

लपतौलिंग्वा MANCHESTER

Report

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How do the factors of age, birthplace and occupation affect the consumption of media in Manchester by Hindi, Urdu and Punjabi speakers?

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Research question

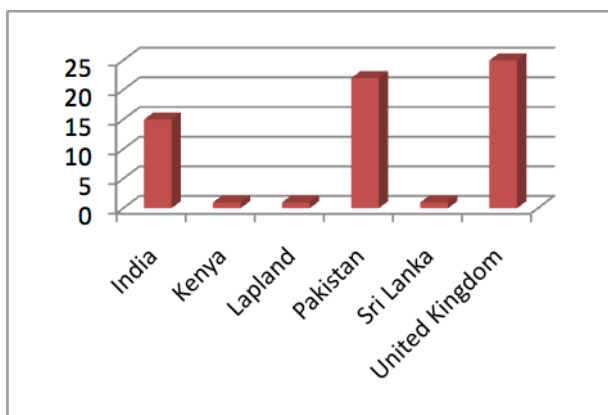
We decided to carry out our study on Hindi, Urdu and Punjabi speakers in Manchester as our previous research showed us that this group of speakers made up a significant proportion of the community of Manchester. We decided to focus the study on media consumption because the production of foreign media in Britain is an area that seems to be growing rapidly to satisfy the needs of multicultural societies.

Luckily we have not encountered any problems with the research methods we previously set out to use. The online and fieldwork questionnaires proved to be the ideal method of collecting the results and we ended up with an overwhelming response to both.

Methodology and Background

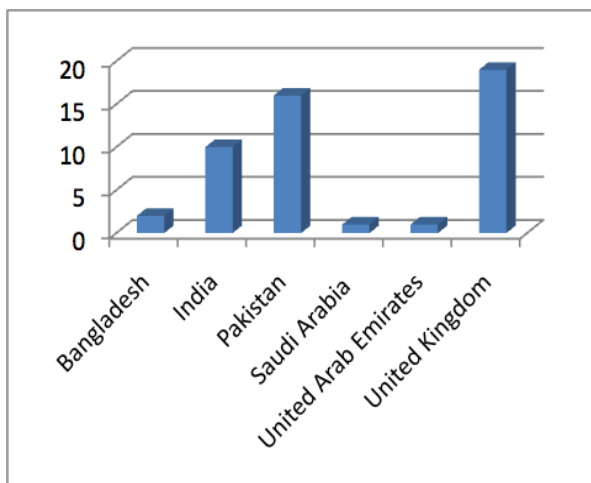
In the end a total of 147 responses were received to the online survey and our fieldwork study within Manchester. However, all entries with no answers to individual questions given were excluded in the results below.¹ The results were analysed to compare two age groups.

Firstly, a group comprised of 18 to 24 year olds and secondly those over the age of 25. Following are some of our key findings:



1. Place of birth of 18 to 24 year old participants:

The majority results show that the 38% of young participants were born in the United Kingdom, therefore more likely to be second-generation immigrants, 14 % in Pakistan and 10% in India.



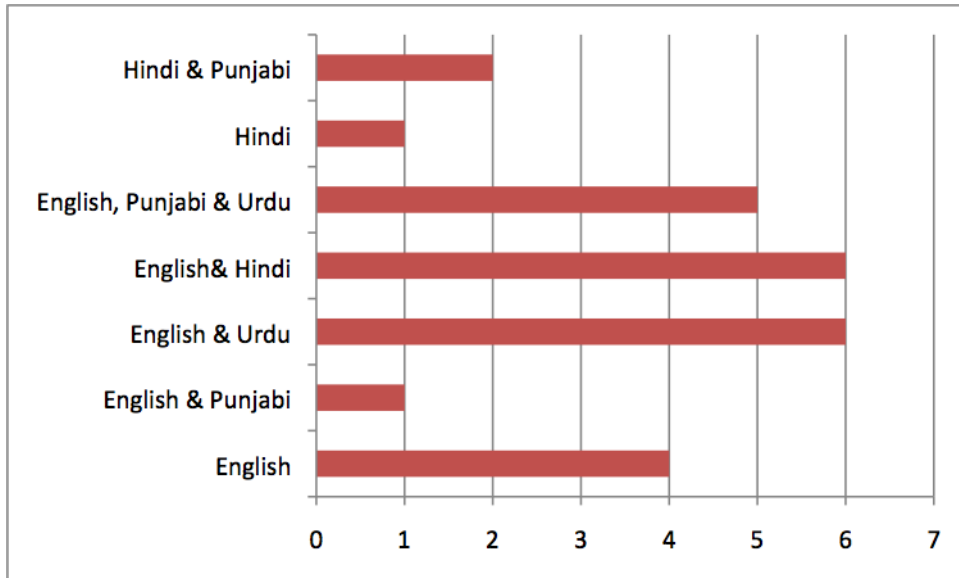
2. Place of Birth of over 24 year old participants:

The majority results show that out of the older participants 9 per cent were born in the United Kingdom, 8 per cent were born in Pakistan and 5 per cent were born in India.

Interestingly for both age groups showed that the majority of people had been born in UK, this reflects the history of this community of speakers living in the United Kingdom.

- Overall our results show that 36 per cent of participants were from the United Kingdom, followed closely by 30 per cent from Pakistan, 18 per cent were from India and the remaining 16 per cent as shown above.

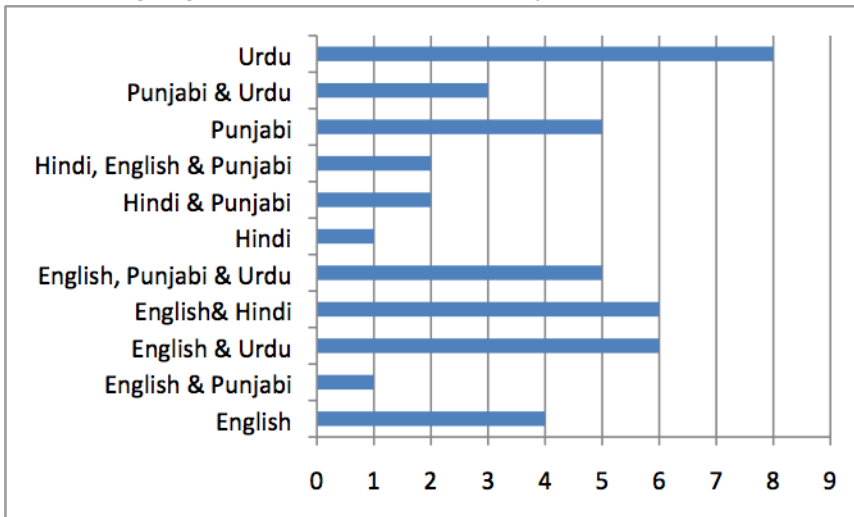
3. Native Languages of 18 to 24 year old participants:



Number of Participants

- Young people predominantly noted a combination of English and Urdu or English and Hindi as their mother tongue.

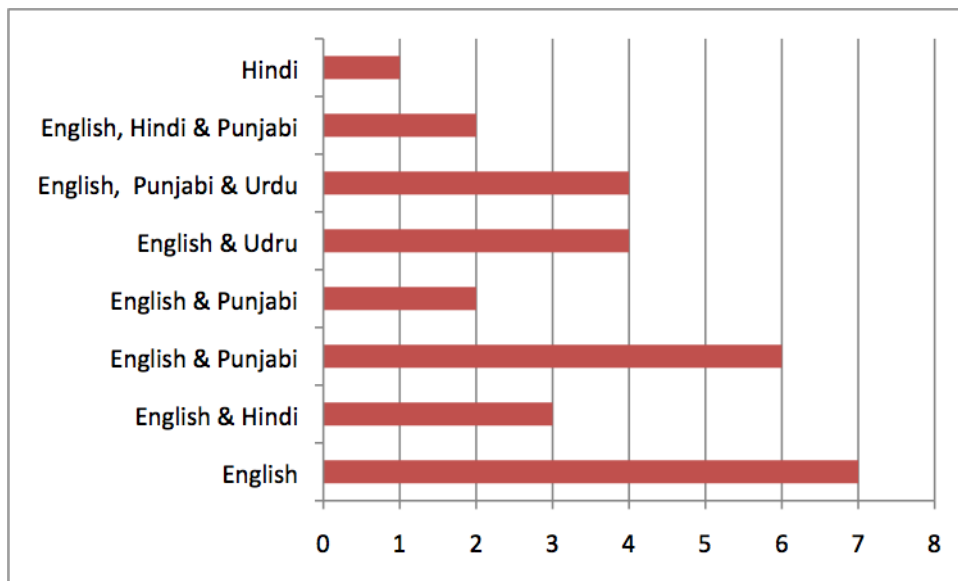
4. Native languages of participants over 24 years old:



Number of Participants

- Amongst the older generations Urdu followed closely by a combined use of English and Urdu or English and Hindi was stated as their native language(s).

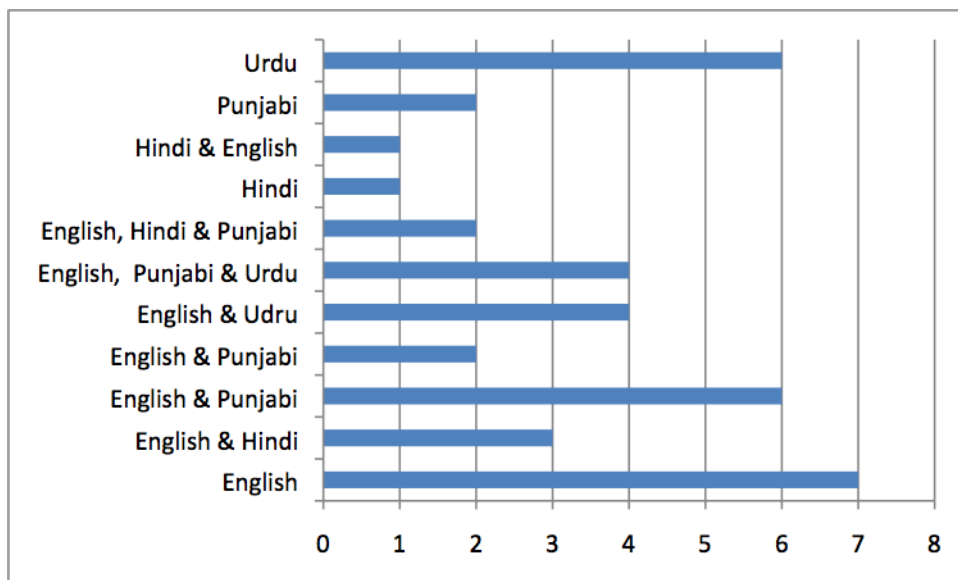
5. Actual languages used by 18 to 24 year old participants:



Number of Participants

- As we expected, the young participants stated English as their most actually used language with Hindi being the least used.

6. Actual languages used by participants over 24 years old:

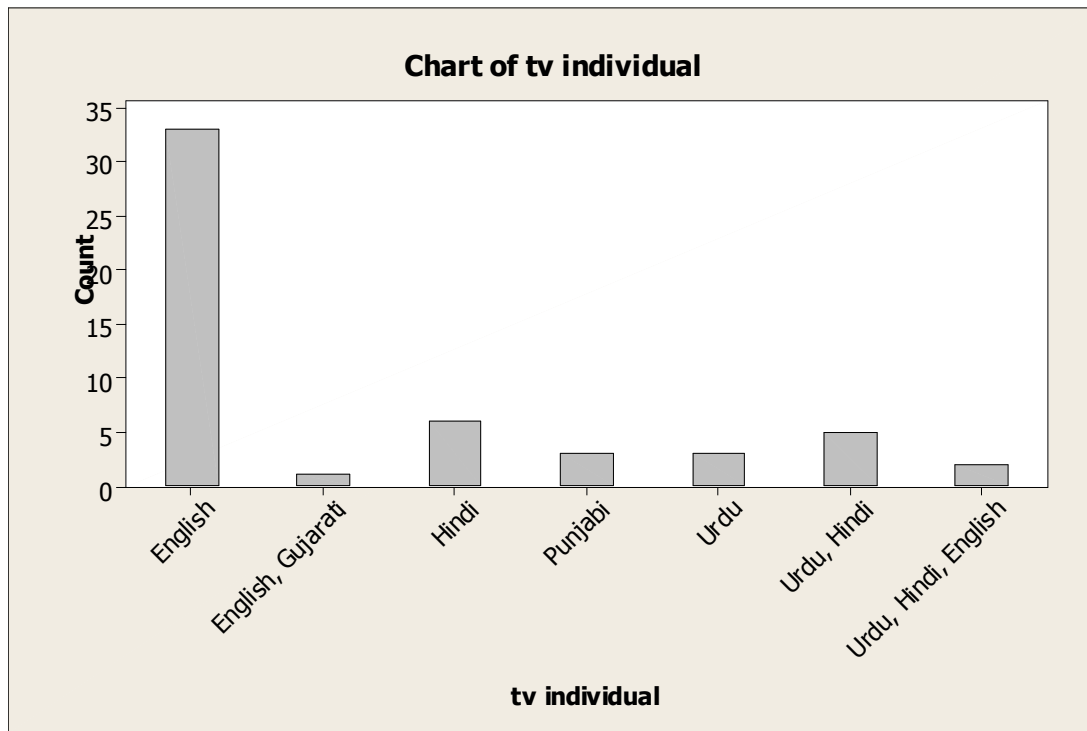


Number of Participants

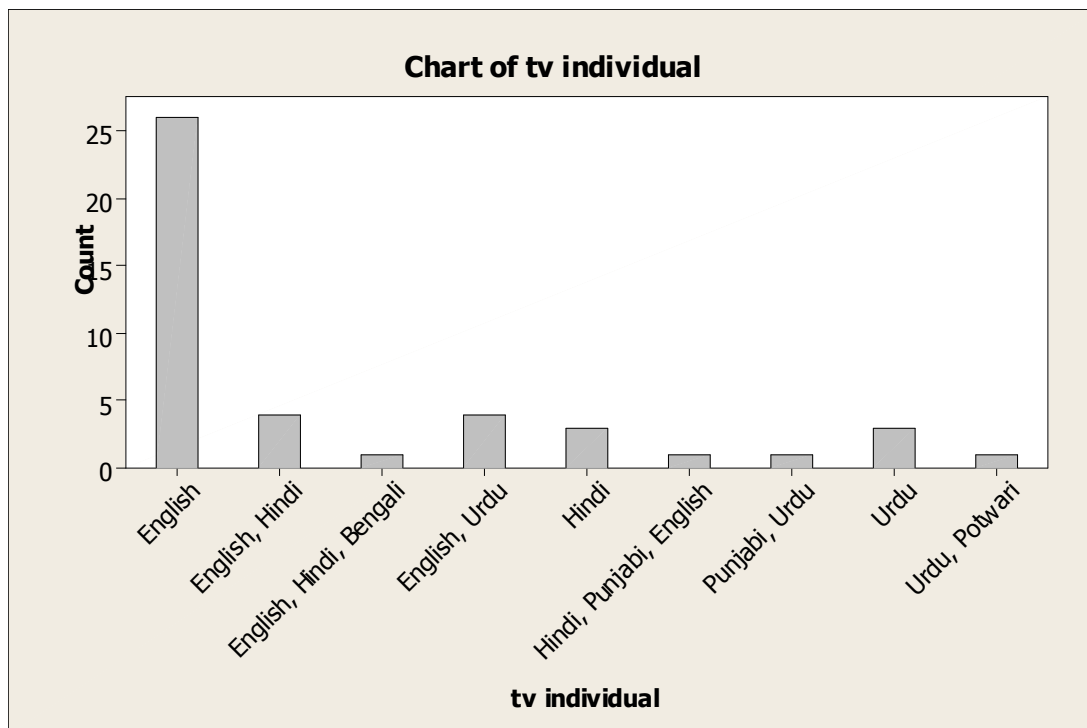
The participants over the age of 25 listed English, followed closely by Punjabi and Urdu as their most widely used language(s) and Hindi was the least used. The results should not be taken to infer that Hindi was the least popular simply that more people from Pakistan took the survey than India so the results are reflective of that fact.

Findings

The following bar chart shows how non-students consume television on an individual basis:



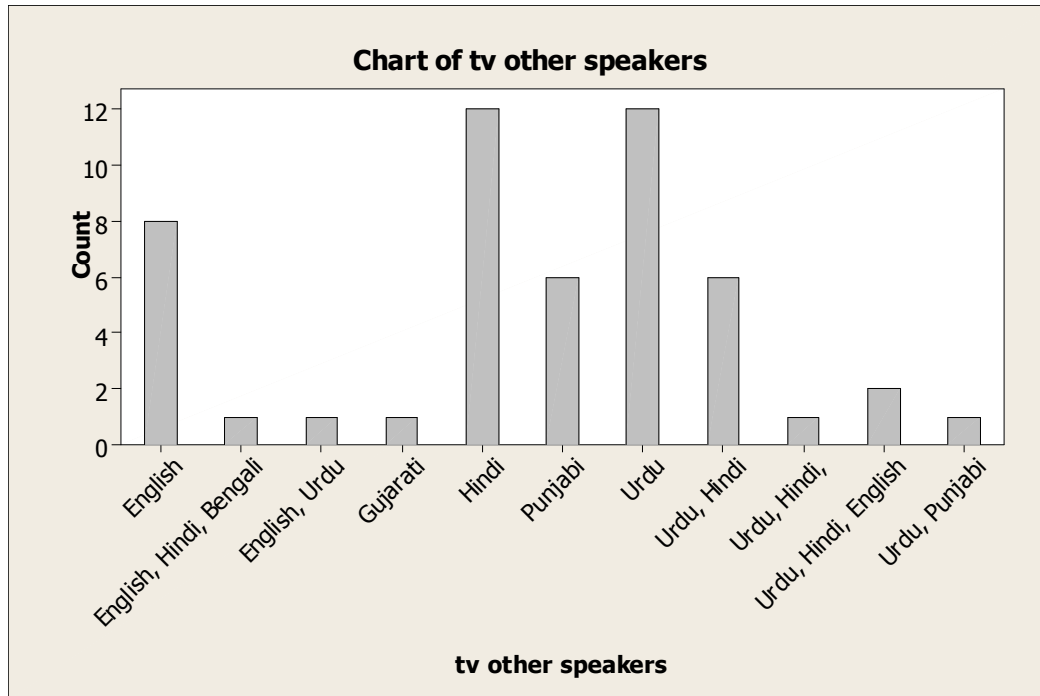
The following bar chart shows how students consume television on an individual basis:



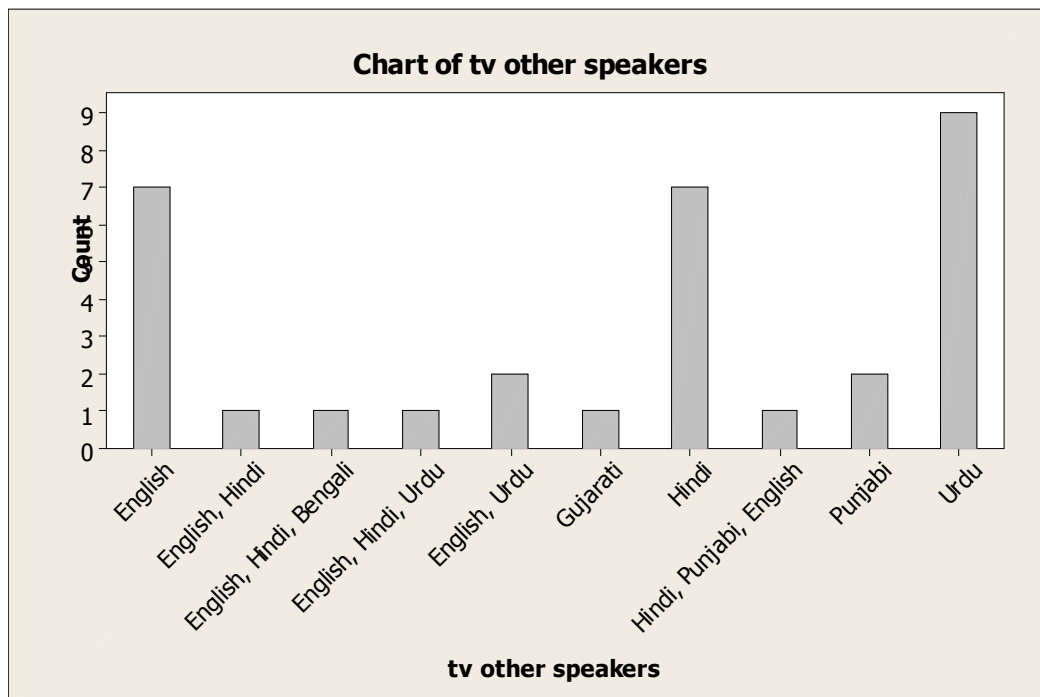
Both students and non-students mainly consume English TV when alone, however the students gave more answers incorporating English with another South East Asian language.

Taking the example of Punjabi, adults cited this language 4 times as their language of choice for watching TV, however it did not appear in isolation at all in the student responses.

The following bar chart shows the consumption of TV of non-students when watching with other speakers of the South East Asian language:



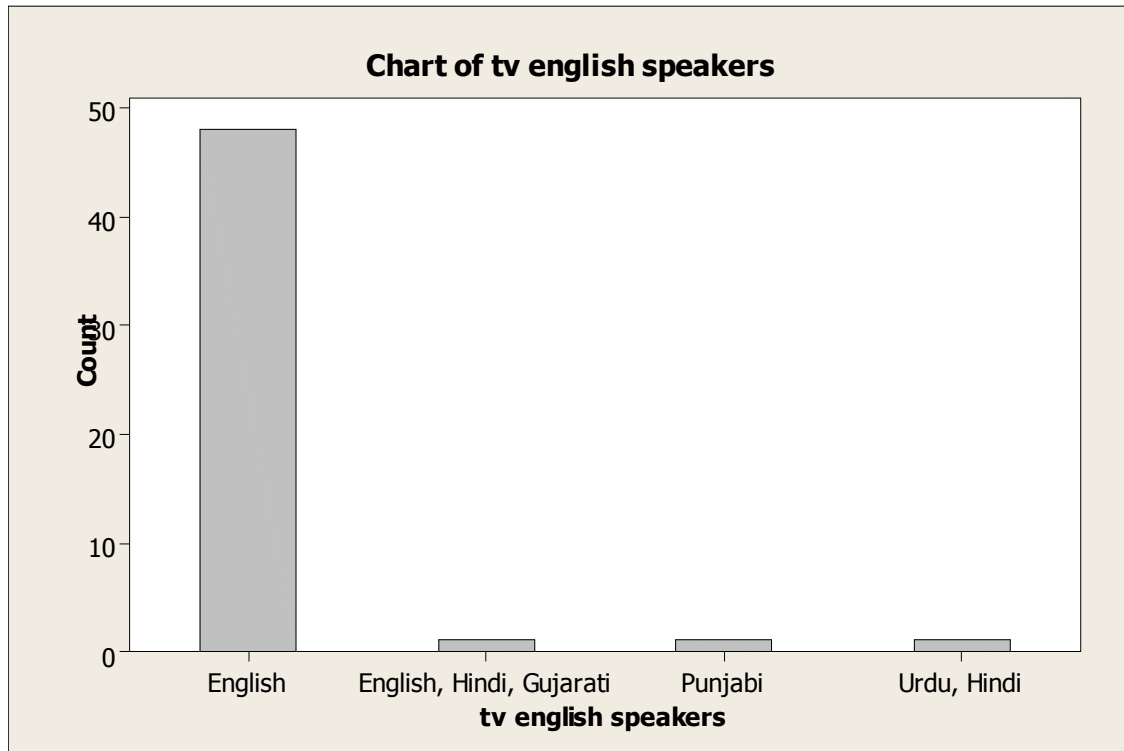
The following bar chart shows the consumption of TV of students when watching with other speakers of the South East Asian language:



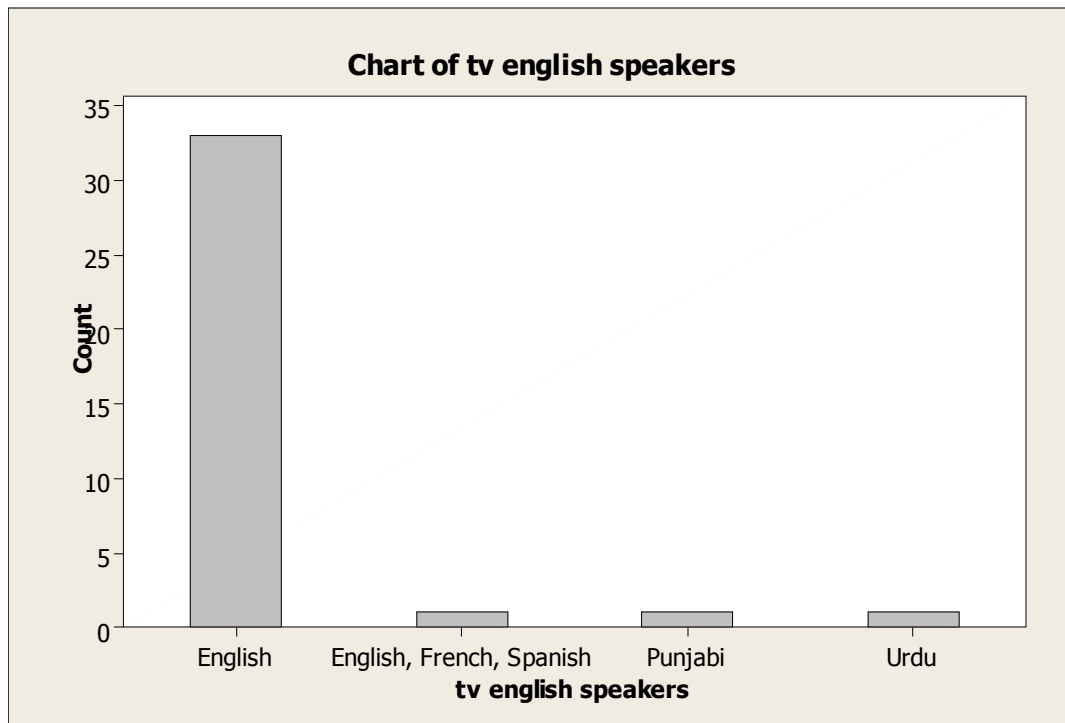
Students and non-students consume TV with other speakers of their SE Asian language in this language, more so than they do in English. The percentage usage of English is

comparatively higher in the student speakers, with a total of 7 out of 38 responses, which is 18% of the result, compared to 8 responses out of a given 50 answers, making 16% of the result amongst the non-student speakers. Hindi and Urdu are the dominant languages in each case, with Punjabi representing a significantly smaller amount of responses, especially in the student chart.

The following bar chart shows the consumption of TV when with speakers of English for non-students:

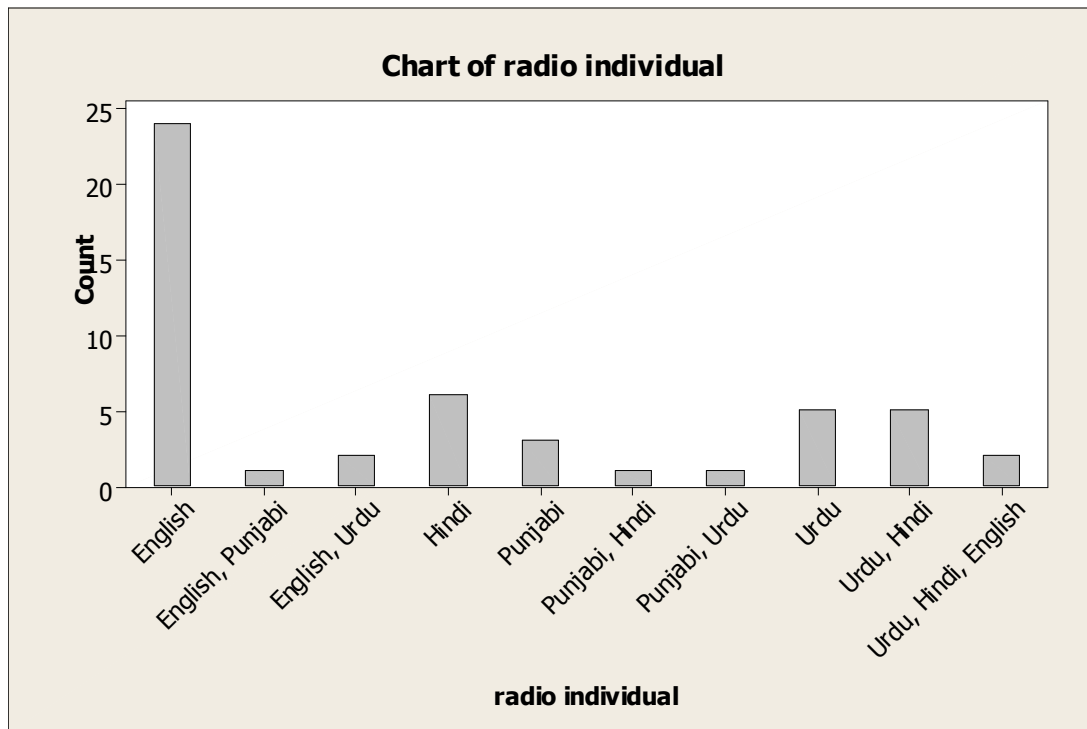


The following bar chart shows the consumption of TV when with speakers of English for students:

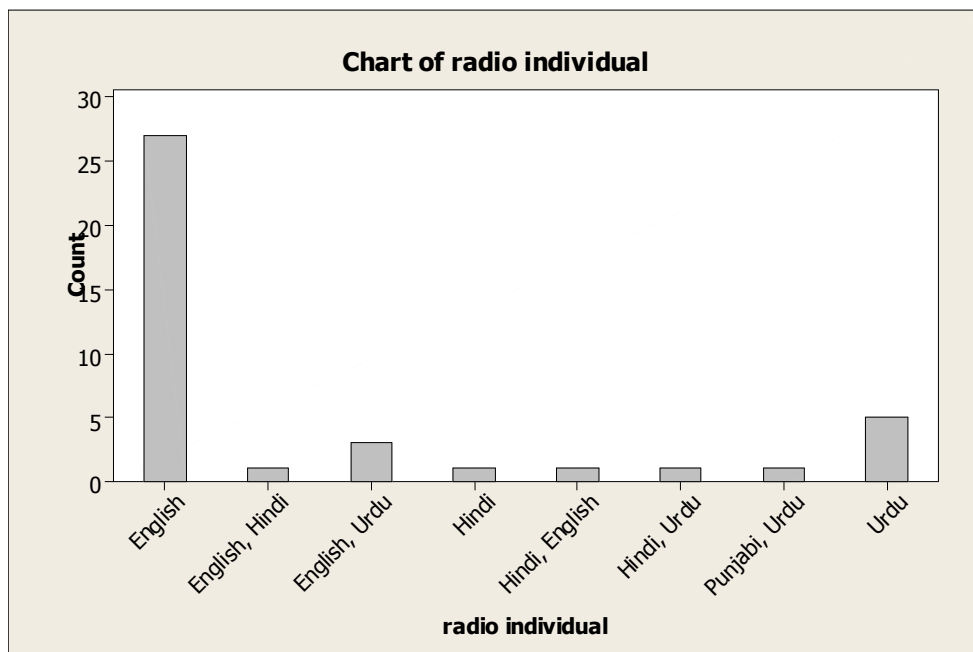


The clearly dominant language choice when considering the domain of TV when with English speakers is English – the other choices represent negligible percentages of the overall result. It is interesting to note, however, that Punjabi makes an appearance in each set of results, similarly to Urdu and Hindi, whilst in the other domains it seems to be a significantly less frequent choice when compared to these latter languages.

The following bar chart shows the consumption of radio on an individual basis for non-students:

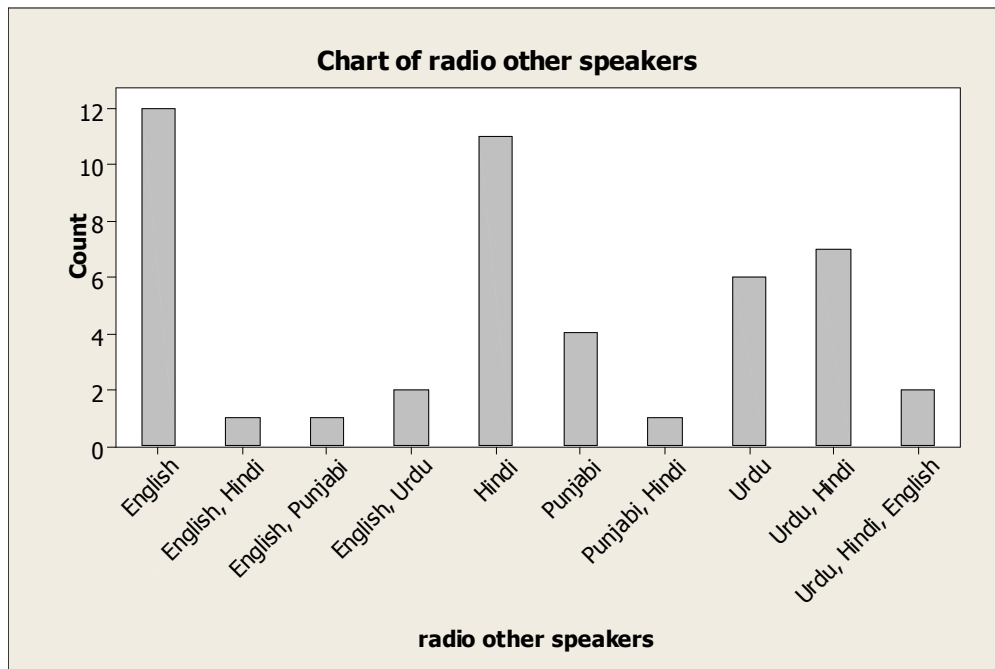


The following bar chart shows the consumption of radio on an individual basis for students:

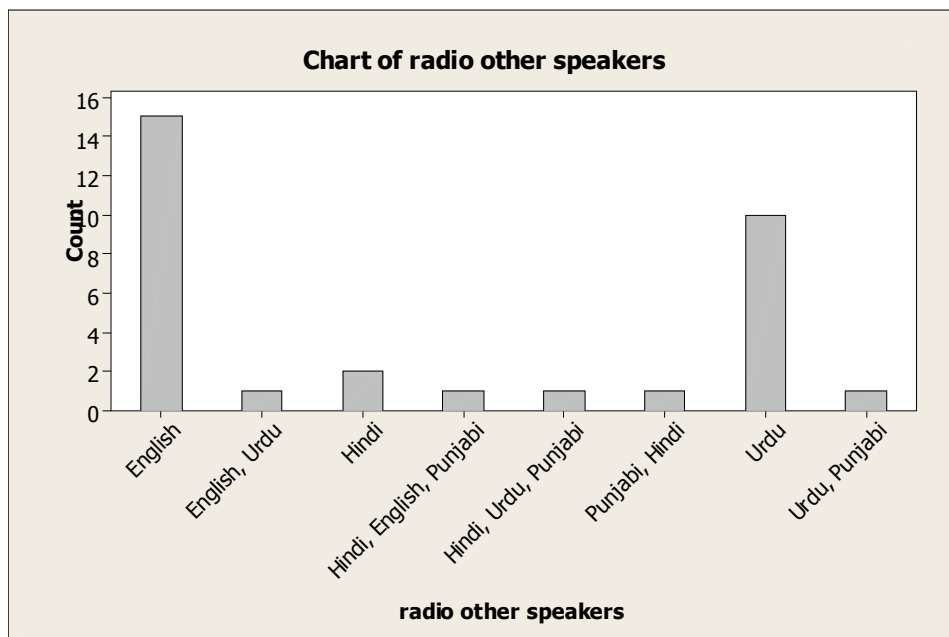


English is once again the most popular language amongst our participants when listening to radio individually, representing 24 out of 49 non-student responses and 27 out of 39 student answers; 49% compared with 69% respectively. Hindi was 6 times more frequent in the non-student interviewees, whilst Punjabi made only a single appearance in the student answers yet was the choice of 6 non-students, often included in combinations of languages.

The following bar chart shows the consumption of radio when listening with other speakers of the SE Asian language for none students:

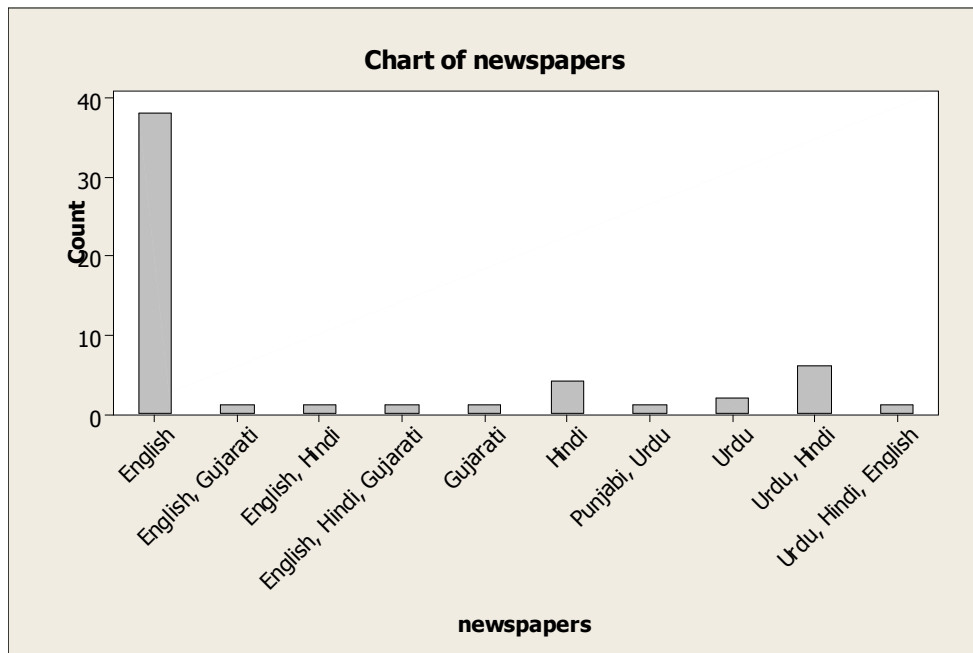


The following bar chart shows the consumption of radio when listening with other speakers of the SE Asian language for students:

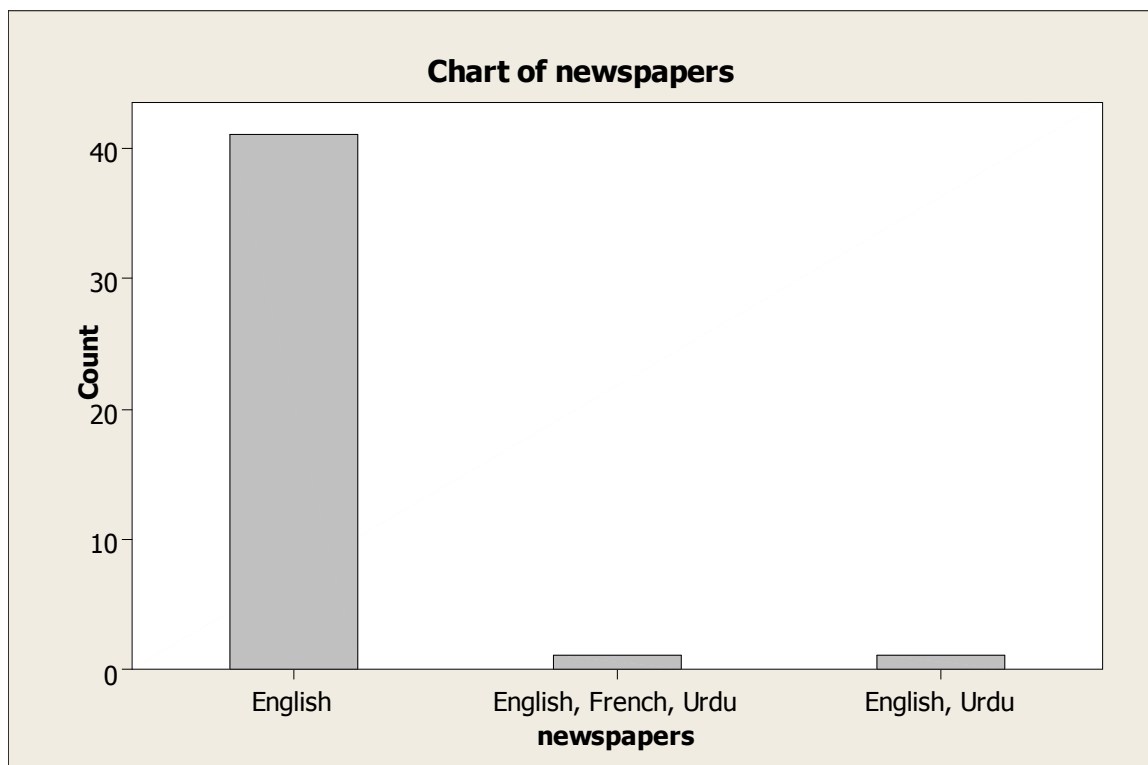


As you can see, English is once again the most popular choice, however for the non-students Hindi comes very close, especially since it appears as a language combined with another language in four different categories. South East Asian languages appear in 72% of speakers results for non-students whereas English appears in 36% of results. For the students, 50% of participants listened to English radio either on its own or with another language and 50% listened to South East Asian radio either with English or on its own.

The following bar chart shows the languages in which non-students consume media in the form of newspapers:



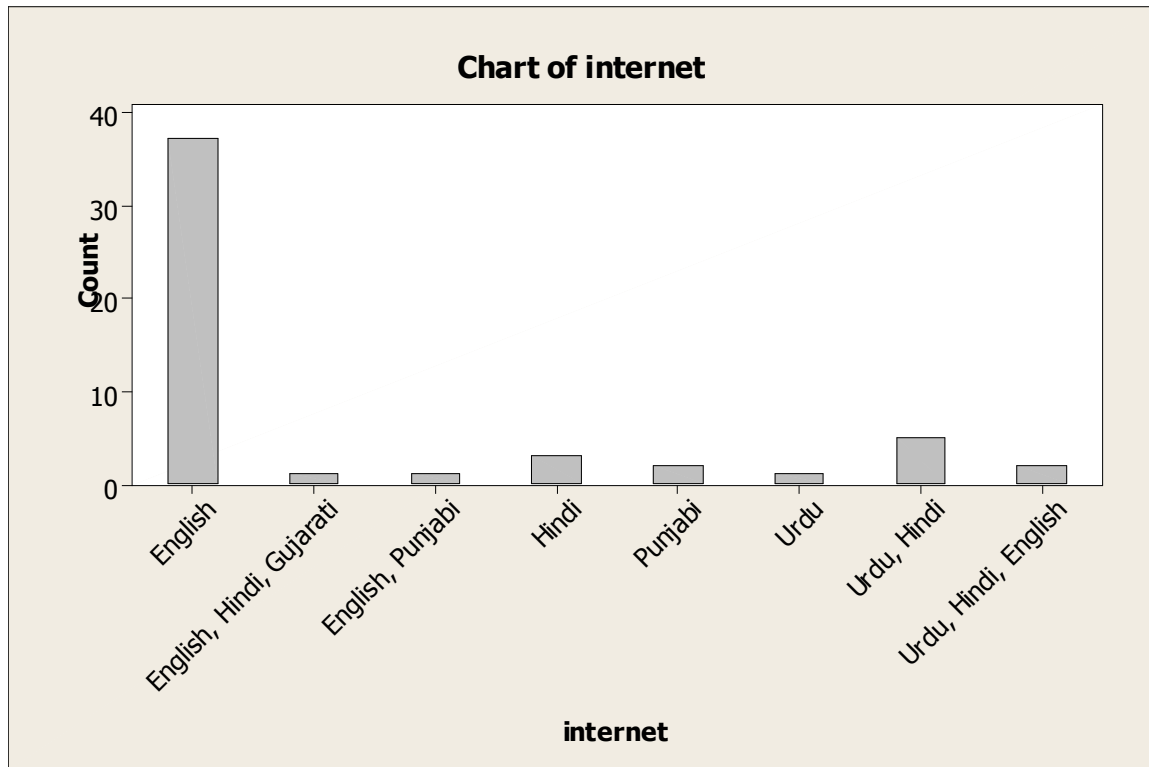
The following bar chart shows in which language students chose to consume media in the form newspapers:



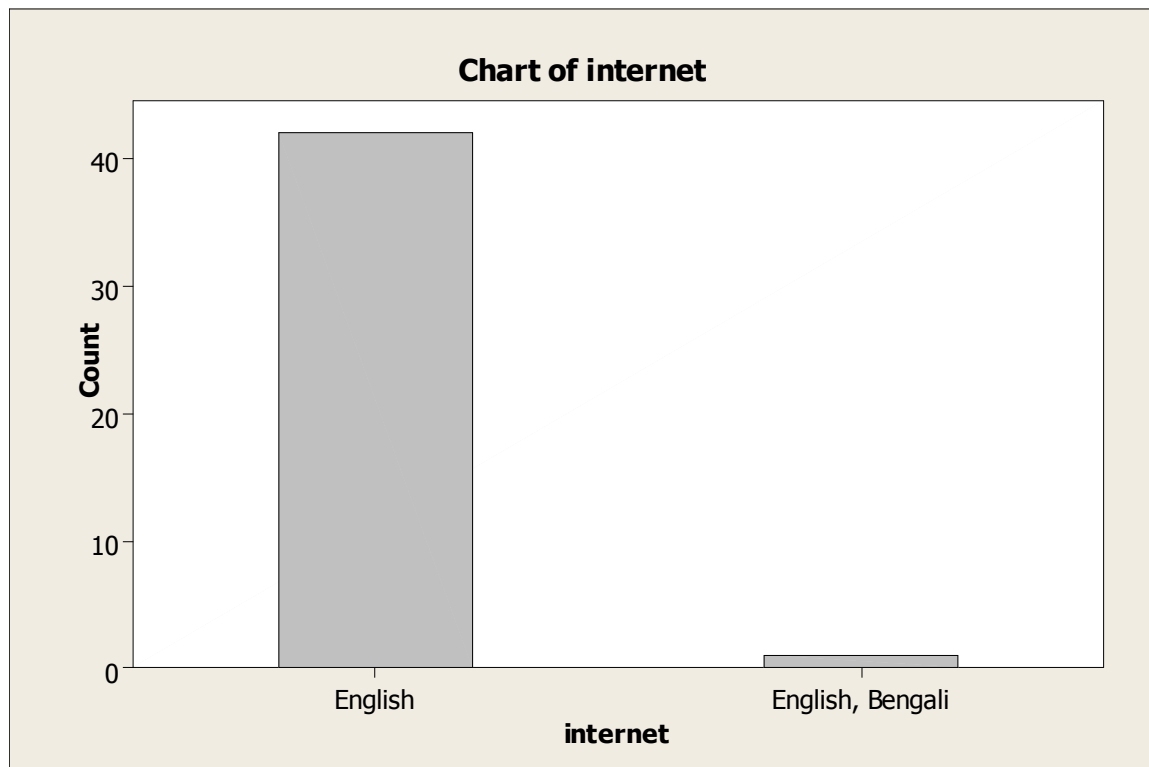
As you can see the majority of non-students read newspapers printed in English, 38 out of 49 speakers to be exact. This translates to roughly 78% of participants in this group. Although this seems like a high percentage, the student's was even higher. As you can see, 41 out of 43 student participants said they mostly read English newspapers, this translates to

95% of the group of students asked. Even the two speakers not included in that 95% said that they read newspaper in a South East Asian language alongside English. It can also be seen that non-students have a much bigger variety of answers, despite not having that many more participants, however some of those do include English as well.

The following bar chart shows how non-students consume media in the form of the Internet:



The bar chart below shows in which languages students consume the Internet:



As you can see almost all of the students used the Internet in English, 98% to be exact. For those that did not use English websites alone, they still used a high amount of English language sites along with ones in a South East Asian Language. Although this figure is considerably lower for the non-students, the majority of websites they regularly used were still in English; 73% of them consume English Internet alone, with a higher percentage using it alongside a South East Asian Language, however there was a lot more variation of South East Asian Languages used in Internet consumption given as answers for the older age category than for the students.

We had previously predicted that the older, non-students would prefer to watch television channels broadcast in their South East Asian languages, as we thought this was likely to be the first language for many people. The results of the survey produced a different result than expected. The reason why both students and non-students tend to watch English language television shows when they are alone may not have any sociocultural implications and may simply be English Language media is more widely available. Naturally, the number of English Language television channels far outweighs the amount of Asian Language media. This means there is a much wider variety of choice from English Language stations. It could be the case that a greater selection of channels has more influence on what language television show you watch when you are on your own than cultural ties. While this result was not predicted, it is not surprising. Also because the majority of television programmes we found that were broadcast in South East Asian languages were only available on digital television, not everyone will have access to them.

The results show that the viewing habits of the non-students change when they are with speakers of their native languages. Watching TV with people of a similar age and background in a language that is native to everyone has the potential to help to strengthen social ties within that circle because it emphasises a part of that culture. Conversely, the students prefer to watch English Language channels when they are with speakers who speak the same Asian languages that they do. This is most likely because they have all grown up learning English, so it serves as the shared language. However, there are a considerable amount of students that watch Hindi or Urdu with people who speak those languages, which indicates that the speakers have close cultural ties to their community.

Both students and non-students surveyed watch virtually only English television when with speakers of English. This was already predicted before the surveys were distributed, English would be the common language of that group, making it the default choice to watch television in. Watching solely Asian Language media with people that speak an Asian language may come across as being excluding or antisocial. Watching television in shows that all members of the group understand is important to maintain group identity.

For both students and non-students, English is the preferred radio choice when they listen to the radio alone. This may be another example of there being a wider choice of English language radio stations. Hindi and Urdu were a distant second choice for the participants. This does not necessarily reflect their views on the Asian language speaking community, but they may not know about Asian language stations available or simply just do not like the current choices. Non-native speakers of English preferred to listen to the radio in English when with other speakers of Asian languages, but Hindi was a close second. The increased likelihood of choosing Asian Language radio stations to listen to when with other speakers of the aforementioned languages was not unpredictable. The similar preference for Hindi and English may be down to speakers listening to more Hindi stations when with other Asian language speakers, in addition to the widespread availability of English language radio stations.

The results of the student's surveys displayed an overwhelming preference for English language newspapers. This may be linked to two factors: the issues covered in English language papers compared to their Asian language counterparts and the availability. Students may feel more affected by the stories covered in English language newspapers, or simply just have a greater interest in them which appears to show the influence of English language media on Asian language speaking communities. However, similarly to the previous media formats discussed, this may only be because of a wider choice of English language print media than Asian language print media. Another explanation would be that since the students grew up speaking English and have it as a native language; they see no benefit in reading newspapers or magazines in Hindi, Punjabi or Urdu. Interestingly, the preference for English language media is shared by the non-students but in that group, Hindi and Urdu print media had more influence. This was to be expected since older speakers would be more motivated to find media printed in their native language.

As stated in the planning section of this study, we were targeting two different groups of people within the Asian population of Manchester: students and adults of 30 years and older. The two different methods of gathering the data (an internet survey for the students and a street survey for the older adults) worked well and allowed us to gather a substantial amount

of data. During the course of gathering the data, however, a few difficulties were, both, encountered and overcome.

We had originally planned to send out the internet survey to students at the University of Manchester and Manchester Metropolitan University before the Easter break to allow enough time for the students to access and respond to the survey. However, due to circumstances which were beyond control, the survey was not accessible through these websites. This led to the worry that we may not obtain enough student samples through the internet survey. Fortunately, this problem was overcome and the survey was sent out through another internet medium to students, enabling us to get a healthy amount of responses for analysis.

The problems encountered with the street surveys were different to the problem that arose with the internet survey. When stopping people at random on a busy street, one is not always guaranteed of the person's ability or desire to co-operate and, indeed, some potential participants refused to take part in the survey.

Before going out into the field, we were aware of the fact that being approached by a stranger with a clipboard is not always a welcome experience so we tried to ensure that we presented ourselves in a manner which made us seem approachable and friendly, taking care to ensure that the potential participant felt comfortable talking to us. We also had to take into account the possibility of a language barrier. As we were stopping people at random, we had no prior knowledge of the person's ability to communicate completely fluently in English. We ensured that we spoke clearly and we had typed copies of the survey for participants to read if problems of this nature arose.

Time was an issue on a couple of occasions. During the course of conducting two of the street surveys, the participants ran out of time due to their commitments and the surveys had to be cut short, leaving these particular surveys incomplete. The non-completion of these surveys rendered the results already obtained from these participants as useless. We overcame problems by redoing any surveys that were unusable, we found new participants to take their place.

Discussion

In 2006 Michael Clyne and Sandra Kipp composed a study based around multilingualism in Australia, they make a distinction between high-shift and low-shift groups, relating to how rapidly the language group shifted to England in the second generation emigrants. They found a pattern with the high-shift groups; they tended to be from background cultures closer to Anglo-Australians. The low-shift groups tended to come from cultures with different values, especially in relation to religion and family (2006:18). Although we were only looking at South East Asian emigrants, both age groups we looked at seemed to use and interact with media in English. This contrasts with Clyne and Kipp's study because the England and South East Asia have starkly different cultures and religious backgrounds, however it seems the language groups we looked at would fall into a high-shift category. Clyne and Kipp also noted that in their study, one group with a particularly low-shift were emigrants from South

East Asia (2006:18), however in our study the majority of both age groups were born in England. So this difference could be because the South East Asians we studied and their families had a longer history of living in England, so are therefore more culturally integrated.

We found radio and television were the types of media that both groups interacted with most in Hindi, Urdu and Punjabi, which shows that the media producers must be reacting to the needs of the community and the interests of maintaining minority languages. This ties in with Clyne and Kipp's findings. They noted in the 1970s there was an increase in community radio broadcasts to satisfy the needs of emigrant speakers. The fact that media in South East Asian languages seems to be on the increase, as we can see by the time line on the BBC Asian network's website shows that the importance of language maintenance is important to this community. In a time where media is such a powerful resource, it proves to play a significant role in language maintenance of minority languages.

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<http://www.bbc.co.uk/asiannetwork/help/whatisasiannetwork/index.shtml> [accessed 17/5/2011]

Clyne, Michael. Kipp, Sandra. 2006. *Tiles in a multilingual mosaic: Macedonian, Filipino and Somali in Melbourne*. Michigan. Pacific Linguistics