet**. Da har det **blitt så rar** at reven **ikke har klart** å merke den. Også begynte den fuglen å jage reven vekk. Og, ja….også begynte moren å **trøste** lillebarnet sitt

Once upon a time there was a male goat that fell into the water. Then its mother ran to it and tried to help it out of the water again. Who was eating at that time (the goat, its brother maybe) grass. A fox also saw that and began to go towards the goat to get it, but the mother rescued that goat who jumped into the water. The fox began to attack the goat, got a hold of the goat, then came a bird, and bit the fox in the tail while her mother drank water. But one time the mother saw that the goat had been rescued and it became so weird that the fox failed to notice it. The bird also started to chase the fox away. The mother also began to soothe the little child.

For purposes of analysis of production in Norwegian in terms of complexity I could get the following results:

Table 5. Macrostructure/Production complexity in Norwegian

	Score
Setting	1
IST as initiating event	2
G (Goal)	2
A (Attempt)	3
O (Outcome)	3
IST as reaction	2
Total	13

Episode sequences

Table 6. Microstructure/Structural complexity in Norwegian

Number of AO (Attempt + Outcome)	Number of single G (Goal	Number of GA (Goal + Attempt)/ GO	Number of GAO (Goal + Attempt +

sequences	without A or O)	(Goal + Outcome) sequences	Outcome) sequences
3	2	4	2

IST **terms in Norwegian – 7.**

Russian Story

Жила птичка на дереве и у нее **были** птенчики. И однажды птичка улетела за червячками и едой. Как раз когда она улетела пришла кошка. Она начала карабкаться на дерево, но к счастью мать прилетела с червячками. Кот **пытался** залезть взять птенчиков. Когда он уже их доставал, **пытался** одного птенчика взять, которого мама уже покормила, но в этот же момент этот птенчик **закричал** и собака это **заметила**. Взяла сзади и дернула кошку за хвост. И мать **испугалась** что кошка напала. Потом, когда собака когда кошку начала гонять, мать, наверное, **обрадовалась** что кошка не съела ее детей. Вот такая история.

Once upon a time there lived a bird on a tree and she had nestlings. One day the bird flew from the nest to fetch worms and food. Just as she flew away, came a cat. It began to climb the tree with the nestlings but fortunately the mother returned. When it almost got them and was trying to get one of the nestlings that the mother had already fed, the little bird screamed and a dog heard it. The dog pulled the cat by the tail and the mother was scared that the cat was attacking the nestling. Then when the dog started chasing the cat, the mother was probably glad that the cat did not eat her children. That is how the story goes.

Making more detailed analysis of production in Russian in terms of complexity I could get the following results:

Table 7. Macrostructure/Production complexity in Russian

	Score
Setting	2
IST as initiating event	2
G (Goal)	2
A (Attempt)	3
O (Outcome)	3
IST as reaction	2
Total	14

Episode sequences

Table 8. Microstructure/Structural complexity in Russian

Number of AO (Attempt + Outcome) sequences	Number of single G (Goal without A or O)	Number of GA (Goal + Attempt)/ GO (Goal + Outcome) sequences	Number of GAO (Goal + Attempt + Outcome) sequences
3	2	3	2

IST **terms in Russian – 7.**

In his Norwegian story he used **119 words** in **11 sentences**.

In his Russian story he used **96 words** in **10 sentences**.

Mean length (ML) of comunicative unit (CU) - (MLCU)

is **10,82** in Norwegian and **9,60** in Russian.

One communicative unit here is one sentence.

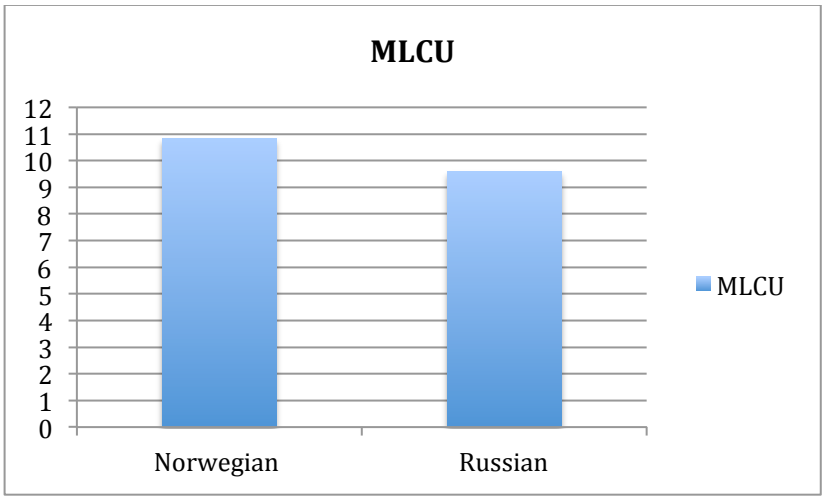

Figure 6. Mean length of communicative unit (MLCU) in Norwegian and Russian.

Case study 2. Family 2. Murat

4.3.3 Discussion. Case study 2

The interview analises elicited the strong parental motivation in transmiting Russian language to their child. The most important aspirations according interview data is to get knowledgy in Russian. The language of communication in family is Russian while outside family – Russian or Norwegian depending on the situation.

In comprehension assessment in Russian the child widely used arguments, showed logical reasoning and offer several variants of answer:

Why the dog got hold of sausages? It was hungry and it likes sausages. It s the same if I had a sweets…..

Почему собака схватила сосиски? Она была голодная и она любит сосиски. То же самое, что если бы у меня были бы конфетки….

or

How the boy feels?

Might have gotten a little angry but might have felt sorry for the dog if he likes animals. Maybe like this or like that

Как чувствует себя мальчик?

Немного рассердился бы но может и пожалел бы собачку если он очень любит зверей. Может быть и так и так.

Murat often gave examples from his life. What he would say, feel or how would he act in particular situations:

It is hurt (the dog). It hit her head but not as hard as I have at school

(laughing)

больно ей (собаке). Она голову побила, правда, не так сильно как я в школе… (смеется)

The analyses of Murat s comprehension assessment in Norwegian also showed that he gave very detailed answers:

... And it was perhaps hungry too. If it tried to catch butterflies that means it certainly hungry…

…Og den var kanskje også sulten. Hvis den prøvde å fange sommerfugl da er det sikkert også sulten

and

He would be angry if he does not like animals, if he likes animals then just say ... ..just let the cat eat fish and would say: I can take more fish maybe after, and perhaps adopt it, especially if it is homeless.

Blir sint hvis han ikke liker dyr, hvis han liker dyr da bare sier…..bare la den katen spise fisken og sier: jeg kan fange litt mer kanskje etter det, og kanskje adoptere det til seg, spesielt hvis den er hjemløs.

The comparison of storytelling reveals a similar symmetry between Norwegian and Russian.

As the results show in the production (retelling) part of the assessment Murat met with some difficulties in the "IST as reaction" section, especially in using emotional terms: Murat could not clearly describe emotions of the baby goat and the mother goat in Norwegian.

He only described emotions indirectly, like this:

moren så at geitebukken blir reddet

the mother saw that the goat had been rescued

This is an indication of emotion experienced by the baby goat through mother goat's action.

and

begynte moren å trøste lillebarnet sitt

The mother also began to soothe the little child.

This is just an action of the mother goat demonstrating the emotional state of joy, belonging and happiness. (or comfort, parental instinct to protect, create a sense of safety)

In the Russian production assessment we could hardly find any description of emotions, such as "**Mother** was happy/ satisfied. **Baby birds** were happy/ satisfied/ not hungry any more":

*мать **испугалась** что кошка напала*

mother was scared that the cat was attacking

and

*мать, наверное, **обрадовалась** что кошка не съела ее детей.*

mother was probably glad that the cat did not eat her children.

I hypothesize this result is because Murat saturated his stories to a greater degree with action content than with emotional content. Referring to the results of my/our interview

with his parents, it can also be concluded that he hurries to tell, often his thought runs faster than his speech. So he omits the emotional part of the story.

It looks like this phenomenon may not be taken as lack of proficiency but rather, display the test subjcets personal characteristics.

At the same time Murat was able to utilize the diversity and beauty of his Russian language, often gave logical arguments in responding the questions and used an action speech in his production assessment.

According to the MAIN instruction manual, the child gets zero points for wrong or no response on Settings, 1 point for one correct response, 2 points for reference to both time and place. Murat got 2 points because he referenced to both time: Once upon [Однажды]; and place: On a tree [На дереве]

There were some phraseological turns in Murat's production assessment, because of that an inaccurate translation occure. For instance «kommer på» can de translatet in different ways, as «attack», «fight» etc. (some of the choices of words in Norwegian are not ideomatic).

4.4 Case study 3. Family 3. Daniel

4.4.1 Sociolinguistic background/Interview analyses

Daniel is 8 years old, was born in Norway in a Russian-Russian family. His mother, Inna, was born in Ukraine. In her early childhood she was exposed to only Russian language at home but when she was in fifth grade the situation at home regarding language use significantly changed: after her father retired all family members began to speak Ukrainian at home because it was easier. Inna has poor Norwegian language proficiency. She identifies herself as a Russian.

Daniel's father, Vadim, was born in Ukraine. He was exposed to two languages in the house where he grew up: Russian and Ukrainian. He was exposed to Ukrainian language in communication with mother and grandmother and to Russian language when communicating with his father and with his other grandmother who lives in Russia:

> *Everyone understood each other. No, we didn't have any problems in the family....the languages are similar*

Все друг друга понимали. Нет, проблем в семье не было……. Языки то похожи.

Vadim speaks many languages including Norwegian at work. He assesses his Norwegian proficiency as “Sufficient”. He nationally identifies himself as a Russian.

The reason of parents’ choice regarding the transmission of Russian language to the child

Daniel’s mother offers four reasons in this context, being:

- communication with grandparents;

There are grandmothers and grandfathers with whom it is necessary to speak Russian.

Есть дедушки бабушки, с которыми нужно говорить по-русски

- learning the culture through language;

For his personal [cultural] baggage. I do not think it will be superfluous. He doesnt just learn the language but also the culture which the language carries.

Для его личного багажа. Думаю, это будет не лишне. Он же не только язык, он узнает культуру , которую несет этот язык за собой

- importance and advantages of knowledge of several languages;

The number of languages a person can speak equals the amount of times he is a human!

Сколько языков знает человек, столько раз он человек!

- use of the given opportunities for learning several languages;

If one has such an opportunity, then one needs to take advantage of such opportunity.

Если у него есть такая возможность, то нужно обязательно этой возможностью воспользоваться.

As can be seen from the Family language policy described by the parents during interviews Daniel really has a good opportunity for learning Russian language because

everybody in his family uses Russian in communication with each other. Consequently, he can acquire the Russian language relatively easily.

Vadim proudly reports many reasons for his choice regarding the pursuit of teaching Russian language to Daniel:

- development of thinking using a richer language

Rich language develops intellect, in other words 1 word can be said in five different ways with help of different synonyms.

Богатый язык развивает мышление, то есть 1 слово можно сказать пятью разными способами, разных синонимов

If he learns Russian then he will be able to master any language: subject, predicate and so on…And right away, in his head, he obtains a finished formula for any language.

Если он русский язык выучит, то он сразу себе любой язык разложит: подлежащее, сказуемое и так далее…. И сразу у него в голове формула будет уже готовая.

- Wide use of Russian language around the world and, thus, the opportunity to use it in various settings and in many countries.

Every one speaks Russian, the Baltic people, Russians, Ukranians. […] Russia is great and stretches almost across the entire Atlas.

Все разговаривают на русском, прибалтийцы, русские, украинцы. Россия великая, на всю карту мира почти.

- awareness of the language and culture in which child's parents grew up;

He must know the native language.

Родной язык он должен знать.

- influence of parental Family language choice when everyone speaks only Russian at home.

Every one speaks Russian at home. How can everyone speak Russian in the family and he not speak it…

Все дома говорят на русском, как так чтобы все говорили в семье, а он не говорил.

- **The parents' language use in communication with each other and/or with other adults in the presence of the child**

Daniels parents use only Russian language in communicating with each other. Daniel's mother declared she has only Russian-speaking friends here in Norway: families from Russia, Estonia and Ukraine.

Vadim reported that he has approximately 70 % norwegian friends and 30 % Russian ones:

There are no more Russian friends here in Oslo.

Больше тут в Осло нету.

Daniel moreover communicates in Russian with grandfather who lives in Norway.

- **The parents' language use in communication with the child. The child's language use in communication with the parents and siblings.**

Everyone in [our] family use Russian when communicating with each other. Some single cases language shift occurs.

- **Measures taken by parents to prevent children's language shift**

According to Daniel's parents the incidents of language shift were single cases.

The approach of the father is such that he pretends that he does not understand what his son is saying in Norwegian and asks his son to repeat it in Russian.

I said I do not understand «is» [interview administrator: «is» means «ice cream»]. How is this in Russian?

Говорю «не понимаю «is» никакого [администратор интервью: «is» переводится как мороженое]. А как это будет по-русски?

And added:

I cured him fast. Then the work took off.

Я его вылечил быстро. И все, и потом у нас дело пошло.

Daniel's mother report:

These were solitary incidents. Daniel speaks Norwegian on purpose as he does not know how to say certain things in Russian. He explains that he just did not know what it is in Russian and he had to explain in Norwegian what the word means.

Это были единичные случаи. Он говорит целенаправленно на норвежском потому что не знает как это будет по-русски. Он объясняет, что он просто не знал как оно на русском и ему нужно было объяснить на норвежском, что означает это слово.

- **The parents' strategies for providing the child with additional input in Russian language inside the family and outside the family.**

Daniel's mother report two motivational measures for her son to speak and learn Russian:

1. *Read books in Russian. Читаем книги на русском.*
2. *Started with the alphabet. Motivated: if you learn this, then we will go somewhere. Начали с алфавита. Мотивировали. Если ты выучишь, то мы куда то сходим или поедем.*

Vadim follows this strategy, as he reported:

1. *The amount of Russian poems learned equals the amount of presents received. Сколько стихотворений выучил на русском языке, столько подарков и получил.*

2. *We take Russian books home [interview administrator: from the library]. Книги русские берем домой.*

3. *We study Russian at home. Занимаемся русским языком дома*

4. *We go to Russian school on the weekends. Ходим в русскую школу по выходным.*

5. *We get together with friends and children often speak Russian together. Мы собираемся в компании часто и дети между собой общаются на русском.*

Outside family	**Russian**	**Norwegian**	**Other**
Sport		100	
Friends	30	70	
Computer clubs			
Schools/courses attendance	15	85	
Holidays/visitors from Russia	90		10
Inside family	**Russian**	**Norwegian**	**Other**
Plays	90	10	
TV	80	20	
Doing homework	70	30	
Reading books	50	50	
Computer	50	50	
Story telling	100		

- **The children's bilingual language development according to the parents opinion**

Daniels mother considers Daniel's Russian language proficiency is on an appropriate level and he acquires both languages, Russian and Norwegian to the same degree:

[Daniel] speaks Russian. His vocabulary is analogous to peers his age in Russia and Ukraine.

По-русски говорит свободно, хорошо. В сравнении с ровесниками в России и Украине словарный запас аналогичный.

Daniel's father has an identical opinion regarding language development of his son and he reports significant information about his child's bilingual development:

Before school he had problems with the use of incorrect phrases and sentence structures. After he started school, he only had problems in the first two months and none after this period. He started reading Norwegian books, Norwegian comics, watching Norwegian cartoons and watching Norwegian television. He caught up to his peers and now reads faster than the others.

Перед школой у него были проблемы с использованием неправильных глаголов и с последовательностью слов в предложении. А потом когда в школу пошел, были сложности только в первые 1-2 месяца, а дальше проблем уже не было. Начал книжки читать, приколы норвежские, мультики, телевизор на норвежском смотреть. Подтянулся и сейчас читает быстрее всех!

- **The parents' beliefs about bilingual development in general**

Inna has noticed several advantages of bilingual development:

For example, he can travel to other countries to improve his language skills.

Например, поедет он в другие страны для улучшения знания языка.

and

He will himself feel better, more confident if he speaks with English-speakers in English, with Russian speakers - in Russian and so on. This skill gives mobility

Он сам будет себя лучше, увереннее чувствовать когда он с англоязычными поговорил на английском, с русским – на русском и так далее. Это дает мобильность.

and

Affects brain development. Billinguals think quicker.

Влияет на развитие мозга. Билингвы соображают быстрее.

Vadim declares his veiw on the billingual development:

Understood! The brain is starting to work.

Понятно! Начинает же шарабан работать.

4.4.2 Language assessment

The language proficiency assessment was performed in Daniel's home as well as in the Russian school. First he did the assessment in Russian, both comprehension and production at home. The comprehension and production assessments in Norwegian were done in one and a half week right in Daniel's Russian weekend school AZBUKIVEDI.

4.4.2.1 Comprehension assessment

During the assessment Daniel got two different stories per each language, picture sequences: **Dog in Russian language and Cat in Norwegian**.

He showed a good results from the comprehension narrative assessment: scores 9 out of 10 in Russian and excellent scores 10 out of 10 in Norwegian as illustrated in Figure 1.

He had difficulty answering the following question in Russian:

- *Why do you think that the dog is feeling angry/ disappointed/ hurt etc.?*

O*nly child who has given a correct response on a previous question: How does the dog feel?*, which is IST as reaction, *can* be asked this question. *(MAIN,* Gagarina et al., 2012, 2015).

(Appendix B)

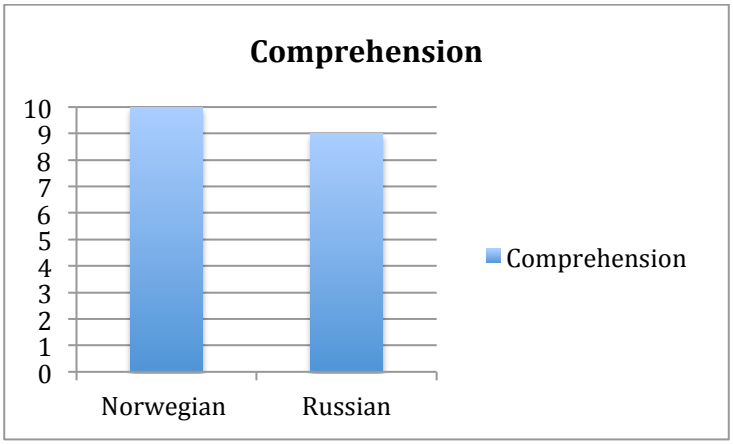

Figure 7. Comprehension assessment results. **score on 10 point scale.** Case study 3. Family 3. Daniel

4.4.2.2 Production assessment

Daniel got two different stories in each language, presented to him as picture sequences: **Baby Birds in Russian and Baby Goats in Norwegian language**. There were three copies of each story, color printouts, each copy in a separate envelope. He chose one from the three envelopes on the table containing the same picture sequence before assessment begins (detailed explanation the assessment method is in Methodology chapter).

In production assessment Daniel showed scores 11 out of 17 in Norwegian and 10 out of 17 in Russian.

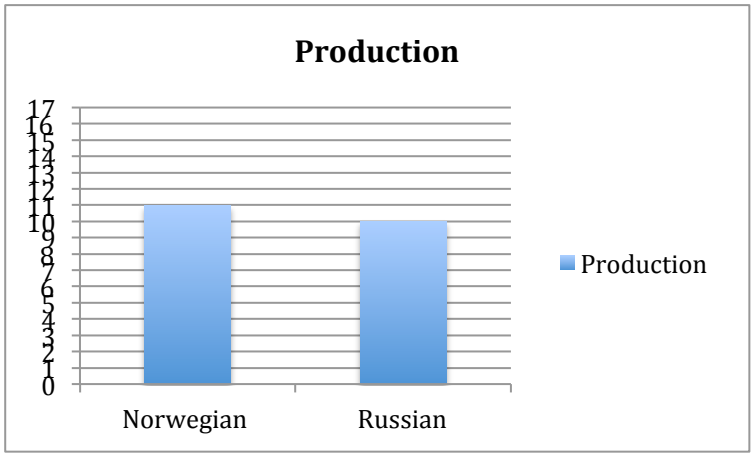

Figure 8. Production assessment results. **score on 17 point scale.** Case study 3. Family 3. Daniel

Norwegian Story

*Det **var** en_ ой, а я не знаю как они называются, (test administrator: geit) som han var i vannet og han **ville** få hjelp. Og da kom mammaen og **hjulpet** ham til lekte sammen. Og så **så** den andre spiste det gress og reven **så** geiten. Han var redd og reven tok den. Og så **så** kråken og da beit kråken i halen til reven. Og reven **fikk** vondt og mammaen **ble redd** også og da **var** fuglen og fuglen jakte reven.*

It was one [in Russian:] oh I don't know what they called, [test administrator: geit] goat as it was in the water and it would get help and then came mom and helped him to playing together and then the other one saw it was eating the grass and the fox saw the goat. It was afraid and the fox took it and then the crow saw and then bit the crow in the fox's tail and the fox got hurt and mom was scared too and then was the bird and the bird hunted the fox away.

Table 9. Macrostructure/Production complexity in Norwegian

Setting	1
IST as initiating event	3
G (Goal)	0
A (Attempt)	2
O (Outcome)	3
IST as reaction	2
Total	11

Episode sequences

Table 10. Microstructure/Structural complexity in Norwegian

Number of AO (Attempt + Outcome) sequences	Number of single G (Goal without A or O)	Number of GA (Goal + Attempt)/ GO (Goal + Outcome) sequences	Number of GAO (Goal + Attempt + Outcome) sequences
2	0	0	0

IST **terms in Norwegian – 6.**

Russian Story

Были *2 птички которые* ***хотели*** *кушать. Мама полетела за едой. Кошка* ***голодная была*** *и* ***хотела*** *взять, украсть птичек. Мама прилетела и принесла еду а кошка уже забиралась на дерево. Кошка зацепила одного ну,… цыпленка или ну,… птичку маленькую и собака* ***увидела*** *и мама* ***испугалась,*** *а собака укусила за хвост. Детёныши* ***были рады*** *и мама* ***была рада*** *и собака прогнала кошку.*

There were 2 small birds that wanted to eat. Mom flew for food. The cat was hungry and wanted to take them, steal the birds. Mom flew in and brought food, but the cat was already climbing the tree. A cat hooked one well,…a chicken or,… well, a little bird and the dog saw it and mother was frightened and the dog bit it by the tail. The babies were happy and mother was happy and the dog chased the cat.

Making more detailed analysis of production in Russian in terms of complexity I could get the following results:

Table 10. Macrostructure/Production complexity in Russian

	Score
Setting	0
IST as initiating event	3
G (Goal)	1
A (Attempt)	2
O (Outcome)	3
IST as reaction	1

Total	10

Episode sequences

Table 11. Microstructure/Structural complexity in Russian

Number of AO (Attempt + Outcome) sequences	Number of single G (Goal without A or O)	Number of GA (Goal + Attempt)/ GO (Goal + Outcome) sequences	Number of GAO (Goal + Attempt + Outcome) sequences
2	1	1	0

IST **terms in Russian – 6.**

In his Norwegian story Daniel used **82 words** in **6 sentences**.

In his Russian story he used only **60 words**, in **6 sentences**.

Mean length (ML) of comunicative unit (CU) - (MLCU) is **13,66** in Norwegian and **10** in Russian.

One communicative unit here is one sentence.

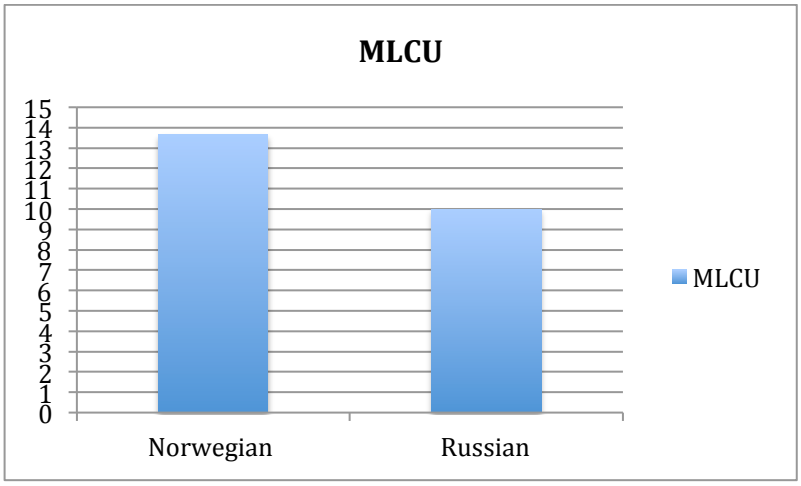

Figure 9. Mean length of comunicative unit (MLCU) in Norwegian and Russian.

Case study 3. Family 3. Daniel

4.4.3 Discussion. Case study 3

Both parents show the strongest motivation to speak only Russian at home:

Daniel's father even argue:

We speak 101% Russian at home unless we are at Norwegian activities. Despite being at Norwegian activities, I speak Russian to him and he may speak Norwegian with the other participants at the activities.

101 % говорим на русском дома. Если только мы не на норвежских активитетах. Но я все равно говорю по-русски, а он может говорить по-норвежски с другими участниками.

Daniel has no difficulties in Russian and Norwegian comprehension assessment. He showed an excellent score in both languages.

He only did not answered the question:

- *Why do you think that the dog is feeling good?*

However, he does not run into the same problems in Norwegian.

In Daniel's narrations in both languages he often uses short answers as if he has limited time to tell his story, hurries to tell. Consequently he omits the emotional part of the story and often explanation why and for what reasons heroes of his history do actions.

So he is lacking in Goals production:

In Russian production assessment Daniel produced 1 Goal, but in Norwegian – 0.

His stories are saturated more with action than with emotions.

In both of Daniel's narratives he utilizes a limited vocabulary. He attempted to find a correct word but could not succeed perhaps due to his vocabulary being limited. In Norwegian production assessment he asked for help:

*Det **var** en_ ой, а я не знаю как они называются, (test administrator: geit) som han var i vannet og han **ville** få hjelp.*

It was one [in Russian:] oh I don't know what they called, [test administrator: geit] goat as it was in the water

In Russian production assessment he stopped and tried to find a correct word:

Кошка зацепила одного ну,… цыпленка или ну,… птичку маленькую

A cat hooked one well,…a chicken or,… well, a little bird

Daniel's narratives in both languages suggests that he is a good narrator and that he has well-developed narrative abilities for his age.

4.5 Case study 4. Family 4. Alexander

4.5.1 Sociolinguistic background/Interview analyses

Alexander is 10 years old, and was born in Norway in a Russian-Norwegian family. His mother, **Anastasiya**, was born in Russia and came to Norway 20 years ago for family reunion. She was mainly exposed to Russian language in her childhood house in Russia but her father taught her English very actively from an early age so she could read poetry in English from the age of 4. She is fluent in Norwegian language and actively uses the language in her work. She identifies herself as a Russian. On the question: "*How Norwegian do you feel you are?»*

Anastasiya *answers:*

I understand Norwegian norms and behavioural rules in this society but nevertheless do not consider myself a native inhabitant…

Я понимаю нормы и правила поведения в этом обществе, однако, не отношу себя к местным жителям….

Alexanders's father, **Andreas**, was born in Norway. He was exposed mostly to Norwegian, and sometimes English language in the house where he grew up.. He reported that he speaks Russian at a quite good level. He understands almost everything people say in Russian. He can speak it if necessary.

According to Alexander's parents they discussed the strategy for teaching their child Russian language before he was born, including moving to Russia as soon as Alexander is born. If not completely move, then to a smaller degree spend the first couple of months in Russia so that Russian is the language that he hears from the begynning. This strategy was implemented because of their parental belief:

The most receptive age for learning languages is the early age. (Anastasiya)

Самый восприимчивый возраст к обучению языку – это ранний возраст. (Анастасия)

- **The reason for the parents' choice regarding the transmission of Russian language to the child**

Alexander's mother means:

- *learning culture through language;*

Preserving the connection to Russian culture and language is very important.[...] Language is the reflection of culture.

Сохранять связи с русской культурой и языком архи-важно.[...] А язык – это отражение культуры.

- *The equality and worth of both cultures - the Russian and Norwegian, for all family members.*

Russian was chosen due to its worth for the family as we even before our marriage, agreed that in our family we will preserve the equality and worth of both cultures - the Russian and Norwegian.

Русский был избран в качестве ценности семьи потому что мы еще до свадьбы договорились о том, что в семье мы будем поддерживать равенство и значимость обеих культур – и русской и норвежской.

– Communication in a language not understood by others

Communicating in a language not understood by others enables exchange of secrets. This seemed to him [Alexander] very interesting.

общаться на недоступном большинству языке, секретничать. Ему [Александру] показалось это очень забавным.

- Development of thinking/intellect/feeling using a richer language;

From another point of view, each word, in different languages, has its own emotional, psychological, I dont know, meaning and when coming across the word, you open for yourself some unknown world. In other words, in Norwegian there is a word called «koselig» (koshelij is defined as «cosy, pleasant, sweet, comfortable») which doesnt exist in other languages. In other words, by understanding and grasping the meaning of this word, you have the opportunity to understand and feel what it expresses Each new language is a gift

- a gift to feel and understand something that you have not understood before. The Russian language is rich with words.

С другой стороны, каждое слово в разных языках имеет свою эмоциональную, психологическую, не знаю, смысловую нагрузку и знакомясь с этим словом, ты открываешь для себя какую то неизведанную частичку, то есть, в норвежском языке есть слово «koselig» (кушли, в переводе «уютно, приятно, мило, комфортно») , которого нет в других языках. То есть поняв и прочувствовав значение этого слова, у тебя есть возможность понимать и чувствовать то, что оно выражает. Каждый новый язык – это получение дара ощущать, чувствовать и понимать, что – то большее, то, что тебе до этого не было дано. А русский язык у нас богат на слова…

- Respect for others through understanding their language;

But it is important for me and for my husband that our child shows respect towards other people and rather than judges them, that he aims to understand them. Language is a very good tool to achieve this aim. The understanding and respect for a different language system results in the respect for the culture and much more.

Для меня […] и для моего супруга важно, чтобы ребенок терпимо относился к другим людям. И прежде всего чем осуждать, стремился их понять. Язык – очень хорошее подспорье в этом деле. Поэтому вот из этих соображений он развивается. начиная с уважения к другой языковой системе рождается уважение к культуре, ну и ко многому другому.

Alexander's father believes:

- learning the culture through language;

It is necessary for children to have strong ties to all cultures, linking them to family. So Russian language is well in this case.

- Development of cognitive abilities and better concentration

[…] they [bilinguals] are better keeping focus, and being well more targeted at their goals. So in this case it is improvement it will assist them, and it definitely helps Alexander to be more focused, not consciously, but on subconscious level he is able to concentrate. So this is quite apparent actually.

- **The parents' language use in communication to each other and/or with other adults in the presence of the child**
- **The parents' language use in communication with the child. The child's language use in communication with the parents and siblings**

Alexander's father reports:

For me Norwegian is the main [language], but from time to time Russian. And for Anastasia - more Russian, but also a bit, quite a bit Norwegian, so we use both languages at home

On the question: "Do you feel yourself comfortable if your wife speaks Russian with your child" Andreas answers:

Yes, no problem. It is natural thing.

Andreas reported on who is interacting more with the child in your family? (Spending more time reading, playing, speaking and answering child's questions):

Well, we spend time together, all of us. The only difference here is in the morning and in the afternoon, going to school and so on. I am driving him […]as long as practically possible we will all spend time together.

To sum up, both parents report from time to time they use Norwegian, from time to time Russian, and it does not matter for them which language they use in the presence of Alexander, as their strategy is to expose him to as many languages they can, and to communicate in different languages to each other and to the children depending on the situation.

In addition, they use English and French at home.

- **Measures taken by parents to prevent children's language shift**

Anastasia notes:

There was a period when a large amount of Alexanders replies came in Norwegian and this situation changed approximately two years ago. it is unlikely we [Andreas and I] can take credit for that. *Our son has built up an unbelieveable word supply to express emotions fully in Russian for that matter. I am trying to bring out an interest in him to use Russian. If he responds in Norwegian, I ask him the question:*

what do you think, how could this be said in Russian, in what words could one say the same thing?

Был такой период когда большая часть ответов поступала на норвежском языке и буквально пару лет назад ситуация изменилась. Это вряд ли наша заслуга. Сын набрал необходимый словарный запас чтобы выразить весь объем эмоций и на русском языке в том числе. Стараюсь вызывать у него интерес к использованию русского языка. Если он отвечает на норвежском, я задаю ему вопрос : как ты думаешь, как бы это звучало на русском языке, какими словами можно было бы сказать тоже самое?»

Alexander's father argue:

He will only change language to express something difficult or not possible in the other language. For instance, the word "koselig" will be sort of difficult to translate into Russian so that ["koselig"] is something he needs to express, he will do it in Norwegian. He will choose the language which provides the best, most precise meaning of what he wishes to express.

- **The parents' strategies providing the children with additional input in Russian language inside the family and outside the family**

It is important the child and not just the adults, understand the benefit of knowing additional languages.

Важно чтобы сам ребенок, не только взрослые, прочувствовал выгоду знания доп. языка.

Outside family	**Russian**	**Norwegian**	**Other**
Sport		80	20
Friends	5	5	90
Computer clubs			
Schools/courses attendance	10	5	85
Holidays/visitors from Russia	70	15	15
Inside family	**Russian**	**Norwegian**	**Other**
Plays	10	70	20
TV	50	50	

Doing homework			
Reading books	25	25	50
Computer			100
Story telling	20	50	30

- **The children's bilingual language development by parents opinion**

Andreas considers:

Well, we have increased our use of Russian when Alexander grew older, mostly because he sort of forced me to speak more Russian, because he missed that [language] when Anastasia was away [business trip].

He excelled in both Norwegian and Russian.

- **The parents' beliefs about bilingual development in general**

Alexander's mother believes:

Any language is a great method for developing the mind. For general development, training the memory.

Любой язык это отличный способ развивать голову Для общего развития, тренировка памяти.

On the other hand **Alexander's father convinced:**

It [speaking several languages] is a necessity, definitely a necessity. In all situations children should know as many languages as possible. They have the capability. At this age […] everything just goes into their mind and stays there. So, there is no reason not to use that capability… Language comes natural to children, much more so than it does for adults… There is always a good thing for children to improve their linguistic skill.

4.5.2 Language assessment

First, Alexander did the language assessment in Russian and approximately two weeks later in Norwegian.

4.5.2.1 Comprehension assessment

Alexander got two different stories in each language, picture sequences: **Cat in Norwegian and Dog in Russian language**. There were three copies of each story, color printouts, each copy in a separate envelope. Alexander chose one from the three envelopes on the table containing the same picture sequence before assessment begins.

The results from the comprehension narrative assessment:

In comprehension assessment he showed excellent scores: 9 out of 10 in both Norwegian and Russian, illustrated in Figure 1.

In Russian comprehension assessment Alexander had some difficulty answering the question: Why do you think that the dog is feeling god [angry/ disappointed/ hurt etc.]? However he had no any difficulties understanding the story. He answered quickly without any time for thinking. He was calm and peaceful.

In his Norwegian comprehension assessment Alexander did not answer only one question: Will the boy be friends with the cat? Why?

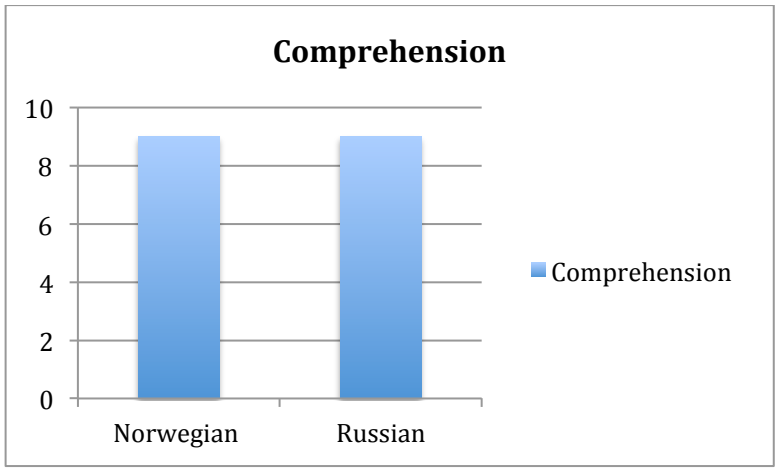

Figure 10. Comprehension assessment results. **score on 10 point scale.** Case study 4. Family 4. **Alexander**

4.5.2.2 Production assessment

Alexander got two different stories in each language, picture sequences: **Baby Birds in Russian and Baby Goats in Norwegian language**. There were three copies of each story, color printouts, each copy in a separate envelope. Alexander chose one from the three envelopes on the table containing the same picture sequence before assessment began.

In production assessment Alexander showed scores **9 out of 17 in both Russian** and

Norwegian.

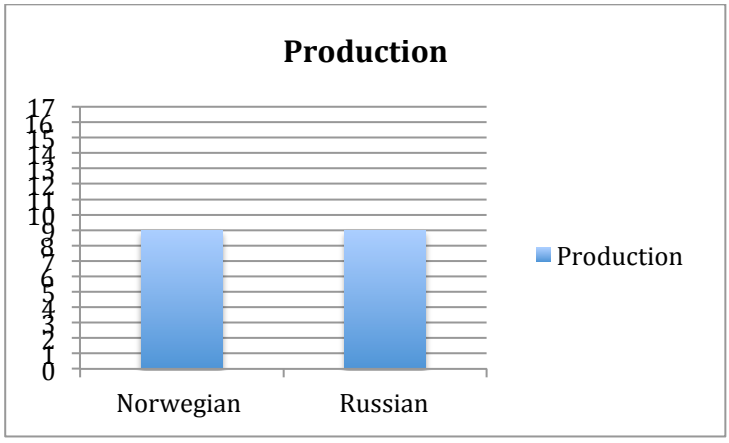

Figure 11. Production assessment results. **score on 17 point scale.** Case study 4. Family 4. **Alexander**

Norwegian Story

Det **var** en gang tre geiter. Den lille geiten falt i en vanndam. Faren kom og hjalp den opp, mens moren **spiste** gress. I mens **så** reven at det var en geit som sto der. Den **prøvde å få tak** i den. Så **var** det en kråke som **så** det. Kråken fløy mot reven og bet den i halen og jagde den vekk. Så **var** faren **glad** for å finne familien sin igjen.

Once upon a time there were three goats. T*he little goat fell into a puddle. His father came and helped it out, while the mother was eating grass. Meanwhile the fox saw there was a goat standing there. He tried to catch it. Then a crow saw it. The crow flew towards the fox and bit it in the tail and chased it away. Then the father was happy to find his family again*For purposes of analysis of production in Norwegian in terms of complexity I could get the following results:

Table 12. Macrostructure/Production complexity in Norwegian

	Score
Setting	1
IST as initiating event	2
G (Goal)	0
A (Attempt)	3
O (Outcome)	2
IST as reaction	1
Total	9

Episode sequences

Table 13. Microstructure/Structural complexity in Norwegian

Number of AO (Attempt + Outcome) sequences	Number of single G (Goal without A or O)	Number of GA (Goal + Attempt)/ GO (Goal + Outcome) sequences	Number of GAO (Goal + Attempt + Outcome) sequences
2	0	0	0

IST **terms in Norwegian – 5.**

Russian Story

Жила **была** птичка в гнезде и два цыпленка. Потом птица улетела и пришел кот. Он **хотел** съесть цыплят и в это время прилетела птица с червяком чтобы дать малышам. В ту же самую секунду кот прыгнул и почти захватил одного из птенцов, как собака захватила и укусила кота за хвост и погналась за котом.

Russian Story

Once upon a time there was a smal bird in the nest with two chickens. Then the bird flew away and the cat came. He wanted to eat the chickens, and at that time the bird with a worm flew in to give to the kids. At the same moment, the cat jumped and almost captured one of the nestlings as the dog grabbed and bit the cat by the tail and chased after the cat.

Making more detailed analysis of production in Russian in terms of complexity I could get the following results:

Table 14. Macrostructure/Production complexity in Russian

	Score
Setting	2
IST as initiating event	0
G (Goal)	1
A (Attempt)	3
O (Outcome)	3

IST as reaction	0
Total	9

Episode sequences

Table 15. Microstructure/Structural complexity in Russian

Number of AO (Attempt + Outcome) sequences	Number of single G (Goal without A or O)	Number of GA (Goal + Attempt)/ GO (Goal + Outcome) sequences	Number of GAO (Goal + Attempt + Outcome) sequences
3	1	2	1

IST **terms in Russian – 2.**

In his Norwegian story he used **73 words** in **8 sentences**.

In his Russian story he used **54 words** in **4 sentences**.

Mean length (ML) of comunicative unit (CU) - (MLCU)

is **9,13** in Norwegian and **13,5** in Russian.

One communicative unit here is one sentence.

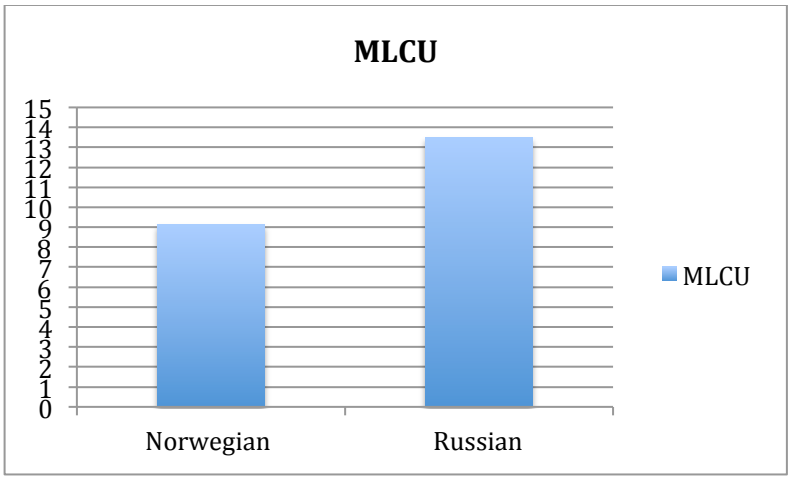

Figure 12. Mean length of communicative unit (MLCU) in Norwegian and Russian.

Case study 4. Family 4. Alexander

4.5.3 Discussion. Case study 4

Alexander is attending the International French school and the Russian week-end school, following its normal educational program for all students, from the age of four. As Alexanders parents reported at the interview, he is very fluent in the French language. Therefore, I can only *assume* Alexander is most fluent in this language, and would have made a better result. Otherwise, I only have his father's statement to support that notion.

Generally speaking Alexander's parents accept the fact that he sometimes makes a sudden change from one language to another. They just help him find the right word in a certain language and do not insist on him using a particular language. Alexander will only perform these sudden language shifts when his vocabulary of the first language is missing a certain term, as mentioned above.

Alexander's language assessment results show that his Russian and Norwegian language proficiency is on the sufficient level for his age, as a child with typical language development. He constructs long sentences, especially in Russian. His MLCU is **9,13** in Norwegian and **13,5** in Russian.

According to the MAIN instruction manual, the child gets zero points for wrong or no response on Settings, 1 point for one correct response, 2 points for reference to both time and place. Alexander got 2 points because he referenced to both time: Once upon [Жила-была]; and place: In the nest [В гнезде]

The analysis of Alexander's comprehension assessment in both languages showed a good understanding of the story as well as the accompanying questions, and he responded briefly and clearly.

The comparison of storytelling reveals symmetry between Norwegian and Russian. In both assessments Alexander scored only 9.

As the results show in the production (retelling) part of the assessment the child met several difficulties in the "IST as reaction" section as other participated children, especially in using emotional terms: IST **terms in Norwegian - 5, in Russian – only 2.** Alexander could not clearly describe emotions of the subjects in the story and he did not tried either.

The only indication of emotion in his production assessment is the following:

*Så **var** faren glad for å finne familien sin igjen.*

It is possible that this phenomenon should not be taken as lack of proficiency but rather, display his personal characteristics.

When it comes to macrostructure/production complexity, Alexander has not produced any Goals in his storytelling in Norwegian, and only one Goal in Russian.

Chapter 5: General discussion

This chapter discusses the findings after the interview analyses and language assessment.

The interview and language assessment analysis suggests that *the parents' use of language in communicating with the child* is influenced by a number of specific characteristics within their family contexts. First of all, the context of the family where the parents grew up. The use of language for communication within the family as well as with other adults in the parents childhood home seems to play an important role in decision making regarding the transmission of different languages to their own child. It is reasonable if people experience the benefits and good results of applying a particular technique or policy, they will easily consider this technique positive in general, and thus transfer it to their own offspring. Four out of the eight parents who participated in my research used only one language in their own childhood home, whereas four experienced input from two or more languages.

Additionally, I found that *the initial choices regarding the transmission of Russian to the child* was influenced by characteristic like mother's and Russian fathers' competence in Norwegian and how long they have been living in Norway. This is interesting and surprising point. Three parents did limited knowledge in Norwegian for various reasons: using other foreign language at work (Daniel's mother and father), using Norwegian at work but only specific terms in Norwegian (Murat's father) despite the fact that they have been living in Norway quite long time; or they feel embarrassment because their child speaks Norwegian better. Interestingly that in these families Russian is a language of communication and Daniel and Murat showed very good results of comprehension and production language assessment in both languages.

The second point I have found that *the initial choices regarding the transmission of Russian to the child* was influenced by characteristic like mother's feeling uncomforted and tedious to speak with her husband in Norwegian and with her child in Russian. For Maria's mother that seemed to be a big obstacle in transmission the minority Russian language to her child notwithstanding her motivation. So Maria showed low score in her comprehension and production assessment in Russian.

The initial choices regarding the transmission of Russian to the child was also influenced by characteristic within the family context like father's competence in Russian (which varied from excellent to very limited) and by the emotional relationship between the

parents. This is especially true, regarding the feeling of comfort or discomfort when one adult uses a language in conversation with the child in the presence of another parent who might not be proficient in that language. This is parallel to the findings in Timofeeva and Wold (2012). In the present study Alexander' Norwegian father, Case study 4, has a good proficiency in Russian. On the question: "Do you feel yourself comfortable if your wife speaks Russian with your child" he answers: "*Yes, no problem. It is natural thing"*. Alexander as parents reported feels himself free to express his thoughts and emotions in Russian. The child showed a score in his comprehension and production assessment in Russian.

An interesting finding in the present study is that in two of four families, both of which are Russian-Norwegian families, parents have different feelings and attitudes towards Russian as the minority language. In the Case study 1 Maria's mother feels uncomfortable speaking with her daughter in Russian and with her husband in Norwegian as she considers this shift between Russian and Norwegian tedious and a struggle, and requiring great energy expenditure. The parents chose (consciously or subconsciously), a Family language policy in which they use only Norwegian in communication to each other as well as with their child. At the same time the mother is motivated to transfer her heritage language to her child, but she seems to underestimate the role of exposure. She seems not to be aware of the role of parental input in child language acquisition as well as of the fact that young children do not acquire a language through teaching or imitation. People, and children in particular, do not *learn* the language, they *acquire* it. Despite the motivation and the family's engagement in heritage language classes, the results of Maria's language assessment suggest that her minority language, Russian, is in a vulnerable situation. Norwegian is Maria's dominant language where she demonstrates more advanced narrative abilities.

Maria's mother probably is not aware that language input is a process of *acquiring* a language. And according the language assessment results, Maria lacks in both comprehension and production tests in Russian. Such results are quite natural and it can be assumed that this is the way the Maria's language develops.

On the other hand, Case study 4, Alexander's case, is the example of a family policy where both parents are motivated for their child to learn the minority Russian language in addition to several other languages (Norwegian, English and French). Due to their belief that the most receptive age for learning languages is the early age, they had discussed and agreed on the strategy for teaching their child Russian prior to his birth and implemented their strategy thereafter. The family felt that there was no discomfort from communicating in different

languages in this family. Both the comprehension and production language assessment results show Alexander's typical development in Norwegian and in Russian. Interestingly, according to his parents, his dominant language is currently French whereas neither Norwegian nor Russian are his strongest languages. While Alexander's French has not been assessed in the present study, the dual assessment of Norwegian and Russian shows that he has balanced and well developed narrative abilities in both languages.

In Daniel's Case, his parents have very positive attitudes towards the minority Russian language. They often insist in not using Norwegian when communicating with each other, even outside the family. The father said that he speaks Russian with his son even when they are at a Norwegian sport activity or courses while the child has to sometimes speak Norwegian.

In Murats's case, his father has a very strong motivation to pass on the Russian language to his son because of the opportunity to receive better knowledge at a higher educational level in future in Russia.

As noted above both children have a good knowledge in Russian and in Norwegian also as language assessment results show. This again confirms the Cummins' (2000) theory.

All four families in my study, both the Russian-Russian and the Russian-Norwegian, were to a varying degree motivated to transmit Russian language to their children and to organize activities for the children in Russian.

During the analysis the reason of parents' choice regarding the transmission of Russian language to the children several aspirations for the minority Russian language transmission were formed**:**

Seven categories emerged during the data analysis that have shown themselves relevant for the parent's decision to transmit Russian to the child:

- The reason for the parents' choice regarding the transmission of Russian language to the child
- The parents' language use in communication to each other and/or with other adults in the presence of the child
- The parents' language use in communication with the child. The child's language use in communication with the parents and siblings.
- Measures taken by parents to prevent children's language shift
- The parents' strategies for providing the child with additional input in Russian language inside the family and outside the family.

- The children's bilingual language development according to the parents opinion
- The parents' beliefs about bilingual development in general

During sub analysis of the first category "The reason of parents' choice regarding the transmission of Russian language to the child" it has been noted if there are aspirations common to most of the interviews and on the other hand if there are aspirations that are unique to a single interview or a minority of the interviews. As a result as many as fifteen common aspirations for the minority Russian language transmissions were formed: *Communication with grandparents; Awareness of the language and culture in which the child's parents grew up; Importance and advantages of knowing several languages; Learning culture through language; Development of thinking/intellect/feeling using a richer language;*

The remaining statements of parental aspirations are unique to each interview in this study, such as:

Access to Russian literature; Connection with the culture, language and traditions of the place in which one´s parents were born; Opportunity to receive higher education in the future in Russia; Use of the given opportunities for learning several languages; Widespread use of Russian language around the world and, thus, the opportunity to use Russian in many countries; Driven by the influence of parental Family language choice when everyone speaks only Russian at home; The equality and value of both cultures - the Russian and Norwegian, for all family members; Communication in a language not understood by others; Respect for others through understanding their language; Development of cognitive abilities and better concentration;

If I have had more participants in this study than probably the overall picture would be different.

In the interview analysis only one match among parents from same family was found. Alexander's father and mother (Case study 4), both think that preserving the connection to Russian culture and language is very important. For them, any language is the reflection of the culture in which it is spoken.

Parental motivation is a significant part of Family language policy. Moreover, FLP is based on parental motivation

As has been noted in chapter 3.3.1. in this thesis I have recruited four families: two Russian – Norwegian (R-N) families and two Russian – Russian (R-R) families. In mixed,

intermarried families expectations from children in terms of language skills are different: The Russian language is in a vulnerable position as demonstrated by Maria's family, where the Norwegian language is dominant. Nonetheless, an entirely different situation is the case in Alexander's mixed family where the minority Russian language – which one would suppose would be in a vulnerable position as well – is instead strengthened by his parents' beliefs and motivations to transmit to their child several languages. Despite the fact that many people give credence to the hypothesis that if a child has to learn many languages, each language will be underdeveloped and the child will experience confusion. The parental interviews and language assessment results show that Alexander excelled in both Norwegian and Russian. Moreover, he also manages to utilize English and French.

Thereby, on the example of two families, can be concluded the children's language proficiency directly depends on Family language policy and in particular's parents' awareness of the role of parental input in bilingual language development.

The Russian-Russian families, to the contrary, have less Norwegian language input within the family. In spite of this the Norwegian language develops well with the children in these families. The reason is because Norwegian is the leading language in a lager context. In this study, Norwegian is the predominant language in society, and is reported to be used approximately 60–80% of the time for activities outside the family, such as when being with friends, at sports, while reading, and while watching TV (see chapter 4 in this thesis). Thereby, bilingual children receive more Norwegian input on an everyday basis and they use this language in a larger number of contexts. Norwegian language in this study may be considered as a dominant language.

But it can assumed this balance within Russian-Russian families can be maintained only if the children have input of Russian language at home and this language is language of communication at home. In this research both Russian-Russian families use only Russian at home and the children have a good level of language proficiency. In this case the Norwegian language is a dominant language and it develops in parallel with Russian. Moreover, language proficiency in one language supports the acquisition of other language.

As Cummins (2000) states: "Conceptual knowledge developed in one language helps to make input in the other language comprehensible." So the study of one language helps in the study of the second. Cummins believes that in the course of learning one language a child acquires a set of skills and implicit metalinguistic knowledge that can be drawn upon when working in another language. (Cummins, 2000).

Before proceeding to the concluding discussion on children's language assessment it is important to note how the parents' opinions on their children's bilingual language development coincide with the test results.

It is necessary to make the assumption that MAIN is not a "normed" test. (cf. chapter 1.2. in this chapter). Thus it cannot provide a scaled score for each indicator that can be compared to other children of the same age.

Case 1, Maria	Test results comprehension (max 10)	Test results production (max 17)	Mother's opinion (key word)	Father's opinion (key word)
Russian	4	3	*very low level*	*she has progressed last year*
Norwegian	9	10	*perfect*	*perfect*

Maria's father believes that *"she has progressed last year"*. I assume this is a correct observation. However, in comparison with her Norwegian and with the other children's results her Russian is not on not on an advanced level and not comparable.

Case 2, Murat	Test results comprehension (max 10)	Test results production (max 17)	Mother's opinion (key word)	Father's opinion (key word)
Russian	10	14	sufficient level	sufficient level
Norwegian	10	13	sufficient level	*better than his Russian*

Murat's father argues than his child Norwegian language is "*better than his Russian"*. But tests show that both languages are approximately on the same level. Both could be true; there are many daily "use of language situations" that may not be captured by the test situation, additionally Murat's (Norwegian?) father may not be aware of his son's proficiency level is in Russian.

Case 3, Daniel	Test results comprehension (max 10)	Test results production (max 17)	Mother's opinion (key word)	Father's opinion (key word)
Russian	9	10	*appropriate level*	*appropriate level*
Norwegian	10	11	*appropriate level*	*appropriate level*

Here complete coincidence appears.

Case 4, Alexander	Test results comprehension (max 10)	Test results production (max 17)	Mother's opinion (key word)	Father's opinion (key word)
Russian	9	9	*He excelled*	*He excelled*
Norwegian	9	9	*He excelled*	*He excelled*

Here complete coincidence appear.

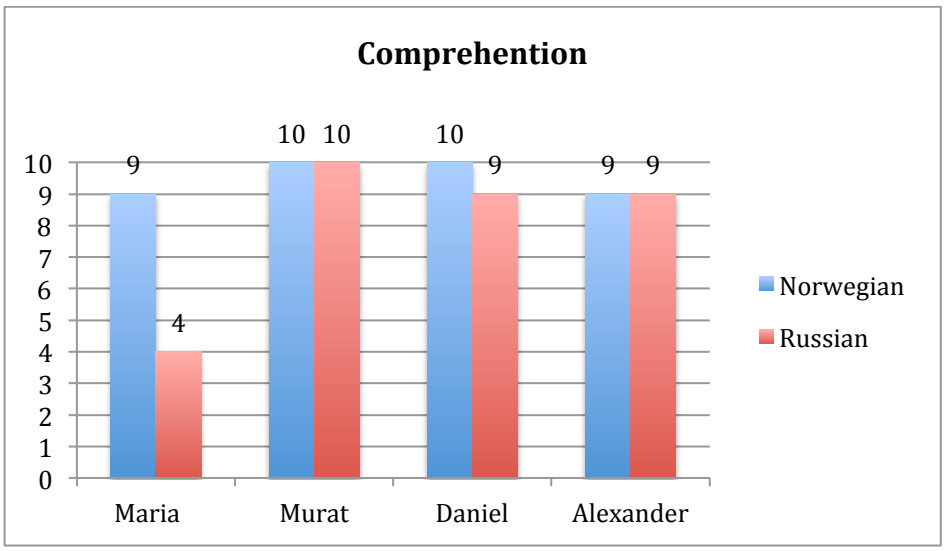

Figure 13. Comprehension assessment results. **score on 10 point scale. All** Case studies.

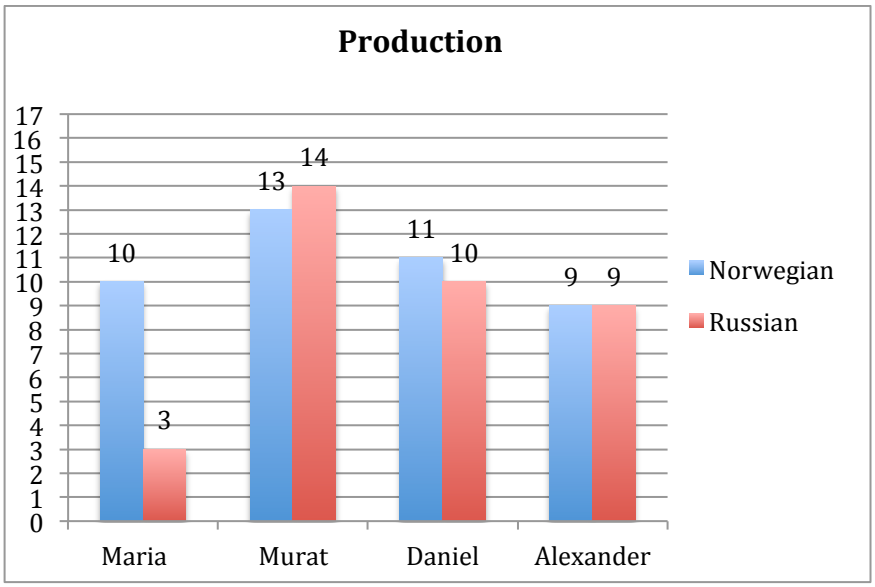

Figure 14. Production assessment results. **score on 10 point scale. All** Case studies.

It is very interesting to observe that whereas the three children Murat, Daniel and

Alexander all have very similar scores on the comprehension part of the tests, they display some variation in the production part.

Comparison of the comprehension assessment results of the child participants reveals language symmetry (Norwegian-Russian symmetry). The exception is Maria (Case study 1), who shows low scores for Russian comprehension as compared to Norwegian comprehension, i.e., an asymmetric result. It is because the comprehension test requires more elaborate answers than yes and no.

When it comes to FLP analyses in all four families it is clear that Murat, Daniel and Alexander have Russian language input inside the family as well as outside the family.

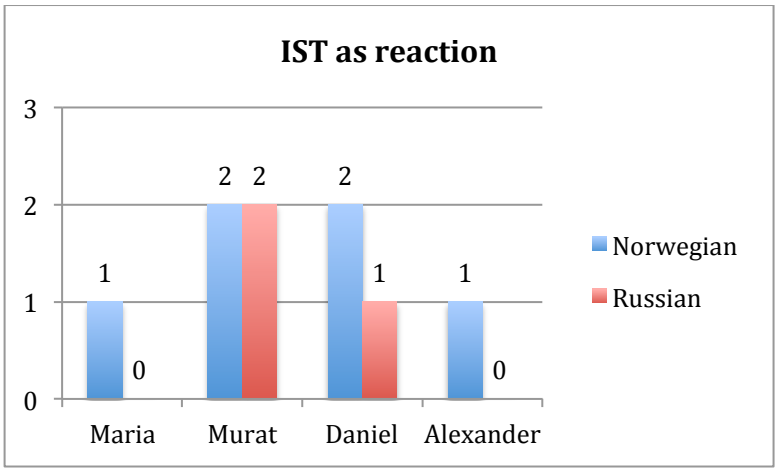

Figure 15. Macrostructure/Production complexity in Norwegian. IST as reaction.

As can be seen from Table 14, "Macrostructure/Production complexity" in both languages in each Case study, children could produce not more than two IST as reaction.

When comparing the children's results it can be concluded that children in Case 1, 3 and 4 could not clearly describe emotions of the baby goat/bird and other heroes of their stories in their production in both languages. They saturated their stories more with actions than with emotions. However, IST is just one part of language proficiency assessment and provide information about children's abilities to build inferences (cf. chapter **3.3.4.2 in this thesis).**

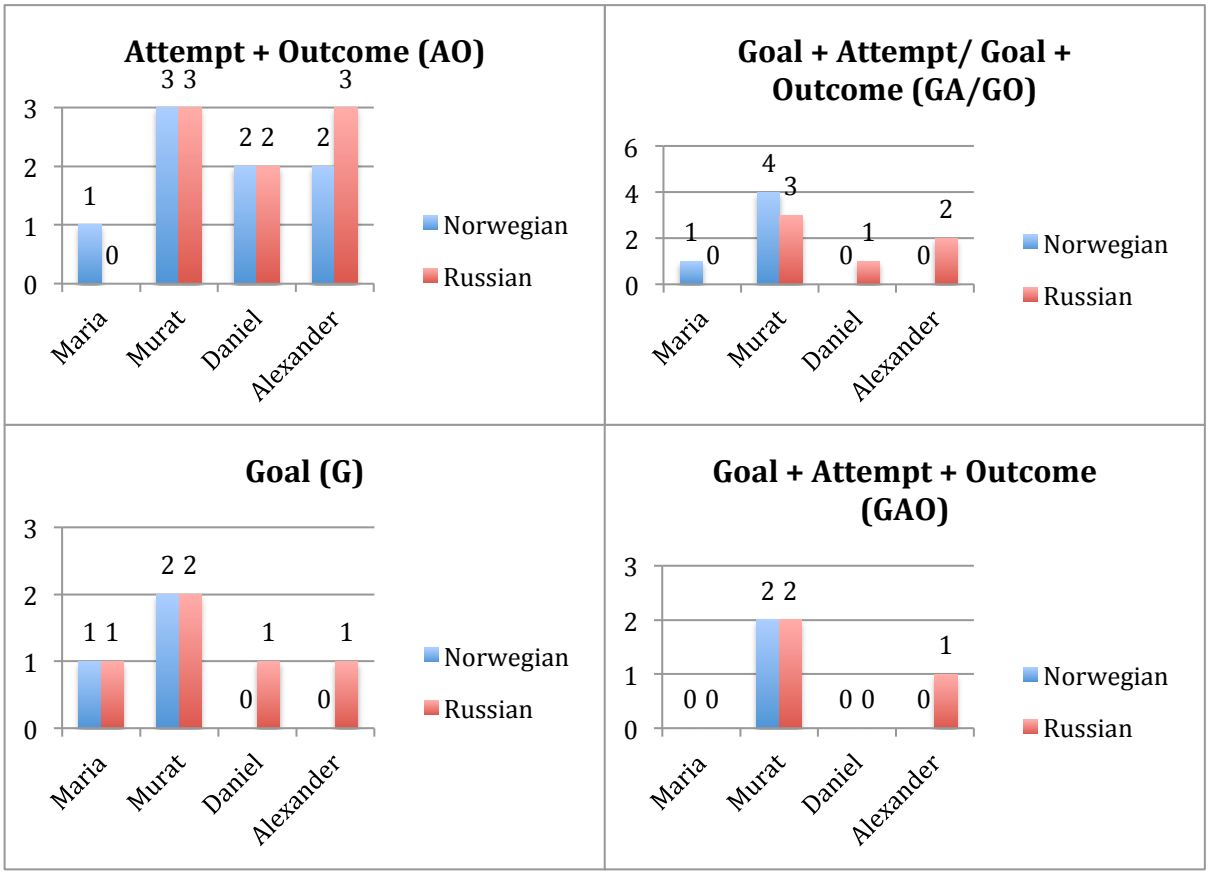

Figure 16. Microstructure/Structural complexity. All Case studies

Surprisingly that Alexander, Case study 4, produced only one Goal in Russian and no Goals in Norwegian.

Could it be that a larger number of languages in a home has a "negative", or at least a "delaying" influence on a child's language proficiency? As Bialystok (2009) argues, bilingual children control a smaller vocabulary in each language than their monolingual peers. (Bialystok 2009, p.4).

It is an interesting hypothesis indicating that a child in a multi-language family needs more time to develop all languages to a sufficient level.

As known from chapter 3.3.4.2. in this thesis, complete GAO episodes display the highest level of complexity. The quality score might be less language dependent; technically, one can produce fewer components of story structure, but these might be core components involving goals or even GAO.

The indicators of AO/G/GA/GO/GAO only provide information about the complexity structure of the children's narratives, not about the oral language proficiency in general. One cannot be sure whether Goals is something we should really expect as a product for everyone.

This task is not normed.

In addition, although all children were lacking in Goal production, the focus of the analysis is on describing attempts, and especially on outcomes.

As pointed out in chapter 2 in this thesis "the 5-year-olds' narratives are dominated by attempts and outcomes, with little information about the feelings, intentions, and goals of the protagonists involved". (Bohnacker, 2016, p. 29). Bohnacker (2016) also studied narrative children's comprehension and concluded that Swedish-English bilingual preschoolers who are unable to produce goals have no difficulty understanding them. So the ability to produce Goals in the narratives develops with age. The MAIN goal is the most crucial component of the story complexity score, and this should not be forgotten. It would be incorrect in this study to accept the absence of goals in children's production assessment as a lack of language proficiency or do not consider them as a good narrators.

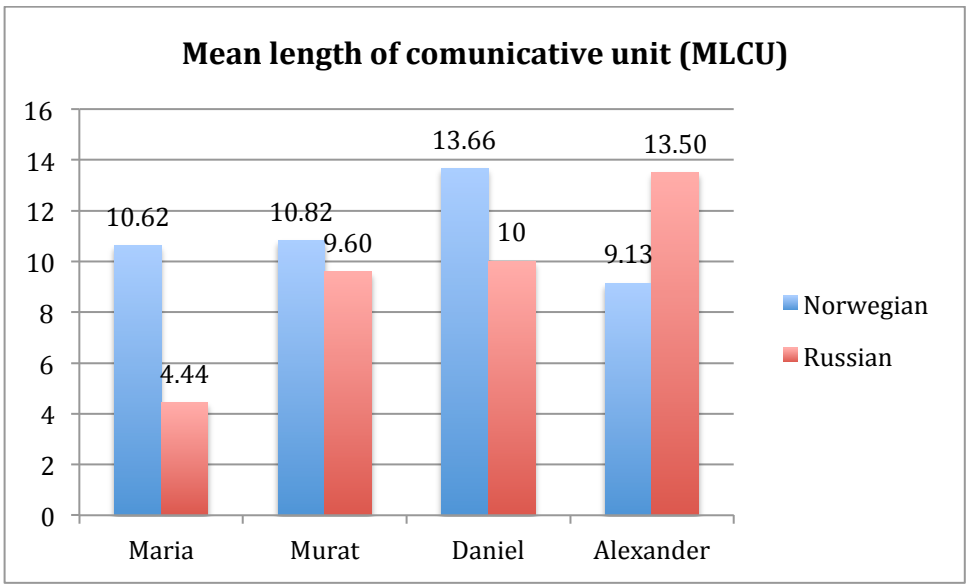

Figure 17. Mean length of communicative unit (MLCU) in Norwegian and **Russian. All case studies.**

Mean length of communicative units varies mainly in the range of 9 to 13 words in 1 sentence in both languages for all children except Maria in her Russian language. The longest sentence construct Daniel in Russian and Alexander in Norwegian.

As pointed out in chapter 2 in this study, Okita (2002) shows the importance of recognition and shared responsibility in intermarriage families regarding childrearing and the language transmission. So it is crucial for both parents in such families to build together a strong balanced Family language policy that in its turn affects the bilingual children' language

proficiency. On the example of studying Alexander's family situation, Case 4, can be sees that despite the fact that there is the Russian-Norwegian family, parents show positive attitudes towards minority Russian language and child's bilingual development in general. Parents are consistent and definite in their language choice. And Alexander's oral language proficiency therefore in a very good level.

Chapter 6: Conclusions and recomendations

This study has investigated how family language policy (FLP) affects oral language proficiency of bilingual Russian-Norwegian children.

In general this study illustrates that all parents are motivated to transmit their minority Russian language to their children. However, motivation is not sufficient. The main point is to be aware that people, and children in particular, do not learn a language, they acquire it. Thus, a Family language policy aimed at regular use of the minority language and organizing activities in Russian language at home and outside the home is a good decision for children's bilingual development. The parents' awareness of this issue is essential.

Parental motivation similarly plays an important role in Family language policy-making. During the analysis, it became apparent that the parents' choice(s) regarding the transmission of Russian language to their children was based on several aspirations, or motivators. These aspirations lend understanding to how parents state their reasons for conveying the Russian language to their children.

However, factors like feeling uncomfortable, or seeing it as energy-consuming to speak with one's spouse in one language (Norwegian) and one's child in another (Russian), as well as the non-Russian adult's (father's) competence in Russian can affect the parental language choice.

The complexity of the task of establishing active use of the minority language where the parents have limited competence in Norwegian has not been fully acknowledged by this researcher. In one family (Case study 1) the Norwegian father had a poor competence in minority Russian and this familys choice is to communicate in Norwegian. On the other hand, the Norwegian father from Case 4 family had sufficient competence in Russian language and these parents were actively raising their child in a atmosphere of multilingualism. There is a link between fathers competence in Russian language and parents' language choice. This issue is not fully explored in the present study and recommended to be investigated in further researches.

Cummins (2000) statement that "conceptual knowledge developed in one language helps to make input in the other language comprehensible" is confirmed in the present study. Children who had a good Russian proficiency performed better in Norwegian despite the fact that the only language used at home was Russian. An important role in Norwegian language proficiency is also displayed by the fact that bilingual children receive more

Norwegian input on an everyday basis and they use this language in a larger number of contexts. Norwegian language in this study is considered the dominant language.

Taken together, and exemplified by two families, this study concludes that the childrens language proficiency directly depends on Family language policy, and in particular the parents awareness of the role of parental input in bilingual language development.

The findings of this study shows that a strong balanced Family language policy has great impact on bilingual children' language proficiency. Unless the Family language policy is clearly constructed and the choice of communication with the child in the minority language is supported by both parents, achieving true bilingualism in children appears very difficult to obtain).

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Appendix A: Interview guide

Interview guide

Used to interview the parents of the children test subjects

Life history

1. Where were you born? Where did you live before you came to Norway? When did you immigrate to Norway? Are you planning to stay in Norway? (for R mother, for R-R families)

2. How old are you?

3. Can you please briefly describe the family you grew up in? Were other languages than Russian / Norwegian used in your mother's / father's family on everyday basis.

4. What is your education, profession?

Identity (for mother, for R-R families)

5. Do you feel well integrated into the Norwegian society? Why? How Russian/Norwegian would you say you are? Where do you feel yourself home?

6. How often do you meet with other Russian mothers/families? Do you have Norwegian friends? How often do you meet them? How often do you visit your husband's relatives or how often do they visit you? Do you enjoy spending time with them?

7. Some people think that it is important for their children to develop strong ties with Russian language and culture. What do you think? Why?

Language strategies in the family

8. Can you please describe to me when your child started speaking Russian/Norwegian?

9. What language do you speak with your husband/wife?

10. How well do you understand/speak Russian? (for Norwegian father). How well do you understand/speak Norwegian? (for mother or for Russian-Russian family)

11. What language(s) do you and your husband/wife speak to your child? What language do you and your husband/wife speak to each other in the presence of your child? Can you please tell how your family decided to speak this language/these languages? *Do you feel comfortable if you speak Russian with your child in the presence of your husband? (for Russian mother)*

12.What is the language(s) spoken at home by each child living in the home and family members?

12 a. Languages spoken by people in (regular) contact with child at home.

12 b. Languages spoken by child to other people at home.

12 c. Who is interacting more with the child in your family? (Spending more time reading, playing, speaking and answering child's questions?)

13. Can you please tell me whether or not language use in your family has changed as your child grew older? Why and how did it happen?

14. What do you think about your child's language development now? (Norwegian,

Russian) (see additional tables)

15. How do you motivate the child's active use of the Russian/Norwegian language? Why? 2*Do you use any sources of information and recommendation about the choice of language use? What kind of sources?*

16. Do you have any experience on how to be consistent in the language choice when addressing the child in different settings? Is to be consistent in the language choice important for you?

17. Does you child mix the two languages? Did s/he do this before? How do you react if s/he does so?

18. Do you sometimes insist on child's use of particular language? Why? Why not?

19. Some people believe that maintenance of minority language is important matter for children? What do you think?

Attitudes towards language choice

20. What do you think about children's knowledge of more than one language? *What goals do you have with regard to your child's language use?*

21. Do you think knowledge of more than one language affects children's development in general (cognitive, intellectual, social development)? (see additional tables)

22. Sources of language exposure inside the family

Languages used inside family/sources of language exposure	**Russian (%/wk)**	**Norwegian (%/wk)**	**Other language/s (%/wk)**
Playing			
TV			
Doing homework			
Reading books			
Computer			
Story telling			
Other			
Total			

22 a. Other language(s):

22 b. Other sources of language exposure:

23. Sources of language exposure outside the family

Languages used outside family /sources of language exposure	**Russian (%/wk)**	**Norwegian (%/wk)**	**Other language/s (%/wk)**
Sports			
Friends			
Computer clubs			

Schools/courses attendance			
Holidays/visitors			
Other			
Total			

23 a. Other language(s):

23 b. Other sources of language exposure:

24. What do you think about the status of Russian language within the Norwegian community?

Appendix B: Background questions

Background Questions

1. Child's name (forename, surname) _____

2. Date of birth _____

3. Does your child currently go to a kindergarten/ day care/ school?

○ Yes, kindergarten
from _____ (Year, Month)
○ No

If yes, what kind of kindergarten?
○ Bilingual
○ Monolingual L1 = child's native language
○ Monolingual L2 = child's second language
○ Other, what kind of other?
_____

○ Yes, school
from _____ (Year, Month)
○ No

If yes, what kind of school?
○ Bilingual
○ Monolingual L1 = child's native language
○ Monolingual L2 = child's second language
○ Other, what kind of other?
_____

4. In what country was your child born?

○ In country of L1, which?_____ ○ In country of L2, which?_____ ○ In other country, which?_____

5. Since when has your child lived in the country of L2?_____ (Year, Month)

6. Birth order

○ 1 ○ 2 ○ 3 ○ Put the number ____

7. How old was your child when he/she spoke the first words?

___ year(s) ___ month(s)

8. Have you ever been concerned about your child's language?

○ No ○ Yes, specify why? _____

9. Has anyone in your family had any speech or language difficulties?

○ No ○ Yes, specify who? _____
e.g., mother, father, sibling(s)

10. Has your child ever had hearing problems?

Hearing impairment
○ No
○ Yes

Frequent ear infections
○ No
○ Yes, how many? _____
○ grommets (ear tubes)

11. In your opinion, does your child hear normally?

○ No ○ Yes

12. Information about the parents

	Specify your native language (L1)	Specify your second language (L2)	Specify other languages you speak	How long have you been living in XX country	Your education	Your occupation
Mother						
Father						

13. What language do you speak with your child?

Mother
- ○ My native language (L1)
- ○ My second language (L2)
- ○ Both native and second language
- ○ Other language(s), specify which _____

Father
- ○ My native language (L1)
- ○ My second language (L2)
- ○ Both native and second language
- ○ Other language(s), specify which _____

14. What languages does your child speak now?

- ○ Child's L1, which is: _____
- ○ Child's L2, which is: _____
- ○ Other languages, which are: _____

15. What languages is your child exposed to?

- ○ Child's L1
- ○ Child's L2
- ○ Other languages, which are: _____

16. At what age did your child's exposure for L2 begin?

- ○ From birth
- ○ Before age 1
- ○ Before age 3
- ○ Before age 5
- ○ From age _____

17. Is your child exposed to L2 in

- ○ Kindergarten or school
- ○ With friends
- ○ With siblings/ parents/ other relatives
- ○ TV/ computer/ books
- ○ Other _____

18. Estimate, in terms of percentages, how often your child is exposed to different languages per day (in all daily activities combined)?

His/ her native language (L1)	His/ her second language (L2)	Other language(s)
○ 25%	○ 25%	○ 25%
○ 50%	○ 50%	○ 50%
○ 75%	○ 75%	○ 75%
○ 100%	○ 100%	○ 100%

19. Please, estimate your child's language skills by ticking the appropriate box	Very well	Quite well	Quite badly	Very badly
How well does your child <u>understand</u> his/ her native language (L1)				
How well does your child <u>understand</u> his/ her second language (L2)				
How well does your child <u>speak</u> his/ her native language (L1)				
How well does your child <u>speak</u> his/ her second language (L2)				

20. In your opinion, which language does your child speak best?

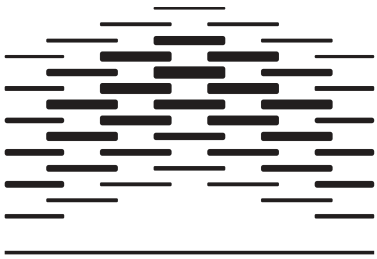
- ○ His/ her L1
- ○ His/ her L2
- ○ Other language, which is _____

21. In your opinion, does your child like/ prefer any of the languages more than others?

- ○ No
- ○ Yes, which? _____

22. Please, indicate the frequency of the following activities carried out with your child during the last month	His/ her native language (L1)				His/ her second language (L2)			
	Never	Twice a month	Once or twice a week	Almost every day	Never	Twice a month	Once or twice a week	Almost every day
Telling stories								
Reading books								
Listening to songs or singing								
Watching TV/ DVD/ Computer games								

Appendix C: Letter of consent/request to participants



Запрос на участие в исследовании в рамках мастерской дипломной работы

«Семейная политика относительно русского языка и освоение/приобретение языков двуязычными детьми в Норвегии»

Я приглашаю Вас принять участие в исследовании в рамках моей мастерской дипломной работы: «Семейная политика относительно русского языка и освоение/приобретение языков двуязычными детьми в Норвегии» (Family language policy and bilingual children's language acquisition in Norway)

Перед тем, как Вы решите принять участие, я прошу вас ознакомиться с информацией, почему это исследование делается и какие цели преследует. Задавайте вопросы, если что-то покажется Вам неясным или если Вы хотели бы получить больше информации.

Цели и задачи моей дипломной работы:

1) Выяснить, какие языки используются в семье и за ее пределами в разговоре с ребенком;

2) Изучить стратегии, которые один или оба родителя используют для мотивации изучения двуязычными детьми русского языка;

3) изучить, в какой степени отношение к русскому языку влияет на знание и владение языками, и русского и норвежского;

Исследование проводится с детьми из русских и русско-норвежских полных семей и с их родителями. В этих семьях должен быть старший ребенок в возрасте 8-10 лет, при этом могут быть младшие братья или сестры. Ребенок должен быть рожден в Норвегии!

В ходе исследования будет проведено по одному интервью с каждым из родителей. Интервью проводятся устно, индивидуально, и занимает примерно 20-30 минут. Производится аудиозапись.

Дети выполнят по одному заданию из двух тестов, один из которых на русском языке, другой - на норвежском. Тесты показывают степень понимания рассказа в картинках и умение формировать связанный рассказ самостоятельно. Тесты проводятся устно, индивидуально, и занимают примерно 5-10 минут каждый. Производится аудиозапись.

Собранный материал будет храниться только у меня, защищенный паролем. Участие в исследовании – добровольное. Участники имеют право выйти из участия в исследовании без объяснения причин и удалить свои данные. В моей мастерской работе будет использован только анонимный материал. Любая информация, способствующая установлению личности участников, будет уничтожена по окончанию дипломной работы, до 01 августа 2017 года. Только анонимные языковые данные будут храниться после окончания дипломной работы. Проект зарегистрирован в органе по защите интересов частных лиц и в Норвежской службе информационного обеспечения общественных наук (Norsk samfunnsvitenskapelig datatjeneste A/S).

Каждый участник получит небольшой приятный подарок.

Научный руководитель данного исследования - Arnfinn Muruvik Vonen.Arnfinn Muruvik Vonen**.**

Электронная почта: arnfinn.vonen@hioa.no

Телефон (рабочий):+47 67 23 **70 99**

Адрес:Pilestredet 42, Oslo, Q7009

Если Вы хотите принять участие в данном исследовании, пожалуйста, сообщите мне об этом по электронной почте или по телефону.

Yulia Belova
tlf. 98487165
E-post julia777.77@mail.ru

Согласие на участие в исследовании в рамках мастерской дипломной работы

«Семейная политика относительно русского языка и освоение/приобретение языков двуязычными детьми в Норвегии» (Family language policy and bilingual children's language acquisition in Norway)

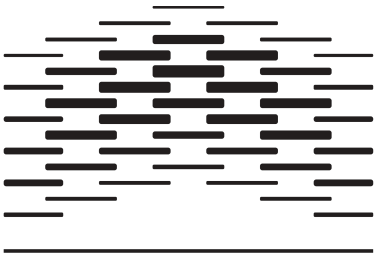
Я прочитал «**Запрос на участие в исследовании в рамках мастерской дипломной работы** «Семейная политика относительно русского языка и освоение/приобретение языков двуязычными детьми в Норвегии» (Family language policy and bilingual children's language acquisition in Norway)»

Я понял/ла ту информацию об исследовании, которая мне была дана и даю свое согласие на то, что данные и информация обо мне и моем ребенке (имя, дата и место рождения, пол, языки/диалекты) могут быть использованы для исследовательских целей.

Место: _____ Дата: _____

Подпись опекуна: _____/_____/

Электронная почта: _____
Телефон: _____



OSLO AND AKERSHUS
UNIVERSITY COLLEGE
OF APPLIED SCIENCES

Request to participate in the study as part of the masters thesis

Family language policy and bilingual Russian-Norwegian children's language acquisition in Norway

I invite you to take part in the study as part of my masters thesis: Family language policy

and bilingual Russian-Norwegian children's language acquisition in Norway

Before you decide you need to understand why the research is being done and what goals. Ask questions if anything you read is not clear or you would like more information.

The study has several objectives:

7) To investigate what languages are used in and outside family in the conversation with the child;
8) To study strategies that one or both parents use to motivate/demotivate the child's active use of the bilingual children's minority language;
9) To explore to what extent positive or negative attitudes to the bilingual children's minority language affect children's oral proficiency in both languages, Russian and Norwegian;

The study will be conducted with children between the ages of 8 and 10 who were born in Norway.

Interviews will be conducted with each of the parents. Interviews are conducted orally, individually, and take about 20-30 minutes each. Audio recordings will be used during interviews.

An oral task will be conducted with each child participant individually in both Norwegian and Russian. The children will be asked to listen to a picture story and answer some questions as well as to tell their own story. The task will take 5-10 minutes per child. Audio recordings will be used during the oral task.

The collected material will be stored on my computer, and will be password-protected.

Participation in the study is voluntary. Participants have the right to withdraw from the study at any moment without giving a reason, and delete their data. Only anonymous material will be used in my masters thesis.

Any information that contributes to the identification of the participants will be destroyed at the end of the research. Only anonymous linguistic data will be stored after the end of the research. The research is registered with the Authority for the protection of individual interests and the Norwegian service information support of Social Sciences (Norsk samfunnsvitenskapelig datatjeneste A / S).

Each participant will get a small nice gift from me.

The academic supervisor for this study is Arnfinn Muruvik Vonen**.**

E-post: arnfinn.vonen@hioa.no

Telefon (kontor):+47 67 23 **70 99**

Besøksadresse:Pilestredet 42, Oslo, Q7009

If you want to participate in this study, please let me know by email or by phone.

Yulia Belova
tlf. 98487165
E-post julia777.77@mail.ru

Consent for participation in the study as part of the masters thesis

Family language policy and bilingual Russian-Norwegian children's language acquisition in Norway

I have read " **Request to participate in the study as part of the masters thesis *Family language policy and bilingual Russian-Norwegian children's language acquisition in Norway***".

I am aware of the information that has been given to me. I give my consent the data and information about me and my child (name, date and place of birth, gender, languages/dialects) can be used for research purposes.

Place: _____ Date: _____

Signature: _____/_____/

Email: _____

Telephone: _____