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ANGLISTIKY

BAKALÁŘSKÁ PRÁCE

EXPLORING LANGUAGE ATTRITION AMONG VIETNAMESE

IMMIGRANTS IN THE CZECH REPUBLIC: A CASE STUDY

Vedoucí práce: Mgr. Helena Lohrová, Ph.D.

Autor práce: Thu Hien Tranová

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Ročník: 3.

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I confirm that this thesis is my own work written using solely the sources and literature properly quoted and acknowledged as works cited.

V Českých Budějovicích dne 26.7.2024

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Thu Hien Tranová

Poděkování

Chtěla bych poděkovat vedoucí mé bakalářské práce, Mgr. Heleně Lohrové, Ph.D., za trpělivost, odborné vedení a hlavně podporu, bez které by tato práce nebyla.

Anotace

Tato bakalářská práce se zaměřuje na jazykový fenomén zvaný úbytek prvního jazyka. Na základě zkoumání dvou podobně starých sester vietnamského původu, které se přistěhovali do České Republiky, se tento výzkum snaží pomocí metody případové studie zjistit, jak rozdílný původ účastníků, jejich kontakt s vietnamským jazykem a znalost českého jazyka ovlivňují jejich schopnosti mluvit vietnamsky. Výzkum je pak vyhodnocen pomocí mytologického přístupu obsahové analýzy. Nakonec tato práce také předkládá poznatky zaměřené na pomoc immigrantům při udržování znalosti mateřského jazyka a poskytuje praktická doporučení pro udržování jazyka.

Klíčová slova: jazykový úbytek, mateřský jazyk, druhý jazyk (L2), vietnamština, obsahová analýza, tématická analýza, udržování jazyka.

Abstract

This undergraduate dissertation examines the phenomenon of first language attrition among Vietnamese immigrants residing in the Czech Republic. Through a case study approach involving two similar-aged sisters of Vietnamese descent who have immigrated to the Czech Republic, this research investigates how the participants' different backgrounds, exposure to the Vietnamese language, and proficiency in the Czech language affect their abilities in speaking Vietnamese. The research is then evaluated through the mythological approach of content analysis. Lastly, this thesis also presents insights aimed at assisting immigrants in maintaining proficiency in their mother tongue, providing practical recommendations for language maintenance.

Keywords: language attrition, mother tongue, second language (L2), Vietnamese, Content analysis, Thematic Analysis, language maintenance

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1 Introduction

Language, as we know it, is a fundamental element of human life; it shapes the identity of each individual and provides cultural background to all of us. Language has become more complex and evolved in an ever-changing communication medium throughout the centuries. However, as language progresses in complexity, with those advancements come various difficulties. One of those exciting yet frequently neglected problems is the aspect of language attrition in the mother tongue. This phenomenon involves a gradual decline in language proficiency, especially in multilingual individuals. This means that while the learner is in the acquiring process of L2, the exposure to L1 reduces significantly. "The observation is that, as the learner becomes more advanced, the overall level of L1 influence decreases" (Schmid et al. 3). Recently, this area of study has gained significant attention in the academic research field due to the impact it has on individuals who are multilingual and their inability to retain their mother tongue.

In the work *Second-Generation Language Maintenance and Identity: A Case Study,* Andrea DeCapua and Ann C. Wintergerst present how nurturing bilingualism at home by the parent can eliminate potential attrition, primarily if the outside environment, like school, does not support the heritage language. Another study *called First Language Loss; Why Should We Care?* by Tulin Unganer, published in 2014, researched the reasons for L1 attrition as well as whether there is any possibility of retrieving the loss. It was on the basis of the author himself experiencing a complete loss in his ability to speak German.

This bachelor thesis explores the topic of language attrition, aiming to shed light on the various sociological factors contributing to the decline in proficiency in the mother tongue of multilinguals. Language attrition is not confined to a specific group of people

or a particular location. Instead, it can affect anyone who has the ability to speak a language. This includes monolinguals who only speak one language and are able to experience language attrition. Therefore, this study seeks to provide an informed insight into the intricate nature of language attrition based on the example of two Vietnamese immigrant sisters living in the Czech Republic.

The first part of the thesis explores the background information on language attrition, drawing upon a range of disciplines, including sociolinguistics, psychology, and language acquisition studies. Focusing on the field of sociolinguistics, this thesis examines how social factors like community dynamics, language use in various social contexts, and societal norms influence language attrition as well as retention. In the field of psychology, aspects like memory, language processing, and bilingualism may have an effect on L1 attrition. Additionally, looking from the perspective of language acquisition, it highlights how the critical period hypothesis, regression hypothesis, and language dominance contribute to language loss.

The research methodology presented in this thesis adopts a qualitative case study approach focusing on only two participants. To ensure clarity, all methods used to collect the data, as well as the criteria for choosing the participants, are presented in a separate section. The data analysis section employs a combination of Braun and Clarke's Thematic Analysis, which focuses on the themes of language dominance, social environment, emotional perspective, L1 attrition, individual motivation, and L1 loss in the family context. Furthermore, the analysis is combined with the Content Analysis approach, providing direct evidence of language loss in terms of code-switching, code-mixing, and hesitation. The thesis concludes with a summary of the key findings, which are linked to the existing literature on said topic. Additionally, a list of practical recommendations is presented to provide helpful steps for language preservation.

Furthermore, the researcher has put in particular measures to ensure the trustworthiness of the findings. Firstly, the complete and careful transcription of the audio files chosen is presented in the appendices of this thesis, providing direct evidence in correlation with the conclusions from the analysis. Next is the triangulation of the findings. This was done by using not one but two methods to collect and analyse the data, which allowed the writer to confirm that the findings were consistent. Lastly, the writer's own reflexivity was constantly checked, as the relationship that the writer has with the participant may lead to potential biases throughout the collection as well as the analysis of the data.

2   Literature review

This chapter offers an overview of the current existing literature focusing on language attrition. It establishes a foundation in theoretical frameworks, which are later used for data analysis. Furthermore, it provides the scaffolding necessary to understand the unpredictable nature of attrition. It is structured in critical sections, each focusing on a different aspect of language attrition while presenting the relevant literature. The first part of this section is the theoretical frameworks that underpin the understanding of language attrition. Following the theoretical theories is the research focus and the analytical approach of this thesis, which are necessary to show the research gap present in this field.

2.1   What is language attrition?

Language attrition is a phenomenon where an individual exhibits a gradual loss of the ability to access previously acquired language abilities. Losing this ability is more than often experienced involuntarily and will happen over time. It is mainly experienced by individuals who are fluent in more than one language (Seliger and Vago 4–10). That does not mean that language attrition does not happen to monolinguals. On the contrary, longitudinal research done by Kees de Bot and Michael Clyne (1994) has shown that participants (bilingual and monolingual) who were tested alongside each other exhibit the opposite of what Selinger and Vago claim. Bot and Clyne's research shows that participants who are only fluent in one language have made more mistakes overall than their counterparts who are bilinguals. This is, however, attributed to the fact that Bot and Clyne chose participants who were, at the end of the study, still fluent, which suggests that they have maintained their mother tongue and had significant exposure to it in the 16 years of conducting the study. The fact that the researchers chose these

specific informants limits the generalizability of the findings as it only focuses on those individuals who have had exposure to the mother tongue and excludes those who did not have the chance.

Whilst Bot and Clyne's research has indicated the fact that monolinguals experience language attrition more than bilinguals, Schmid (2006) argues that language attrition is more often researched in those who speak more than one language as there is more likely to be a power battle of the languages. In her theoretical models, Schmid also mentions two essential theories – the regression hypothesis (RH) and the activation threshold hypothesis (ATH). Schmid explains that RH suggests that language loss occurs in a reverse matter. In other words, information obtained earlier will be less vulnerable than the information learned most recently (75-76). This would mean that multilinguals do not experience mother tongue attrition, which has been proven to be not the case. At the same time, the ATH refers to the need for language skills activation, where in order to retain language skills, there must be a good amount of activation or exposure to the language (76), which aligns with what past research has found out about language acquisition and attrition.

2.1.1 The concept of mother tongue attrition

Mother tongue attrition, also known as L1 attrition, is, as Hansen describes, the gradual decline in an individual's proficiency in their native language. This typically occurs when the individual has lived in an environment where the primary language is not their mother tongue, which naturally leads to language attrition as there is less exposure to L1. In other words, this could be compared to the muscle memory of dancers or musicians. Artists of any kind practice many hours to master their craft, so often that certain aspects become muscle memory. For example, if a pianist practised a particular song for an extended period, even if they were to lose their vision, the muscles in the

pianist's fingers would still be able to play the song without looking at the note sheets. This applies to language in a similar way. While one is able to acquire proficiency in a language, not enough exposure after that will lead to a gradual loss in proficiency. This loss can manifest in ways like difficulties in finding the right words, usually described as having something on the tip of their tongue. Other manifestations may appear as a change in pronunciation or grammatical errors. Furthermore, Opitz in *L1 attrition and L2 acquisition: Global language proficiency and language dominance in adult bilinguals* contributes aspects like age, overall proficiency prior to attrition, as well as one's literacy to be of importance when talking about L1 attrition.

2.1.2   Experience of language attrition

Various research presented above suggests that language attrition can happen to anyone. However, it is more likely to happen to those who speak more than one language, as there will always be interference from one of the languages spoken. This again means that L2 language will, in the context of mother tongue attrition, become more dominant over time, hence leading to less exposure to L1. Another question is if age matters, as Opitz has mentioned age being an important factor in language acquisition as well as attrition. This factor is then supported by *Kendall A. King in An Introduction to Language and Linguistics,* where she mentions that children undergo a "critical or sensitive period" (240). This period is mentioned to be around a child's puberty, when it is easiest to learn a language, and after that, it could be almost impossible to do so. This suggests that if a person is not exposed to L2 at an early age, L1 is more likely to be the dominant language, hence limiting the experience of language attrition.

2.2   Causes of language attrition

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There are various factors that contribute to language attrition. However, the writer has chosen a few specific ones that are in favour of this thesis goal. Gaining more knowledge in this field will bring more clarity as to how to combat this phenomenon and help individuals retain their mother tongue.

2.2.1 Identity

When it comes to identity, there are many ways to explain what that word means. As with everything in life, different people may have different views on the definition of that word. Identifying in many ways could mean one's cultural background, sexuality, social views, and position in society. However, what all these things have in common is that "people use it to make a sense of themselves, of their activities, of what they share with others, and how they differ from them." (Misztal 132). It is the one thing that all people share and have in common, yet because of the differences in the language spoken, it can lead to pressure to learn the " correct" language to fit into the society in which they find themselves as immigrants. Research previously done on immigrants who came to the Netherlands from Germany showed that if there is a greater motivation to become part of the new society and assimilate as quickly as possible, there is a higher risk of language loss in one's mother tongue (Prescher 194–200)

2.2.2 Limited exposure to one language

Limited exposure to the mother tongue often happens when a person immigrates to another country where the preferred language is totally different. The study has shown that limited exposure to the mother tongue, in fact, does contribute significantly to the loss (Siegel 579–90). A person's everyday tasks, like shopping and working, are all done with L2, and thus, exposure to L1 becomes very limited. This is further developed by self-distancing to get proficient in L2 more quickly so that those tasks become easier or without having a group or a community with the same language, which they could

communicate on a daily basis. What often happens to immigrants is that when they arrive in the new country, they must instantly learn the new language, and by focusing on using L2 more, they lack the speaking time of their L1. This is supported by the article *Parents' First Language is Their Children's Second Language. Language Loss: Arabic is a Case* by Samir Al-Jumaily. It is mentioned that parents of immigrant children do not have much time with their children, leading the children to speak L2 more often than their L1. In other words, as Samir Al-Jumaily describes it, immigrant parents' L1 becomes their children's L2.

2.2.3 Dominance of one language

When a person is a "true bilingual", this person was exposed to two languages at the same time regularly throughout their upbringing and development (Thiery 145–50), resulting in having the same proficiency in both languages. However, Grosjean, in *The Complementarity Principle and its Impact on Processing, acquisition, and Dominance,* cites many researchers, one of them being Hoffman (1971), stating that true bilinguals may later in their life develop either consciously or unanimously a language dominance. This may occur due to the environment that a person finds themselves in; as they continue with their life, one language takes over and becomes more prevalent. This shift in importance greatly influences language attrition as one could feel more comfortable using one of the languages due to the frequency of use.

2.2.4 Language competition

Another aspect that closely follows is the competition between two or more languages. Past research has shown that in most cases, only one language survives if it comes down to it. One of the more prevalent research cases was conducted by Abrams and Strogatz. In their paper *Modelling the dynamics of language death,* they have concluded that one language inevitably becomes extinct. Moreover, *In Modeling*

competitive evolution of multiple languages, Zejie Zhou, Boleslaw K. Szymanski, and Jianxi Gao conducted research extending the Abrams-Strogatz model and came to the conclusion that due to the competing of languages on the basis of the utility of language in Hong Kong and Singapore, languages like English and Chinese has become more dominant and potentially leading to extinction of other languages like Hokko and Sze which are also found in these regions. However, it is the writer's opinion that both languages can coexist. Previous research, which primarily approached the issue from an evolutionary perspective, attributed language death not only to the competition between languages but also to the minority status of a language, which played a significant role in its extinction. For example, the Hokko language is used by a minority and with the gradual deuteriation of the speakers comes language death. Furthermore, research presented in the article *The importance of interlinguistic similarity and stable bilingualism when two languages compete* supports this claim, as Mira's extensive research of 10,000 calculations resulted in determining that, in fact, competing does not lead to language death. This fact is also in alignment with what was found in research dating back to 2009 using a different model and has shown that, indeed, one language ends up becoming the minority, and thus, both languages survive (Patriarca and Leppänen 296–99).

2.3   Research focus and analytical approach

In recent years, the topic of language attrition has gained significant attention, particularly when it comes to bilinguals and multilinguals. While a substantial body of research has been done on this topic, the majority of it was conducted on more popular immigration destinations like the United States and Western Europe. This means that there remains a gap in the literature regarding smaller communities found in less frequently studied areas. Specifically, the research gap concerns the experiences of

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Vietnamese immigrants in the Czech Republic. Moreover, the approach of Thematic analysis in combination with content analysis provides the evidence to fill this gap.

2.3.1 Research gap

Despite there being an extensive body of literature on the notion of attrition, there remains a significant gap in the understanding of the experiences of Vietnamese immigrants, specifically in the Czech Republic. Most studies focusing on this aspect of language have examined this phenomenon on a larger scale of immigrant populations in more excellent destinations. Moreover, these studies often explore language loss in the context of L2, which is English, which is vastly different from the Czech environment. For example, in the article *Language maintenance and shift among Vietnamese in America* Russell Young and Myluong Tran determine the amount of language shift and maintenance found in a larger community in the state of California. The total amount of surveyed participants was 106, and the findings indicate that a significant number of the participants experienced a shift. One-fifth only speak English, and another one-third speak both Vietnamese and English. Although the research findings contribute a significant amount to the knowledge on attrition, they do not provide a view into the workings of language in much smaller communities.

Additionally, Mai N. Pham, in *Language Attitudes of the Vietnamese in Melbourne,* examines the language attitudes of the younger and older generations of Vietnamese living in Melbourne, Australia. Her research surveyed a total of 165 bilingual adults and students and found that the use of a specific language is heavily impacted by the public domain and its particular situation. While the older generation puts great emphasis on the importance of using the government language, the younger generations show stronger positive attitudes towards their mother tongue. While this research showcases the personal attitudes of individuals, it is yet again set in a large community with the L2 being

English. However, it is also essential that this type of research aids the research gap by emphasising the need for studies conducted in different geographic and cultural contexts, which this thesis will attempt to do.

2.3.2   Thematic and content analysis

For the sociolinguistic part of this thesis, two approaches were chosen: Thematic and Content analysis. The primary source for this thesis will be Braun and Clarke's *Thematic Analysis: A Practical Guide.* The author of this book outlines this approach as a method for identifying, analysing, and reporting themes found within the data. Its foundation is qualitative research, which provides rich accounts of data findings. Braun and Clarke also propose a six-phase process for conducting a thematic analysis (see *Table 1*)

Table 1: Six-phase approach to TA

1. Familiarisation with the data
2.   Generating codes
3.   Searching for themes
4.   Reviewing themes
5.   Naming themes
6.   Producing a report

(Braun & Clarke 99-202)

The second approach is content analysis, which, in the words of Klaus Krippendorff, is a systematic coding and categorizing of discourse. It identifies the frequency of specific concepts in the data collected and establishes patterns. It is used by researchers to analyse documents, interviews or recorded communication. The purpose of this method is to

convert qualitative data into quantitative data by identifying the codas and establishing their frequency in the data provided. In the work *Content Analysis: An Introduction to Its Methodology,* Krippendorff presents seven steps to this analytical method (see *Table 2*)

Table 2: Seven steps to content analysis

1. Data preparation
2. Defining units of analysis
3. Coding scheme
4. Data coding
5. Data analysis
6. Interpretation
7. Reporting the findings

(Krippendorff 81-146)

2.4 Summary

This review of existing research on the topic of first language attrition points to the complex nature of attrition. In addition to establishing to whom the first language happens, it also focuses on presenting existing evidence on the factors that impact mother tongue loss. Moreover, the establishment of the research gap found in this field of study, as well as the presentation of the methodological foundation for the analytical process used in this thesis, creates the essential groundwork for this thesis.

3 Methodology

This chapter outlines the methodological framework used to investigate the complex nature of first language attrition in an authentic context. By adopting a qualitative data collection approach, this case study explores the experiences with language attrition of two immigrant sisters currently residing in the Czech Republic. In the context of this thesis, the writer has chosen to utilize Thematic Analysis in combination with Content Analysis to examine the data collected. TA is used to identify the themes regarding the motivation and experience of L1 attrition in the participants. In contrast, Content Analysis showcases the individual instances of attrition found in the participants' speech.

Furthermore, the data collected through methods including audio recordings of naturally occurring conversations as well as individual interviews of both participants provide insights into the severity of their language attorn as well as their personal motivation to uphold proficiency in their mother tongue. This chapter explains the rationale for selecting these data collection and data analysis and addresses the limitations encountered in this research design.

3.1 Research design

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3.1.1 Qualitative approach

This study adopts a qualitative approach grounded in the interpretivist theory, which means that the data collected is interpreted based on the fact that reality is indeed subjective and can be viewed differently by each individual. For example, Alfred Schutz, in his work *Phenomenology of the Social World,* emphasises that to understand social words, one has to look at the subjective experiences and meanings an individual attaches

to their actions. This particular framework aligns with this research as the aim is to find out and understand the subjective experience of both participants. Qualitative methods, hence, allow for a more in-depth view of language attrition and capture a richer field of experiences.

3.1.2   Researcher's characteristics and reflexivity

As the researcher, my background is Vietnamese by ethnicity; however, being born in the Czech Republic influences the interpretation of the data collected. I acknowledge my position as a bilingual myself that, in some eyes, I may not be perfectly fluent in Vietnamese and thus face potential challenges while translating and transcribing the audio files. However, I actively reflect on myself through this research project and critically examine my own biases and assumptions of the data collected as the two participants are members of my own family.

3.1.3   Context

The case study is set in Karlovy Vary, The Czech Republic, a city with a significant Vietnamese immigrant population ranging from first to fourth-generation Vietnamese. This setting provides the perfect grounds for this research as it gives a unique opportunity to examine language attrition while there is still a community that can help immigrants uphold L1 production. However, the third and fourth generation of immigrants, like the writer of this thesis herself, yearn to assimilate as quickly and as much as possible to the different cultures, leading to their not being as connected to their mother tongue as the previous generation. The tension between the two languages contributes to the research as it was anticipated that a certain level of attrition would occur in these communities.

3.1.4 The length of the study

The duration of this research project, which spanned approximately one year, was essential for this study and encompassed the initial planning, participant recruitment, data collection, and analysis. The first phase of the study consisted of developing the research design, recruiting the participants and obtaining ethical approval. The data collection phase was conducted shortly after the participants had received their consent and over a five-month period. This included conducting interviews and recording audio files. Following data collection was the phase of data processing and analysis. At this stage, the researcher has chosen five audio files, which were transcribed for the purpose of the analysis. The final phase involved the synthesis of the findings and writing the thesis, where the analysis was refined and prepared for submission.

3.2 Participants

this section outlines the sampling strategy employed to select the participants, provides the profiles of each person, and offers a comparative analysis of the background of each participant.

3.2.1 Sampling strategy

A particular sampling strategy was chosen to select the participants who would provide a rich sample of insights into the research topic. The two participants are two Vietnamese immigrant sisters who are considered bilingual, having, however, different levels of L1 proficiency. These participants' similar age and different motivations in their work lives, as well as their practical lives, allow for a more interesting exploration of experience in language loss within the linguistic background. Furthermore, their familiarity with each other allows for conversation, which occurs in the most natural and comfortable setting.

3.2.2 Participants profiles

In the context of this qualitative study, two participants were interviewed to gain background information on their basic information, such as their age and occupation, as well as more personal details relating to their motivations for participating in this study.

3.2.3 Participant A

Pseudonym	Trang
Age	28
Occupation	MAKRO Sales representative (currently on mother's leave)
Length of residence in the Czech Republic	19 years
Language background	Immigrated at the age of 9 Equally fluent in both L1 and L2
Motivation for participation	Sharing her individual experience

3.2.4 Participant B

Pseudonym	Phương
Age	34
Occupation	Nail artist
Length of residence in the Czech Republic	19 years
Language background	Immigrated at the age of 15 Proficiency in L1 is higher than in L2
Motivation for participation	Interested in the comparison between her and her sister

3.2.5 Comparison of the participants

While both participants have very similar language backgrounds, being both immigrants and living in the Czech Republic for 19 years and having successfully graduated from high school, their motivations and language output are vastly different. Participant A, having immigrated at a younger age, has retained her knowledge of L1 and acquired the same level of proficiency in L2. On the contrary, her sister, Participant B, has not been able to learn L2 to the same level as L1. This may be due to the fact that the sisters have immigrated at different ages.

3.3 Ethical issues

Ethical considerations were a critical aspect of this research. All participants were approached by the writer and gave informed consent, ensuring that the data collected was

obtained voluntarily and that the participants were aware it would be used for research purposes. The anonymity and confidentiality of participants are maintained by using only the participants' first names and providing general information about their age, work and individual views on language attrition. Lastly, the participants were informed of their right to withdraw from the study at any given point without any consequences.

3.4 Limitations

While this study offers valuable, informed insights into language attrition, it is essential for the writer to acknowledge some of its limitations

The small sample size, while inherent to this research as it allows for a more nuanced outlook on the individual experiences of each participant, is critical to highlight that these findings may not be applicable to the larger population in general. Additionally, the case study is situated in a specific community and conducted on two specific participants who are part of a particular linguistic environment. This may mean that the findings and recommendations may not work within other communities.

Despite the constant effort towards reflexivity, the writer's background, the participants being their immediate family, and the potential lack of proficiency in Vietnamese inevitably shape the data interpretation. Furthermore, the reliance on naturally occurring conversations during the five-month period of data collection limited the control over how much data was being recorded, and it introduced the fact that the participant may react to being recorded during a conversation.

Future research could, therefore, build upon these findings by doing extensive research across a more diverse context and having a larger sample size so that there are more representatives.

3.5 Summary

This chapter features the methods employed to construct the study. It features the research design that is a longitudinal qualitative case study spanning over a 5-month period. The study involves two Vietnamese immigrant sisters who live in Karlovy Vary, Czech Republic. Choosing to approach the research using a qualitative method gives way to more nuanced findings. Furthermore, these two women were chosen because of their similar yet unique backgrounds, resulting in a richer data sapling and potential comparison between the two.

4   Data collection

This part of the thesis outlines the methodologies and instruments used to gather data necessary for analysing L1 attrition among the participants. It provides an overview of how the data was collected, processed and analysed.

4.1.1   Collection methods

The data was collected primarily through audio-recorded naturally occurring conversations in various settings such as family dinners or café dates, and a semi-structured interview was conducted with both of the participants individually. This combination of methods allows for data sampling triangulation and contributes to the overall credibility and trustworthiness of the research conducted.

4.1.2   Data collection instruments

The main instrument used to obtain audio recordings and interviews was a digital voice recorder on the writer's phone. This instrument was chosen to ensure high-quality audio capture. The audio obtained was first transcribed by an online software called SONIX and subsequently proofread and refined by the author to ensure accuracy and clarity.

The interviews were conducted in person and individually, where the writer asked each participant general questions about their age, school and work, as well as more open-ended questions regarding their experience with language attrition and language acquisition. From those interviews, the writer chose to take notes rather than transcribe the audio as this approach aids in summarising each participant's motivation towards maintaining their proficiency in their L1, thus having better grounds for the appliance of the thematic analysis later.

4.1.3 Units of study

The primary unit is the conversational exchange, which focuses on unintentional code-switching in a language different from Vietnamese. These instances are observed as they help determine the severity of each participant's attrition. At the same time, the interviews give grounds for why attrition might be happening to the subjects by presenting their attitudes and motivations regarding language attrition and retention.

4.2 Data processing and analysis

This subsection details a systematic approach taken to process and analyse the collected data for this study. The first part focuses on the procedures for the thematic analysis of the data and explains the coding employed in the data samples. The second section elaborates on the analytical techniques used to discover patterns within the data samples.

4.2.1 Processing

While the standard process for processing data through the thematic approach is to transcribe the interviews, the writer has chosen to only write down the most essential answers provided by the participants. This was done so that the themes found from the analysis were more clear-cut. As the questions in the interviews were asked in Vietnamese, the writer transcribed the questions and summarised the answers in English for the sake of this thesis.

The audio recordings were transcribed verbatim, including any mispronunciation or false grammar. Next, for the purpose of presenting the data, the transcripts were all translated into English, and any instances of code-switching were highlighted for better clarity. At the very end, the transcripts were reviewed by the writer to ensure accuracy so that they could serve as the basis for the analysis.

4.2.2 Analysis

The data analysis involved a linguistic approach called Thematic Analysis (TA) by Braun and Clarke, which focuses on finding the themes and making sense of their collective meanings. This approach was used in six key steps to determine the themes presented in this thesis.

The first step is the feminization of the data, and the writer has thoroughly made herself familiar with the contents of the interviews, which included reading and rereading the interview questions as well as their shortened responses. Then, the phase of generating codes about the participants' feelings and developing the key themes from those codes began. The final stage involved presenting the key themes in relation to the participant' answers and their experience with language attrition.

The second approach for the analysis was content analysis by Krippendorff. This was done by carefully reading the transcripts of the audio files and establishing reoccurring trends that focus on language attrition. These were colour-coded in the transcripts to ensure clarity. Finally, the results were presented as examples that linked them to the overall topic of language attrition.

4.3 Limitations

While the methods used to collect the data provide direct evidence of language attrition, there are several restrictions. Firstly, the time constraints and the unpredictable nature of the audio recording may have resulted in an insufficient amount of data for the analysis. Additionally, since the data originates from real-life interactions, participants have had the right to refuse certain parts of their recordings due to the sensitive nature of the information, despite having consent.

It should also be mentioned that although the transcription tool made it quicker to process one language transcription, it significantly slowed down the processing time by having to proofread and rewrite any words or sentences in a second language.

4.4 Summary

The chapter on data collection and processing showcases how the research of this thesis has been gathered and processed to create the ideal canvas for data analysis. The primary tool for the data collection was a recorder on the writer's mobile device, which ensured practicality as it allowed the writer to record at any time. This tool was once more used to record the interviews with each participant. Another tool that has been used to make the process of collecting and processing data more comfortable is a transcription tool called SONIX, which expedites the transcription process of interaction in only one language; however, it is not recommended for multilingual transcription.

5   Data analysis

This chapter presents the findings from the analysis of the transcribed conversations as well as the notes taken during the interviews collected from the two Vietnamese immigrant sisters. The analysis employs a Thematic and Content Analysis approach to provide an informed insight into understanding language attrition in the context of the two bilingual sisters. This section will attempt to present the findings retrieved by employing the two analytical approaches. In the first part, the writer will present the themes established with the help of Braun and Clarke's approach to analysis. The second section will discuss the use of the methodology of content analysis to present direct evidence of language attrition and link those findings with the themes found by the thematic analysis.

5.1   Data analysis approach

The data collected uses a combination of two approaches to analyse and sort out the findings of the data. The first approach is Braun & Clarke's thematic analysis, which helps to identify the main patterns of language attrition articulated by the participants. The second approach is content analysis. This method, in the context of this thesis, is used to examine the language used in the interaction. For example, it is used to identify whether a participant switches to a different language according to the person they speak to. Combining these two approaches gives on the one hand, a broader overview of the topic of language attrition, and on the other, it zooms in on the details and provides real-time manifestations of language attrition. In other words, the complimentary nature of these two approaches creates the perfect tool to connect the experiences of the participants to specific manifestations of first language attrition. Additionally, for the complete profiles as well as the concrete contexts refer to the section of appendences.

5.2 Thematic analysis: key themes

The thematic analysis presents critical themes that have emerged while conducting the thematic analysis of the interview transcripts. These themes were established by analysing the answers and the questions in the interviews and finding specific codes that reoccurred in both participants' answers regarding the questions asked. These codes were afterwards developed into themes in correlation with the topic of language attrition. The factors that contribute to attrition in relation to this case study have been divided into five themes, which reveal helpful insights into the environment and emotional and social levels of L1 attrition. Thus providing the foundation for helpful insights for language maintenance.

5.2.1 Language dominance

In the context of this research, the thematic analysis focuses on the first three questions from the interview (see *Table 1*). Examining the answers highlights the dominance of Czech in the participants' personal lives. This theme explores their view on language dominance.

Table 3: Interview questions 1-3

Question	Trang	Phương
Proficiency in L1 and L2	Both are on the same level	Dominance in L1
Context of use	Vietnamese with family Simple Czech phrases with a young son	Vietnamese with family and friends Czech with customers
Language preference	Prefers Czech with younger generations	Prefers Vietnamese, lack of proficiency in Czech

Both participants perceive themselves to have strong abilities in speaking Vietnamese, with Trang also being proficient in Czech. Trang's feeling of being able to

speak both languages equally well reflects her early age of immigration and being more susceptible to language acquisition. Furthermore, her efforts to teach her son both languages by using them equally provide evidence that she might not be experiencing significant language dominance. This further explains why she is comfortable with speaking both languages in any given situation. Phương, on the other hand, acknowledges that her Czech is only sufficient for fundamental interactions. This fact is supported by the fact that her exposure to Czech is mainly limited to her workspace, thus affecting her language dominance and her confidence in speaking in her L2.

5.2.2 Impact of the social environment

Social environment, especially within the Vietnamese community in Karlovy Vary, is a crucial factor in relation to this thesis. The analysis of the answers to questions 3 and 4 reveals the participant's navigation of both worlds (see *Table 2*).

Table 4: Interview questions 4-5

Question	Trang	Phương
The role of Vietnamese and Czechs	Values the dual cultural exposure	Comfortable with having a Vietnamese community
Pressure to assimilate	Says it's obvious Has no effect on her	Acknowledges pressure Has support

Trang finds the exposure to the two cultures valuable as it allows her to appreciate both traditions. This appreciation carries over to her overall behaviour as well as parenting style as she hopes to instil a balance of both in her children. This is especially important because she agrees that linguistic assimilation comes with its challenges. Phương also agrees with the fact that there is pressure to assimilate but finds that her Vietnamese social circle provides an environment to destress. While neither of them feels any loss due to attrition, Trang admits to being annoyed at forgetting words on some occasions.

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5.2.3 Emotional views on attrition

The analysis of the answers to questions 5 and 6 (see *Table 3*) provides this thesis with the framework to establish the emotional views connected to participant relationships with their mother tongue. Exploring whether their attrition experience affects their sense of identity and belonging.

Table 5: Interview questions 6-7

Question	Trang	Phương
Feelings of frustration	Annoyed a little bit	No feelings
Impact on Identity	No effect	Would feel insecure

Language attrition, according to Trang, does not affect her sense of identity or her heritage. Similarly, Phương has the same mindset as her personality; however, it is mentioned that she would feel insecure if her L1 attrition became more severe. Both women, in this case, show significant resilience to identity assimilation, which highlights their L1 preservation even after 19 years in the Czech Republic. Trang's as well as Phương's motivation to preserve their L1 is highly motivated by their strong family bonds. This fact underscores the importance of the family when facing attrition.

5.2.4 Individual motivation

Another critical theme regarding language attrition is the participants' self-motivation for cultural and language preservation. Examining the answers to questions 7 and 8 (see *Table 4*) provides an understanding of the trajectories of both women. It highlights whether they have a reason for maintaining their mother tongue.

Table 6: Interview questions 8-9

Question	Trang	Phương
Motivation factors	Family, especially son	Family
Efforts to preserve L1	No conscious efforts	No conscious efforts

Trang's as well as Phương's motivation to preserve their L1 is highly motivated by their strong family bonds. This fact underscores the importance of the family when facing attrition. However, neither female actively puts any effort into preserving their L1; instead, emphasis is placed on naturally occurring family interactions. This passive strategy gives grounds for their confidence in their L1,

5.2.5   Mother tongue attrition in the context of family

While outside factors contribute a certain amount to language attrition, family dynamics often dictate the amount of L1 loss that the individual experiences. The answers to the last two questions (see *Table 5*) of the questionnaire reveal how family interactions and positive motivation within their homes contribute to the course of language loss.

Table 7: Interview questions 10-11

Question	Trang	Phương
Communication strategies	Vietnamese with the older generation Czech with the younger generation	Vietnamese with both older and younger generations
Proficiency differences	The younger generation lacks proficiency	The younger generation lacks proficiency

Both participants use Vietnamese mostly with their relatives and in Vietnamese communities. Trang, however, expresses that she often switches to Czech when interacting with younger generations, as they are likely to not be well-spoken in Vietnamese. While Phương does not switch languages while speaking to either generation, she agrees that the younger generation does not have a high level of proficiency in their L1. This is important to highlight because the decrease in exposure to L1 among the younger generations means a greater chance of attrition and more challenges with maintaining L1 in these communities.

5.3 Content analysis

This part of the data analysis is designed to present particular instances of three main goals – Code-switching, code-mixing, and hesitation manifested in both participants. The analysis aims to showcase types of code-switching or mixing as well as examine the environment where hesitation occurs. Examining five conversations' transcripts reveals the degree of language attrition in both participants. Furthermore, it should be noted that the transcription of the conversations does not follow the standardised Jefferson's transcription; however, it is transcribed and marked so that the main focus is put on the phenomena of code-switching, code-mixing, and hesitation. The following table will provide the necessary coding to ensure understanding of the transcripts (see *Table 8*)

Code switching
Code mixing
Hesitation
Words in Czech
Words in English

5.3.1   Code switching

Code-switching, or extrasentential switching, is, according to Brice in his article *Code Switching and Code Mixing in the ESL Classroom: A Study of Pragmatic and Syntactic Features,* a phenomenon that occurs when a bilingual switches to a different language by uttering the whole sentence in the other language.

The following examples showcase the code-switching manifested in Participant A Trang.

Example 1: Transcript 1 Family dinner

20 (TR): Muốn cháu yêu thì phải nịnh cháu.

(If you want to be loved by your nephew, you have to pamper him.)

21 (CH): Làm lương còn hơn cháu bây giờ. (Laughs)

(She earns more money than me now.)

22 (TR): *Jak to jde?*

(How is it going?)

23 (H): *Jo dobrý dobrý.*

(Yeah, it's good.)

In this part of the conversation, TR naturally speaks during a family dinner in her L1 when she suddenly switches to asking a question in Czech. TR has naturally switched to Czech because she is well proficient in her L2. However, the sudden switch in line 22 can be connected to the thematic analysis of attrition in the context of a family. It is because TR is asking H a question in particular. H is bilingual as well and has been additionally born in the Czech Republic already, which signals to TR that H may be more comfortable speaking Czech, hence why the code is switching. Furthermore, this code-switching could also be an indication of TR's preference for language while discussing different topics. Here, as it is only a simple, practical question, TR chose to use Czech; however, she might use Vietnamese for more emotional or culturally significant topics.

Example 2: Transcript 3, a short walk in the city centre

48 (TR): Anh ơi đi nhanh lên sắp mưa rồi. (talking to Chanh)

(Walk quickly it's going to rain soon.)

49 (TR): *Synku, je ti zima?*

(Son, are you cold?)

50 (T): (Shakes his head)

51 (TR): Nếu lạnh thì bảo nhé.

(If you get cold then tell me yeah.)

In this instance, the code-switching in line 49 happens for a similar reason. This time, TR is talking to her son, who was born in the Czech Republic. TR uses code-switching due to the impact of the environment on her son's future. Code-switching happens so that the child learns Czech and Vietnamese at the same time. By not choosing to only speak in one or the other language, TR creates an environment that hopefully prevents L1 attrition for her son. This bilingual practice is essential as it sets up the individual for successful integration into the Czech community.

5.3.2 Code mixing

Code mixing or intrasentential mixing is, according to Brice, the instance where the bilingual only utters a word in a different language. This is especially true for those who are "true bilingual" and have an almost equal level of proficiency in both languages.

The following examples will display some of the instances of code-mixing by both Participant A (Trang) as well as Participant B (Phương).

Example 3: Transcript 1, Family dinner

48 (TR): Chỉ để thực ăn ở trong phòng ạ?

(You leave food in your bedroom?)

49 (PH): Đây có phải là *olivovy olej* dầu không?

(is that olive oil?)

50 (TR): Đâu?

This interaction between TR and PH shows an instance where PH is code-mixing. In line 49 the sentence "Is that olive oil?" she starts speaking Vietnamese; however, she uses the Czech equivalent for olive oil instead. This can be attributed to the fact that she is comfortable using this word in Czech, highlighting her individual effort to achieve higher language proficiency in her L2. Additionally, PH's use of a more advanced word like olive oil could indicate that there is higher proficiency not in the overall language but only in specific nuanced terms or phrases.

Example 4: Transcript 3: Walk in the city center

15 (PH): Chị Nhi ơi chị đi làm răng ở đâu đấy?

(Where is your denstist Nhi?)

16 (H): *Praha*.

(Prague.)

17 (PH): Ở tận *Praha* ạ?

(In Prague?)

During this conversation, code-mixing in lines 16-17 does not happen because of individual motivations but it is because, in PH's L1, there is no translation for the capital city. Thus, Ph is obligated to mix the two languages as the only other way would be for her to utter "the capital" instead of the name. On the other hand, it also highlights PH's bicultural identity. By blending these two languages comfortably, she expresses her affiliation to both cultures.

Example 5: Transcript 3, Walk in the city centre

11 (PH): Con đi đâu đấy? (Speaking to Tom)

(Where are you going?)

12 (TR): Ohh, *vláček* kìa.

(Ohhh, look, it's a train.)

While analysing the exact transcript, another instance of code mixing occurs. This time, it is exhibited by TR, who, in line 12 instead of using the Vietnamese word "tàu", uses the Czech word for train. This happens because, yet again, she is talking to her son, and thus, she is trying to maintain his fluency in both languages. Another viewpoint that the writer would like to highlight is the fact that mothers often speak to their children in a soft manner, which is supported by Olsen-Fulero in the article *Style and Stability in mother conversational behaviour: A Study of individual differences*. In Vietnamese, there are no diminutive words that would sound "adorable" when spoken, so TR chooses to use Czech to appear more soft-spoken to her child.

5.3.3 Hesitations

Beyond code switching and code mixing, hesitation is a major factor that provides evidence of language attrition as it shows direct occurrences of not being able to "find one's words". In *Hesitation strategies engaged by foreign language (FL) learners during an interview,* Sadatmir and Karimi account hesitation to filler words like "uhh, erh, ehm". They argue that these hesitations occur in disfluencies or in the case of self-repairs. Both cases could signal language attrition.

The following instances focus on times the participants showed hesitation.

Example 6: Transcription 2, shooting incidence

1 (TR): *A co, co.*

(And what, what.)

2 (TR): Jaký *je to bude* u vás?

(How will it be with you?)

In this part of the transcript, TR exhibits what Sadatmir and Karimi called hesitation based on self-repair. In the line 2 TR starts by using the simple present form of the verb "to be." However, she quickly switches to a verb that expresses the future. This links to the thematic analysis particularly emotional views on the specific topic, this being a sensitive subject matter. This happens again later in the conversation, presented next. Moreover, the cognitive load of managing two or more languages can be demanding on the individual, thus leading to more frequent hesitations in their speech.

Example 7: Transcription 2, shooting accident

15 (H): *No přímo tam jsem dělala příjímačky.*

(Yeah, I was taking my entrance exam right there.)

16 (TR): *No teď v medijich policajti teď řešili.... komplikovaně nebo jakoby.*

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(Well, the police were dealing with it on the media right now... in a complicated way or well.)

17 (TR): *no jako zpomalený.*

(Well, slowed down.)

This next section of the transcript shows another case of hesitance by TR. This time, in lines 16-17 she does not repair her statement; on the other hand, she is faced with not being able to come up with the right word to describe the actions of the policemen as well as taking a long pause before speaking, strengthening the fact that this topic might be hard for her to talk about openly. In addition, the increase in stress due to the topic of the conversation might cause nervousness and, thus, hesitation while speaking.

Example 8: Transcript 5, Barbeque party

35 (TR): Uhh chị đậy uhh uhh cái ấy (points at the freshly grilled meat) cho nó đỡ bị khô.

(Uhhh, can you cover uhh uhh that... so that it doesn't get dry.)

This particular line contains the second type of hesitation mentioned by Sadatmir and Karimi, which is filler words. The filler words "Uhh uhh" indicate difficulty for TR in retrieving the right vocabulary for grilled meat. This suggests that there could be a lexical attrition in TR's L1. Furthermore, her need to point at the thing she cannot remember what to call further proves the presence of language attrition.

5.4 Summary

This chapter analysed data collected with the purpose of presenting its findings in relation to first language attrition among Vietnamese immigrants. The methods used to collect the data were multilingual transcripts of the conversation between the participants and interviews, which were later transcribed for more accessible data analysis. Two

analysis approaches were chosen: thematic and conversational analysis. The thematic analysis provided findings on a broader scale, suggesting what factors influence attrition. These factors include language dominance, environment, motivation, identity and family relations. On the other hand, Conversational analysis was used to highlight the individual cases of language loss, such as code-switching, code-mixing, and hesitation. Furthermore, these particular instances were then linked back to the thematic analysis, providing evidence for the interpretation of the data.

6 Discussion

The discussion section aims to present the findings, interpret them, and link them to existing literature on the topic of language attrition. However, the ultimate goal of this discussion is to offer helpful insights for language maintenance.

This thesis examined the phenomenon of L1 attrition among Vietnamese immigrants in the Czech Republic by conducting a five-month-long case study of two sisters, Trang and Phương. The thematic and conversational analyses of interviews, as well as audio transcripts of conversations, provided informed insights into the factors contributing to L1 attrition and L1 retention.

Furthermore, specific occurrences of attrition were presented to ensure supporting evidence for the thesis. Prominent works like *Second Language Attrition* by Monika Schmid, along with other studies, were the sources chosen to create the groundwork for this analysis . The main linguistic approach used in this thesis was Thematic Analysis and Content Analysis. The data collection methods, as well as the data itself, were introduced before the data analysis. For this thesis, only the five most diverse transcripts were chosen to ensure as much variation as possible. The samples were first transcribed, carefully revised, and last translated into English for comprehension purposes, as the original audio fines were mainly in Vietnamese.

The thematic analysis revealed that language dominance contributes to L1 attrition. Trang has exhibited high proficiency in both languages, whereas Phương expressed a stronger preference for L1. The difference in dominance between the sisters is influenced by the age of immigration rather than by the length of their stay. When examining the social environment of the participants, both sisters have expressed a positive attitude towards it, viewing it as a great tool in maintaining L1. Furthermore, the analysis of their

emotional views has shown that Trang, on the one hand, felt frustrated when forgetting certain words; however, that fact did not affect the perception of her own identity among her peers. Whereas Phương has expressed that if the L1 attrition were more severe, there would be a change in demeanor. Both sisters communicate with their family and others in their L1, with the one exception of Trang preferring to use Czech with the younger generation for more clarity. Additionally, what has stood out from this analysis is the fact that both women put high emphasis on family bonds being the driving force of their motivation to maintain a high level of proficiency in their L1.

Subsequently, the conversational analysis of the recorded conversations highlighted instances of code-switching, code-mixing and hesitation, providing evidence of various degrees of language attrition.

Both participants experience a degree of language attrition; however, thanks to the data analysis, it can be confidently said that in the case of this research, participant A (Trang) suffers significantly more than her older sister. This is proved by acknowledging that code-switching, code-mixing, and hesitation occurred much more frequently than in the case of Participant B. This might have been due to the fact that Trang has started acquiring her L2 at a much younger age than her older sister.

The findings of this study support and expand upon existing scholarship on language attrition. Previous research, such as Kendall A. King's or Opitz's, has established that age plays an essential role in language dominance and attrition. In particular, the younger the individual, the more susceptive that person is to L2 acquisition and, thus, exhibits more significant levels of L1 attrition. This thesis supports this notion, as participant A (Trang), who immigrated at a younger age than her sister, has shown more instances of L1 attrition.

The study also underscores the importance of social environment and family relations in language retention. Expanding on scholars like Schmid and Seliger, this study presents how both participants put emphasis on the role of the family and how the positive reinforcement of those close to us is the key to maintaining one's mother tongue.

Moreover, the emotional outcooks on attrition in relation to identity echo the work of Misztal, who has put forward the notion of language attrition being connected to psychological aspects. Both of the participants' strong mindsets had been of great help while dealing with the assimilation process.

This study has explored the complex nature of L1 attrition through the lens of two immigrant sisters living in the Czech Republic. While their paths are similar, as both have experienced a certain degree of attrition, their way of language maintenance is far from the same. The writer would like to, therefore, build upon those different views and suggest several ways that would benefit those who are experiencing L1 attrition and would like to combat it.

First, it is crucial to establish a positive environment where L1 thrives. This can be achieved by encouraging the use of L1 in one's daily routines. For further encouragement the individual can create daily or weekly goals for L1 use. Even brief exchanges with other speakers create exposure. On the other hand, those who are not social butterflies utilize screen time as language time. In this day and age, there are many streaming platforms that allow people to switch to their preferred language. Exposing oneself to their L1 by doing something more enjoyable than transitional learning provides positive feedback for the individual. Online extensions like Language Reactor, also formally known as Language Learning with Netflix, are able to play bilingual subtitles with the unique feature of a pop-up dictionary, a transcript of what was said available while

watching. Its compatibility does, however, not end with not only streaming websites. This powerful tool can be used on any website, including in books. The translations are provided for over 30 languages, including Vietnamese, in relation to this study (Wilkinson and Apic).

For adventurous individuals, moving to their country of origin may provide an ideal way to regain proficiency and stop further attrition. Moving for even a short amount of time, such as 1 or 2 months, can be beneficial as it requires complete immersion into the culture and, thus, the language. This is especially effective as it increases exposure to L1 and employs the so-called stress that is apparent when immersing in a new culture, which was mentioned in the data analysis.

Furthermore, whilst doing things alone may be more enjoyable at times, seeking out help from others is another good way to deal with language attrition. Drawing upon the fact that establishing connections with a community with the same values builds trust and understanding, it is crucial for an individual to seek out real-life or digital communities to create opportunities for practising their L1 in a natural setting.

Lastly, it is essential to establish that perseverance is vital to maintaining one's mother tongue. Although many may be ashamed or critical of themselves for not being as proficient in their mother tongue as their parents, it should be noted that language learning is a journey, and so is its maintenance. Celebrate the small victories like learning new words or catchy slang, but most importantly, embrace imperfection, as without mistakes, there are no opportunities for growth. While these things alone may not be enough and may not be of everyone's preference, it is essential to acknowledge that these can be the stepping stones to start one's journey, relearning one's mother tongue and ultimately reconnecting with one's roots.

7 Conclusion

This thesis aimed to showcase the various sociological factors contributing to L1 attrition among Vietnamese immigrants in the Czech Republic as well as give practical recommendations on the basis of the findings identified through the analysis of the data samples. The foundation for the methodological approach was a combination of thematic and content analysis. The data analysed was comprised of 5 transcripts of conversations involving at least one of the participants, as well as two interview transcripts in which the participants shared their personal views on language attrition.

In the case of this of the present case study, the results show that there are three major sociolinguistic factors contributing to the phenomena of first language attrition. These include language, the amount of exposure an individual has to their mother tongue, and the age at which the individual began with L2 acquisition. Although factors such as the motivation towards maintaining one's L1 and the presence of a Vietnamese community also contribute to language attrition, these were not listed as the main factors because they did not apply to both participants. This statement is supported by a careful analysis of the interview transcripts, which involved summarizing the answers and, lastly, thematically sorting the individual views to understand how they contribute to language loss. Additionally, examining the conversational dynamics of the conversations has allowed for a more in-depth inspection of language attrition. This was achieved by closely looking at the transcripts and pointing out single instances of language attrition.

However, there are a few elements that considerably limited this study. The first one is time, although this research was scheduled to last a whole year to ensure there is enough time for preparation, obtaining data, and processing the data. However, the previous participants have revoked their participation in this study, and thus, the writer

had to find other participants and start the data collection process from the start. That fact resulted in the loss of data collected over the span of 4 months, which could no longer be used for the analysis. That meant that the samples collected for this study were of lower quantity. Linking to the second limitation is the frequency of being able to record. Although being part of the conversations was not a problem, there were many instances where the writer or one of the participants expressed their reluctance to be recorded as it was, in many cases, a personal matter. This fact has been reduced significantly. The final limitation of this study was the length of the interviews. Although the questions asked by the writer provided this research with interesting facts about where each participant stands on the matter of language attrition, more extended interviews would show the reflexivity of those personal insights. Therefore, if the next researcher has more time, a more detailed and varied analysis can be produced

Moreover, while this study provides valuable insights into L1 among Vietnamese immigrants living in the Czech Republic, the results may not be applicable to the whole public as it is constructed as a qualitative study with minimal sample size and specific context. The individual cases examined in this study may have provided for a more exciting and personal analysis of language attrition among the participants. However, it should be noted that the conclusions and recommendations derived from these cases may not be universally applicable to all. Each immigrant's experience varies based on the social, economic, and personal contexts of their host country. Therefore, the recommendations raised in this thesis are mainly general.

Nevertheless, this research project is still a valid contribution to the current body of knowledge. The limitations of this case study can inform further research on this topic. More extended observation periods and a broader participant scope, along with using CA

as the analysis approach, could provide for a more detailed analysis on the topic of first language attrition.

Finally, continued research in this area of linguistics could use this research as a starting point to explore other sociolinguistic factors that contributed to attrition beyond those presented in this thesis.

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Appendices

Appendix A: questionnaires

PARTICIPANT A

Basic information:

Name: Trang (anonymised for privacy reasons)

Age: 28

Gender: Female

Education: High school (maturita)

Work: MAKRO Sales representative (currently on mother leave)

Length of residence in the Czech Republic: 19 years (immigrated at the age of 9)

Language Dominance

1. How do you perceive your proficiency in each language?

   Both languages are high-level.

2. In what contexts do you use each language, and how has this changed over time?

   I use Vietnamese with my family, but I try to speak and use simple phrases in Czech because of my young son, who wants to learn Czech quicker and better.

3. Analyze instances where you discuss language choice and any challenges or preferences you express.

   I prefer using Czech when talking to younger generations because, most of the time, they do not understand Vietnamese that well.

Impact of Social Environment

4. How do you perceive the role of the Vietnamese and Czechs within your social circles and broader community?

I'm glad that I live in a "second world" country. Every nationality has its pros and cons. I'm learning the good habits, upholding traditions and noticing the bad things as well. That influences my behaviour as well as the way I raise my children.

5. Do you feel pressure to assimilate linguistically, and how does this impact your language choices?

I take it as an obvious thing. It does not impact it.

Emotional Dimensions of Language Attrition:

6. Do you express feelings of loss, nostalgia, or frustration related to changes in your mother tongue proficiency?

Not in particular, but it is annoying to forget a word or two in Vietnamese.

7. How do you perceive the impact of attrition on your sense of identity, belonging, and connection to your Vietnamese heritage?

If we talk about language, it does not affect me.

Individual Motivations

8. What factors have influenced your motivation to maintain or develop your Vietnamese skills?

My extended family, as well as my two sons, is because I would like my sons to be able to speak Vietnamese well in the future.

9. Do you engage in any conscious efforts to preserve your mother tongue, and if so, what strategies do you employ?

No, I don't.

Language Attrition in the Family Context:

10. How do you communicate with your sister, with older generations, and with younger family members?

I speak Vietnamese with my closest family, and with the younger generations, I speak instead in Czech.

11. Are there differences in language proficiency and attitudes across generations?

I think that there definitely is. The younger generation does not know how to speak Vietnamese properly anymore.

PARTICIPANT B

Basic information:

Name: Phương (redacted for personal reasons)

Age: 34

Gender: Female

Education: High school (maturita with an apprenticeship certificate)

Work: Nail artist

Length of residence in the Czech Republic: 19 years (immigrated at the age of 15)

Language Dominance

1. How do you perceive your proficiency in each language?

Perfect in Vietnamese and enough to communicate in Czech.

2. In what contexts do you use each language, and how has this changed over time?

> I use Vietnamese to speak to my family and friends, and I use Czech with customers at my workplace.

3. Analyze instances where you discuss language choice and any challenges or preferences you express.

> I definitely prefer speaking in Vietnam about anything, really, because my Czech is not that great, and it's hard for me to communicate.

Impact of Social Environment

4. How do you perceive the role of the Vietnamese and Czechs within your social circles and broader community?

> I have more Vietnamese friends than Czech friends, so it is nice to have someone to talk to comfortably.

5. Do you feel pressure to assimilate linguistically, and how does this impact your language choices?

> I think this pressure comes with immigrating. I try my best.

Emotional Dimensions of Language Attrition:

6. Do you express feelings of loss, nostalgia, or frustration related to changes in your mother tongue proficiency?

> I don't feel like I'm experiencing that much change in my fluency, so no.

7. How do you perceive the impact of attrition on your sense of identity, belonging, and connection to your Vietnamese heritage?

> I think if it was severe, then I would feel a little insecure, but I'm not noticing anything now.

Individual Motivations

8. What factors have influenced your motivation to maintain or develop your

    Vietnamese skills?

    My family here and in Vietnam are the main reasons why I use Vietnamese.

9. Do you engage in any conscious efforts to preserve your mother tongue, and if

    so, what strategies do you employ?

    No, I'm not.

    Language Attrition in the Family Context:

10. How do you communicate with your sister, with older generations, and with

    younger family members?

    I speak Vietnamese with my sister and family in Vietnamese, especially the

    older generations. I speak Vietnamese mainly with the younger generation as

    well.

11. Are there differences in language proficiency and attitudes across generations?

    I think the younger generation speaks Vietnamese worse than the older.

Appendix B: Conversation transcripts

All transcripts are in the original language (Vietnamese or Czech) and are translated into English for the sake of this thesis. The speakers who appear in the transcripts are simply described according to their name, gender, role and age (see *Table 6*). In all of the transcripts, the focus will be put on the two main participants, Phương and Trang.

Table 9: Speakers

Speaker	Gender	Role	Age
Hiền (H)	Female	Cousin	21
Phương (PH)	Female	Older sister	34
Trang (TR)	Female	Younger sister	28
Chanh (CH)	Male	Trang's husband	35
Thanh (TH)	Female	Hiền's mother	55
Tôm (T)	Male	Trang's older son	3

Transcript 1: Family dinner

Context: *This conversation took place in December 2023, a few weeks before Christmas. The audio was recorded after a family dinner. At this time, the family is talking about Hiền's new part-time job as well as the upcoming exam season. There is also a mention of her eye surgery.*

Hiền initiates the conversation by talking about her exams and part-time job. She also makes plans to attend future birthdays and holiday dinners. Later in the conversation, she also explains why she keeps groceries in her bedroom. Phương comments on those items as well as also shows interest in Hiền's bracelet. Trang, on the other hand, primarily engages in conversation with Hiền and coordinates the plans regarding the celebrations. Lastly, the mother of Hiền initiates a new topic of conversation by bringing up Hiền's eye surgery.

Speakers: Hiền (H), Phương (PH), Trang (TR), Chanh (CH), Thanh (TH)

1 (H): *Ano.*

(Yes.)

2 (H): 19 là thi.

(Exams are on the 19th.)

3 (TR): Jo?

(Yeah?)

4 (H): Hmm.

5 (H): Tuần này chắc không về được **sorry**.

(I don't think I will make it home this week.)

6 (TR): *Škoda..*

(Shame..)

7 (H): Sinh nhật của Tôm đúng không-

(Tôm's birthday right-)

8 (H): Ah của Tép.

(Ah Tép's.)

9 (TR): Của Tép mà.

(It's Tép's birthday.)

10 (H): Sorry.

(Sorry.)

11 (TR): *Škoda škoda.*

(Shame shame.)

12 (H): Chắc tuần sau mà Noel (borrowing from French) thì về.

(I think next week on Christmas I'll come home.)

13 (TR): Tuần Noel về, oke.

(You'll come on Christmas week, okay.)

14 (TR): Thế thì ăn sau nhá.

(Well, let's have dinner later, okay.)

15 (H): Yes

(Yes)

16 (TR): Ăn sau thì vẫn phải có quà nhá.

(If we are having dinner later, don't forget to bring the presents.)

17 (H): Có chứ.

(Of course.)

18 (TR): Oke nhá.

(Okay.)

19 (TR): Quà gấp đôi, quà sinh nhật quà Noel.

(Double the gifts, one birthday gift and one Christmas gift.)

20 (TR): Muốn cháu yêu thì phải nịnh cháu.

(If you want to be loved by your nephew, you have to pamper him.)

21 (CH): Làm lương còn hơn cháu bây giờ. (Laughs)

(She earns more money than me now.)

22 (TR): *Jak to jde?*

(How is it going?)

23 (H): *Jo dobrý dobrý.*

(Yeah, it's good.)

24 (H): Mệt lắm.

(It's really exhausting.)

25 (PH): Mệt lắm hả.

(Exhausting, huh?)

26 (TR): Không mệt bằng ở nhà.

(It doesn't compare to staying home.)

27 (PH): Đúng ở nhà còn mệt hơn.

(That's right, being here is more exhausting.)

28 (H): Trời ơi lại cái chuyện gì đấy.

(Heavens, what is it now.)

29 [Recording cut due to sensitive content]

30 (TR): Thế là phải thi *Ekonomika* hả?

(So you have an exam in economics?)

31 (H): Oh không nói chuyện về cái này, đau đầu.

(Oh, don't bring it up, my head hurts.)

32 (TR): *Realita, Realita.*

(Reality, reality.)

34 (H): Bằng tiếng Anh nữa.

(It's in English as well.)

35 (PH): Tiếng Anh ạ?

(English?)

36 (PH): *Jo?*

(Yeah?)

37 (TR): *Jsi* **ready?** (switched to Czech and English)

(Are you ready?)

38 (H): Nevím (nervously laughs).

(I don't know)

39 (TR): *Ale jo jsi* **ready.**

(Oh, come on, you are ready.)

40 (PH): Cố lên nhé.

(Do your best.)

41 (PH): Vòng tay mới ạ?

(Is that a new bracelet?)

42 (H): Không lúc trước bà Thanh về Vietnam bà Thanh mua nhưng chưa đưa.

(No, when Grandma Thanh went to Vietnam, she bought it there but didn't give it to me.)

43 (CH): Ngọc.

(Jade.)

44 (PH): Cho nó may mắn.

(For good luck.)

45 (H): Ôi trời ơi Phương đi làm bị sao thế?

(Oh my god, what happened to you at work, Phương?)

46 (PH): Bị đứt tay thôi mà.

(It's just a cut on my finger.)

47 [Looking at (H). Instagram story]

48 (TR): Chỉ để thực ăn ở trong phòng ạ?

(You leave food in your bedroom?)

49 (PH): Đây có phải là *olivovy olej* dầu không?

(is that olive oil?)

50 (TR): Đâu?

(Where?)

51 (H): Đúng!

(That's right!)

52 (H): Ở ngoài không còn chỗ nữa, bạn lấy hết rồi.

(There was no space left outside, my flatmate took it all.)

53 (PH): Chị còn gì nữa?

(What else do you have?)

54 (PH): *Oliu*, nước hoa-

(Olive oil, perfume-)

55 (TR): Không phải nước hoa.

(Nio, that's not perfume.)

56 (H): Cái màu tím là nước hoa.

(The purple thing is a perfume.)

57 (TR): Ầh thật ạ.

(Oh really?)

58 (PH): Bánh, đường, còn quýt nữa (laughs).

(Biscuits, sugar and clementines.)

…

59 (TH): Ầh thông báo cả nhà Nhi không mổ được mắt.

(Oh, here's an announcement to the whole family: Nhi cannot go through the eye surgery.)

60 (PH): Sao ạ?

(Why?)

61 (TH): Mắt không hợp.

(Her eyes do not fit for it.)

62 (TR): À thế ạ?

(Oh really.)

63 (PH): May quá.

(Lucky.)

64 (PH): Dỡ tốn tiền.

(You don't have to spend money.)

65 (CH): Được!

(Nice!)

Context: *This conversation was recorded in a room behind closed doors for more privacy. It took time just a few days after the shooting accident at the Faculty of Arts of Charles University, which happened right before Christmas 2023. Its main content talks about the incident. The majority of this conversation is in Czech, except for the last lines.*

Trang starts by asking Hiền about her well-being following the shooting incident at the university. She asked about the details of that day and commented on how the authorities addressed the situation poorly. Hiền tries to explain to Trang how the situation was taken on at her school and provides context about her experience once visiting the university before the incident happened.

Speakers: Trang (TR), Hiền (H)

1 (TR): *A co, co.*

(And what, what.)

2 (TR): Jaký *je to bude* u vás?

(How will it be with you?)

3 (TR): *Jak je?*

(How are you?)

4 (H): *No, já jsem měla jako ještě školu a...*

(Well, I still had school…)

5 (TR): *Řešili to vůbec?*

(Did they deal with it at all?)

6 (H): *Řešili to, protože jsme tam měli ještě to .. ty ... profesory.*

(They did because we still had, uh the .. professors there.)

7 (TR): *jako kde jako..*

Like where, like..)

8 (H): *na fakultě no, v Praze*

(At the faculty in Prague.)

9 (TR): Aha.

(Oh.)

10 (H): *Jo, že se obvolávali všichni a že se nic jako nestalo.*

(Yeah, they were all calling each other, making sure nothing happened.)

11 (H): *No každý byl každou chvilku na mobilu, jako hodina byla ale neučilo se.*

(Everyone was constantly on the phone; there was still class, but they did not teach.)

12 (TR): Jo.

(Yeah.)

13 (H): *A jako můžu ti říct ještě že jsem na tý škole nebyla, jinak bych byla taky jedna z nic*

(But like I can tell you, I'm glad that I was not at this school, or else I would have been one of them.)

14 (TR): *Hmm no to je hrozný, jo? Počkej tam? Přímo tam na filozofii?*

(Hmm, yeah, it's horrible, yeah? Wait there? Right there at philosophy?

15 (H): *No přímo tam jsem dělala přijímačky.*

(Yeah, I was taking my entrance exam right there.)

16 (TR): *No teď v medijich policajti teď řešili.... komplikovaně nebo jakoby.*

(Well, the police were dealing with it on the media right now… in a complicated way or well.)

17 (TR): *no jako zpomalený.*

(Well, slowed down.)

18 (TR): (Laughing) *prej tadá. (Trang's son came into the room)*

(Supposedly, tada)

19 (TR): *tak tady jsem.*

(So here I am.)

20 (TR): Thôi ra đi chơi đi

(Anyway, let's go out to play.)

Context: *This conversation takes place on a short walk in the city centre in spring 2024. The topic of conversation is catching up on the speakers' lives as well as talking about dentist clinics. The walk, as well as the audio recording, is abruptly cut short because of the sudden rain.*

Trang initiates the conversation by asking Hiền if she remembers one of their previous conversations about travel. She proceeds to talk to Hiền about the weather and the clothes her sister and Hiền are wearing and later interacts with her son as well. Hiền is respodponing to Trang's questions as well as carries a conversation with Phương about a dental clinic. Phương participates actively in the conversation with Hiền and expresses her interest in braces. Lastly, Tôm only participates in this conversation nonverbally.

Spreakers: Trang (TR), Hiền (H), Phương (PH), Tôm (T)

1 (TR): *Víš jak jsem psala, jestli budeš mít čas?*

(You know how I texted you if you have time?)

2 (H): *No?*

(Yeah?)

3 (H): *Neměla jsem čas.*

(I didn't have time.)

4 (TR): Chị đoán em đi bao lâu về đến nhà.

(Guess how did it take us to get home.)

5 (H): 3 tiếng.

(3 hours.)

6 (TR): *Ne S-E-D-U-M hodin.*

(No, S-E-V-E-N hours.)

7 (H): Bảy tiếng ạ?

(Seven hours?)

8 (TR): *No*, bảy tiếng.

(Yeah, seven.)

9 (TR): *V pủl osm, sedmn dvacet dva* là bắt đầu về.

(At half past seven, seven twenty-two, we started heading home.)

10 (TR): Về đến nhà là hai giờ đêm.

(We got home at two a.m.)

11 (PH): Con đi đâu đấy? (Speaking to Tom)

(Where are you going?)

12 (TR): Ohh, *vláček* kìa.

(Ohhh, look, it's a train.)

14 (H): Đi nhanh thế.

(He is going so fast.)

14 (TR): Inaudible

15 (PH): Chị Nhi ơi chị đi làm răng ở đâu đấy?

(Where is your denstist Nhi?)

16 (H): *Praha.*

(Prague.)

17 (PH): Ở tận *Praha* ạ?

(In Prague?)

18 (PH): Làm có **oke** không ạ?

(Is their work okay?)

19 (H): Được, người ta hiền lắm.

(It's good; they ate very kindly.)

20 (PH): Tại em định làm răng.

(I'm asking because I want to do my teeth.)

21 (H): Invisiline, hay bình thường ạ?

(Invisiline or normal braces?)

22 (PH): Chắc bình thường thôi, **invisiline** đắt lắm.

(I think just normal ones, invigilate is too expensive.)

23 (H): Để *ja* hỏi nhé.

(Let me ask, yeah.)

24 (H): Hmm xem người ta có để ở trên mạng không.

(Hmm maybe they will have it on their website.)

25 (PH): Chị xem hộ em.

(Can you look for me?)

26 (H): Oh chỗ bác sĩ của chị là không niềng răng.

(Oh, my dental clinic does not do braces.)

27 (H): Để xem có chỗ khác không.

(Let me see if there are any other places.)

28 (H): Hmm có nhiều chỗ nhưng cả niềng bình thường là 90k rồi.

(There are a lot of places, but even the standard braces are 90k already.)

29 (PH): Trời ơi tại sao mình không làm mấy năm trước lúc chỉ phải trả 45K.

(Heavens, why did I not do it years ago when you only had to pay 45K?)

30 (PH): Lúc chị định làm thì chỉ phải trả bằng đấy thôi đúng không?

(When you wanted to do a brace, you only had to pay that much, right?)

31 (H): Đúng.

(Correct.)

32 (PH): Thế lúc trước là chị định làm ở đâu?

(So, where did you want to get them done?)

33 (H): Làm ở Ca (Karlovy Vary) đây.

(Here in Karlovy Vary.)

34 (H): Nhưng làm ông bác sĩ cá nhân cơ.

(But it was at a private dental clinic.)

35 (PH): Oh cái ông mà tốt nhất ở Ca đây ạ?

(Oh, you mean the best dentist in Karlovy Vary?

36 (H): Uh đúng rồi.

(Yeah that's right.)

37 (PH): Nhưng thấy ông không làm ở đây nữa.

(But I heard that he is not working here anymore.)

38 (PH): Bảo là không nhận người nữa.

(He's supposedly not taking any new clients.)

39 (H): Để chị xem cong số của ông không.

(Let me see if I still have his number.)

40 (H): Đây rồi.

(Here it is.)

41 (H): Để ja gọi thử nhé.

(Let me try calling, yeah.)

42 (PH): Uhm chị gọi hộ em.

(Yeah, can you please do it for me.)

43 (log pause)

44 (TR): Hôm nay cũng lạnh nhỉ.

(It's kind of cold today.)

45 (TR): Chị có lạnh không ạ?

(Are you cold?)

46 (H): Không, bình thường.

(No, I feel normal.)

47 (PH): Nhìn như sắp mưa rồi.

(Looks like it's going to rain soon.)

48 (TR): Anh ơi đi nhanh lên sắp mưa rồi. (talking to Chanh)

(Walk quickly it's going to rain soon.)

49 (TR): *Synku, je ti zima?*

(Son, are you cold?)

50 (T): (Shakes his head)

51 (TR): Nếu lạnh thì bảo nhé.

(If you get cold then tell me yeah.)

52 (TR): Chị Nhi hôm nay mặc giống Phương nhỉ.

(You are wearing the same thing as Phương.)

53 (H): Áo giống.

(It's the same shirt.)

54 (PH): Uh nhỉ, khác màu thôi.

(Oh yeah, just a different colour.)

55 (H): Em bao lâu rồi không đi bộ ở đây.

(How long have you not been on a walk here?)

56 (TR): Lâu lắm rồi, *nemám čas teď.*

(It's been a long time, I don't have time now.)

57 (TR): *Kevin (Chanh's Czech name) už zas pracuje v MAKRU tak musím všechno dělat.*

(Kevin is working at MAKRO again, so I have to manage everything by myself.)

58 (H): Jo všimla jsem si, nové auto ne?

(Yeah, I have noticed; he has a new car, no?)

59 (TR): *Jo-*

(Yea-)

60 (PH): Mưa rồi!

(It's raining!)

61 (H): Oh, teď na mě kaplo.

(Oh, it dripped on me.)

62 (TR): Chạy đi nhanh.

(Run fast.)

63 (TR): Anh bế con đi. (talking to Chanh)

(Carry our son.)

Context: *This transcript depicts a conversation at a coffee shop in the city centre at the end of spring 2024. The conversation starts while the group is waiting for the drinks and desserts ordered. The speakers talk about Trang's two sons and the desserts and drinks. The conversation also records Chanh's phone call.*

Trang interacts in this conversation with her children as well as Hiền. While speaking about food and drink, she also expresses concern for her children. Hiền also participates in the conversation about the food and drinks and provides assistance when needed. Phương does not participate much in this conversation and mainly interacts with the children. Chanh, in this conversation, focuses on his phone call while taking care of his older son, Tôm. Except for his father, Tôm also engages with his mother, Trang. Lastly, there is also the waitress who only speaks when she brings the food and drinks to the table.

Speakers: Trang (TR), Phương (PH), Hiền (H), Chanh (CH), Waitress (W), Tôm T

1 (TR): Mở ra thì ăn đi, không phải mở ra là lại để đấy.

(If you open it, then eat it; don't just open it and leave it.)

2 (TR): *Co?*

(What?)

3 (PH): Cái gì con?

(What do you need?)

4 (TR): Ầh cái này ngon ngon.

(Ah, this is delicious, delicious.)

5 (TR): *Jahoda, malina.*

(Strawberry, raspberry.)

6 (H): Cũng là sữa mà.

(It's still milk.)

7 (TR): *Yum, s příchutí extra.*

(Yum, with extra flavour.)

8 (TR): *Tady jenom originál, ty chteš taky?* (Asking Tôm)

(Here, only the original, you want some as well?)

9 (PH): Đẹp trai nhỉ.

(What a handsome boy.)

10 (TR): Trông đẹp trai nhỉ, hợp với cái phong cách này nhưng lại xem điện thoại.

(He looks handsome, and this style fits him, but he is on the phone.)

11 (TR): Bình thường nó đi khong có bố nó vui lắm, nó không cần xem điện thoại.

(Usually, when he is out without his dad, he doesn't need to be on the phone.)

12 (H): Sao thế nhỉ?

(What's the reason?)

13 (TR): Nó nũng bố.

(He's spoiled by his dad.)

14 (PH): Con có thích ngồi ngoài không?

(Do you want to sit on the outside?)

15 (TR): Không.

(No.)

16 (TR): Uống xong tĩnh ngay, tĩnh rồi hmmm?

(After drinking milk, he is wide awake; you're awake, hmm?)

17 (TR): *No je to jeho energy drink (laughs) mládí jeho, že jo.*

(Well, it's his energy drink, his youth, right?)

18 (TR): Uống cũng phải ngắm người ta. (talking to the baby)

(Even while drinking, you still have to look at people.)

19 (TR): Chết rồi, nhanh thế.

(Damn, so quick.)

20 (TR): Trời đất ơi uống xong rồi.

(Heavens, he is done drinking.)

21 (PH): Sao mà uống nhanh thế, đã xong rồi.

(How come he gulped it down? It's finished.)

22 (W): Mango delight? (name of a dessert)

23 (H): Của Chanh.

(It's Chanh's.)

24 (W): Kafe?

(Coffee.)

25 (H): To je bez kofejnu nebo s kofejnem.

(Is that without caffeine or with?)

26 (CH): Tomku.. mango, joo dáme si spolu.

(Tomku.. mango, yeah, let's eat it together.)

27 (CH): nebo co?

(Or what?)

28 (T): inaudible

29 (H): Cứ để đây cũng được.

(You can just leave it there.)

30 (TR): Khát nước quá.

(I'm so thristy.)

31 (H): Uống đi, uống đi.

(Drink it, drink it.)

32 (CH): *Co potrebuješ? (Talking to Tôm)*

(What do you need?)

33 (CH): *Ještě jednou?*

(Come again?)

34 (TR): Trời ơi. (Baby spilt milk all over himself)

(Heavens.)

35 (PH): Nhi Nhi Nhi!

36 (H): Hmm?

36 (CH): *Ty černý?* (Chanh is calling someone on the phone)

(The black ones?)

37 (TR): Bỏ ra chỗ ngoài ý, sao để gần nhau như thế.

(Put it on the outside, why did you put it so close to the other?)

38 (CH):*Nejsem doma, zejtra no..*

(I'm not home, yeah, tomorrow…)

39 (TR): Chụp từ trên.

(Take a photo from the top.)

40 (TR): Còn cốc cà phê đâu?

(Where is the other coffee?)

41 (TR): Chụp đi, chuyển đi chuyển lại.

(Take a photo, don't just shift it from here to there.)

42 (TR): Ngồi xa ra Tôm!

(Sit back, Tôm!)

43 (PH): Yêu.

(Cute.)

44 (CH): *Makám.*

(I'm working.)

45 (CH): *Makám do osmi.*

(I'm working till eight.)

46 (PH): Cà phê của chị đay. (Talking to (H).)

(Here's your coffee.)

47 (TR): *takhle ne synku*

(Not like this son.)

48 (H): Ngoan quá.

(Good boy.)

49 (CH): *Jo tak kdyžtak zítra, tak čau.*

(Yeah, well, maybe tomorrow, see ya.)

50 (T): Bố ơi!

(Dad!)

51 (CH): Cái gì con?

(What do you need a son?)

52 (H): Cà phê của Chanh tý nữa đến nhé.

(Chanh's coffee is going to come in a bit, yeah.)

53 (TR): Đưa điện thoại đây.

(Give me the phone.)

54 (W): *Káva?*

(Coffee?)

55 (CH): *To je pro mě děkuju,*

(That's for me, thank you.)

56 (TR): Đáy cái này của anh đây.

(Here, this is for you, Chanh.)

57 (H): Cho lên trên.

(Pour it on top.)

58 (CH): Đây ạ?

(Here?)

59 (PH): Uhh cho lên trên.

(Yeah, pour it on top.)

60 (TR): Ahh tưởng là cái này.

(Ahh, I thought it was this.)

61 (TR): Phương dưới lên.

(Phương pour it on top.)

62 (H): Cái này là kem mà.

(But this is ice cream.)

63 (TR): ah, uhh.

(Ahhh, yeah.)

64 (PH): Dưới thì dưới.

(You can pour it on or not.)

65 (PH): Đưa đây xem nào.

(Give it to me. I want to see it.)

66 (CH): *Mango mango tomku,* con không ngoan là bố tắt đấy nhá.

(Mango mango Tomku, if you don't behave, I will shut it off, okay?)

67 (CH): Bố tắt, há mồm, há mồm con, mango chceš?

(I'm going to shut iofff, open your mouth, and open wide. Do you want mango?)

68 (CH): Nước ằh?

(You want water?)

69 (CH): Nước đỏ này của em ạ? (talking to Trang)

82

(This red drink is yours?)

70 (TR): Uh, cho Tôm uống một ngụm nhá ok?

(Yeah, you can take a small sip, yeah, Tôm?)

71 (TR): Bảo ơi.

(Bảo.)

72 (TR): Đưa cái cái uhh limonáda.

(Give that that, uhhh ….. lemonade.

73 (PH): Cho ra.

(Take it away.)

74 (TR): Bỏ cộc ra cho em.

(Give the glass to Tôm.)

75 (PH): Này, cho em.

(Hey, give it to him.)

76 (CH): Uống đi con.

(Drink.)

77 (TR): Cà phê cũng ngon đấy.

(The coffee is good.)

78 (TR): Không bị đắng.

(It's not bitter.)

79 (TR): Uhhhh Tép!!!

(Oh no, Tép!!!)

Context: *This is a transcript of a conversation which happened in late spring 2024. It is set at an outdoor barbeque party, mainly happening by the grill, with at least one of the speakers grilling. The topics range from getting braces to making fun of each other. Due to the fact that at least one person was attending the grill, there were a few long pauses.*

In this conversation, the first part focuses mainly on Hiền and Phương, who continue their conversation from a few weeks ago about finding a dental clinic. Phương is leading that conversation by asking questions about Hiền's perfume, and Hiền usually only replies to those questions. Trang participates in the second half of this conversation, where all three women talk about grilling and food preparation. Lastly, Chanh does not participate much, only commenting about the food.

Speakers: Chanh (CH), Hiền (H), Trang (TR), Phương (PH)

1 (H): Đã tìm được bác sĩ răng chữa?

(Have you found a dentist yet?)

2 (PH): Chưa, đang đợi chị đấy

(Not yet, I'm still waiting for you.)

3 (H): Ông không cầm máy, chắc bận.

(He is not picking up the phone; I think he is busy.)

…

4 (PH): Chắc được rồi.

(I think it's done.)

5 (PH): Àh, chị cầm cái lạc vào đây cho em với.

(Ah, can you bring the peanuts for me?)

6 (H): Lạc đâu?

(Where are the peanuts?)

7 (PH): Lạc ở trong.

(The peanuts are inside.)

8 (PH): Oii, Nhi xịt nước hoa gì mà thơm thế?

(Oii, Nhi, what perfume are you wearing? It smells so good.)

9 (PH): Nóng!

(Hot!)

10 (H): Xịt nước hoa bình thường.

(Just my usual perfume.)

11 (PH): Hoa gì?

(What perfume?)

12 (PH): Hay là vẫn cái mùi lúc trước em khen rồi?

(Or is it the same perfume I have already complimented you on?)

13 (H): Uh, đúng rồi, vẫn cái đấy thôi.

(Uhu, that's right, it's still that one.)

14 (H): Phương nghĩ ja (Czech word) dùng bao nhiêu nước hoa?

(How many perfumes do you think I use, Phương?)

15 (PH): Sao thơm thế, chứng tỏ là nó vẫn là cái mùi lúc trước mình khen rồi.

(Why does it smell so good? In the end, it's still the perfume I complimented you before.)

16 (PH): Nóng quá.

….

(It's so hot.)

17 (PH): Chào Tôm! *Čau*. Khéo nóng đấy nhá, nóng.

(Hello Tôm! Hi. Be careful; it's hot, hot.)

18 (H): Xong hết chưa?

(Is everything done?)

19 (H): Tôm ơi mở cửa cho bác đi.

(Tôm, please open the door forAuntt.)

20 (H): Cái này mang đi ra trước được chưa?

(Can I take this inside already?)

21 (PH): Uhu

22 (long pause)

23 (PH): Mọi người ra ăn trước đi, ăn trước này.

(Everybodody, come eat first, eat this first.)

24 (PH): Tôm ơi ra, cái này nóng, bỏng này.

(Tôm, move, this is hot, you'll burn yourself.)

25 (PH): Chanh ra.

(Chanh moves aside.)

26 (TR): unaudile

27 (PH): Đĩa nữa đâu?

(Where are more plates?)

28 (PH): Để đựng thịt viên.

(For the meatballs.)

29 (TR): Không, không, cái này thủng.

(No, no, this one has holes.)

30 (PH): Mấy cái này đâu hết rồi?

(Where did all of these go?)

31 (PH): Đầu.. ahh đây đây.

(Where.. ahh here here.)

32 (TR): Lấy một cái.

(Take one.)

33 (TR): Nhưng cái thịt này là để nướng lại nhá Phương nhá.

(But this meat is to be grilled, right? Yeah Phương.)

34 (PH): Uhu.

…

35 (TR): Uhh chị đậy uhh uhh cái ấy (points at the freshly grilled meat) cho nó đỡ bị khô.

(Uhhh, can you cover uhh uhh that… so that it doesn't get dry.)

36 (CH): Bảo đâu rồi?

(Where is Bảo?)

37 (TR): Anh ơi kéo ra cái bàn ra.

(Can you pull out the table?)

38 (TR): Được rồi.

(That's good.)

39 (TR): Nướng một cái thịt kia đi.

(Grill one portion of that meat.)

40 (PH): Uhu.