LANGUAGE ATTITUDES AND BILINGUALISM IN POPULAR FILM
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Outline

• I. Background on the community
• II. Literature review
• III. Research Questions and Hypotheses
• IV. Study design
• V. Methods
• VI. Results
• VII. Conclusions
• VIII. Implications and further research
Turkish-German community

I. Background on the community

• Turkish immigrant community in Germany goes back to the 1960s.
• As of 2009, the population of Turks in Germany was about 2.3 million.
  • Includes 2nd and 3rd generations.
• Stereotypes about the German-Turkish community include: violent, bad at school, drug-users, and arrogant (Depperman 2007).
II. Literature review

Literature

• Connections between linguistic features and social groups are made as well as connections between social groups and characteristics. (Preston; 2010)

• Lippi-Green (1997): “Teaching Children to Discriminate; What we Learn from the Big Bad Wolf”.

• Matched guise studies (e.g. Lambert, 1967; Purnell, Idsardi, and Baugh, 1999)
• 1) How does the language a character speaks affect the perception of the character?

• H0) A character’s language will not affect perceptions of them.

• H1) Characters who combine languages will be evaluated negatively in terms of overt prestige.

• 2) How does the native language of a viewer affect their perception of the characters?

• H1) Turkish and German speakers will evaluate switchers negatively in terms of overt prestige.

• H2) American English speakers will be unaffected by a character’s language choice.
IV. Study design

Survey design

• Demographic questions
• 2-3 film clips followed by questions about the characters
• Characters portrayed speaking German, Turkish, or code-switching
• Clips from 2 movies, with 2 presentation orders each (4 total orders)
• Survey was written in German, Turkish, and English (3 languages)
• Total of 12 versions of the survey
Sampling and Respondents

- Distributed surveys on Facebook and email using the “friend-of-a-friend” technique.

- Age, language, and gender of the respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>German (m,f)</th>
<th>Turkish (m,f)</th>
<th>English (m,f)</th>
<th>Total (m,f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-28</td>
<td>5 (1,4)</td>
<td>7 (3,4)</td>
<td>14 (3,11)</td>
<td>26 (7,19)</td>
</tr>
<tr>
<td>29-44</td>
<td>12 (5,7)</td>
<td>10 (2,8)</td>
<td>18 (4,14)</td>
<td>40 (11,29)</td>
</tr>
<tr>
<td>45+</td>
<td>0</td>
<td>2 (1,1)</td>
<td>3 (2,1)</td>
<td>5 (3,2)</td>
</tr>
<tr>
<td>Total</td>
<td>17 (6,11)</td>
<td>19 (6,13)</td>
<td>35 (9;26)</td>
<td>71 (21,50)</td>
</tr>
</tbody>
</table>
Respondents

- Survey version and native language

<table>
<thead>
<tr>
<th>Version</th>
<th>German</th>
<th>Turkish</th>
<th>English</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>7</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>2</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>7</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>3</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>19</td>
<td>35</td>
<td>71</td>
</tr>
</tbody>
</table>
V. Methods

Edge of Heaven; Ali and Nejat

Please rate the following statements from 1 (strongly disagree) to 5 (strongly agree).

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nejat is a good person.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Nejat is a typical Turk.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Nejat is a typical Turkish/German</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Nejat is old-fashioned.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Nejat is friendly.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Nejat is intelligent.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Nejat is offensive.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
Some responses from American participants:

Question:

1. **How did you feel during the following dialogue?**
   - NEJAT: N’aber? [How are you?]
   - ALI: Gut, gut. Schon gut. Und wie geht es dir? [Good. And how are you?]
   - NEJAT: Iyi. [Fine.]

2. **Did you notice anything interesting about language use in this clip?**

Response:

- “Neutral”
- “This dialogue evoked no emotional response.”
- “I had no emotional reaction.”

- “No.”
- “Nope”
- “Codeswitching”
- “Unfortunately I don't speak Turkish or German so I couldn't usually tell what they were speaking. "

VI. Results
VI. Results

Some responses from German participants:

• “Interested”*

• “Typical small talk, no special feeling, normal conversation.”*

• “I wondered if it’s realistic for someone to switch languages in such a typical dialogue.”*

Some responses from Turkish participants:

• “A typical dialogue for a Turk raised and living in Germany.”*

• “Since I’ve become accustomed to it, it seemed very normal”*

• “Weird. Mixing two languages sounds lazy especially for non technical terms.”

*Translated from the original.
VI. Results

Head-On; Cahit meets Sibel’s family
VI. Results

Head-On; Cahit and Selma
## VI. Results

### Ranking

“This character is a typical_____.”

<table>
<thead>
<tr>
<th>Character</th>
<th>Ethnicity</th>
<th>Turk</th>
<th>Turkish-German</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ali</td>
<td>Gen1 T-G</td>
<td>1</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Yilmaz</td>
<td>Gen2 T-G</td>
<td>2</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Seref</td>
<td>Gen1 T-G</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Selma</td>
<td>Turk</td>
<td>4</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Yeter</td>
<td>Gen1 T-G</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Cahit</td>
<td>Gen2 T-G</td>
<td>8</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Sibel</td>
<td>Gen2 T-G</td>
<td>7</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Nejat</td>
<td>Gen2 T-G</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Lotte</td>
<td>German</td>
<td>9</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Markus</td>
<td>German</td>
<td>10</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>

1 = “Most”
10 = “Least”
## VI. Results

### Ranking

“This character is educated.”

<table>
<thead>
<tr>
<th>Character</th>
<th>Ethnicity</th>
<th>Turk</th>
<th>Turkish-German</th>
<th>German</th>
<th>Educated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ali</td>
<td>Gen1 T-G</td>
<td>1</td>
<td>6</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Yilmaz</td>
<td>Gen2 T-G</td>
<td>2</td>
<td>2</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Seref</td>
<td>Gen1 T-G</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Selma</td>
<td>Turk</td>
<td>4</td>
<td>8</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Yeter</td>
<td>Gen1 T-G</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Cahit</td>
<td>Gen2 T-G</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>6</td>
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<tr>
<td>Sibel</td>
<td>Gen2 T-G</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Nejat</td>
<td>Gen2 T-G</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>1</td>
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<tr>
<td>Lotte</td>
<td>German</td>
<td>9</td>
<td>9</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Markus</td>
<td>German</td>
<td>10</td>
<td>10</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

1= “Most”
10= “Least”
## VI. Results

**Average education scores by scores for “Turkishness” and “Germanness”**

<table>
<thead>
<tr>
<th>Character</th>
<th>Educated</th>
<th>Turk</th>
<th>Turkish-German</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ali</td>
<td>2.54</td>
<td>3.45</td>
<td>2.88</td>
<td>2.10</td>
</tr>
<tr>
<td>Yeter</td>
<td>2.56</td>
<td>2.87</td>
<td>2.90</td>
<td>2.21</td>
</tr>
<tr>
<td>Yilmaz</td>
<td>2.84</td>
<td>3.33</td>
<td>3.25</td>
<td>2.12</td>
</tr>
<tr>
<td>Seref</td>
<td>2.94</td>
<td>3.19</td>
<td>3.01</td>
<td>2.16</td>
</tr>
<tr>
<td>Cahit</td>
<td>3.13</td>
<td>2.10</td>
<td>2.89</td>
<td>2.53</td>
</tr>
<tr>
<td>Sibel</td>
<td>3.51</td>
<td>2.49</td>
<td>3.20</td>
<td>2.54</td>
</tr>
<tr>
<td>Lotte</td>
<td>3.94</td>
<td>1.61</td>
<td>1.72</td>
<td>3.72</td>
</tr>
<tr>
<td>Markus</td>
<td>4.06</td>
<td>1.50</td>
<td>1.61</td>
<td>3.94</td>
</tr>
<tr>
<td>Selma</td>
<td>4.13</td>
<td>3.00</td>
<td>2.64</td>
<td>2.20</td>
</tr>
<tr>
<td>Nejat</td>
<td>4.35</td>
<td>2.62</td>
<td>3.11</td>
<td>2.75</td>
</tr>
</tbody>
</table>
VI. Results

Average education scores by scores for “Turkishness” and “Germanness”
VI. Results

Average education scores by scores for “Turkishness” and “Germanness”

![Graph showing education scores for different groups and linear models]
VI. Results

Results; Statistics

Chi squared tests

- ‘Educated’ by participant group (American, Turkish, German)
  $X^2 = 24.8086$, df = 8, p-value = <0.01

- ‘Educated’ by ‘Turk’
  $X^2 = 68.3371$, df = 16, p-value = <0.01

- ‘Turk’ by participant group.
  $X^2 = 61.4937$, df = 8, p-value = <0.01
VII. Conclusions

Conclusions

• RQ1) How does the language a character speaks affect the perception of the character?

• Monolingual German characters are rated highly for “Germanness.”

• All monolingual characters are rated low for “German-Turkishness.”

• Monolingual Turks are not rated highly for “Turkishness.”
Conclusions

- RQ2) How does the native language of a viewer affect their perception of the characters?

- In open-ended responses, monolingual Americans do not volunteer evaluative comments about code-switching, while Germans and Turks do.

- Germans and Turks associate “Turkishness” with low education. Americans might as well, but to a lesser extent.
VII: Implications for the field

- Methodology: support for the use of popular media as stimuli
  - Support for using monolingual English-speakers as a control group.

- Attitudes: insight into the attitudes surrounding the German-Turkish community.

Future research

- Population: recruit a larger bilingual population.
- Stimuli: more clips, more characters.
References


Thanks to:

• Alicia Wassink, faculty advisor;

• Sociolinguistics Brown Bag at UW, especially Valerie Freeman and John Riebold;

• Multilingualists of the UW, especially Sarala Puthaval and Russ Hugo;

• Turkish Circle at UW, especially Selim Kuru, Müge Salmaner, and Barbara Henning;

• Wen Wei Loh, statistics consultant.
Multinomial regression for ‘Turk’, ‘educated’, and participant group, with 3 as a baseline.

- None of the p-scores are significant, except maybe in the second row; the difference between ratings of '2' and '3' in Turkishness, and a '3' and '4' in education

```r
> p<-(1-pnorm(abs(z),0,1))*2

       (Intercept) Turk as.factor(proficiency)1 as.factor(proficiency)2
1 1.030522e-03  0.388265050  0.9459432  0.15633692
2 2.495126e-05  0.009462442  0.1684427  0.04413058
4 2.618031e-01  0.137057978  0.1854928  0.03285517
5 8.855216e-01  0.069927746  0.3492636  0.41997654
```