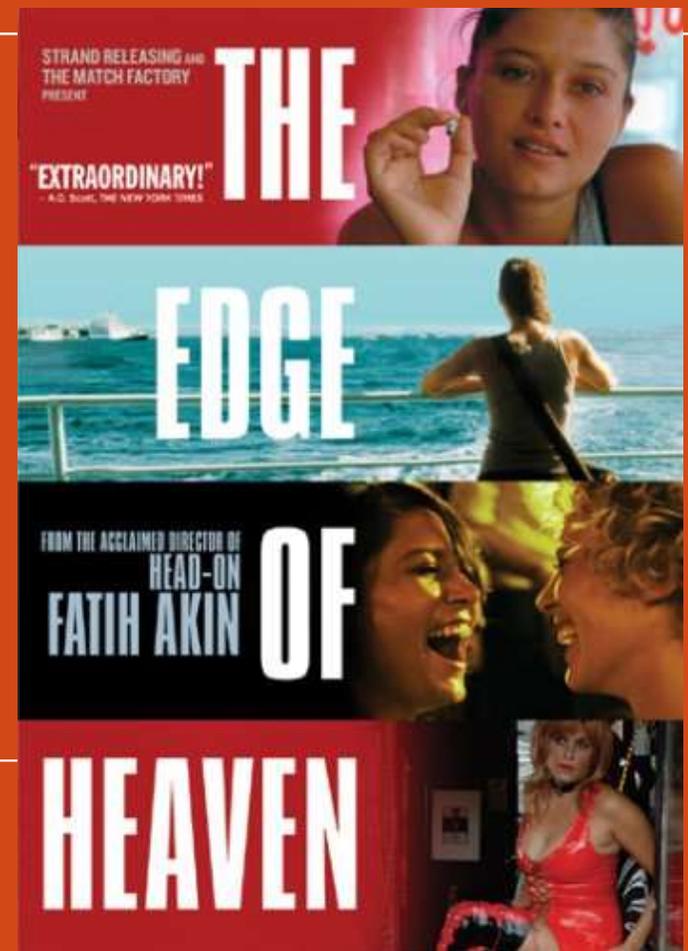CWSL
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LANGUAGE ATTITUDES AND BILINGUALISM IN POPULAR FILM

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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

- 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).

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)

Research Questions & Hypotheses

- 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.

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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

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

Respondents

- Survey version and native language

Version	German	Turkish	English	Total
1	3	7	8	18
2	5	2	11	18
3	3	7	8	18
4	6	3	8	17
Total	17	19	35	71

Edge of Heaven; Ali and Nejat

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

	1	2	3	4	5
	(strongly disagree)			(strongly agree)	
Nejat is a good person.	○	○	○	○	○
Nejat is a typical Turk.	○	○	○	○	○
Nejat is a typical Turkish/German.	○	○	○	○	○
Nejat is a typical German.	○	○	○	○	○
Nejat is old-fashioned.	○	○	○	○	○
Nejat is friendly.	○	○	○	○	○
Nejat is intelligent.	○	○	○	○	○
Nejat is attractive.	○	○	○	○	○
Nejat is offensive.	○	○	○	○	○

- 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.]

Response:

- *"Neutral"*
- *"This dialogue evoked no emotional response."*
- *"I had no emotional reaction."*

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

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

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- Some responses from German participants:

- Some responses from Turkish 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."*

- *"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.

Head-On; Cahit meets Sibel's family

Head-On; Cahit and Selma

Ranking

"This character is a typical_____."

Characer	Ethnicity	Turk	Turkish-German	German
Ali	Gen1 T-G	1	6	10
Yilmaz	Gen2 T-G	2	2	9
Seref	Gen1 T-G	3	4	8
Selma	Turk	4	8	7
Yeter	Gen1 T-G	5	5	6
Cahit	Gen2 T-G	8	7	5
Sibel	Gen2 T-G	7	1	4
Nejat	Gen2 T-G	6	3	3
Lotte	German	9	9	2
Markus	German	10	10	1

1= "Most"
10="Least"

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Ranking

"This character is educated."

| Character	Ethnicity	Turk	Turkish-German	German	Educated
Ali	Gen1 T-G	1	6	10	10
Yilmaz	Gen2 T-G	2	2	9	8
Seref	Gen1 T-G	3	4	8	7
Selma	Turk	4	8	7	2
Yeter	Gen1 T-G	5	5	6	9
Cahit	Gen2 T-G	8	7	5	6
Sibel	Gen2 T-G	7	1	4	5
Nejat	Gen2 T-G	6	3	3	1
Lotte	German	9	9	2	4
Markus	German	10	10	1	3

1= "Most"
10="Least"

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Average education scores by scores for "Turkishness" and "Germanness"

| Character	Educated	Turk	Turkish-German	German
Ali	2.54	3.45	2.88	2.10
Yeter	2.56	2.87	2.90	2.21
Yilmaz	2.84	3.33	3.25	2.12
Seref	2.94	3.19	3.01	2.16
Cahit	3.13	2.10	2.89	2.53
Sibel	3.51	2.49	3.20	2.54
Lotte	3.94	1.61	1.72	3.72
Markus	4.06	1.50	1.61	3.94
Selma	4.13	3.00	2.64	2.20
Nejat	4.35	2.62	3.11	2.75
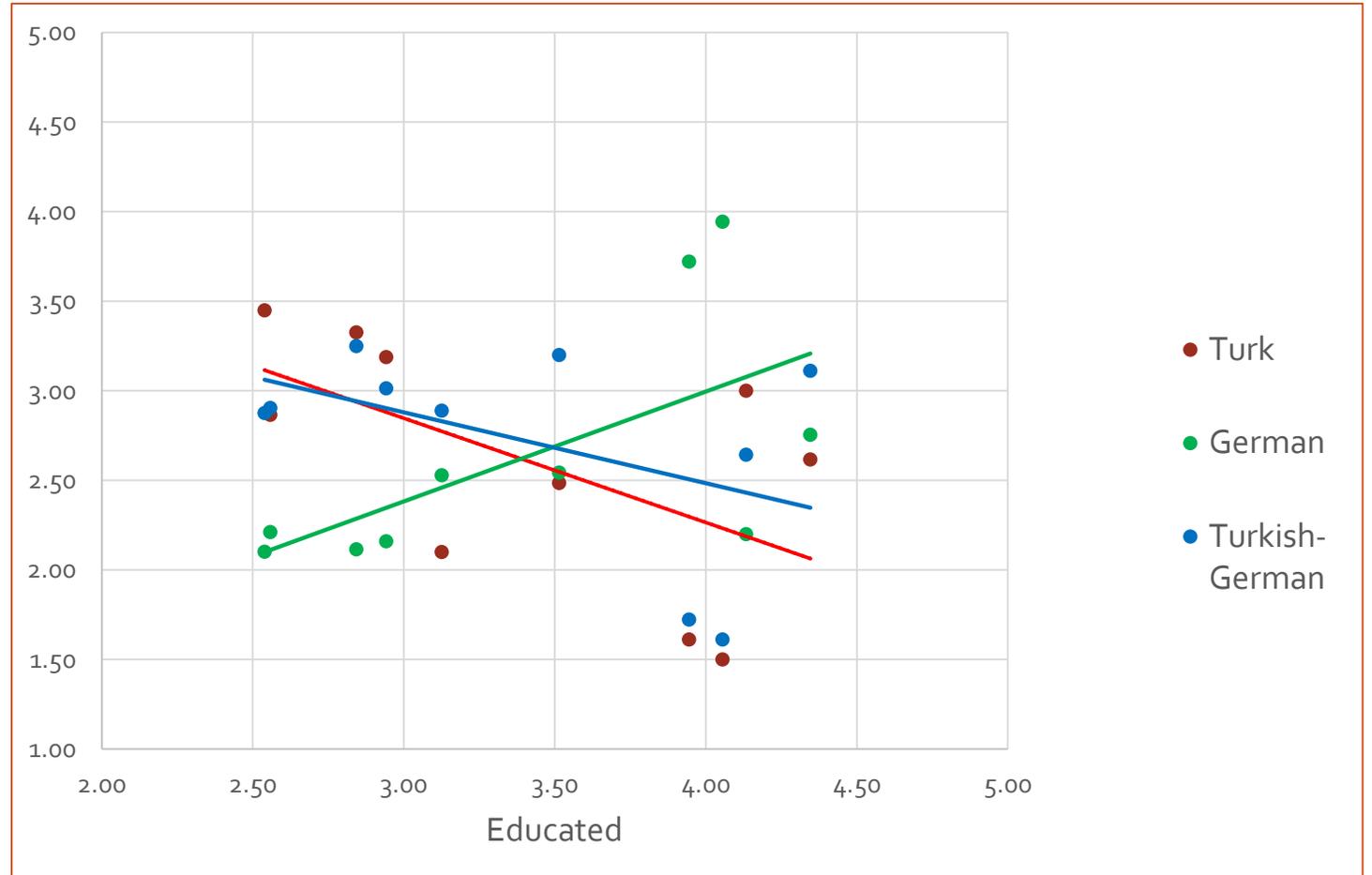
Average education scores by scores for "Turkishness" and "Germanness"
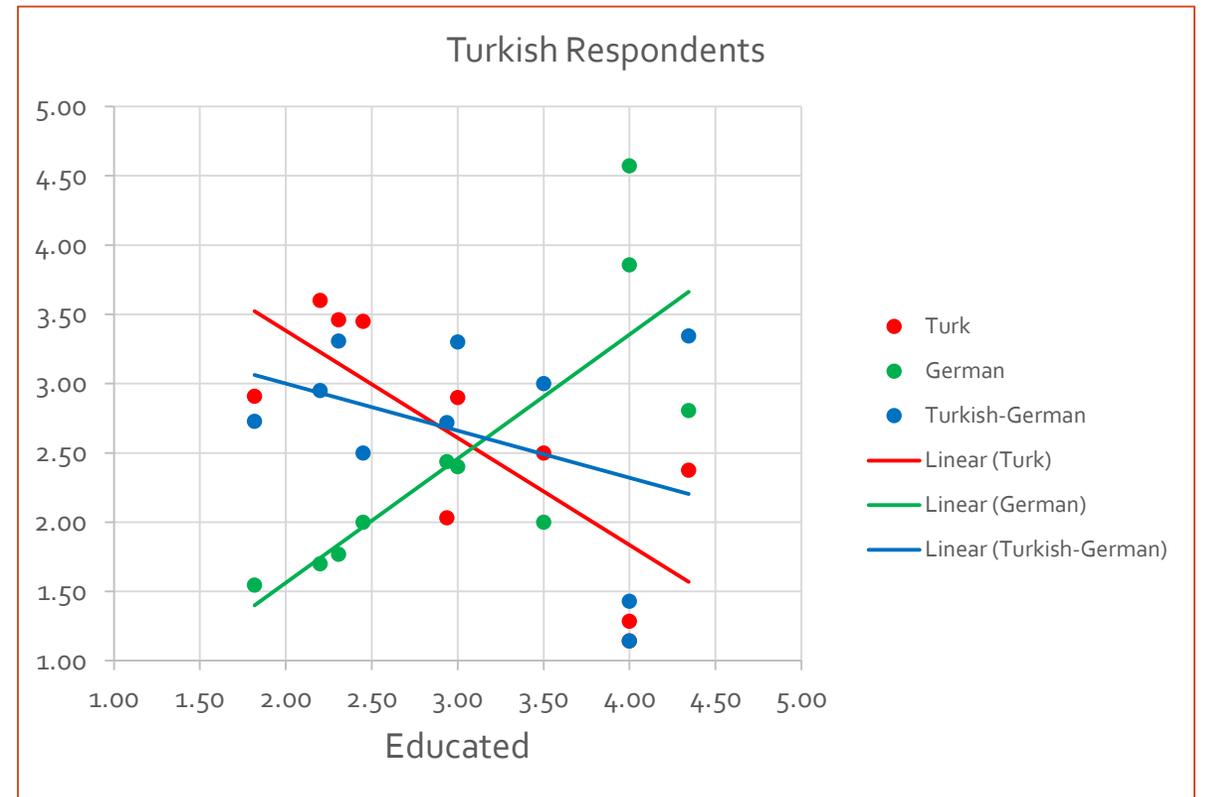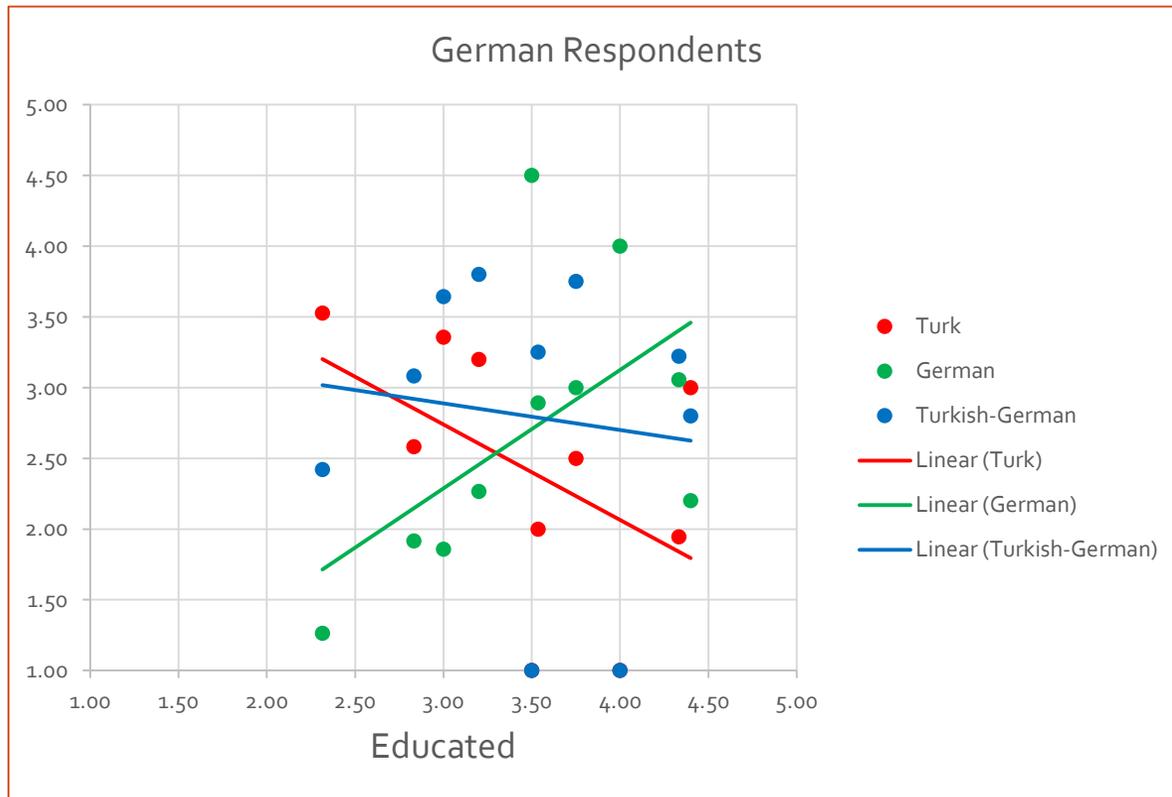
Average education scores by scores for "Turkishness" and "Germanness"
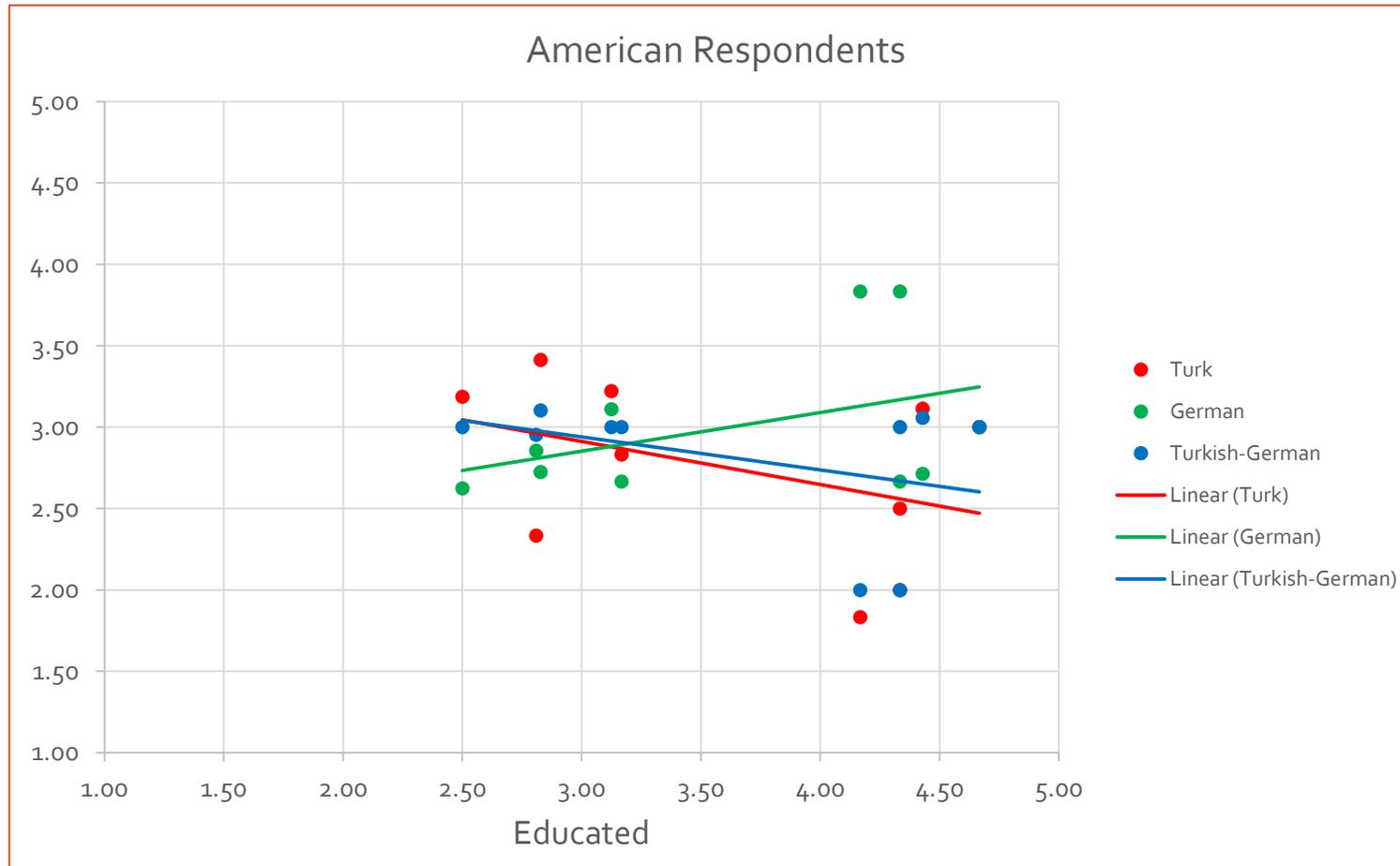
Results; Statistics

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

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.

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- 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

- > 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