

Answers to Review on PhD thesis

I wish to extend my sincerest gratitude to Professor Dr. Ulrike Jessner-Schmid for generously agreeing to review my thesis. Your valuable insights, recommendations, and constructive critiques have been greatly appreciated. I am deeply grateful for the time and effort you have dedicated to evaluating my work. I take this opportunity to formally respond to the critical remarks made in your review.

Language

I am thankful for the reviewer's feedback on the language weaknesses of the study. The minor errors and mistakes brought to light will be corrected and addressed in the event of publication. I appreciate the time and effort taken to review and provide valuable suggestions.

Content and Argument Section

I extend my appreciation for your observations regarding the inclusion of English in the current study. I concur with the importance of incorporating English as part of some participants' language repertoire. However, it was only found out during the data collection process that English was an additional language for some participants. I must emphasise that it was not feasible to alter the study's framework and design at such a late stage of the research. I will bear this in mind for future studies and make sure that the full language repertoire of the individuals are explored as suggested by the CDST approach.

Answers to the questions

1. What do you think about possible usefulness of a follow-up study?

I believe that a follow-up study would be highly beneficial in further exploring the findings of the research in field of language attrition. While the current study provided valuable insights, there are several limitations that a follow-up study could address. For example, a follow-up study could trace the long-term effects of attrition and with the use of the dynamic systems approach, all languages and language varieties of the participants could be included. A recent study on foreign language attrition is a good example of how such methodology can be applied (Jessner et al 2021). As the field of language attrition is developing both theoretically and methodologically, more emphases should be paid to factors that have been suggested as crucial in the process of attrition, such as habitual language use and language context (e. g. Schmid 2020). A distinction should be made between dual-language and single language context where the extent of inhibition of the different languages matter. It is important to note that the context have changed after February 2022, when Russian and Ukrainian individuals had to run from the terrors of war and many settled in Hungary. This has resulted in the growth of the Russian-speaking minority in Hungary and more opportunities to use the L1. A follow-up study should also take this contextual change into consideration, especially when it comes to extralinguistic factors, such as attitudes and identity. Overall, a follow-up study would provide a more comprehensive understanding of the topic and its potential applications.

2. Do you think your results could be generalised and/or transferred to another context?

It is possible that some of the findings from a study on language attrition among Russians living in Hungary could be generalisable to other groups of bilinguals living in similar contexts, such as other immigrant groups in Hungary or other countries with similar language use patterns.

For example, if the study found that factors such as limited opportunities to use the non-dominant language and lack of social support were significant contributors to language attrition, these findings could potentially be applied to other groups of bilinguals facing similar challenges.

However, it is also possible that the findings may not be generalisable to other contexts or populations. For example, the specific linguistic, cultural and socioeconomic factors that affect the language proficiency of Russians living in Hungary may be unique to this population and may not apply to other groups of bilinguals.

As for the transferability, it is likely that the results of a study on language attrition among Russians living in Hungary would have limited transferability to other contexts. Factors such as the linguistic and cultural background, the country's language policies, the level of language proficiency, the education system and the opportunities for language use may all differ from one environment to another. Therefore, it is important to consider the similarities and differences between the context of the study and the situation to which the results are intended to be transferred.

So, a careful examination of the sample characteristics, research design, and the robustness of the findings is crucial in determining the generalisability and transferability of a study on language attrition among Russians living in Hungary.

3. *What describes usefulness of your study for education?*

A study on language attrition among Russians in Hungary could provide valuable insights into the factors that contribute to language loss among bilingual individuals, which can help educators better understand the challenges that bilingual students may face in maintaining their proficiency in their non-dominant language. Considering that the current study is practically the only linguistic research on Russians in Hungary, it provides beneficial understanding of the attrition process in this community.

Additionally, such a study could also inform the development of language education programs and resources for bilingual students, by identifying the areas where students may be struggling, and providing guidance on how to support language maintenance. Besides, it can also contribute to the field of second language acquisition and bilingualism, which can be useful for educators, researchers and policy makers to better understand the particular challenges that bilinguals, immigrants and minorities groups face in maintaining their proficiency in their non-dominant language. It is also important to note that the number of Russian-speaking (and Ukrainian-speaking) students has grown in the Hungarian educational system which makes the results of this study more valuable. Finally, in accordance with Jessner et al's (2021) conclusion, I also hope that „(future) teachers increase their own knowledge of attrition and maintenance processes in order to support their students beyond the classroom by equipping them with the skills and strategies that can help them better manage and maintain their languages” (p. 28.)

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