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**Effects of language priming on national and european identification. A cross-national comparison.**

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**Abstract**

The present study examined whether language might serve as a prime of social identity across two different samples (German and Portuguese). The main hypotheses advanced were that priming with the national language (Portuguese or German) increases identification with the nation while priming with a second language (i.e., English) increases identification with Europe. Further, Portuguese participants were expected to score higher in national identification than German participants, while no differences were expected in European identification. In a 2x2 factorial design, German ( $n = 100$ ) and Portuguese ( $n = 100$ ) participants were randomly assigned to the online questionnaire in either their national language or English. National and European identity were assessed using Leach et al. (2008) Ingroup Identification Scale, assessing self-investment and self-definition dimensions. Social identity complexity, inclusion of other in self and a stereotype scale were also measured in the randomized language. Results support the hypotheses regarding cross-national differences in national and similarities in European identification. Hypotheses regarding language priming effects were overall not supported. However, there was a significant interaction of nationality and language for Self-Investment with Europe, with German participants showing higher scores when responding in English than in German. Further, on Self-Definition with Europe, Portuguese participants scored higher when responding in Portuguese than in English. Consequences and implications for further research and applications are discussed.

*Keywords:* national identity, European identity, priming, national language, second language

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### Resumo

O presente estudo examinou se a língua poderia servir como um *prime* da identidade social em duas amostras distintas (Portugueses e Alemães). A hipótese principal foi que a ativação da língua nacional (Português ou Alemão) aumenta a identificação com o próprio país enquanto que a ativação de uma segunda língua (i.e., Inglês) aumenta a identificação com a Europa. Esperava-se ainda que os participantes portugueses obtivessem pontuações mais altas na identificação nacional que os participantes alemães, não se esperando diferenças na identificação europeia. Num design fatorial 2x2, participantes alemães (n = 100) e portugueses (n = 100) foram designados aleatoriamente ao questionário on-line na língua nacional ou em inglês. A identificação nacional e europeia foram avaliadas usando a ‘escala de identificação endogrupal’ de Leach et al. (2008) com as dimensões auto-investimento e auto-definição. Foram ainda recolhidas medidas da complexidade da identidade social, inclusão do outro no self e uma escala de estereótipos. Os resultados suportaram as hipóteses relativas às diferenças entre os dois países na identidade nacional e semelhanças na identidade europeia. As hipóteses relativas à ativação da língua não foram, de uma forma geral suportadas. Contudo, houve uma interação significativa de nacionalidade e língua para o auto-investimento com a Europa, com os participantes alemães mostrando pontuações mais altas na condição inglês vs a língua nacional. Além disso, na auto-definição com a Europa, só participantes portugueses obtiveram uma pontuação mais alta na língua nacional do que na língua inglesa. São discutidas as consequências, implicações para a investigação e aplicações futuras.

*Palavras-chave:* identificação nacional, identificação europeia, priming, língua nacional, segunda língua

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## Introduction

“The purpose of telling you this story is simply to get you thinking about the role that language can have in identifying ourselves and others, linking us as similar, separating us as different.” (TEDx Talks, 2015)

Language is present in most part of our daily life, and it is relevant for different levels of psychological analyses not only at an intraindividual and interpersonal level but also at the intergroup or societal level (Geoffrey & Ellis, 2017; Harley, 2014). There is evidence that language influences what and how we think. Therefore the acquisition of language is at least in part also an acquisition of cultural meaning (e.g., Levinson, 2012; Pilling & Davies, 2004). Research has also assessed the crucial role language plays in national and cultural identification (Giles & Johnson, 1987; Jaspal, 2009).

Investigating language on a psychosocial level is highly important as language ideologies affect policies in national and european contexts especially in light of migration (Curd-Christiansen, 2018; Hansen-Thomas, 2007; Machetti, Barni, & Bagna, 2018; Somers, 2018). For example, in Germany or Italy, compulsory language testing or certain language requirements for immigration and education to citizenship are highly controversial (Hansen-Thomas, 2007; Machetti et al., 2018).

Further, in the past years, there has been steady interest in european and national identity research, with studies assessing attitudes and identification processes in an attempt to understand cross-country similarities and differences (e.g., Chryssochoou, 2013; *Flash Eurobarometer. Emotions and Political Engagment towards the Eu*, 2019; Schulmeister et al., 2019; Yogeewaran & Dasgupta, 2014). However, the role of language in these cross-country comparisons has not yet been assessed.

The present research contributes to a psychosocial approach (Jaspal, 2009) investigating the relationship of language and social identity. This study also adds to existing research about daily exposure to symbols, like flags, and its relation to (supra-)national identity (Butz, 2009) by understanding language and its symbolic value for national and european identification. Additionally, a cross-country comparison contributes to further understanding national similarities and differences across Europe.

The following sections put forward the theoretical framework and relevant concepts. The current state of research on social identity, specifically on national identity is presented, as well as what is known about the relationship between language and identity. Further, current



research on priming with (supra-)national symbols is examined. All concepts are put in light of the cases relevant for this study namely, Germany, Portugal and Europe.

## **Chapter I - Theoretical and Empirical Background**

### **Social Identity**

The basis for the present study builds on insights of Social Identity Theory (Tajfel & Turner, 1979). Social identity is defined as “that part of an individual’s self-concept which derives from his knowledge about his membership in a social group” (Tajfel, 1981, p.255) and highly influences intergroup attitudes and behavior (Tajfel, 1981; Tajfel & Turner, 1979).

A person can hold multiple social identities, which can intersect and overlap (Howard, 2002). Further, social identities are situational, that is, identification may change with a shift of social context (Howard, 2002; Roccas & Brewer, 2002). “One can be Muslim in the mosque, Asian in the street, Asian British in political hustings and British when travelling abroad, all in a single day” as Cohen (2000, p. 582) puts it.

The concept of social identity complexity (SIC) introduced by Roccas and Brewer (2002) is a theoretical construct for the subjective representation of multiple ingroup identities to further understand intergroup relations. A high overlap of perceived shared membership and shared characteristics of groups indicates low complexity of identities whereas low overlap implies higher complexity. Apart from stable experimental factors and personal attributes, situational factors such as the salience of a specific ingroup (resulting in lower complexity) are considered antecedents of SIC (Miller, Brewer, & Arbuckle, 2016; Roccas & Brewer, 2002). Further, SIC is related to individual behavior such that individuals scoring low on social identity complexity are less tolerant and accepting of outgroups (Brewer & Pierce, 2005) and show more negative explicit and implicit racial attitudes (Miller et al., 2016).

In the following section the social identification with the nation as a group, namely national identity is discussed.

### ***National Identity***

Anderson (2006) has famously defined the nation as an ‘imagined community’ and based on the above mentioned psychosocial definition of social identity (Tajfel & Turner, 1979), Huddy and Khatib (2007) define national identity as the “subjective or internalized sense of belonging to the nation” (p.65). A society’s history and how it is reconstructed in the present, crucially contribute to the sense of national identity (Jenkins, 2003). There is already a body of research that has assessed national identification and its antecedents, for example the conceptualization of national identity (Kunovich, 2009; Yogeeswaran & Dasgupta, 2014), and consequences in

the individual (i.e. Grimm, Huddy, Schmidt, & Seethaler, 2016; Kunovich, 2009; Yogeeswaran & Dasgupta, 2014).

A well-known feature of national identity that has a major impact on individual's attitudes towards inclusion is the content/conception of national identity (Brubaker, 2009; Yogeeswaran & Dasgupta, 2014). Although research supports different conceptualizations of national identity (Hansen & Hesli, 2009; Reijerse, Van Acker, Vanbeselaere, Phalet, & Duriez, 2013), the distinction between a more ethnic way, emphasizing common ancestry of fellow nationals (Bloemraad, Korteweg, & Yurdakul, 2008; Kunovich, 2009; Yogeeswaran & Dasgupta, 2014), or a civic way, conceptualizing nationality in terms of common values and responsibilities (Bloemraad et al., 2008; Kunovich, 2009; Yogeeswaran & Dasgupta, 2014) is widely acknowledged. Research shows that people with an ethnic construal of national identity act positively towards individuals who fit this definition and negatively towards others, hence more likely exclude and derogate ethnic minorities or immigrants (Meeus, Duriez, Vanbeselaere, & Boen, 2010; Pehrson & Green, 2010). However, people defining their nation by common values act positively towards individuals sharing these same values even though they might be dissimilar in terms of ethnicity for example (Pehrson & Green, 2010; Yogeeswaran & Dasgupta, 2014). These conceptions may be explicit or rather implicit, meaning that people might be aware or rather unaware of them (Yogeeswaran & Dasgupta, 2014).

Further, the conception interacts with individual characteristics. For example political ideology (Yogeeswaran & Dasgupta, 2010) and Social Dominance Orientation (SDO) (Esses, Wagner, Wolf, Preiser, & Wilbur, 2006) interact with the conceptualization of national identity. People high on SDO and with rather conservative stances act especially negatively, when having an ethnic national definition and understanding immigrants and ethnic minorities as not belonging to the country (Esses et al., 2006; Yogeeswaran & Dasgupta, 2010).

**National Identity in Germany and Portugal.** In Germany, the countries' history has strongly affected national identity in terms of collective national guilt after the Holocaust (Rensmann, 2012) and a strong post-war identity, which to an extent still exists (Mader, 2016). Germans score low when asked if 'Germans have a lot to be proud of' which is explained by the National Socialist past. Therefore, being proud to be German is connotated negatively (Roth & Mazziotta, 2015). A body of research supports the idea that the majority of people in Germany only show their identity with Germany through soccer (e.g. during the world cup or european cup) due to strong positive emotions, collective rituals and national symbols during these specific times (Horak, 2005; Kaelberer, 2017; Mutz, 2012). However, this increase in patriotism and nationalism is shown to substantially diminish after only a few days (Mutz,

2012). Nonetheless, the current phenomenon of rising support for radical right-wing populist parties openly promoting nationalism across Europe is also happening in Germany, where the 'AfD' builds and promotes a connection between a threatened national identity and immigration (Berbair, Lewandowsky, & Siri, 2015; Berning, 2017; Breeze, 2019).

Looking at the Portuguese history in order to understand the development of national identity, after the formation of the kingdom of Portugal, one major role is assigned to conflicts with Castile because of a fear of lost autonomy. Distinctiveness of Portuguese identity was produced by contrasting to Castilians as the (negative) outgroup (Sobral, 2014). The poem 'the Lusíadas' by Camões, who is still considered a major figure and the national poet of Portugal, creates patriotic attachment by celebrating the Portuguese history and positive distinctiveness. Further, until the 1970's, state-controlled mass media and until now the school curricula, actively formed and supported national pride, sense of collective (Sobral, 2014) and Luso-tropicalism (Castelo, 2017). The theory of luso-tropicalism legitimizes Portuguese colonialism and nationalism by suggesting Portuguese to be inherently empathic, tolerant and unprejudiced, and as having undertaken morally superior colonialization than other European colonizing powers (i.e., Cardão, 2015; Vala, Lopes, & Lima, 2008; Valentim & Heleno, 2018). The idea of Luso-tropicalism is still shaping social knowledge and is considered a part of today's Portuguese national identity (Vala et al., 2008; Valentim & Heleno, 2018). Studies however, contradict the idea of an absence of prejudice and argue that luso-tropicalism is used to justify prejudice (Valentim & Heleno, 2018), and show that a luso-tropicalist representation in white Portuguese can protect against blatant however not against subtle prejudice against black Portuguese (Vala et al., 2008).

In their study assessing national identity in Germans, Roth and Mazziotta (2015) report that mean scores of national identification ranged between 2.42 to 3.34 (on a scale from 1 to 5). In national comparisons of how people see themselves regarding their nation and Europe (nation only, nation then Europe, Europe then nation, Europe only) Germans score lower than Portuguese on the first two (nation only and nation over Europe) and higher on the last two (Europe then nation, Europe only) (European Commission, 2018). This suggests that Portuguese people score higher in national identification than Germans. Further, mean coefficients for national identification of Leach et al.'s (2008) scale in a Portuguese sample ranged from 3.94 to 5.84 (scale from 1 to 7) (Ramos & Alves, 2013).

This past research about national identification in these two countries suggest that overall Germans score lower in national identification than Portuguese.

### ***European Identity***

Research on European identity, which is also considered a supra-national identity, has also received growing attention (e.g., Barbera & Capone, 2016; Checkel & Katzenstein, 2009; King & Ruiz-Gelices, 2003; Klein, Licata, Azzi, & Durala, 2003; Leach et al., 2008). In the validation of their scale of ingroup identification Leach et al. (2008) reported higher degrees of identification with the nation than with Europe in a Dutch sample. Further, in Britain (long before Brexit) a negative correlation of national and European identity was shown whereas a positive correlation of the two was found in Italy (Cinnirella, 1997), suggesting different dynamics in the relation of national and supra-national identification across countries. The results of the Eurobarometer Surveys have also been showing variability across the member states, for example, in their attitudes towards the EU and extent of sense of togetherness of Europe (European Commission, 2019; Schulmeister et al., 2019).

**European Identity in Germany and Portugal.** Looking at membership, sense of togetherness and feelings, as possible indicators of identification with Europe, the latest Eurobarometer survey (2019) suggests a similar degree of European identification in Portugal and Germany, especially when compared to other member states of the EU. To the question “Generally speaking, do you think that (our country)’s membership of the EU is...?” a similar percentage of Germans and Portuguese answered it is ‘*A good thing*’ (Germany = 76%; Portugal = 72%) or ‘*Neither a good thing nor a bad thing*’ (Germany = 18%; Portugal = 24%) (Schulmeister et al., 2019). “What brings European Citizens together is more important than what separates them” as an indicator of Sense of Togetherness, Germans (‘*Totally Agree*’ = 38%, ‘*Agree*’ = 10%) as well as Portuguese (‘*Totally Agree*’ = 29%, ‘*Agree*’ = 42%) agreed to a similar and comparably high extent (European Commission, 2019). Further, “what comes first in their mind, when thinking about the EU” people from Germany as well as from Portugal choose to a similar percentage whether this is ‘*doubts*’, ‘*hope*’, ‘*confidence*’, or ‘*fear*’ (European Commission, 2019).

In a 2018 Eurobarometer study about feelings of attachments to the EU and Europe, Portugal and Germany showed similar results in identification with both targets, suggesting no differentiation in individuals’ identification levels whether asking about Europe or specifically the European Union. Participants of both countries also scored similar when asked if they feel as being a citizen of the EU (European Commission, 2018).

Overall, results of past research suggest no differences between Germans and Portuguese in their overall identification with Europe. How the identification with the nation and Europe is linked to language is discussed in the following paragraph.

### **Language and Identity**

Language serves as a function of affirming one's identity and/ or distinctiveness from others (Jaspal, 2009). Underlining social psychological functions of language such as membership attribution, categorization cues and intragroup cohesion, Giles and Johnson (1987) proposed the 'ethnolinguistic identity theory' which is grounded in Tajfel and Turner's (1979) social identity theory. Indeed, language is a central component of national identity, has a crucial role in nation-building and is said to be "the most visible aspect of culture" (p.265) (Caviedes, 2003).

By the second half of the 19<sup>th</sup> century, notions such as 'mother-tongue' and 'native speaker' started being an important way to express linguistic identity and nationalism, as suggested by an analysis of texts in English speaking contexts (Hackert, 2009). The term 'linguistic nationalism' is introduced when people define nation-state through a monolingual nature, hereby making the dominant linguistic group the exclusive representative of the nation's identity (Mar-Molinero, 1994). As another example, linguistic nationalism was crucial in the process of building the Turkish nation-state, where common language was considered a crucial part of nationality, and strict language policies and standardized (language) education was used as a main strategy to create a Turkish national identity (Aydingün & Aydingün, 2004).

Research with biculturals further supports the idea of a strong connection of (national) identity and language. Through knowledge of heritage language, second generation Asians living in Britain try to maintain that part of their self-definition (Jaspal & Coyle, 2010). British South Asians (BSA) evaluating language in association with ethnic identity and identity threat, reported that maintaining their heritage language also maintains a sense of distinctiveness and it allows them to make personal claims of belonging in terms of their nationality/ ethnicity, whereas, BSAs not speaking their heritage language reported identifying as British only (Jaspal & Coyle, 2009). In the context of alternating identities, the following statement of a participant suggests language as part of switching between identities. "At home I am more Iraqi than outside of home for obvious reasons, because I live with Iraqi people at home, and I speak Arabic at home. I'd definitely say I change depending upon the environment I'm in." (Ward, 2018, p.12)

Research in countries with multiple languages further support the idea of language being crucial for identification. Differences have been shown in the degree of identification depending on the abilities in one or the other language. For example in Spain, where Catalonians and Basques identify more with their autonomous community than with Spain in general, amongst other, depending on their proficiency of Catalan and Euskera (Aspachs-Bracons, Clots-Figueras, Costa-Font, & Masella, 2008; Azurmendi, Larrañaga, & Apalategi, 2014).

Overall, this past research reinforces the idea that language is an important part of one's social and national identity.

### ***Identification with the national language (Germany and Portugal)***

Throughout German history language has been important in the process of shaping the national identity (Coulmas, 1997). It has been argued in the German context that national language not only is a way to express the national identity, but also works as a constant stimulus to it (Gardt, 2004). The Institute for German Language (Institut für Deutsche Sprache) showed that a majority of Germans (86.6%) have a positive attitude towards the German language, with people that feel “very strongly” connected to Germany more likely also answer they “very much” like the German language (Gärtig, Plewnia, & Rothe, 2010). Hansen-Thomas (2007) explains that Germanys ‘one-nation, one-language ideology’ and the German language being intrinsic for Germanness and national identity has affected policies especially regarding immigration and citizenship, in limiting rights and freedoms through specific language testing and language requirements.

Also in the Portuguese history, language has been crucial in forming the national identity and increasing homogenization, by implementing one common language, namely Portuguese (Sobral, 2014). The strong connection of language and national identity was crucial especially in colonial times and regarding the imperial ideology, as Santos (2015) notes, those people who spoke the Portuguese language were considered Portuguese. Further, research on culture and/or national specific, untranslatable words are argued to serve in the construction of national symbols and identity. For example “saudade” is argued to serve as a symbol of ‘Portugueseness’ (Diasamidze, 2015; Leal, 2000).

### ***The English language and european identity***

The EU as a supranational body promotes multilingualism (with 24 official languages) as one of its founding principles with the main goal of enabling every EU citizen to communicate in two languages other than their mother tongue (“EU languages,” 2020). Multilingualism

therefore, is argued to be a facilitator of european identity (Mitchell, 2012). Nonetheless, English is also argued to facilitate Europeanisation (Modiano, 2009). Several studies suggest the English language as the lingua franca and the one language being used in most international european contexts. For example, drawing on data of the Eurobarometer Studies, Labrie and Quell (1997) found that English is by far the most used language when two people of different nationalities communicate. Also, the English language is increasingly used in higher education courses throughout Europe (i.e., Coleman, 2006; Hultgren, Jensen, & Dimova, 2015).

The Institute for German Language reports that a majority of Germans (95.6%) considered English as the most important second language to be learned in school. Further, 71.8% indicated to have learned English as a second language in school followed by French with only 25.5%. Moreover, 47.5% indicated they actually spoke English well (Gärtig et al., 2010). Also, the National Institute of Statistics in Portugal (Instituto Nacional de Estatística, 2016) reports that for Portuguese people, English is the most known foreign language (59.6%) followed by French (21.5%). These studies suggest that for the two countries (Germany, Portugal) assessed in the present research, English seems to be the lingua franca.

### **Priming (supra-)national symbols**

National symbols are symbols of national group membership and include for example flags, anthems, emblems, monuments, currencies, cultural icons and public holidays (Butz, 2009; Geisler, 2005). It is argued that these symbols unconsciously enhance identification and activate national concepts (Butz, 2009). The U.S. national flag has been shown to activate peoples' egalitarian concepts (Butz, Plant, & Doerr, 2007) and increase nationalism (Kimmelmeier & Winter, 2008). In biculturals, who consider their two cultures as compatible, it has been shown that U.S. cultural primes such as the U.S. capitol building and Statue of Liberty versus Chinese cultural primes, such as the Great Wall of China and the Summer Palace in Beijing, activate the respective cultural meaning system, in terms of internal versus external attribution, depending on the prime (Benet-Martínez, Leu, Lee, & Morris, 2002). Furthermore, subliminal exposure to one's national flag influences political thought and behavior, increasing unity by drawing people towards the political center (Hassin, Ferguson, Shidlovski, & Gross, 2007).

The role of symbolism has also been applied in the european context (Manners, 2011). On their webpage, the European Union introduces and actively informs about supranational symbols ("EU Symbols," 2018). Bruter (2003, 2009) shows that consistent exposure to symbols of Europe and the EU (flag, maps, bank notes) makes people feel more european. However, in the european context results seem to be more complex as other studies showed that the exposure



to a purely symbolic visual cue (image of an EU flag presented in abstract context) had no effects on participants identity and attachment but a functional visual cue (image of an EU flag presented on a sign during passport control) did (Cram, Patrikios, & Mitchell, 2011; Cram & Patrikios, 2015).

### ***Language as a symbolic prime***

Underlining the strong connection of language with nation and state, Coulmas (2013) considers language as a national symbol. Language is also considered a cultural symbol by Cheshire and Moser (1994) in their study in French-speaking Switzerland, where they analyzed advertisements and the purpose and symbolic meaning of English language usage depending on the subject of advertisement. As mentioned before, specific words, untranslatable into other languages, are regarded as national and/ or cultural symbols, emphasizing the symbolic meaning of language (Diasamidze, 2015; Santos, 2015). Jaspal (2009) argues that in Wales, where English dominance is a potential identity threat, Welsh is attached a symbolic meaning by creating a sense of distinctiveness, even by people whose native language is English.

The European Union has come forward with an EU-‘motto’ which is also considered an EU-symbol and specifically includes languages as part of it (“The EU motto,” 2019), indicating that language(es) can be considered symbols of (supra-)national bodies.

### **Research Question and Hypotheses**

The present study aims to examine the role of language in national and european identification. Specifically, language will be used as a national versus supranational symbol priming national or european identity respectively, in German and Portuguese samples. Based on the literature supporting that social identities can be situational and are partly influenced by the salience of a specific ingroup, as well as evidence suggesting that language constitutes a crucial part of identification, the German and Portuguese language, are used as primes for the respective national identity and English as a prime of european identity.

The main questions driving this research were: Does a national versus supranational symbol like language impact identification with Nation/ Europe? Are there differences in identification between Germany and Portugal?

Based on the reviewed literature, the following hypotheses are examined:

- H1: Being primed with the national language (German/ Portuguese) increases identification with the own national group compared to being primed with English.

H2: Being primed with a second language (English) increases identification with Europe in comparison to being primed with the national language (German/Portuguese).

Regarding cross-country differences the following hypotheses are also examined:

H3: German participants are expected to score lower in national identification than Portuguese.

H4: Portuguese and German participants are expected to score similar in european identification.

Additionally, we explored the impact of Language and Nationality on other variables previously shown to be related to national identification. As situational factors such as salience of a specific group are considered antecedents of social identity complexity (SIC; Miller et al., 2016; Roccas & Brewer, 2002), we assessed exploratorily if national language and English serve as such situational factors, namely increase specific group salience thus influence SIC.

Using a less language dependent measure, namely the Self-Group overlap which assesses the inclusion of a group (Portuguese/ Germans, Europeans) in the self in form of pictures (see Materials) we expected no effect of Language. However, along with cross-national differences in national and european identity, we expected that Portuguese participants would have a higher Self-Nation overlap than German participants, but similar overlaps in Germans and Portuguese of Self with Europeans.

We also assessed, exploratory, if language priming influenced stereotypes regarding Nation or Europe. Further, in light of previous research showing that Germans are considered more competent and less warm than people of most other european countries (Cuddy et al., 2009) and Portuguese are considered warmer however less competent than people of other european countries (Cuddy et al., 2009) we expected this to be reflected in the present studies results. Regarding the stereotypes, warmth and competence of Europeans we did not expect to find cross-national differences between Germans and Portuguese.

## Chapter II - Method

### Participants

An a priori power analysis was conducted using G\*Power3.1 (Erdfelder, FAul, Buchner, & Lang, 2009) to test a two-way MANOVA using F-test for MANOVA: Global Effects. Results for a small effect size ( $f^2 = .02$ ), an alpha of .05, four groups, and four response variables showed that a total sample of 296 participants was required to achieve a power of .80.

The final sample however included  $N = 200$  participants ( $n = 100$  German and  $n = 100$  Portuguese). From each nationality 50 people were randomly assigned to the English and 50 to the Portuguese/ German language condition.

The German sample included 56% female, 41% male, 1% Other and 2% undisclosed gender participants. The mean age was 32.22 ( $SD = 11.33$ ,  $Min = 19$ ,  $Max = 60$ ). In terms of educational level, the majority had a Bachelor (35%) or Master degree/ Magister/ Diplom/ Staatsexamen (37%), followed by a formation (Abgeschlossene Ausbildung) (14%) and A-levels (11%). "Hauptschulabschluss", Doctorate and Other were indicated by only 1% each. For current occupation the majority was employed (52%), followed by student (40%), and Other (11%), unemployed (4%) and pensioned (2%). Regarding time lived abroad 20% indicated they never lived outside of Germany, 20% lived abroad 1-6 months, 14% 6-12 months, 20% 1-3 years, 5% 3-5 years, and 21% more than 5 years. Level of self-estimated English fluency on a scale from *Not at all fluent* (1) to *totally fluent* (6) was 5.03 ( $SD = .79$   $Min = 4$ ,  $Max = 6$ ). Political orientation on a 7-point Likert Scale from *left* (1) to *right* (7) showed for the German sample a mean of 2.91 ( $SD = 1.10$   $Min = 1$ ,  $Max = 6$ ).

The Portuguese sample consisted of 72% female and 28% male participants with a mean age of 33.87 ( $SD = 11.88$ ,  $Min = 18$ ,  $Max = 74$ ). Regarding the educational level of the sample 34% indicated having a post-graduate or Master degree followed by Secondary school (Ensino Secundário 10º ao 12º ano) (33%), Bachelor degree (Bacharelato ou Licenciatura) (28%), Doctorate or post-doctorate (4%) and Other (1%). For current occupation 48% were employed, 34% student, 11% unemployed, 10% Other and 1% pensioned. Almost half of the participants (42%) reported to never have lived outside of Portugal, 3% indicated less than a month, 11% 1-6 months, 5% 6-12 months, 8% 1-3 years, 11% 3-5 years, and 20% more than 5 years. Mean of self-estimated English fluency was 5.06 ( $SD = .73$   $Min = 4$ ,  $Max = 6$ ). Political Orientation was  $M = 3.27$  ( $SD = 1.36$ ,  $Min = 1$ ,  $Max = 7$ ).

## Design

Participants were randomly assigned to an English or national language (Portuguese or German) version of the questionnaire. In a 2x2 factorial design Language (National language vs English) and Nationality (German vs Portuguese) were between-subject factors

## Materials/ Measures

Identification with nation and Europe were assessed using the multicomponent model of in-group identification that consists of five components within two dimensions namely, group-level self-definition (individual self-stereotyping, in-group homogeneity) and self-investment (solidarity, satisfaction, and centrality). The questionnaire of 14 items was developed and validated by Leach et al. (2008) and in the present study used in the original English, or validated German (Roth & Mazziotta, 2015) or Portuguese version (Ramos & Alves, 2013). Statements such as ('I feel a bond with...', 'It is pleasant to be...', 'The fact that I am ... is an important part of my identity') were rated on a 7-point Likert Scale ranging from *strongly disagree* (1) to *strongly agree* (7). Nationals (Germans, Portuguese) and Europeans were used as in-group and mean indexes for the two dimensions Self-Definition and Self-Investment were computed (Self-Definition Nation: German  $\alpha = .80$ ; Portuguese  $\alpha = .79$ ; Self-Investment Nation: German  $\alpha = .88$ ; Portuguese  $\alpha = .90$ ; Self-Definition Europe: German  $\alpha = .77$ ; Portuguese  $\alpha = .80$ ; Self-Investment Europe: German  $\alpha = .91$ ; Portuguese  $\alpha = .89$ ).

Additionally, an attention check using the 'Instructional Manipulation Check' (IMC) ('In this Question please tick strongly agree') was randomly presented within the European and National identification questions to detect whether participants were reading the instructions (Oppenheimer, Meyvis, & Davidenko, 2009). To increase validity, participants not passing this check ( $n = 58$ ) were excluded from the initial sample of this study.

Social identity complexity (SIC) was assessed using Roccas and Brewer 's (2002) questionnaire with National (Portuguese, German) and European as in-group. Two items assessed shared characteristics ('In general, the typical ... is very similar to the typical ...') measured on a 7-point Likert-Scale ranging from *strongly disagree* (1) to *strongly agree* (7) and two items assessed group homogeneity ('When you think of people who are ..., how many are ...') from *None* (0) to *All are* (7). The respective Portuguese and German versions of these questions were self-translated. Calculations were made with the mean differences of the two items for group homogeneity and the two items for shared characteristics, subtracting the participants score on one question from the other. Scores closer to zero indicate higher overlap

therefore less complexity and higher scores (positive or negative) indicate less overlap thus higher complexity.

The Self-Group overlap items of the validated OSIO (Overlap of Self, Ingroup, Outgroup) were used to assess the subjective overlap of the self with nationals (Germans, Portuguese) and Europeans, (Aron, Aron, & Smollen, 1992; Schubert & Otten, 2002). Participants were presented with seven images for each group (Nation, Europe), where each image has a smaller circle representing the self and a bigger one representing the group. The pictures vary from the circle for self being completely aside the group circle to being fully included in the latter (see Appendix A, B, C).

The stereotype content model provided the stereotype scales Competence (competent, capable) and Warmth (warm, friendly) (Cuddy, Fiske, & Glick, 2007). Scales were assessed for two target groups: nationals (Portuguese or Germans) and Europeans, namely Warmth of nationals (German  $\alpha = .84$ , Portuguese  $\alpha = .90$ ), Competence of nationals (German  $\alpha = .81$ , Portuguese  $\alpha = .76$ ), Warmth of Europeans (German  $\alpha = .81$ , Portuguese  $\alpha = .77$ ), and Competence of Europeans (German  $\alpha = .83$ , Portuguese  $\alpha = .92$ ). All four items (e.g., ‘To what extent do you think ... are competent?’) were measured on a 7-point Likert scale from *Not at all* (1) to *extremely* (7). This scale has already been applied in the German as well as in the Portuguese context using the respective languages (Cuddy et al., 2009; Durante, Tablante, & Fiske, 2017).

As a manipulation check of whether language serves as a national symbol, participants rated how much they considered several icons including language as national symbols (Butz, 2009; Geisler, 2005). This rating was conducted in the national language for all participants and on a 7-point Likert-Scale from *strongly disagree* (1) to *strongly agree* (7).

Finally, for the assessment of English proficiency, the Cambridge English Test (Cambridge English, 2019) was used, which includes 25 questions. Each question asks to choose the best option (of 4 to 5) to complete a sentence or conversation. The final scores place respondents in levels A1 to C2. Due to a high drop-out rate at this part of the questionnaire, also participants that did not finish the English proficiency test were included in the final sample of  $N = 200$ .

## Procedure

The present study was conducted with an online questionnaire using Qualtrics software. Participants were recruited through social media, email and Facebook advertising. First, participants were given a consent form in their national language (Portuguese or German) including the requirements of being older than or 18 years and holding the German/ Portuguese

nationality. Next, demographics were assessed (also in the national languages) including besides gender, age, educational level, and profession also, political orientation, the time spent abroad and self-estimated English proficiency. The latter was used to pre-exclude any participants with low reported levels of English proficiency. Participants indicating low levels of English (*'not at all fluent'*, *'not fluent'*, *'rather not fluent'*) were forwarded directly to the end of survey. Only participants indicating their English level as *'rather fluent'*, *'fluent'* or *'very fluent'* continued the questionnaire and were included in the study. After, participants were randomly assigned to an English or National language (Portuguese or German) version of the following sections. Identification with nation and Europe, social identity complexity, Self-Group overlap, and warmth and competence stereotypes were assessed in this order, however, questions within these scales were presented in random order. Finally, the manipulation check was assessed in the national language for every participant, followed by the English Assessment and a debriefing with the purpose of the study and further contact information.

### Chapter III - Results

#### Manipulation Check

Overall, most items were considered national symbols when comparing means to the scale mid-point of 4 (Table 1). Exceptionally, currency was not considered a national symbol in both samples ( $M_{\text{Portuguese}} = 4.28$ ,  $SD = 1.78$ ,  $t(99) = 1.572$ ,  $p = .119$ ;  $M_{\text{Germans}} = 4.18$ ,  $SD = 1.50$ ,  $t(99) = 1.195$ ,  $p = .235$ ) as well as public holidays in the German sample ( $M_{\text{Germans}} = 4.18$ ,  $SD = 1.50$ ,  $t(99) = 1.195$ ,  $p = .235$ ). Importantly, both Portuguese and German participants considered language as a national symbol ( $M_{\text{Portuguese}} = 6.47$ ,  $SD = 1.03$ ;  $M_{\text{Germans}} = M = 5.30$ ,  $SD = 1.62$ ), as both means were significantly higher than the scale mid-point ( $t_{\text{Portuguese}}(99) = 23.76$ ,  $p < .001$ ;  $t_{\text{Germans}}(99) = 8.00$ ,  $p < .001$ ).

**Table 1.**

*National Symbols (Means and Standard Deviations).*

Symbol	Nationality			
	Germany		Portugal	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Language	5.30***	1.62	6.47***	1.03
Flag	5.71***	1.40	6.40***	1.04
Hymn	5.56***	1.47	6.36***	1.16
Emblems	4.65***	1.64	5.39***	1.47
Monuments	4.93***	1.37	6.25***	1.00
Personalities	4.34*	.55	5.00***	1.45
Public Holidays	4.18	1.50	5.17***	1.53
Currency	4.18	1.50	4.28	1.78

*Note.* Significance mid-scale point difference \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

#### National and European identification

First, we conducted a 2 (Language: National Language vs. English) X 2 (Nationality: Portuguese vs. German) Multivariate Analysis of Variance (MANOVA) to examine the impact of our conditions on the two subdimensions of National and European identification: Self-

Definition and Self-Investment.<sup>1</sup> Multivariate results showed significant main effects of Language ( $\lambda = .878$ ,  $F(4, 193) = 6.725$ ,  $p < .001$ ,  $\eta_p^2 = .122$ ) and of Nationality ( $\lambda = .820$ ,  $F(4, 193) = 12.975$ ,  $p < .001$ ,  $\eta_p^2 = .212$ ). The two-way interaction of Language and Nationality was not significant ( $\lambda = .972$ ,  $F(4, 193) = 1.400$ ,  $p = .236$ ,  $\eta_p^2 = .028$ ) (see Table 2).

**Table 2.**

*Self-Definition and Self-Investment of national and european identification (Means and Standard Deviations).*

		Nationality				Total	
		Germany		Portugal			
DV	Language	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Self-Definition Nation	National	4.08	.98	4.51	1.00	4.29	1.01
	English	4.13	1.08	4.47	1.09	4.30	1.09
	Total	4.10*	1.02	4.49*	1.04	4.30	1.05
Self-Definition Europe	National	4.27	.97	4.59**	.97	4.43**	.98
	English	4.08	1.00	3.96**	1.00	4.02**	.99
	Total	4.17	.98	4.28	1.03	4.22	1.00
Self-Investment Nation	National	4.24	.89	5.26	1.06	4.75	1.10
	English	4.52	1.03	5.26	.93	4.89	1.04
	Total	4.38***	.97	5.26***	.99	4.82	1.07
Self-Investment Europe	National	4.79**	1.03	5.03	1.08	4.91	1.06
	English	5.36**	.94	4.95	.82	5.15	.90
	Total	5.07	1.02	4.99	.95	5.03	.99

*Note.* \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

<sup>1</sup> Shapiro Wilk test for normality is not significant for Self-Definition Nation ( $W(200) = .989$ ,  $p = .129$ ), Self-Investment Nation ( $W(200) = .987$ ,  $p = .066$ ), Self-Definition Europe ( $W(200) = .990$ ,  $p = .199$ ), and Self-Investment Europe ( $W(200) = .990$ ,  $p = .210$ ), suggesting approximately normal distributions for all dependent Variables. Levene's test to analyze homogeneity of variance across groups for each dependent variable shows that the assumption is met for all, Self-Definition Nation ( $F(3, 196) = .461$ ,  $p = .710$ ), Self-Investment Nation ( $F(3, 196) = .662$ ,  $p = .576$ ), Self-Definition Europe ( $F(3, 196) = .043$ ,  $p = .988$ ), and Self-Investment Europe ( $F(3, 196) = 1.313$ ,  $p = .271$ ). The Box test shows the assumption of homogeneity of covariance matrices across groups is met ( $F(30, 105621) = 1.007$ ,  $p = .456$ ).



Univariate tests showed that the main effect of language was significant only for Self-definition as European ( $F(1, 196) = 8.704, p = .004, \eta_p^2 = .043$ ). Overall, contrary to the hypothesized (H1, H2) participants scored higher on Self-Definition with Europe when primed with their national language ( $M = 4.43, SD = .98$ ) than when primed with English ( $M = 4.02, SD = .99$ ). No other significant main effects of language were found for Self-Definition with nation ( $F(1, 196) = .001, p = .973, \eta_p^2 = .000$ ), Self-Investment with Nation ( $F(1, 196) = 1.065, p = .303, \eta_p^2 = .005$ ) and Self-Investment with Europe ( $F(1, 196) = 3.063, p = .082, \eta_p^2 = .015$ ).

Univariate tests also revealed a significant main effect of Nationality on Self-Definition with nation ( $F(1, 196) = 6.824, p = .010, \eta_p^2 = .034$ ) and Self-Investment with nation ( $F(1, 196) = 39.343, p < .001, \eta_p^2 = .196$ ). Specifically, as hypothesized (H3) German participants ( $M = 4.10, SD = 1.02$ ) scored significantly lower than Portuguese ( $M = 4.49, SD = 1.04$ ) on Self-Definition with nation and also on Self Investment with nation ( $M = 4.38, SD = .97, M = 5.26, SD = .99$ ). Also as predicted (H4), the main effects of Nationality on Self-Definition with Europe ( $F(1, 196) = .537, p = .464, \eta_p^2 = .003$ ) and Self-Investment with Europe ( $F(1, 196) = .405, p = .525, \eta_p^2 = .002$ ) were not significant.

Finally, univariate tests show a significant two-way interaction of Language and Nationality for Self-Investment with Europe ( $F(1, 196) = 5.491, p = .020, \eta_p^2 = .027$ ). Pairwise comparisons showed significantly higher scores of Self-Investment with Europe in the English ( $M = 5.36, SE = .94$ ) vs the national language condition ( $M = 4.79, SD = 1.03$ ) among German participants, whereas no significant differences were found for the Portuguese participants. The interaction effect of Language and Nationality was not significant for Self-Definition with nation ( $F(1, 196) = .074, p = .789, \eta_p^2 = .000$ ), Self-Investment with nation ( $F(1, 196) = 1.065, p = .303, \eta_p^2 = .005$ ) and Self-Definition with Europe ( $F(1, 196) = 2.420, p = .121, \eta_p^2 = .012$ ). However, pairwise comparisons showed significantly higher scores of Self-Investment with Europe in the National Language ( $M = 4.59, SD = .97$ ) vs the English condition ( $M = 3.96, SD = 1.00$ ) among Portuguese participants, whereas no significant differences were here found for the German participants.<sup>2</sup>

## Exploratory Analyses

A Multivariate Analysis of Variance (MANOVA) to examine the impact of our conditions on social identity complexity, including the deviations of group homogeneity and shared

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<sup>2</sup> The same analyses were replicated using MANCOVA controlling for time lived abroad and English proficiency score. The results were generally the same, thus we present only the main findings without controlling for these variables.

characteristics for Nation and Europe, was examined. Multivariate Results showed no statistically significant effects for either Nationality ( $\lambda = .982$ ,  $F(2, 195) = 1.739$ ,  $p = .178$ ,  $\eta_p^2 = .018$ ), Language ( $\lambda = .986$ ,  $F(2, 195) = 1.342$ ,  $p = .264$ ,  $\eta_p^2 = .014$ ) or the two-way interaction ( $\lambda = 1.000$ ,  $F(2, 195) = .020$ ,  $p = .980$ ,  $\eta_p^2 = .000$ ) (see Table 3).

**Table 3.**

*Social Identity Complexity (Means and Standard Deviations).*

DV	Language	Nationality				Total	
		Germany		Portugal		M	SD
		M	SD	M	SD		
Group homogeneity	National	2.94	2.02	3.10	2.16	3.02	2.08
	English	2.96	2.04	3.00	2.23	2.98	2.12
	Total	2.95	2.02	3.05	2.18	3.00	2.10
Shared characteristics	National	.08	.69	.26	.87	.17	.79
	English	-.08	.63	.10	.50	.01	.57
	Total	.00	.66	.18	.71	.09	.69

*Note.* \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Univariate tests showed no significant main effects of Nationality for any of the dependent variables of group homogeneity ( $F(1, 196) = .111$ ,  $p = .739$ ,  $\eta_p^2 = .001$ ) or shared characteristics ( $F(1, 196) = 3.397$ ,  $p = .067$ ,  $\eta_p^2 = .017$ ). Also, univariate tests showed no significant main effects of Language for any of the dependent variables of group homogeneity ( $F(1, 196) = .108$ ,  $p = .894$ ,  $\eta_p^2 = .000$ ) or shared characteristics ( $F(1, 196) = 2.684$ ,  $p = .103$ ,  $\eta_p^2 = .014$ ). No significant interaction was found in the univariate tests for any of the dependent variables of group homogeneity ( $F(1, 196) = .040$ ,  $p = .841$ ,  $\eta_p^2 = .000$ ) or shared characteristics ( $F(1, 196) = .000$ ,  $p = 1.000$ ,  $\eta_p^2 = .000$ ).

Also, a 2 (Language: National Language vs. English) X 2 (Nationality: Portuguese vs. German) Multivariate Analysis of Variance (MANOVA) to examine the impact of our conditions on Self-Group Overlap: Self-Europeans and Self-Nationals (Germans, Portuguese) was conducted. Multivariate Results showed a statistically significant main effect of Nationality ( $\lambda = .900$ ,  $F(2, 195) = 10.79$ ,  $p < .001$ ,  $\eta_p^2 = .100$ ). There was no significant main effect of

Language ( $\lambda = .999$ ,  $F(2, 195) = 10.794$ ,  $p = .897$ ,  $\eta_p^2 = .001$ ) and no significant two-way interaction ( $\lambda = .986$ ,  $F(2, 195) = 1.342$ ,  $p = .264$ ,  $\eta_p^2 = .014$ ) (see Table 4).

**Table 4.**

*Self-Group overlap Nation and Europe (Means and Standard Deviations).*

DV	Language	Nationality				Total	
		Germany		Portugal		M	SD
		M	SD	M	SD		
Self-Nation	National	4.58	1.47	5.12	1.45	4.85	1.47
	English	4.46	1.79	5.42	1.12	4.94	1.56
	Total	4.52***	1.63	5.27***	1.30	4.89	1.52
Self-Europe	National	5.08	1.42	4.96	1.70	5.02	1.56
	English	5.26	1.65	4.78	1.52	5.02	1.60
	Total	5.17	1.53	4.87	1.61	5.02	1.57

*Note.* \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Univariate tests showed that the main effect of Nationality was significant only for Self-Nationals Overlap ( $F(1, 196) = 12.818$ ,  $p < .001$ ,  $\eta_p^2 = .061$ ) with Portuguese participants ( $M = 5.27$ ,  $SD = 1.390$ ) scoring significantly higher than Germans ( $M = 4.52$ ,  $SD = 1.63$ ). The main effect of Nationality for Self-Europeans Overlap was not significant ( $F(1, 196) = 1.801$ ,  $p = .181$ ,  $\eta_p^2 = .009$ ).

Univariate tests showed no significant main effect of language for Self-Nationals Overlap ( $F(1, 196) = .185$ ,  $p = .668$ ,  $\eta_p^2 = .001$ ) and also not for Self-Europeans Overlap ( $F(1, 196) = .000$ ,  $p = 1.000$ ,  $\eta_p^2 = .000$ ).

No significant interaction was found in the univariate tests neither for Self-Nationals Overlap ( $F(1, 196) = 1.005$ ,  $p = .317$ ,  $\eta_p^2 = .005$ ) nor for Self-Europeans Overlap ( $F(1, 196) = .648$ ,  $p = .422$ ,  $\eta_p^2 = .003$ ).

Finally, a Multivariate Analysis of Variance (MANOVA) to examine the impact of our conditions on the Stereotype scales Warmth and Competence for Europeans and nationals (Germans and Portuguese) was conducted. Multivariate results showed a statistically significant effect only for Nationality ( $\lambda = .379$ ,  $F(4, 193) = 79.145$ ,  $p < .001$ ,  $\eta_p^2 = .621$ ). There was no significant main effect of Language ( $\lambda = .994$ ,  $F(4, 193) = .309$ ,  $p = .872$ ,  $\eta_p^2 = .006$ ).

and no significant two-way interaction ( $\lambda = .982$ ,  $F(4, 193) = .880$ ,  $p = .477$ ,  $\eta_p^2 = .018$ ) (see Table 5)

**Table 5.**

*Stereotype scales (Means and Standard Deviations).*

DV	Language	Nationality				Total	
		Germany		Portugal		M	SD
		M	SD	M	SD		
Competence Nation	National	4.94	.94	5.30	1.09	5.12	1.03
	English	5.21	1.08	5.26	1.24	5.23	1.16
	Total	5.07	1.02	5.28	1.16	5.17	1.09
Warmth Nation	National	3.63	.99	5.81	1.06	4.72	1.50
	English	3.81	1.14	5.73	1.09	4.77	1.47
	Total	3.72***	1.07	5.77***	1.07	4.74	1.48
Competence Europe	National	4.70	.90	5.74	.82	5.22	1.01
	English	4.94	.90	5.52	.91	5.23	.94
	Total	4.82***	.90	5.63***	.87	5.22	.97
Warmth Europe	National	4.69	.60	4.36	1.00	4.52	.84
	English	4.85	.88	4.40	.83	4.62	.88
	Total	4.77**	.75	4.38**	.92	4.57	.86

*Note.* \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Univariate tests showed that the main effect of Nationality was significant for Warmth nationals ( $F(1, 196) = 180.71$ ,  $p < .001$ ,  $\eta_p^2 = .480$ ). Portuguese participants ( $M = 5.77$ ,  $SD = 1.07$ ) scored higher on Warmth of national ingroup than German participants ( $M = 3.72$ ,  $SD = 1.07$ ). The main effect of Nationality was also significant for Competence of Europeans ( $F(1, 196) = 41.16$ ,  $p < .001$ ,  $\eta_p^2 = .174$ ) with Portuguese participants ( $M = 5.63$ ,  $SD = .87$ ) scoring higher than German participants ( $M = 4.82$ ,  $SD = .90$ ). The main effect of Nationality was also significant for Warmth towards Europeans ( $F(1, 196) = 10.64$ ,  $p = .001$ ,  $\eta_p^2 = .051$ ). German participants ( $M = 4.77$ ,  $SD = .75$ ) score higher on Warmth of Europeans than Portuguese

participants ( $M = 4.38$ ,  $SD = .92$ ). The main effect of Nationality was not significant for Competence of nationals ( $F(1, 196) = 1.742$ ,  $p = .188$ ,  $\eta_p^2 = .009$ ).

Univariate tests showed no significant main effects of language for any of the dependent variables Competence of nationals ( $F(1, 196) = .548$ ,  $p = .460$ ,  $\eta_p^2 = .003$ ), Warmth of nationals ( $F(1, 196) = .108$ ,  $p = .743$ ,  $\eta_p^2 = .001$ ), Competence of Europeans ( $F(1, 196) = .011$ ,  $p = .916$ ,  $\eta_p^2 = .000$ ), and Warmth of Europeans ( $F(1, 196) = .700$ ,  $p = .404$ ,  $\eta_p^2 = .004$ ).

No significant interaction was found in the univariate tests for any of the dependent variables Competence of nationals ( $F(1, 196) = .996$ ,  $p = .320$ ,  $\eta_p^2 = .005$ ), Warmth of nationals ( $F(1, 196) = .727$ ,  $p = .395$ ,  $\eta_p^2 = .004$ ), Competence of Europeans ( $F(1, 196) = 3.444$ ,  $p = .065$ ,  $\eta_p^2 = .017$ ), and Warmth of Europeans ( $F(1, 196) = .252$ ,  $p = .616$ ,  $\eta_p^2 = .001$ ).

## Chapter IV – Discussion

The present study examined the role of language as a prime for national and European identity. In a German and Portuguese sample, the national language (German, Portuguese) was used as a nation prime and English as a supra-national prime. Also, cross-national differences in identification were examined. Overall, findings showed consistent results in cross-national differences in identification between Germany and Portugal however, results showed mixed results regarding the effect of language.

Specifically, only German participants showed higher self-investment with Europe when primed with the English language and Portuguese showed higher self-definition with Europe when primed with their national language. National identity was not affected by the language primes. Findings regarding cross-national differences in identification between Germany and Portugal showed consistent results with Germans identifying less with their nation than Portuguese however both identifying similar with Europe.

The hypothesis that priming with the national language would increase national identification (H1) was not supported in this sample. However, as part of what was predicted (H2) an interaction of nationality and language showed that Germans scored higher in Self-Investment with Europe when primed with English vs their national language. As a potential explanation, for Germans, the English language is more related with Europe than for Portuguese. When being primed with English, Germans detach to an extent from their national identity and connect more with the European Identity. Possibly, this is only happening in Germans because they are considered more prototypical European (Weber, Mummendey, & Waldzus, 2002; Wenzel, Mummendey, Weber, & Waldzus, 2003) and the European and German identities are more compatible, thus they can more easily detach from the national identity. These findings also find support in a study (Bruter, 2003, 2009) showing that the effect of people feeling more European after consistent exposure to symbols of Europe and the EU is greater in Germans than in Portuguese.

Contrary to the expected (H2), Portuguese participants showed higher Self-Definition with Europe when primed with their national language vs the English language. One possible explanation for this is that when primed with their national language, Portuguese participants projected more of their national in-group into the European prototype, hereby defining and identifying themselves more as Europeans. Another possible interpretation for this finding derives from previous research showing that people are less emotionally attached with their second language (Azevedo, 2016; Garrido & Prada, 2018). In the current study, Portuguese

participants might have scored lower on Self-Definition with Europe in the English language than their national language, because the idea of a european Self-Definition becomes more abstract when primed with English and they detach more from Europe.

The manipulation-check in both samples supports previous research that language in general is considered a national symbol. However, the English language might not have been considered a prototypical european symbol as hypothesized. Rather, instead of being the *lingua franca* in Europe, it might be more connected to Britain and potentially abetted by Brexit, the English language became less prototypical for Europe. In fact, not the English language but Multilingualism in general might be a facilitator of european identity (Mitchell, 2012).

Nevertheless, results importantly show that there is an influence of language on the assessment of european identity, suggesting that it matters which language is being used in assessing social-psychological constructs.

Predictions about national differences towards general national and european identification were supported. German participants showed lower identification with their nation (Self-Definition and Self-Investment with the Nation) than Portuguese participants (H3). These results support previous research showing that national identification in Germany is connotated negatively due to the country's history (Rensmann, 2012). Therefore, in the cross-national comparison with Portugal where this mainly negative historical narrative and connotation of national identity does not exist (Vala et al., 2008; Valentim & Heleno, 2018), Portuguese show higher identification with their nation compared to Germans. This is suggested by previous research as well (e.g., European Commission, 2018). However, because of convenience sampling the present studies results cannot bluntly be generalized over the whole national populations of Germany and Portugal.

As predicted, both Portuguese and German participants showed similar identification with Europe (Self-Definition and Self-Investment with Europe) (H4) which supports previous research showing cross-national similarities between these two countries for example in feelings towards EU citizenship (European Commission, 2018) or attitudes towards the nations EU membership (Schulmeister et al., 2019).

Importantly, exploratory analysis mostly supported the results of the main findings. Inclusion of Other (Nationals/ Europeans) in Self as a less language dependent measure showed that Germans score lower on Self-Germans Overlap than Portuguese score on Self-Portuguese Overlap while they score similarly in Self-Europeans Overlap. As predicted, there was no effect of Language in this assessment. Still, it remains unclear whether this was the case because of

the less language dependent nature of this task or because the language prime was not successful.

However, we expected an effect of Language on social identity complexity which was not observed. Situational factors that increase specific ingroup identities are argued to be antecedents of SIC (Roccas & Brewer, 2002). Yet as argued above, the English language is potentially not suitable in priming Europe, therefore not serving as a situational factor which makes the European identity more salient. Also, nationality did not affect social identity complexity, indicating that Germans and Portuguese in this sample show similar identity complexity structures regarding their national and European identities. Despite the fact that Germans are, in general, considered more stereotypical European (Weber et al., 2002; Wenzel et al., 2003) there was no cross-national difference of perceived shared characteristic deviations between Germany and Portugal. Moreover, although in terms of percentage of population of Europe, there are more Germans than Portuguese, there was also no difference in perceived homogeneity deviations between German and Portuguese participants in this sample.

Similarly, warmth and competence towards Europeans and nationals (Portuguese, Germans) were also not impacted by language. However, nationality seemed to be a relevant factor. Cross-country comparisons showed that Portuguese participants scored higher on warmth of their nationals, which supports research on stereotypes showing that Portuguese are considered warmer compared to people of most other European nations, including Germany (Cuddy et al., 2009). However, German participants scored higher on warmth of Europeans than Portuguese participants did. This was probably the case because the national and European groups served as anchors and participants (unconsciously) compared the European group with the national group, where Germans are considered less warm and Portuguese warmer than most other European nations (Cuddy et al., 2009). The same process might explain why Portuguese scored higher on competence of Europeans than German participants, as cross-national comparisons showed that Germans are stereotyped as more (and Portuguese as less) competent than most other European nations (Cuddy et al., 2009).

### **Limitations and implications**

First, it should be noted that the present study consisted of a convenience sample, which results in limited generalizability. Amongst other, this is seen in female-male ratio or political orientation. Further, a majority of participants of both samples has lived abroad, and studies show that time spent abroad such as study experiences in other European countries is positively related to European Identification (Mitchell, 2012). Also, to detect a small effect, an a priori



power analyses had suggested a sample of  $N = 296$  participants, a number that was not possible to collect within the time frame of this dissertation. Thus, further research should replicate the study with a bigger sample size to possibly detect findings that could not be observed perhaps due to the somewhat underpowered nature of the current study.

Further, the design itself excludes a certain part of the population by excluding any participant scoring low on self-assessment of English proficiency. In their study, Cheshire and Moser (1994) differentiate whether language (English) is used purely symbolically, in the sense that it can be used also with people without any knowledge in the second language, or if it is attached with meaning. In the present study second language did not have just a symbolic meaning as participants needed to understand the meaning of what was asked. However, this suggests further research priming the second language in a purely symbolic way not intertwined with the dependent variable itself. This could be implemented, for example, through the exposure to some irrelevant information or words in a second language or national language and keeping the dependent variable in the national language for every participant. This would further allow to include participants with lesser knowledge of the second language and assessment of a potential moderation of language proficiency. Another limiting factor of combining the language prime within the dependent variable, namely varying the language of assessment of identification, is that we can't explore and draw conclusions independently. Thus left unexplained is for example, if there is some effect due to translation of the questionnaire, in the sense that items (do not) contain the same meaning in the different languages (Smith, Fischer, Vignoles, & Bond, 2013). This limitation can also be addressed and assessed in priming language apart from the dependent measurement in further research.

Portuguese and Germans generally scored similar and relatively high in european identification as the present and other studies (Schulmeister et al., 2019) support. It would be of interest how and if there is an effect of language priming in countries that generally score lower in european identification.

Of course, not in every country there is one single dominating language like in Portugal or Germany. It would be of interest looking at identification primed by different languages in countries where there is more than one widely spoken language. Coulmas (2013) argues that in Belgium, for example, language does not function as a national symbol and national unity is established despite linguistic differences. Assessing how this connects on a psychosocial level could be of interest in further studies.

The Institute of German Language showed that a majority of Germans (86.6%) have a positive attitude towards the German language, with people that feel "very strongly" connected

to Germany being more likely to also answer they “very much” like the German language (Gärtig et al., 2010). This study calls for further research looking at potential parallels for the European case, namely if people that feel very strongly connected to Europe are more likely to very much like other european languages or second languages in general.

Further research should address which factors relate to whether Europe is seen as in-group or out-group and which individual differences might moderate language priming effects. Studies with EU-image primes for example show a polarization of EU attitudes, with people that are already attached to the EU responding more pro-EU while people less attached respond more anti-EU after being primed (Cram & Patrikios, 2016; Cram & Patrikios, 2015). How and if this is reflected with language as a prime should be assessed in future research.

Research has also addressed the idea of a global or cosmopolitan identity, which is the self-identification as a global citizen, referring to the global community as a whole as ones in-group (Türken & Rudmin, 2013). While priming the european identity with the English language might be ineffective, English could be used to prime a global identity as it is argued that English is becoming a global, international language shaped also by its non-native speakers (Seidlhofer, 2005). Second languages in general could also be used as a prime. For example, in the development of a Global Identity Scale (Türken & Rudmin, 2013) multilingualism was a major characteristic indicating that second, third etc. languages, other than the national language, are related with global identification.

Generally speaking, language serves as a national symbol which is supported by this study, and importantly, influences national policies in Europe, especially in discriminating against immigrants (Curdts-Christiansen, 2018; Hansen-Thomas, 2007; Machetti et al., 2018; Somers, 2018). Therefore, it is of highest importance to further understand the relation of (national) language and identity through research and to create awareness of its impact in politics. However, awareness should also be addressed on the society level, as during interpersonal communication, language and accents can serve as activators of stereotypes and prejudice and influence behavior towards others (Giles & Billings, 2008; Giles & Marlow, 2011; Giles & Rakić, 2014). Further, with language being an influential factor in psychological research as shown in this study, this factor should always be considered, especially in cross-cultural investigations (Smith et al., 2013).

## **Conclusion**

The present study adds to existing research on the relationship between language and identity by using language as a prime of european and national identity. Mixed results call for further

investigation. However, results emphasize the general importance of language while assessing social psychological constructs. Cross-national differences in national identification and similarities in european identification between Germany and Portugal support previous research.

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## **Appendix A – Questionnaire Portuguese Version**

### **Q1 Consent Form (Portuguese Version)**

O presente estudo surge no âmbito de uma dissertação de mestrado. Este estudo pretende conhecer as opiniões das pessoas sobre o seu país e a Europa.

O estudo é realizado por Kira Schick (kira.marcia.schick@gmail.com), e coordenado por Margarida Garrido e Rita Guerra, que poderá contactar caso deseje colocar uma dúvida ou partilhar algum comentário.

A sua participação, que será muito valorizada, consiste em responder a um questionário que poderá durar cerca de 15 minutos. Não existem riscos significativos expectáveis associados à participação no estudo. Para participar neste estudo terá que ter mais de 18 anos e ter nacionalidade Portuguesa.

A participação neste estudo é estritamente voluntária: pode escolher participar ou não participar. Se escolher participar, pode interromper a participação em qualquer momento sem ter de prestar qualquer justificação. Para além de voluntária, a participação é também anónima e confidencial. Os dados destinam-se apenas a tratamento estatístico e nenhuma resposta será analisada ou reportada individualmente. Em nenhum momento do estudo precisa de se identificar.

Face a estas informações, se aceitar participar, por favor clique no botão no canto inferior direito da página, e avance para a página seguinte. O preenchimento do questionário presume que compreendeu e que aceita as condições do presente estudo, consentido participar.

## Q2 Demographic Questions (Portuguese Version)

Em primeiro lugar responda por favor a algumas questões sociodemográficas.

Q2.1 Por favor indique o seu género.

- ☐ Masculino
- ☐ Feminino
- ☐ Outro
- ☐ Prefiro não responder

Q2.2 Que idade tem? (Utilize números para indicar anos) \_\_\_\_\_

Q2.3 Qual o nível de escolaridade mais elevado que completou?

- ☐ 3º Ciclo do Ensino Básico (7º ao 9º ano)
- ☐ Ensino Secundário (10º ao 12º ano)
- ☐ Bacharelato ou Licenciatura
- ☐ Pós-graduação ou mestrado
- ☐ Doutoramento ou Pós-Doutoramento
- ☐ Não se aplica

Q2.4 Qual a sua situação laboral?

- ☐ Estudante
- ☐ Desempregado/a
- ☐ Empregado/a (Se está empregado/a, por favor indique a sua profissão atual) \_\_\_\_\_
- ☐ Reformado/a (Se está reformado/a, por favor indique a sua profissão anterior) \_\_\_\_\_
- ☐ Outra \_\_\_\_\_

Q2.5 Como avalia a sua fluência em inglês? De 1 = 'nada fluente' a 6 = 'totalmente fluente'.



Q2.6 Em política é costume falar-se de esquerda e direita. Como se posicionaria nesta escala, em que 1 representa a posição mais à esquerda e 7 a posição mais à direita?



Q2.7 Alguma vez viveu ou vive atualmente fora de Portugal? Se sim quanto tempo no total viveu/vive fora de Portugal? Por favor indique em que país/es.

- ☐ Nunca vivi fora de Portugal
- ☐ Menos de um mês
- ☐ 1 a 6 meses
- ☐ 6-12 meses
- ☐ 1-3 anos
- ☐ 3-5 anos
- ☐ Mais de 5 anos

**Q3 Identity (Portuguese Version)**

Q3.1 Por favor indique em que medida concorda/ discorda com as afirmações seguintes.

	Discordo totalmente	Discordo	Discordo parcialmente	Não concordo nem discordo	Concordo parcialmente	Concordo	Concordo totalmente
Eu sinto uma ligação com os Portugueses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu sinto solidariedade para com os Portugueses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu sinto dedicação para com os Portugueses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu estou contente por ser Português/a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu penso que os Portugueses têm muito de que se orgulhar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
É agradável ser Português/a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ser Português/a dá-me uma sensação agradável.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu penso muitas vezes no facto de que sou Português/a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O facto de que sou Português/a é uma parte importante da minha identidade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ser Português/a é uma parte importante de como eu me vejo a mim mesmo/a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu tenho muito em comum com o habitual Português.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu sou parecido com o habitual Português.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Os Portugueses têm muitos pontos em comum entre si.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Os Portugueses são muito parecidos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nesta pergunta por favor seleccione concordo totalmente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## LANGUAGE PRIMING ON NATIONAL AND EUROPEAN IDENTITY

Q3.2 Por favor indique em que medida concorda/ discorda com as afirmações seguintes.

	Discordo totalmente	Discordo	Discordo parcialmente	Não concordo nem discordo	Concordo parcialmente	Concordo	Concordo totalmente
Eu sinto uma ligação com os Europeus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu sinto solidariedade para com os Europeus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu sinto dedicação para com os Europeus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu estou contente por ser Europeu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu penso que os Europeus têm muito de que se orgulhar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
É agradável ser Europeu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ser Europeu dá-me uma sensação agradável.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu penso muitas vezes no facto de que sou Europeu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O facto de que sou Europeu é uma parte importante da minha identidade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ser Europeu é uma parte importante de como eu me vejo a mim mesmo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu tenho muito em comum com o habitual Europeu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu sou parecido com o habitual Europeu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Os Europeus têm muitos pontos em comum entre si.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Os Europeus são muito parecidos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nesta pergunta por favor seleccione concordo totalmente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Q4 SIC (Portuguese Version)

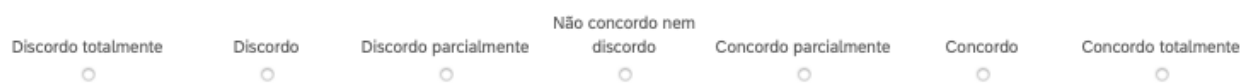
Q4.1 Quando pensa nas pessoas Europeias, quantas são Portuguesas?



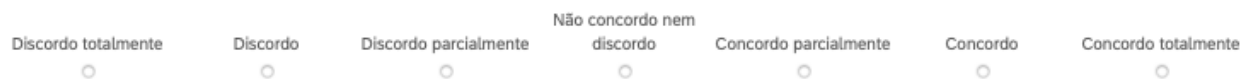
Q4.2 Quando pensa nas pessoas, que são Portuguesas, quantas são Europeias?



Q4.3 Em geral, a pessoa Portuguesa típica é muito semelhante à pessoa Europeia típica.

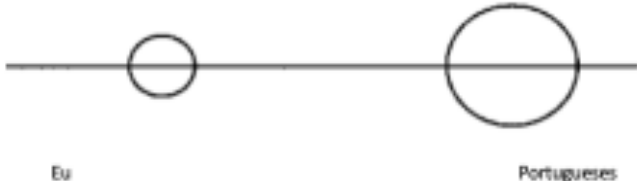


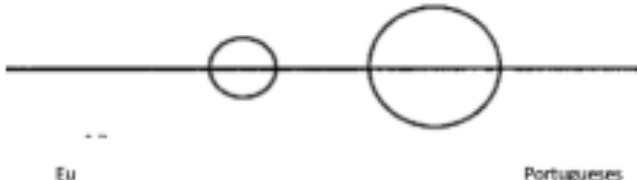
Q4.4 Em geral, a pessoa Europeia típica é muito semelhante à pessoa Portuguesa típica.





**Q5 IOS (Portuguese Version)**

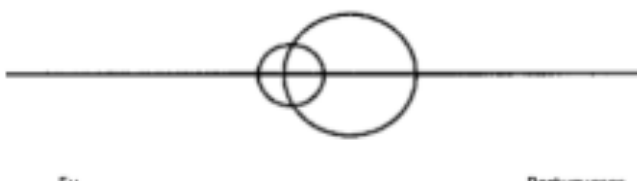
Q5.1 Que figura melhor descreve a sua relação com este grupo?

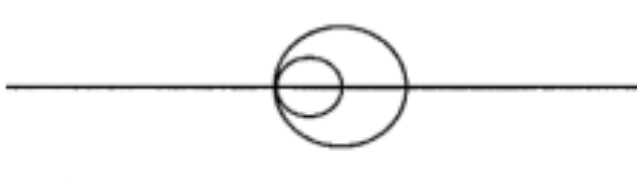
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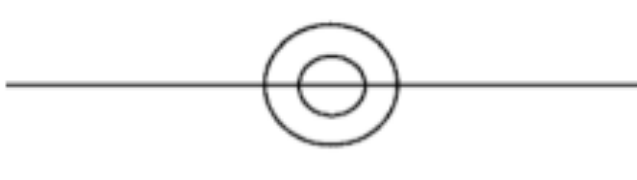
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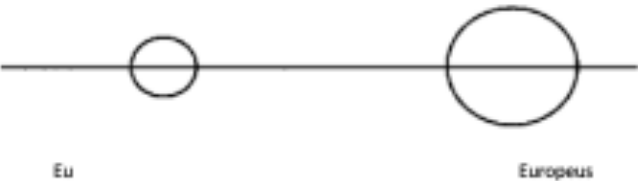
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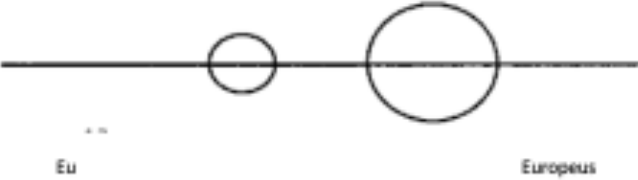
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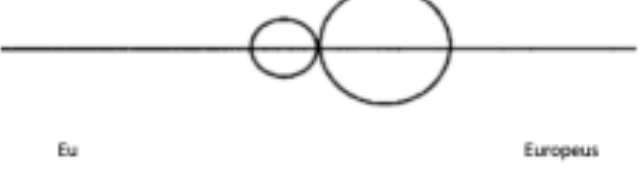
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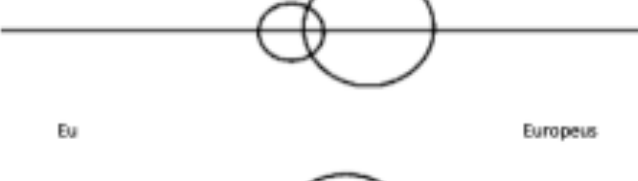
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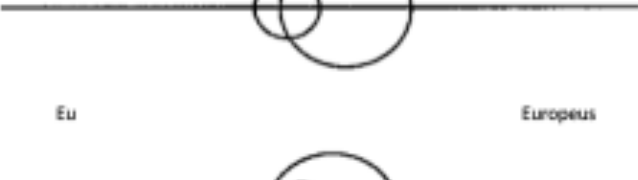
Q5.2 Que figura melhor descreve a sua relação com este grupo?

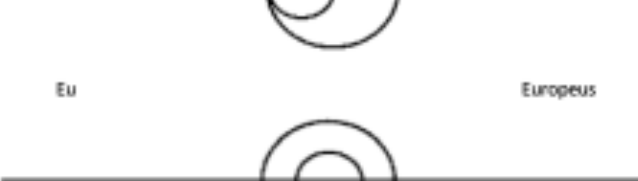
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## Q6 Stereotype Scale (Portuguese Version)

Q6.1 Em que medida pensa que os Portugueses são competentes?



Q6.2 Em que medida pensa que os Portugueses são capazes?



Q6.3 Em que medida pensa que os Portugueses são calorosos?



Q6.4 Em que medida pensa que os Portugueses são simpáticos?



Q6.5

Em que medida pensa que os Europeus são competentes?



Q6.6 Em que medida pensa que os Europeus são capazes?



Q6.7 Em que medida pensa que os Europeus são calorosos?



Q6.8 Em que medida pensa que os Europeus são simpáticos?



**Q7 Manipulation Check (Portuguese Version)**

Por favor indique em que medida concorda/ discorda que os seguintes itens podem ser considerados símbolos nacionais.

	Discordo totalmente	Discordo	Discordo parcialmente	Não concordo nem discordo	Concordo parcialmente
Bandeira	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hino	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emblemas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Língua	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monumentos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moeda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feriados	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalidades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q8 English Proficiency**

Para terminar gostaríamos que completasse uma breve avaliação da sua proficiência na língua inglesa.

Para as questões abaixo, escolha por favor a melhor opção para completar a frase.

Q8.1- Q8.25 (see Appendix C, Q8.1-8.25)

**Q9 Debriefing (Portuguese Version)**

Obrigado por ter participado deste estudo como parte da minha dissertação de mestrado no Iscte-Instituto Universitário de Lisboa. Conforme indicado no início da sua participação, o estudo é sobre Portugal e a Europa. Mais especificamente, sobre a identificação com o seu país e a Europa, a sua complexidade e como a língua potencialmente influencia esta relação. Lembramos que os seguintes detalhes de contato podem ser usados para qualquer dúvida que possa ter, comentários que deseje partilhar ou para indicar o seu interesse em receber informações sobre os principais resultados e conclusões do estudo:

Kira Schick (kira.marcia.schick@gmail.com).

Mais uma vez, obrigado pela sua participação!

## **Appendix B – Questionnaire German Version**

### **Q1 Consent Form (German Version)**

Die vorliegende Studie ist Teil einer Masterarbeit und betrachtet Meinungen zu Deutschland und Europa.

Die Studie ist durchgeführt von Kira Schick (kira.marcia.schick@gmail.com) und betreut von Margarida Garrido und Rita Guerra, welche bei jeglichen Fragen kontaktiert werden können.

Deine Teilnahme wird äußerst geschätzt und besteht darin, mehrere Fragen zu beantworten. Die Gesamtzeit beträgt etwa 15 Minuten. Es sind keine Risiken mit der Teilnahme verbunden. Voraussetzungen für die Teilnahme an der Studie sind, dass du 18+ Jahre alt bist und die deutsche Staatsbürgerschaft hast.

Die Teilnahme an dieser Studie ist strikt freiwillig: du kannst wählen ob du teilnehmen möchtest oder nicht. Wenn du dich dazu entscheidest an der Studie teilzunehmen, kannst du jeder Zeit auch zwischenzeitlich aufhören, ohne eine Erklärung geben zu müssen. Neben Freiwilligkeit, ist die Teilnahme anonym und vertraulich. Die Daten gelten lediglich der statistischen Aufbereitung und werden nicht einzeln ausgewertet oder berichtet. Du wirst zu keinem Zeitpunkt der Studie aufgefordert, dich mit Namen oder ähnlichem zu identifizieren.

Wenn du mit der Teilnahme einverstanden bist, klicke auf die Schaltfläche unten rechts auf dem Bildschirm und du wirst zur nächsten Seite weitergeleitet. Mit dem Ausfüllen des Fragebogens erklärst du, mit der Teilnahme an der Studie einverstanden zu sein und die Bedingungen verstanden und akzeptiert zu haben.

## Q2 Demographic Questions (German Version)

Q2.1 Bitte gib dein Geschlecht an.

- ☐ Männlich
- ☐ Weiblich
- ☐ Andere
- ☐ Möchte ich nicht beantworten

Q2.2 Wie alt bist du? (Bitte schreibe die Jahre in Zahlen) \_\_\_\_\_

Q2.3 Was ist dein höchster Bildungsabschluss?

- ☐ Hauptschulabschluss
- ☐ Realschulabschluss (Mittlere Reife)
- ☐ Abitur
- ☐ Abgeschlossene Ausbildung
- ☐ Bachelor
- ☐ Master/ Magister/ Diplom/ Staatsexamen
- ☐ Doktorat/ Ph.D.
- ☐ Andere

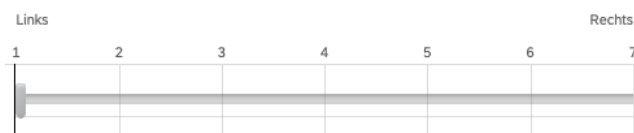
Q2.4 Was ist dein aktueller Beschäftigungsstatus?

- ☐ Auszubildende/r
- ☐ Studierend
- ☐ Arbeitslos
- ☐ Beschäftigt (Wenn zutreffend, bitte gib deinen aktuellen Beruf an) \_\_\_\_\_
- ☐ Verrentet/ Pensioniert (Wenn zutreffend, bitte gib deine letzte Beschäftigung an) \_\_\_\_\_
- ☐ Andere \_\_\_\_\_

Q2.5 Wie würdest du deine allgemeinen Englischkenntnisse einschätzen? Von 1 = 'überhaupt nicht fließend' bis 6 = 'komplett fließend'



Q2.6 Wenn es um Politik geht ist häufig die Rede von "links" oder "rechts". Wo würdest du dich auf einer Skala platzieren wenn 1 = 'links' und 7 = 'rechts' bedeutet?



Q2.7 Hast du jemals außerhalb Deutschlands gelebt oder tust es momentan? Wenn ja, wie lange war/en diese Erfahrung/ Erfahrungen insgesamt? Wenn ja, bitte gib an wo du gelebt hast.

Ich habe niemals außerhalb Deutschlands gelebt

- ☐ Weniger als ein Monat
- ☐ 1-6 Monate
- ☐ 6-12 Monate
- ☐ 1-3 Jahre
- ☐ 3-5 Jahre
- ☐ Mehr als 5 Jahre.



**Q3 Identity (German Version)**

Q3.1 Bitte gib an in welchem Maße du den folgenden Aussagen zustimmst/ nicht zustimmst.

	Stimme überhaupt nicht zu	Stimme nicht zu	Stimme eher nicht zu	Stimme weder zu noch nicht zu	Stimme eher zu	Stimme zu	Stimme völlig zu
Ich fühle mich mit Deutschen verbunden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich empfinde Solidarität mit Deutschen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich fühle mich in das, was Deutsche betrifft involviert.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin froh, dass ich Deutsche/r bin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich denke, dass Deutsche viele Gründe haben, stolz auf sich zu sein.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich finde es angenehm, Deutsche/r zu sein.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es gibt mir ein gutes Gefühl, Deutsche/r zu sein.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich denke oft an die Tatsache, dass ich Deutsche/r bin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die Tatsache, dass ich Deutsche/r bin, ist ein wichtiger Teil meiner Identität.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deutsche/r zu sein ist ein wichtiger Teil dessen, wie ich mich selbst sehe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich habe viele Gemeinsamkeiten mit einem/r typischen Deutschen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich ähnele einer/m typischen Deutschen sehr.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deutsche haben viele Gemeinsamkeiten miteinander.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deutsche ähneln sich einander sehr.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bei dieser Frage klicke bitte stimme völlig zu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## LANGUAGE PRIMING ON NATIONAL AND EUROPEAN IDENTITY

Q3.2 Bitte gib an in welchem Maße du den folgenden Aussagen zustimmst/ nicht zustimmst.

	Stimme überhaupt nicht zu	Stimme nicht zu	Stimme eher nicht zu	Stimme weder zu noch nicht zu	Stimme eher zu	Stimme zu	Stimme völlig zu
Ich fühle mich mit Europäern/innen verbunden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich empfinde Solidarität mit Europäern/innen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich fühle mich in das, was Europäer/innen betrifft involviert.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin froh, dass ich Europäer/in bin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich denke, dass Europäer viele Gründe haben, stolz auf sich zu sein.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich finde es angenehm, Europäer/in zu sein.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es gibt mir ein gutes Gefühl, Europäer/in zu sein.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich denke oft an die Tatsache, dass ich Europäer/in bin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die Tatsache, dass ich Europäer/in bin, ist ein wichtiger Teil meiner Identität.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europäer/in zu sein ist ein wichtiger Teil dessen, wie ich mich selbst sehe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich habe viele Gemeinsamkeiten mit einem/r typischen Europäer/in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich ähnele einer/m typischen Europäer/in sehr.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europäer/innen haben viele Gemeinsamkeiten miteinander.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europäer/innen ähneln sich einander sehr.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bei dieser Frage klicke bitte stimme völlig zu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q4 SIC (German Version)**

Q4.1 Wenn du an Menschen denkst die Europäer/innen sind, wie viele sind Deutsche?



Q4.2 Wenn du an Menschen denkst die Deutsche sind, wie viele sind Europäer/innen?



Q4.3 Im allgemeinen, ist der typische Deutsche dem/der typischen Europäer/in sehr ähnlich.

Stimme überhaupt nicht zu    Stimme nicht zu    Stimme eher nicht zu    Teils teils    Stimme eher zu    Stimme zu    Stimme völlig zu

☐    ☐    ☐    ☐    ☐    ☐    ☐

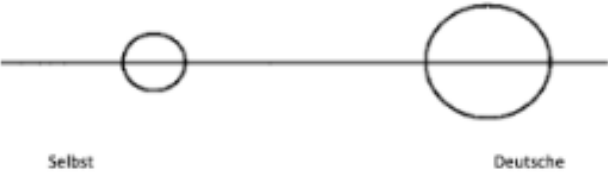
Q4.4 Im allgemeinen, ist der/die typische Europäer/in dem/der typischen Deutsche/n sehr ähnlich.

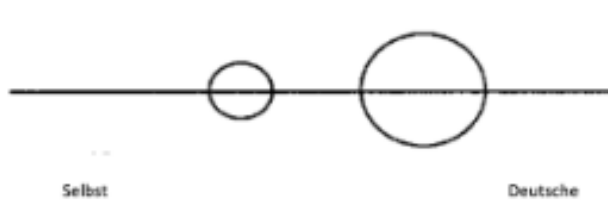
Stimme überhaupt nicht zu    Stimme nicht zu    Stimme eher nicht zu    Teils teils    Stimme eher zu    Stimme zu    Stimme völlig zu

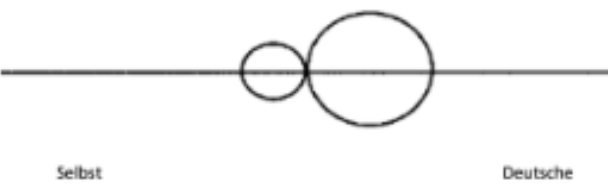
☐    ☐    ☐    ☐    ☐    ☐    ☐

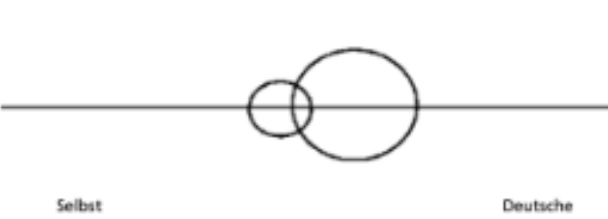
**Q5 IOS (German Version)**

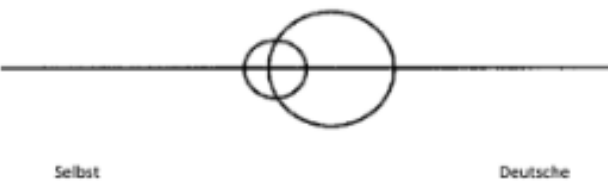
Q5.1 Welches Bild beschreibt deine Beziehung zu dieser Gruppe am besten?

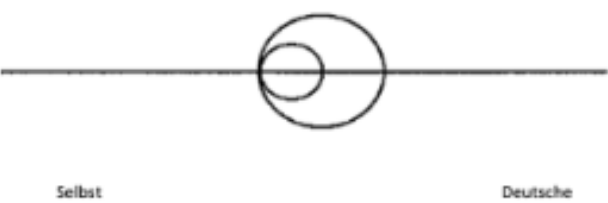
☐ 

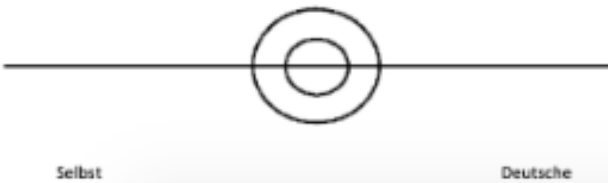
☐ 

☐ 

☐ 

☐ 

☐ 

☐ 

Q5.2 Welches Bild beschreibt deine Beziehung zu dieser Gruppe am besten?

Das Diagramm zeigt sieben verschiedene Konstellationen von zwei Kreisen (Selbst und Europäer) auf einer horizontalen Linie. Die Kreise sind unterschiedlich groß und positioniert, um verschiedene Beziehungen darzustellen:

- Konstellation 1:** Zwei getrennte Kreise. Der linke Kreis ist kleiner als der rechte.
- Konstellation 2:** Zwei getrennte Kreise. Der linke Kreis ist größer als der rechte.
- Konstellation 3:** Zwei überlappende Kreise. Der linke Kreis ist kleiner als der rechte.
- Konstellation 4:** Zwei überlappende Kreise. Der linke Kreis ist größer als der rechte.
- Konstellation 5:** Zwei überlappende Kreise. Der linke Kreis ist kleiner als der rechte.
- Konstellation 6:** Zwei überlappende Kreise. Der linke Kreis ist größer als der rechte.
- Konstellation 7:** Ein kleinerer Kreis ist vollständig innerhalb eines größeren Kreises.

Die Kreise sind als "Selbst" (links) und "Europäer" (rechts) beschriftet.

**Q6 Stereotype Scale (German Version)**

Q6.1 Zu welchem Maße denkst du, Deutsche sind kompetent?



Q6.2 Zu welchem Maße denkst du, Deutsche sind fähig?



Q6.3 Zu welchem Maße denkst du, Deutsche sind warm?



Q6.4 Zu welchem Maße denkst du, Deutsche sind freundlich?



Q6.5 Zu welchem Maße denkst du, Europäer/innen sind kompetent?



Q6.6 Zu welchem Maße denkst du, Europäer/innen sind fähig?



Q6.7 Zu welchem Maße denkst du, Europäer/innen sind warm?



Q6.8 Zu welchem Maße denkst du, Europäer/innen sind freundlich?



### Q7 Manipulation Check (German Version)

Bitte gib an in welchem Maße du zustimmst/ nicht zustimmst, dass Folgende als nationale Symbole betrachtet werden können.

	Stimme überhaupt nicht zu	Stimme nicht zu	Stimme eher nicht zu	Stimme weder zu noch nicht zu	Stimme eher zu	Stimme zu	Stimme völlig zu
Flagge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hymne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Embleme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sprache	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monumente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Währung	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feiertage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persönlichkeiten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Q8 English Proficiency

Als letztes folgt noch eine kurze Einschätzung deiner Englischkenntnisse.

Für die folgenden Fragen, wähle bitte die beste Option, um den Satz oder die Konversation zu beenden.

Q8.1- Q8.25 (see Appendix C, Q8.1-8.25)

### Q9 Debriefing (German Version)

Danke für deine Teilnahme an der Studie als Beitrag zu meiner Masterarbeit an der ISCTE-Instituto Universitário de Lisboa. Wie bereits zu Anfang der Studie erwähnt geht es um Deutschland und Europa, genauer gesagt geht es um die Identifizierung mit der eigenen Nationalität und Europa, deren Komplexität und einen möglichen Einfluss von Sprache.

Ich erinnere dich daran, dass du den folgenden Kontakt für jegliche Fragen, Kommentare oder Interesse an den Ergebnissen der Studie nutzen kannst:

Kira Schick (kira.marcia.schick@gmail.com).

Nochmals vielen Dank für deine Teilnahme an der Studie!

**Appendix C – Questionnaire English Version****Q1 Consent Form** (in national language, see Appendices A, B)**Q2 Demographic Questions** (in national language, see Appendices A, B)**Q3 Identity (English Version)**Q3.1 Please indicate to what extent you agree/ disagree with the statements below.<sup>3</sup>

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I feel a bond with Germans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel solidarity with Germans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel committed to Germans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am glad to be German.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that Germans have a lot to be proud of.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is pleasant to be German.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being German gives me a good feeling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often think about the fact that I am German.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fact that I am German is an important part of my identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being German is an important part of how I see myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a lot in common with the average German person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am similar to the average German person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
German people have a lot in common with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
German people are very similar to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this question, please tick strongly agree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<sup>3</sup> Note that the English version for the Portuguese sample here included Portuguese as the social group, not German(s).



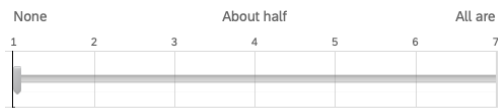
## LANGUAGE PRIMING ON NATIONAL AND EUROPEAN IDENTITY

Q3.2 Please indicate to what extent you agree/ disagree with the statements below.

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I feel a bond with Europeans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel solidarity with Europeans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel committed to Europeans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am glad to be European.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that Europeans have a lot to be proud of.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is pleasant to be European.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being European gives me a good feeling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often think about the fact that I am European.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fact that I am European is an important part of my identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being European is an important part of how I see myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a lot in common with the average European person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am similar to the average European person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
European people have a lot in common with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
European people are very similar to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this question, please tick strongly agree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

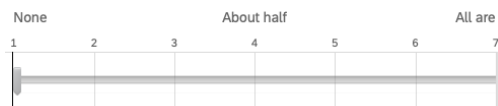
#### Q4 SIC (English Version)

Q4.1 When you think of people who are European, how many are German/ Portuguese?



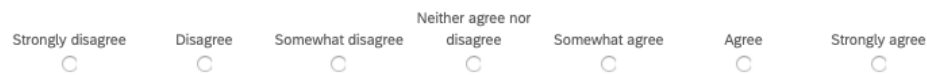
Q4.2

When you think of people who are German/ Portuguese, how many are European?



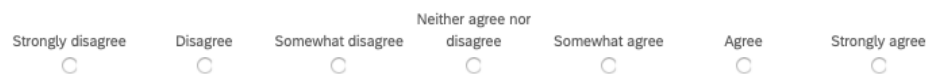
Q4.3

In general, the typical European is very similar to the typical German/ Portuguese.



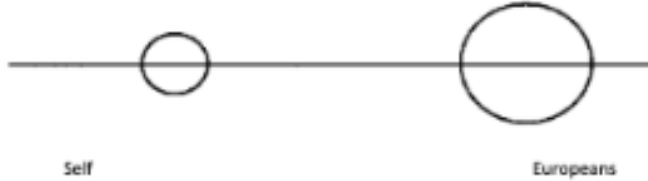
Q4.4

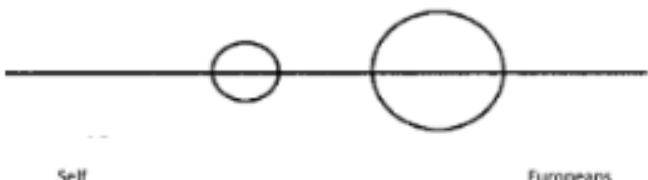
In general, the typical German/ Portuguese is very similar to the typical European.

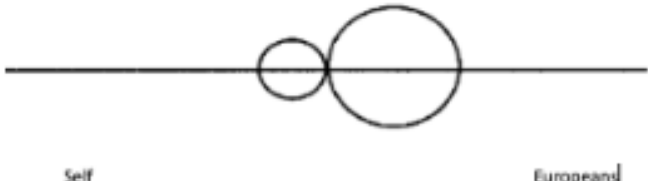


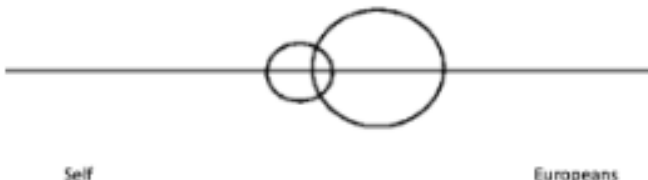
**Q5 IOS (English Version)**

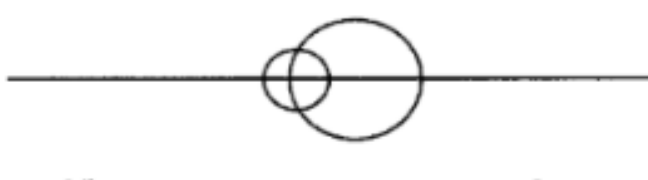
Q5.1 Which picture best describes your relationship with this group?

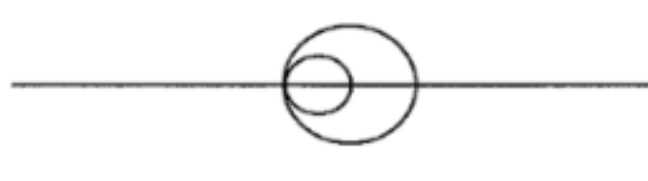
☐ 

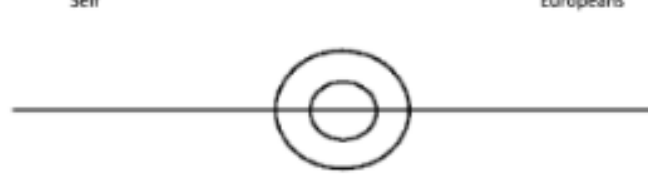
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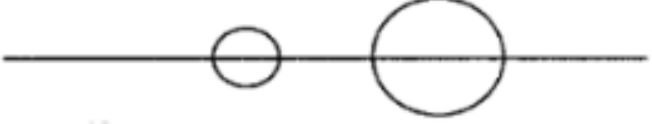
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Q5.2 Which picture best describes your relationship with this group?<sup>4</sup>

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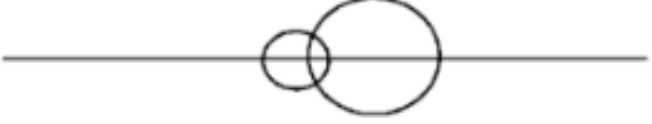
Self Germans

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Self Germans

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Self Germans

<sup>4</sup> Note that the English version for the Portuguese sample here included Portuguese as group, not Germans.

## Q6 Stereotype Scale (English Version)

Q6.1 To what extent do you think Germans/ Portuguese are competent?



Q6.2 To what extent do you think Germans/ Portuguese are capable?



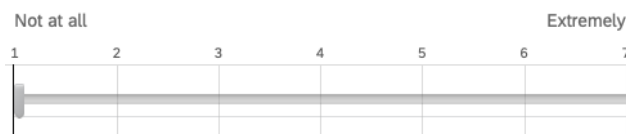
Q6.3 To what extent do you think Germans/ Portuguese are warm?



Q6.4 To what extent do you think Germans/ Portuguese are friendly?



Q6.5 To what extent do you think Europeans are capable?



Q6.6 To what extent do you think Europeans are competent?



Q6.7 To what extent do you think Europeans are warm?



Q6.8 To what extent do you think Europeans are friendly?



**Q7 Manipulation Check** (in national language, see Appendices A, B)

**Q8 English Proficiency** (instruction in national language, see Appendices A, B)

Q8.1 When can we meet again?

- ☐ When are you free?
- ☐ It was two days ago.
- ☐ Can you help me?

Q8.2 My aunt is going to stay with me.

- ☐ How do you do?
- ☐ How long for?
- ☐ How was it?

Q8.3 When do you study?

- ☐ at school
- ☐ in the evenings
- ☐ in the library

Q8.4 Would you prefer lemonade or orange juice?

- ☐ Have you got anything else?
- ☐ If you like.
- ☐ Are you sure about that?

Q8.5 Let's have dinner now.

- ☐ You aren't eating.
- ☐ There aren't any.
- ☐ Tom isn't here yet.

Q8.6 The snow was ..... heavily when I left the house.

- ☐ dropping
- ☐ landing
- ☐ falling
- ☐ descending

Q8.7 I can't find my keys anywhere - I ..... have left them at work.

- ☐ can
- ☐ must
- ☐ ought
- ☐ would

Q8.8 When a car pulled out in front of her, Jane did well not to ..... control of her bike.

- ☐ miss
- ☐ lose
- ☐ fail
- ☐ drop

Q8.9 According to Richard's ..... the train leaves at 7 o'clock.

- ☐ opinion
- ☐ advice
- ☐ knowledge
- ☐ information

Q8.10 When you stay in a country for some time you get used to the people's ..... of life.

- ☐ habit
- ☐ custom
- ☐ way
- ☐ system

Q8.11 The builders are ..... good progress with the new house.

- ☐ getting
- ☐ doing
- ☐ making
- ☐ taking

Q8.12 She is now taking a more positive ..... to her studies and should do well.

- ☐ attitude
- ☐ behaviour
- ☐ manner
- ☐ style

Q8.13 My father ..... his new car for two weeks now.

- ☐ has had
- ☐ has
- ☐ is having
- ☐ had

Q8.14 What differences are there ..... the English spoken in the UK and the English spoken in the US?

- ☐ among
- ☐ between
- ☐ beside
- ☐ with

Q8.15 At 6 p.m. I started to get angry with him because he was late .....

- ☐ as usual
- ☐ in general
- ☐ typically
- ☐ usually

Q8.16..... you get your father's permission, I'll take you skiing next weekend.

- ☐ Although
- ☐ Provided
- ☐ As
- ☐ Unless

Q8.17 A local company has agreed to ..... the school team with football shirts.

- ☐ contribute
- ☐ supply
- ☐ give
- ☐ produce

Q8.18 I really enjoy stories that are ..... in the distant future.

- ☐ found
- ☐ set
- ☐ put
- ☐ placed

Q8.19 That old saucepan will come in ..... when we go camping.

- ☐ convenient
- ☐ fitting
- ☐ handy
- ☐ suitable

Q8.20 Anyone ..... after the start of the play is not allowed in until the interval.

- ☐ arrives
- ☐ has arrived
- ☐ arriving
- ☐ arrived

Q8.21 I didn't ..... driving home in the storm so I stayed overnight in a hotel.

- ☐ fancy
- ☐ desire
- ☐ prefer
- ☐ want

Q8.22 The judge said that those prepared to ..... in crime must be ready to suffer the consequences.

- ☐ involve
- ☐ engage
- ☐ undertake
- ☐ enlist

Q8.23 Marianne seemed to take ..... at my comments on her work.

- ☐ annoyance
- ☐ insult
- ☐ offence
- ☐ indignation

Q8.24 You should not have a dog if you are not ..... to look after it.

- ☐ prepared
- ☐ adapted
- ☐ arranged
- ☐ decided

Q8.25 The farmhouse was so isolated that they had to generate their own electricity .....

- ☐ current
- ☐ supply
- ☐ grid
- ☐ power

**Q9      Debriefing** (in national language, see Appendices A, B)