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Abstract

This thesis is a study of the social factors that influence young adults in Norway to code-switch between the Norwegian language and the English language. The study uses both qualitative and quantitative approaches, with qualitative interviews as the main data collection method. The purpose of the interviews was to gather insights and perspectives from the young adults themselves through a sociolinguistic lens. The study includes 10 informants aged 20-25, divided into two groups based on their educational backgrounds. The theoretical framework draws upon the works of Le Page and Tabouret-Keller (1985), Myers-Scotton (1993), and Gardner-Chloros (2009), among others. Concisely addressing the research question: *What social factors motivate young adults in Norway to engage in English code-switching?* is challenging due to the complex and multifaceted nature of the motivations behind code-switching among young adults in Norway. Several social factors, some of which are interdependent, may contribute to this phenomenon: The prevalence of social media and other online platforms has facilitated the subconscious acquisition of the English language, making it readily available to the informants. The informants may find the English language consumed through social media and other online platforms more relatable compared to the English taught in schools, which in turn may lead to the incorporation of the English language into their own lives through code-switching. However, the context must also allow for code-switching. Factors such as age group, informality among the interlocutors, and the nature of the conversation, play a role in determining whether the informants choose to engage in code-switching or not. For instance, the informants tend to avoid code-switching in formal and professional contexts. Despite the similarities in their responses, a notable distinction was found in their attitudes towards observing other people using code-switching in an otherwise Norwegian conversation. Both groups did however express criticism towards the use of excessive code-switching, suggesting that a balance needs to be struck between using it appropriately, and using it too much.

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1. Introduction

«Kan det bli mer *jungle fever*? Pampas og strå, *check*. Kunstvarianter. *Check*. *Indoor-outdoor*-terrasse, som er sånn *Miami vibe*. *Check*. Så jeg vil tro det er en som er opptatt av *trend* og interiør. Så en *stylist*.»¹

The example above gives an idea of what code-switching may look like in Norway. It is not difficult to find a quote containing English code-switching, when for instance watching Norwegian television, which is where the quote is retrieved from. It shows the pervasive use of English words and phrases in the Norwegian language. Code-switching is a phenomenon that occurs when speakers are switching, or alternating, between two or more languages or language varieties in a single conversation. It can be argued whether this way of speaking should be accepted or not. However, code-switching is undoubtedly a phenomenon with a wide-spread usage in Norwegian society. Thus, one can ask: Why, or how, has this come to be the case? This thesis is a study of the social factors that influence young adults in Norway to code-switch between the Norwegian language and the English language. The study employs both qualitative and quantitative approaches, with qualitative interviews as the primary data collection method. The purpose of the interviews is to gather insights and perspectives from the young adults themselves through a sociolinguistic lens. Kvale and Brinkmann (2015) consider interviews as a meaningful way to gain an understanding of people's experiences and views of the world and their existence, as conversation is the fundamental form for human interaction.

The study examines the social factors that motivate young adults in Norway to engage in English code-switching. The main research question is: *What social factors motivate young adults in Norway to engage in English code-switching?* In addition to the main research question, the study will also address sub-questions that provide a deeper understanding of the motivations for code-switching. The sub-questions will serve as supporting evidence for the main research question, and help to paint a comprehensive picture of the social dynamics surrounding language use among young adults in Norway:

¹ This quote is from the Norwegian TV show 'Hvem bor her?' (Translates to: Who lives here?) on NRK TV (2021, season 2, ep. 2: 13:06-13:24)

- Is it the case that English words and phrases are more fitting to convey meaning in certain situations?
- Is the Norwegian language lacking certain words and expressions that are present in English?
- Do situational factors play a role in shaping the differences in people's speech when communicating with different individuals?
- What are the opinions of young adults in Norway regarding the influence of the English language into the Norwegian language?
- Is the influence of the English language on the Norwegian language seen as a desired change, or is it a natural occurrence?

To answer the main research question, the informants were asked 15 questions centred around their own language usage and their observations of the language of others, with an emphasis on code-switching. These questions were perceived to gather information and insights into the informants' experiences and perspectives on the topic. In addition to the questions, the informants were asked to translate five English words commonly used in Norway, into Norwegian. This was not an evaluation of their translation skills, but rather an examination of the perceptions of whether the Norwegian language has words that could replace the commonly used English equivalent. Perhaps the informants know the words both in English and Norwegian, yet choose to use the English term due to a preference for its usage. The preference may stem from an assumption that some Norwegian people have, which is that English words and phrases sometimes are more fitting to convey meaning, or a certain feeling, in conversations. The Norwegian Language Council has compiled a list of suggested replacement words in Norwegian, as a proposal to the more commonly used English words. Whether the Norwegian population take the proposed list into consideration and use the Norwegian equivalent of the word is unknown. Lastly, the informants in this thesis were asked to fill out a questionnaire that consisted of 10 statements, concerning their own language use and their observations of the language of others.

The study involves 10 informants, divided into two groups of five each. All informants are between 20 and 25 years. The first group consists of individuals who are currently studying or have studied the English language in higher education, while the second group consists of individuals without any higher education in the English language. The purpose of including

two different groups in the study was to examine the possibility of comparing the groups and identifying differences, or similarities, between them. Muysken (2000) highlights various factors contributing to code-switching, among which is the speaker's proficiency. This factor is particularly relevant in this context, on the grounds of Muysken's (2000) suggestion that speakers who have a high degree of proficiency in both languages are more inclined to engage in code-switching. His point therefore suggests that informants in the group that have studied or are currently studying the English language in higher education, are more likely to exhibit code-switching behaviour. Another potential outcome is that these informants, as a result of their language studies, may be more aware of their own language use, potentially leading them to engage in more conscious linguistic choices. A conscious choice may involve the intentional preservation of the Norwegian language. The contrary can be said for the second group: Due to their educational or professional paths, unrelated to English language studies, they may not have given substantial thought to their own language use and are therefore less critical to linguistic variations, such as code-switching. It is important to acknowledge that two of the informants in the second group, consisting of individuals who have not studied English language in higher education, have studied or are currently studying the Norwegian language in higher education. This may affect their responses in a manner that is comparable to the first group, as language study in general may result in similar outcomes regardless of the specific language being studied.

The study is conducted in Stavanger, a region where the majority of the population speaks the Rogaland dialect. With the exception of two informants, all informants in the study use this dialect, which has a distinct pronunciation of the [ɛ] sound. Dialects are widely accepted in Norway, which makes Rindal (2010) and Johannessen (2014) suggest that linguistic variation is not unusual, even if it is from another language. Whether linguistic variation or English code-switching should be accepted in Norwegian society, is another question. The inhabitants of Stavanger, where the study takes place, have their own (unofficial) variant of English, namely 'Tasta English.' It is often used as either a humorous way of speaking English or as an insult to someone's way of speaking English. The possible correlation between pronunciation and self-presentation is a topic that will be explored in this study. One question that will be considered is whether the informants, when speaking English, use a Norwegian accent and if so, what might be the reasons for this. The examination of this aspect of language use will provide insights into the ways in which young adults in Norway navigate

their linguistic and/or social identities and present themselves to others through English code-switching.

Previously, code-switching was only a field for a few specialists. During the 1970s, it gained popularity as an independent topic of study. Gumperz (1972) is regarded as a pioneering figure in the field of code-switching, and likewise one of the first linguists to introduce code-switching as a type of skilled performance. Skilled performances in code-switching is characterized by the absence of signals that one is about to switch from one language to the other, such as what Gumperz notes in his own findings: “No hesitation pauses, changes in sentence rhythm, pitch level or intonation contour mark the shift in code” (1977: 1). Various linguists have since then noted the skilled attributes fluent bilinguals exhibit when code-switching, such as: Poplack (1980; 1987), Van Hell and Witteman (2009) and Keller (2020). Generally, Norwegians should not have problems code-switching without any significant signalling that they are about to switch to the English language during an otherwise Norwegian conversation. Whether code-switching is *viewed* as a skilled performance in Norwegian society can be discussed. There are various opinions among the Norwegian population. Some people may think that code-switching is perfectly normal, while others believe that it is a degradation of the Norwegian language. Factors such as generation and social group may play a role in how people perceive it, and when or if they feel inclined to participate in it.

The topic of code-switching will prove to be a rather complex one. Different linguists hold differing opinions and beliefs, leading to a diverse range of approaches, contradictory views on a single issue or how to define terms such as code-switching itself, or terms that are associated with it. As Gardner-Chloros writes: “It is therefore pointless to argue about what CS [code-switching] *is*, because, to paraphrase Humpty Dumpty, the word CS [code-switching] can mean whatever we want it to mean.” (2009: 10-11). Nevertheless, the thesis will provide sufficient definitions. Furthermore, the thesis will discuss issues such as the convoluted relationship between code-switching and lexical borrowing. The issue mainly lies in the discussion of whether single-worded code-switches are actually lexical borrowings or not. The quote at the beginning of the section demonstrates code-switching consisting of single-word code-switches. Gumperz (1982) and Poplack (2018), among other linguists, hold the view that single-word code-switches, and lexical borrowings differ in a fundamental manner and argue that they must be viewed as distinct phenomena, while Myers-Scotton

(2002), among others, argues otherwise. Myers-Scotton (2002) suggests that since the processes included in each of the phenomena are seemingly similar, there is no point in separating them from each other. Additionally, the thesis will present an overview of the various approaches to code-switching which make use of the sociolinguistic perspective, which includes the symbolic and sequential approach, as well as some alternative approaches. The thesis will also present previous studies in the field of code-switching.

The thesis will consider various factors that have led to the widespread influence of English and its impact on the Norwegian language. Some of the factors that will be examined: The rise of English as a global *lingua franca*, the English language and the Norwegian language's relationship from its historical associations to the present situation, whether English holds the status of being a foreign or second language in Norway and an overview of the various mediums of influence in which English has made its way into the daily lives of people living in Norway will be presented. The increasing influence of English in the daily lives of Norwegians has sparked a debate in the country. The thesis will delve into the ongoing language debate concerning the influence of English, which (in this thesis) dates back to 1959, examining perspectives from various parties, including the Norwegian authorities, the Norwegian Language Council, and the views of the informants interviewed for the study. While there are both positive and negative sides to this dynamic change, one's personal stance on whether the English influence brings with it benefits or drawbacks to the Norwegian language may be shaped by factors such as generation, social group, and the specific language issue being considered. Even though phenomena such as code-switching and lexical borrowing may cause concern, the Norwegian authorities and the Norwegian Language Council's main concerns revolve around the issue of domain loss.

The rise of the English language worldwide has a lot to do with technological advancements and international communications. The American linguist Kachru (1985), cited in (Crystal 1997; Johansson & Graedler 2002) developed a model to describe the unfolding of English in the countries of the world. Kachru's model, which is perhaps the most widely recognized model for such a presentation, consists of three concentric circles based on the relationship English has with the country's language and its constitutional necessities. Norway is placed in the outermost circle. Graddol (2006) pointed out that the circle has a weakness in that it fails to capture its outer circle's growing importance. An alternative to Kachru's model is

Phillipson's (1992) core-periphery metaphor. The core represents Kachru's inner circle, while the periphery consists of countries that have English both as a second and a foreign language.

As mentioned, the topic of code-switching is both extensive and complex, which is the first limitation the thesis will state. Because of this, other limitations have followed: This has led to ongoing research into the field, in which the process has provided new insights and knowledge after the methodology was chosen and the interview process began, leading to the realization that the chosen methodology may have some weaknesses. Various linguists, such as Gumperz (1977), have emphasized the significance of examining naturally occurring speech in the study of code-switching, as individuals may not necessarily be conscious that they are participating in code-switching. Another limitation concerns the recruitment of informants, which proved to be challenging. Efforts were made to recruit informants at the University of Stavanger, as it was assumed that fellow students would not pose any issues with regards to participation. However, a number of them did not have enough time to participate due to upcoming classes. Others failed to meet the established age criteria, while others initially agreed to participate but ultimately withdrew due to concerns regarding the formal nature of signing the information letter. As a result, the study consists of 10 informants which was ultimately considered to be a satisfying number in achieving the main goal of answering the research question. There are some limitations due to the limited time to complete the study. First, linguists such as Gardner-Chloros (2009) have argued that it is important to examine code-switching from multiple perspectives as they are all interconnected and essential to fully comprehend the topic of code-switching. These perspectives include the sociolinguistic perspective, which this thesis deals with, but there also other perspectives such as psycholinguistic, grammatical and developmental perspectives. Second, two informants in the second group study or have studied the Norwegian language, which means that the differences between the two groups are not as big as desired.

Despite the inherent limitations of the chosen approach, the thesis can still make a significant contribution to the ongoing discussions and debates in the field of code-switching and provide new insights that can further our understanding of this complex phenomenon. Language is dynamic, which means that it is constantly changing. It is reasonable to assume that the impact of English on the Norwegian language will persist, but the path of this development and the following consequence over time remains an area that requires further

investigation. According to the UNG2022 report published by Opinion (quoted by VG 2021), the presence and influence of the English language have been observed for a number of years and have experienced a notable increase in its influence during the year 2022. What led to this increase is unknown. There is evidence that this trend will continue, highlighting the importance of ongoing research in this field to better understand the changes in language and their impact. The topic remains relevant, and more research into the field is necessary to bring the discussion further along.

The second chapter deals with the linguistic background of the English language, such as English as a global language and the linguistic situation regarding English in Norway. It covers important terminology in the field of code-switching, as well as covering some of the main theoretical approaches from a sociolinguistic perspective. In the third chapter, the materials and methodology employed in the study are outlined, providing a clear understanding of the research approach employed. Chapter four presents the findings of the study as well as discussing them. The discussion of the findings draws upon the works of numerous prominent linguists. Chapter five serves as the concluding chapter, summarizing the overall thesis and provides recommendations for future research.

2. Research context

2.1 The Linguistic Background

2.1.1 English as a Global Language

Technological advancements have made it easier to transport goods, people, and information across national borders, which have made world society more interconnected than ever before on an economic, cultural, and political level. In such an environment, the English language has spread across the world as a global *lingua franca* (Sunde 2019: 5). A *lingua franca* is an international auxiliary language that is regularly used as a means of communication in situations where the parties involved do not speak each other's mother tongue (Språkrådet 2005: 16). No other language has the same level of influence as English. There is little indication that a further expansion of English will slow down in the foreseeable future as the language is widely used in international sectors such as science, technology, industry, business and finance (Sunde 2019: 5-6). At the same time as one has never seen one language dominate as much as English, one has never seen a more dramatic situation of language deaths across the world, and the evolution is headed towards fewer and larger languages (Kulturdepartementet 2008: 19). Hunstadbråten writes that since English is a language that is widely used by a diverse range of people across various regions it is not surprising that the language is undergoing numerous and rapid changes. One might not have considered the fact that oneself has a role in shaping the evolution of the language, as it is not only native English speakers who influence the language, but all users of English contribute to its innovations and developments (2020: 7).

The American linguist Kachru created a model consisting of three concentric circles, which can describe the use of English around the world. The inner circle represents areas where English is the primary language: such as the USA, UK, Australia, New Zealand, and Canada. The outer or extended circle represents areas where English has some form of official status alongside the local languages and plays an important role in multilingual settings such as media, teaching and administration: such as Singapore, India and over fifty other territories. The expanding or extending circle at the far end represents the rest of the world where English does not have official status, but is recognized as an international language and studied as a foreign language. It includes countries such as Norway, China, Japan, Poland and

an increasing number of other countries (Crystal 1997: 60; Johansson & Graedler 2002: 36). Graddol argues that when Kachru's model launched, it was already incapable of grasping the increasing significance of the outer circle and to which extent the learners of 'foreign languages' in certain nations, predominantly in Europe, were adopting characteristics like those of second language learners (2006: 110).

An alternative to Kachru's circle model is Phillipson's core-periphery metaphor. The core corresponds to Kachru's inner circle, with countries such as Britain, USA, Canada, Australia, and New Zealand. The periphery consists of two parts: Firstly, it consists of countries where English is used as an international link language, such as Scandinavian countries. Secondly, it consists of countries that had English imposed on them through colonization, such as India and Nigeria. The usage of these concepts in assessments with the interactions between dominant wealthy and dominated poor countries served as the basis for the core-periphery metaphor (Phillipson 1992: 17; Ljosland 2008: 46). Phillipson writes that the reason both ESL (English as a second language) and EFL (English as a foreign language) countries have been grouped together, is the fact that norms for the language are regarded as flowing from the core English-speaking countries (1992: 25). Ellis points out the distinction that sometimes is drawn between learning a second language and learning a foreign language: When learning a second language, the language has an institutional and social purpose in the community. For instance, English is taught as a second language in the US, the UK, and several African nations such as Nigeria and Namibia. Foreign language learning, on the other hand, occurs and is mostly learned in the classroom. Studying English in France or Japan are two examples of foreign language learning (Ellis 1994: 11-12). According to this, Norway would be grouped together with the countries who are learning English as a foreign language. Brunstad argues that this 'generalization' is problematic, as there are different opinions about how strong the requirements should be for language competence and its context of use, and how language attitudes should be assessed. He also mentions that the foreign teaching programs in school are more the exception rather than the rule: It is outside the school that one must go to assess the issue of bilingualism and second language situations (Brunstad 2001: 100).

2.1.2 English: a Foreign or Second Language in Norway?

English has traditionally been taught as a foreign language in Norwegian schools and used as an international language of communication across the nation. However, as Norway is being

increasingly influenced by the English language on multiple arenas, from multiple platforms, it makes more sense to describe English in Norway as more of a second language rather than a foreign language (Johansson & Graedler 2002: 37). Graddol agrees with this and writes that the traditional view regarding countries in Europe, such as Norway, as a foreign language rather than a second language may be out of date (2003: 160). Phillipson writes that the increasing number of domains where English has become indispensable in Scandinavia in such a matter that English can be considered as a second language rather than a foreign language (1992: 25). He further writes that this shift from EFL to ESL has implications both for the schools and society as a whole in the Nordic countries. English has a social stratification function within the countries, meaning that mastering the English language is a precondition for higher educational qualifications and a necessary professional skill (Phillipson 1992: 24-25).

2.1.3 Historical Background of English in Norway

Contacts between England and Norway can be traced back to the Viking Age. During the Viking Age, contact between the two peoples resulted in lexical borrowing from Old English into Old Norse and vice versa. The majority of the lexical borrowings consisted of words of Latin origin. During the tenth and eleventh centuries, the introduction of Christianity made a greater influence. The early missionaries came to Norway from the British Isles, bringing with them a substantial number of words which were Greek or Latin in origin. These early borrowings are no longer considered foreign, and it might be difficult to prove that they actually came from English (Graedler 1998: 8-9). During the nineteenth century, the industrial and technical revolution reintroduced the English language (Graedler 1998: 9). English words were still entering the Norwegian language at a relatively slow pace during the first decades of the twentieth century (Graedler 1998: 14). However, as Graedler states: “The situation of the period immediately prior to World War II was captured by Aasta Steen, whose dissertation *English loan-words in modern Norwegian*, published in 1945 but completed before the war, remains to this date the most comprehensive study of English borrowings in Norwegian.” (1998: 15). Borrowing from English accelerated during the second half of the twentieth century (Graedler 1998: 17). Language contact between England and Norway was mainly restricted to particular areas of society prior to World War II (Graedler 1998: 35). Graedler points out that World War II can be assumed to have influenced changes in Norwegian society and the present linguistic situation, as there has

been a gradual change from societies of cultural and linguistic homogeneity to multicultural and multilingual societies from the 1960s to the present (1998: 17).

Until the second part of the twentieth century, English had a relatively modest role in the Norwegian educational system. The English language was introduced as a subject in Norwegian secondary schools in 1896 and in 1935, it became the first foreign language (Graedler 1998: 14). In 1935, it was also introduced as part of the curriculum for the seven-year primary school (Johansson and Graedler 2002: 76-77). Graedler points out that even though English was an established school and university subject before the war, it is likely that the war influenced the transition of foreign language education from German to English (1998: 19). Today, there are at least seven years of compulsory English education in Norwegian schools, and Norwegian students typically receive additional English education beyond the compulsory seven years. Because of Norway's emphasis on English as a school subject, most Norwegians have had at least some formal training in English through the educational system (Graedler 1998: 19). Johansson and Graedler mentions that it is probably the fact that all Norwegian children learn English in primary school, combined with the increasing international contacts and the increasingly English-speaking surroundings that have opened up for English words and phrases in the Norwegian language (2002: 77). Graedler also mentions that education prepared the ground for the introduction of a number of English words and expressions through the press and the media (1998: 19).

2.1.4 The Norwegian Language

Norway is a small country and Norwegian is not a wide-spread language. Over 90 per cent of people living in Norway have Norwegian as their mother tongue (Kulturdepartementet 2008: 10) Before organized movements for the liberation of the vernacular in the 19th century, Norway and the Norwegian language was under the dominance of a neighbouring country. The liberation of the Norwegian language took two paths: Nynorsk built on the dialects, and Bokmål through the Norwegianization of the Danish written language (Simonsen 1992: 8). Nynorsk and Bokmål are not spoken languages. There is no standardized way of speaking Norwegian, but rather many different dialects. The use of different dialects is widely accepted in Norway (Kulturdepartementet 2008: 17). Because of this, Rindal suggests that: "there might consequently be a stronger public sense of variation and the social meaning of variation in Norway than in countries without this established L1 diversity." (2010: 241).

Johannessen also points to this: “As a consequence, linguistic variation is the rule rather than the exception in Norway [...] Yet, despite this acceptance, there is no consensus on whether or not the emergence of English as an additional language partner should be tolerated as part of this variation.” (2014: 3). One point that will be discussed at a later stage is that the younger generations in Norway tend to be more accepting of the use of English in the Norwegian language. However, most Norwegians are generally good at speaking English. According to the 2022 EF English Proficiency Index, which is a ranking between 111 countries and regions by their English skills, Norway is ranked fourth behind The Netherlands which is ranked first, Singapore as second and Austria as third.

Norway’s ranking as the fourth highest in the English Proficiency Index reflects the widespread influence of the English language in Norwegian society. A variety of factors, such as exposure to English language TV series, films, music, social media, and mandatory English education, have contributed to the integration of English into the daily lives of Norwegians. While not all individuals in Norway have equal proficiency in the English language, a large majority of the population are capable of effectively understanding and communicating in English. In VG’s article, written by Hvitmyhr (2021): “Unge bruker mer engelsk enn før – “Guilty, for å si det sånn” which translates to: “Young people in Norway use the English language more than previously: – “Guilty, to put it that way,” where they discuss the widespread usage of the English language in the Norwegian language. They reference the UNG2022-rapport by Opinion, which argues that young adults in Norway engage in code-switching between Norwegian and English as if it were the same language. This phenomenon has been a prevalent trend for several years and has become even more pronounced in 2021. VG included a poll about how many people use English in their daily speech: “Do you use English loans when you speak?” 42% answered “yes”, 36% answered “sometimes” and 22% answered “no” (24th of August 2022). It is needed to take into consideration that people that have participated in the poll are of all ages, and whether more women or men participated is unknown. It does, however, emphasize the widespread prevalence of the English language in Norway and its integration into the daily speech of Norwegians.

2.1.5 Mediums of Influence

Preisler did a survey considering the debate about the influence of the English language on the Danish language. The purpose was to uncover social and psychological factors in the Danish population that led to how and why this influence occurs (Preisler 1999: 225).

Although Preisler is talking about Denmark, the thesis sees what he points out as relevant, as linguists often group the Nordic countries, or Scandinavia, together in the literature. The most important result of his research was that it is necessary to distinguish between influences on the English language from *above* and from *below*. The influence from above is the language skills and attitudes English acquires via the educational system and the internationally oriented business world. According to this influence, English is primarily practical to know, as English is the international language of contact in the world (Preisler 1999: 225). English has a high status in the education system. How highly one rates one's own English skills is often related to how many years one has had English at school; the longer the education, the better people rate their English language skills. There is also a connection between industry area and how good one's English skills are, as several domains within certain industries are dominated by English (Preisler 1999: 226). The influence from below, on the other hand, is the popular use of English among the inhabitants, which is due to the high status the English language has acquired in connection with the spread of the Anglo-American subcultures (Preisler 1999: 225). Meaning and value symbols within these subcultures are primarily linguistic, in the form of English words and expressions through code-switching (Preisler 1999: 231-232).

A lot of social media platforms are popular in Norway, whether one shares from one's own life or sees the world from someone else's perspective. It has become an extension of the real world. The impact social media has on people, especially the younger generations, may be due to the rise of social media influencers. Oxford References defines social influencers as: "A key individual with an extensive network of contacts, who plays an active role in shaping the opinions of others within some topic area, typically through their expertise, popularity, or reputation." The most popular social media influencers in the world are from other countries, and the language is therefore often in English. It may be because they want to reach a larger audience or because it has become a natural part of the social media culture. One thing is certain: practically all young adults are on some form of social media in Norway today. In the previously mentioned article written by Hvitmyhr and published by the Norwegian online

newspaper VG (Verdens gang), *Unge bruker mer engelsk enn før: – “Guilty”, for å si det sånn*, written by Hvitmyhr (2021), they asked Norwegian influencers if they tend to use English words and phrases, which all the influencers answered yes to. Some of them tried to be more conscious of their own use of the English language, but the general consensus was that they all used English words and sentences to a great extent. On social media platforms, English sayings that are widely popular and used by many people are being adopted by individuals from various countries, including Norwegians.

Graedler writes that in recent years, TV in Norway has seen a significant transformation in both character and function. Previously, there was only one national TV channel, the NRK (the Norwegian national broadcasting company). There is now an expanding number of channels, both foreign and domestic, and commercial and public. The fact that foreign films and TV series traditionally have kept the original speech intact while only giving Norwegian translations in subtitles is sometimes said to have contributed to the proficiency of English among Norwegians (1998: 25). In the podcast *Språkteigen: Engelske slangord*, the Norwegian linguist Hasund discusses the results of a study she conducted on a group of pupils from diverse nations. The aim of the study was to determine the extent to which the pupils utilized English discourse markers, such as "anyway," "whatever," and "right," in their speech. She found a correlation between pupils from countries that dubbed English films and their limited usage of English discourse markers. Even though the pupils from countries that dubbed English films used English loans, it was a lot less than pupils coming from countries that did not dub English movies, especially when it came to English discourse markers and other ‘unnecessary’ loans (Hasund, 2014, 05.00). It is not only the language that is kept in its original state, but as Simonsen notes, the trend towards retaining the original English language in films has also extended to the titles. In English film titles, which were previously often translated into Norwegian, have more recently adopted their original English titles. The use of English, or ‘simplified’ English titles has become increasingly prevalent, which Simonsen argues is posing a threat to the use of Norwegian as a film language in the long term (1992: 9).

2.1.6 English in Stavanger, Norway

The study takes place in Stavanger, where Tasta is a municipality. ‘Tasta English’ is a term that is known to the locals. The term means that one speaks English with the distinct accent

of Tasta or uses mismatched loan translations from Norwegian when speaking English. It is looked at as something peculiar. People might take part in speaking Tasta English to prove a point or to say something in English during an otherwise Norwegian conversation to be humorous. It can also be an insult to someone's way of speaking English. In Skeibroks' humorous and partly sarcastic article *Båring or Bjutiful?* (Written in Tasta English), she defends Tasta's 'poor reputation', and writes that people coming from this municipality are Stavanger's 'underdogs', and claims that she has read statements like: "Tasta is the municipality where people who cannot speak English live." However, she further writes that Tasta is in fact the municipality where Norway's oil production started, which means that a lot of English-speaking people would have moved to Tasta and it should therefore have contributed to Tasta's inhabitants' proficiency in English. Simonsen mentions several different factors that have prompted the development of English influence generally in the world, but points to the oil industry as perhaps uniquely Norwegian, and mentions that the oil industry in the North Sea has been a prestigious industry for several decades (Simonsen 1992: 9). The Norwegian linguist Hognestad, who is from Stavanger, assumes that people from Stavanger statistically will have a more authentic pronunciation of the English language compared to the rest of Norway, as the dialectal [ɣ] (voiced uvular fricative) differs significantly from the English [r], which means that those with dialects from regions of Stavanger often have to make a conscious effort in switching between Norwegian and English, especially when it comes to pronunciation (Hognestad, 2013, 05:45).

2.1.7 Linguistic Invasion or Linguistic Enrichment?

The role of English in Norway has long been a central topic of conversation among various linguists, and the authorities in Norway. At the annual meeting of the Norwegian Language Board in 1959, the growing influence of Anglo-American was discussed. The influence the English language had on the Norwegian language was called a "linguistic invasion." Many members were interested, with growing uneasiness, in this problem. It was said that such a linguistic invasion would create serious and long-lasting problems both when it came to the written form and pronunciation (Hellevik 1963: 15). After the annual meeting, it was decided that the language board should have as one of its main tasks to counteract such "uncritical and unfortunate borrowing." (Hellevik 1963: 27). The starting point for the purism work against the English language was the increased influence that came from English after the Second World War, when the English influence on the Norwegian language gained momentum with

various forms of language borrowing, and the status that English has acquired as an international language (Simonsen 1992: 8; Brunstad 2001: 75). The Norwegian Language Council was established in 1971, but aimed primarily at English influence in the language of the oil industry and the computer industry. It was not until 1987 that it was decided to work more systematically against the English influence (Simonsen 1992: 9). In 1991, the Language Council launched a business brochure in which the main perspectives had shifted towards internationalization and domain loss (Simonsen 1992: 10). The term domain loss describes the development where one language replaces another within a specific domain, but it can also be used for the actual process where one language is gradually being replaced by another (Språkrådet 2005: 15).

The Norwegian Language Council published a report in 2005 in which the overall aim of their work was to ensure that Norwegian would not be replaced by English, either in the form of a complete loss of the language or by certain domains being replaced by English (Språkrådet 2005: 13). The domains that the Language Council saw as particularly exposed to pressure from English were higher education, business, schools, culture and the media and the public sector (Språkrådet 2005: 35-36). The Language Council's report formed the basis for the Ministry of Culture's parliamentary notice: *'Mål og mening. Ein heilskapleg norsk språkpolitikk'* (Kulturdepartementet 2008: 5). The parliamentary notice stated that: "Although the size and strength of the Norwegian language prevent it from being classified as an endangered language, the potential loss of important domains of usage to English is a matter of concern. To address this issue and ensure the continued functionality of Norwegian in the near future, targeted measures must be implemented. Through these efforts, the language's long-term viability and resilience will also be strengthened." (Translated, 2008: 19). Previously, people were concerned about English borrowings, code-switching and other phenomena that come from language contact. Although such phenomena can still cause concern, it is mainly domain loss that represents the greatest danger to the Norwegian language (Kulturdepartementet 2008: 19). The consequences that can come from domain loss are, among others: Reduced performance, poor communication, language gaps, cultural impoverishment of the Norwegian language and reinforce the negative attitudes Norwegian people have towards their own language (Kulturdepartementet 2008: 20).

According to Preisler, the prevalence of the English language in internationalized domains is the price one must pay to be able to take part in a global society. At the same time, he writes

that the issue of domain loss is an area where it makes sense to draw the line (Preisler 1999: 241). The Norwegian Language Council stated that it is not realistic that the Norwegian language can maintain its traditional position at the same time as the influence of the English language is increasing. There is, however, a compromise that can be made: Both languages existing side by side. When it comes to the coexistence of both languages, The Norwegian Language Council advises that Norwegian should be used in all situations where the use of another mother tongue is not possible for reasons of communication, and when a foreign language is not necessary to communicate (Språkrådet 2005: 40).

2.2 Terminology

Various linguists use different terms to describe the processes of code-switching. Some of them will be described in this section as they are used in the thesis. The first terms are *intrasentential* and *intersentential* code-switching. Intrasentential describes switches that occur within the same sentence, from single-morpheme to clause level. Intersentential code-switching describes switches from one language to the other between sentences (Myers-Scotton 1993: 4). Even though the interviews conducted for the thesis were not an observation of the informants' speech, below are two examples of how the same participant in the study uses both intrasentential and intersentential code-switching:

1. Men så er det kanskje av og til lettere, jeg holdt på å si *express yourself* når det er engelsk [...].

But it is maybe sometimes easier, I was going to say express yourself in English [...].

2. Akkurat der, med eldre... Og i kirka. Vi sier ikke '*Oh, praise the lord*' i Norge. *You never know.*

Right there, with the elders... And in church. We do not say 'Oh, praise the lord' in Norway. You never know.

Example (1) shows how the participant uses intrasentential code-switching, in other words, code-switching within the same sentence. Example (2) shows that while the phrase participant uses intrasentential code-switching, the last sentence 'you never know' is intersentential, meaning that it occurs between sentences. Poplack mentions a third type of code-switching, which is *extra-sentential* (1980: 599). Extra-sentential code-switching

requires less comprehension of the languages being switched between as opposed to intrasentential and intersentential code-switching, as they are readily distributable within conversations (Poplack 1980: 603), such as the use of interjections, fillers, tags, and idiomatic expressions (Poplack 1980: 605). Muysken uses the term code-mixing instead of code-switching, because code-mixing only includes the intrasentential type of switches (2000: 1), while Myers-Scotton views the term code-switching as a cover term for the two types (Myers-Scotton 1993: 1).

The terms *matrix* and *embedded* language are often used by linguists. The matrix language is the main language in a code-switching utterance, which in this thesis is the Norwegian language. The embedded language has the lesser role in the interaction, which in this thesis is the English language (Myers-Scotton 1993: 4). In the examples (1) and (2) above, the English language is *embedded* into the matrix language, which is the Norwegian language in this context.

2.2.1 Code-Switching

Research into code-switching is a widespread and perhaps overwhelming field, but this has not always been the case. During the 1950s and 1960s, it was a matter only for a few specialists and of peripheral interest for linguistics as a whole (Auer 1998: 1). However, in the 1970s code-switching gained more attention as an independent topic of study (Stell 2015: 2) and rose in popularity among linguists. Gardner-Chloros points out that people came to realize that code-switching was “not an isolated, quirky phenomenon but a widespread way of speaking” (2009: 9). Everyone who speaks more than one language is, to varying degrees, affected by code-switching. Code-switching also came to be recognized as a matter which was able to shed light on linguistic issues and “the formation of group identities and ethnic boundaries through verbal behaviour” (Auer 1998: 1). Cashman points out that: “To the monolingual, bilingual conversation, especially the rapid switching between two languages, may seem chaotic and even exotic. To the bilingual, however, such code-switching may be seen as perfectly ordinary, or as incorrect, a corruption of two languages.” (Cashman 2008: 275). Some people in Norway may believe that code-switching is perfectly normal, while others believe that it is a degradation of the Norwegian language. Gardner-Chloros mentions different perspectives to look at code-switching, such as sociolinguistic, psycholinguistic, grammatical and acquisitions perspectives and the pragmatic. She believes it is important to

take all of these perspectives into account when researching the complex field of code-switching (2009: 8). This thesis will look at code-switching from a sociolinguistic point of view.

The term code-switching is not easy to define. Gardner-Chloros points out that there has been, and still is, a continuous discussion about the terminology in the code-switching literature. Despite many attempts, researchers and linguists have not reached a universal agreement on what actually lies in the term and what should be excluded from it (2009: 10). Muysken chooses to use the term code-mixing instead of code-switching as he deems it to be more neutral, but recognizes that code-switching is the more commonly used term (2000: 1). Code-switching is closely related to other terms such as borrowing, which will be discussed at a later stage, which adds an extra element of confusion. Gardner-Chloros argues that it is useless to argue about what code-switching really is, as it can mean whatever each person wants it to mean (2009: 10). Nevertheless, the thesis will use Gumperz's definition of the term: "The juxtaposition of passages of speech belonging to two different grammatical systems or subsystems, within the same exchange." (1977: 1). The juxtaposition in this thesis is between the Norwegian language and the English language.

2.2.2 Written Code-Switching

This thesis focuses on conversational code-switching, but written code-switching is also highly relevant and apparent in Norwegian society. According to Sebba, written code-switching has been neglected in favour of conversational code-switching (2011: 2). Sebba writes that since the 1970s, there has been a great interest in research into conversational code-switching, while research into written code-switching has been rather modest. One of the reasons Sebba lists as why research into written code-switching has been modest, may be due to the idea that written language should be 'pure.' There are rules for how words and sentences should be written, and anything other than this cannot be accepted. Although there has not been much research into written code-switching, there are many texts from which data can be obtained. However, a lot of written data remains unexplored (2011: 1). Sebba mentions three reasons why this might be the case: To begin with, there is no independent theoretical framework. The research that has been conducted looking at written code-switching has largely drawn on the theoretical frameworks developed from conversational code-switching research. Additionally, only a few researchers have published more than one

or two works on the topic of written code-switching. Lastly, not a lot of written mixed language research gets published (2011: 1-2). When observing the contemporary Norwegian society, a prevalence of written code-switching becomes apparent, such as Norwegian television series having English titles and advertisements in Norwegian incorporating English words or phrases.

2.2.3 Fluidity of Speech

Various linguists talk about the ‘fluidity of speech’ when bilinguals are code-switching between languages. According to Poplack, the code-switching phenomena was characterized in the early literature as something that happened at random. Even though there is limited consensus over the particular nature of the rules at play, the majority of researchers now agree it is rule governed (Poplack 1980: 585). Gumperz provides an example of code-switching recorded in bilingual communities, between Spanish and English, Hindi and English and Slovenian and German. All speakers were fluent in both languages and used them in their daily lives. He notes that: “Speakers communicate fluently, maintaining an even flow of talk. No hesitation pauses, changes in sentence rhythm, pitch level or intonation contour mark the shift in code.” (Gumperz 1977: 1). Proficient bilinguals are able to effortlessly code-switch between their languages without any hesitations, false starts or lengthy pauses, and it is precisely the absence of these traits that is typical of conversational code-switching (Poplack 1980: 601). It is in casual oral discourse that this effortlessness in switching between languages is most often observed. Bilinguals use the whole register of linguistic resources instead of limiting themselves to one of the languages (Keller 2020: 2-3).

Many code-switchers can hold a conversation in one of the two languages and clearly distinguish the languages from each other both lexically and structurally. Code-switching is therefore not a consequence of not having sufficient knowledge of one of the languages, but instead an additional option that proficient bilinguals have (Keller 2020: 13). Van Hell and Witteman agree with this statement, and further write that code-switching, in addition to demonstrating flexibility between languages, shows that one has skilled cognitive control (2009: 54). An important aspect of intrasentential code-switching, which is often overlooked, is the fact that the two languages that are being switched are often joined together prosodically (Myers-Scotton 1993: 2). Gumperz (1982) describes prosody as such:

(a) intonation, i.e. pitch levels on individual syllables and their combination into contours; (b) changes in loudness; (c) stress, a perceptual feature generally comprising variations in pitch, loudness and duration; (d) other variations in vowel length; (e) phrasing, including utterance chunking by pausing, accelerations and decelerations within and across utterance chunks; and (f) overall shifts in speech register. These are conceptual confluences of variations in the three basic phonological dimensions of frequency, amplitude and duration.

(Gumperz 1982: 100)

When the switching is within a single sentence, the code-switching is often unmarked without any changes in prosody.

In the process of code-switching, there are two linguistic problems that arise that can lead to pausing, retracting, repeating, or any other signals that show you are about to switch from one language to the other. The first problem is a potential word order conflict between the two languages, and the second problem is a potential local morphophonological conflict between the two languages (Poplack 1987: 54). English and Norwegian are two languages that are closely related to each other by both being a Germanic language, and with a significant amount of contact between the languages through the years. Because of this, they have similar structures when it comes to both form and function (Edebling 1998: 1-2). English and Norwegian have the subject-verb-object (SVO) word order, with the exception that Norwegian has the Verb Second Order (V2) rule, which Westergaard and Lohndal defines as: “A requirement that the finite verb appear in second position in main clauses. V2 word order is distinguishable from SVO syntax only in declaratives that start with a non-subject” (2019: 92). This means that it should not be a problem for Norwegian speakers to use English code-switching without any significant signalling that they are about to switch to the other language.

2.2.4 A Strategy of Neutrality

Myers-Scotton (1976; 1993) and Heller (1988) both argue that code-switching can be used as a strategy of neutrality: In uncertain situations, code-switching does not favour either language that is in juxtaposition to each other. Myers-Scotton emphasizes that if code-switching is to have this neutralizing effect in the conversation, both languages in use must be relatively neutral in relation to each other, meaning that both languages have aspects that are

favoured in a certain context (1993: 73). Uncertainty in situations does not arise because the participants do not know which norms apply, but rather that there are several norms at play at the same time: The participants thus become uncertain about which norms are the most important for maintaining the status quo (Myers-Scotton 1976: 919). In uncertain situations, therefore, the speaker will use neutrality as her primary strategy and if the ranking of norms that follow the conversation is not clear to the speaker, she will shift between the linguistic variables in an attempt to ‘capture’ and express the favoured aspects belonging to each variant (Myers-Scotton 1976: 940). In such situations, Myers-Scotton argues that code-switching is the ‘best’ strategy as the most important attributes of both languages are used, which in turn adds neutrality to the conversation (1993: 70-71).

As mentioned, both languages must have a relative neutrality in relation to each other for this strategy to work. Whether the Norwegian language and the English language are relatively neutral in relation to each other can be discussed. In the Norwegian population, there are differences between how people perceive how integrated the English language is in the Norwegian language, in the country, and in their own lives. Some people may think the integration of English into Norwegian is a degradation of the Norwegian language, while others shape their identity through such language use. There are many ways to express oneself through the act of code-switching. According to Heller, code-switching can be used as a means to: “Take refuge in the voice of the other, in order to do or say things that normally they would not be able to get away with. Or it allows them to assert their own voice to claim new roles, new rights and obligations.” (1988: 93). Different factors come into play here, such as which generation one belongs to, which linguistic background one has and which social circle one belongs to.

Along the same lines as Myers-Scotton, Heller refers to various studies about how code-switching is used in different situations to create neutrality. From an example Heller shows where code-switching is used to mitigate swearing in a conversation, she writes: “Code-switching here constitutes claims on the rights of ingroup membership in the other group. This interference depends on the knowledge of context that interlocutors have; they know who is who and what is expected of them.” (1988: 79). What is interesting is what Heller writes about what factors play a role in how code-switching can be used successfully or not, especially in uncertain situations. The participants in the study are asked in which situations they use code-switching, and which situations they prefer to avoid code-switching. As Heller

writes, they must have a certain knowledge, which is often socially constructed, about who is appropriate to switch codes with and not, and what certain situations expect of them.

2.2.5 Lexical Borrowing

Myers-Scotton writes that: “The most obvious effect of bilingualism on the languages of individuals is it promotes the borrowing of lexical elements across languages.” (2002: 41). There is a distinction between what is called direct and indirect borrowing. Direct borrowings consist of loanwords, false/pseudo loans, and hybrid loans, while indirect borrowings consist of calques and semantic loans. Direct borrowings are often detectable, because the word consists mostly of the donor languages’ elements: They are adopted in their English form and might have undergone modifications to fit the Norwegian language system to a greater or lesser extent. Indirect borrowings, on the other hand, are difficult to spot because the word often consists of the source languages’ own elements, but it can also be words that already exist in Norwegian or are formed from Norwegian word material, such as the word ‘stressless.’ Loan translations are compound words that are translated more or less word-for-word from English into Norwegian (Graedler 1997: 9-10; Pulcini et al. 2012: 6).

Myers-Scotton makes a division between what she calls cultural borrowings and core borrowings: words for things and ideas that are novel to the culture are called cultural borrowings. The integration process of these borrowed forms happens at a rapid pace, although the words might retain phonetic features from the source language they come from. These borrowed forms can be used by both monolinguals and bilinguals, either by speaking the recipient language (monolinguals) or by code-switching between two languages (bilinguals) (2002: 41). Haspelmath writes that it often is more efficient to use the more widespread word for an object or a concept that is new to the culture, even if it belongs to another language (2009: 47). Core borrowings are essentially duplicates for words that already exist in the recipient language. They enter the recipient language more gradually in contrast to cultural borrowings, often through code-switching (Myers-Scotton 2002: 41).

2.2.6 The Relationship Between Code-Switching and Borrowing

Lexical borrowing is a language contact phenomenon that is closely related to code-switching. There has been an extensive discussion in the literature concerning the relationship between borrowing and code-switching (Gardner-Chloros 2009: 30). The discussion is

particularly about how to distinguish borrowings from single-word code-switches. Pfaff suggests that borrowing may occur when the speaker is only speaking one of the languages, but has accumulated words from another language which they use in their own speech. Code-switching, on the other hand, implies that the speaker is competent in both languages they are code-switching between (1979: 295-296). Haspelmath argues that the easiest and most accurate method for differentiating between single-word switches and loanwords (the author does not differentiate between borrowings and loanwords) is precisely the fact that loanwords can be employed in situations where no code-switching occurs, such as in the speech of monolinguals (2009: 40). This corresponds with Muysken's (2000) findings, which states that proficient bilinguals tend to code-switch more than those who are not as proficient in the language. Poplack's view in 1987 was that language contact phenomena were fundamentally different, and that: "they [code-switching and borrowing] do not necessarily show the same regularities or restrictions as the other phenomena and must be studied in their own right." (72). However, she mentioned that one type of behaviour might fade into another in practice, and that there was not necessarily any specific method to distinguish code-switching from borrowing or any other language contact phenomena (Poplack 1987: 72). Poplack abandoned her latter statement in 2018, where she considered the popular claim that distinguishing single-word code-switches from borrowing is impossible: "We summarize this position as the Identity Assumption: at any given point in time, (single-word) code-switches cannot be distinguished from (nonce) borrowings." (Poplack 2018: 142). Her findings were damaging to the Identity Assumption, and concluded that (nonce) borrowings do not share the linguistic properties of code-switches, single-word or longer (Poplack 2018: 157).

Myers-Scotton, on the other hand, argues that there is no need to distinguish between borrowing and code-switching as the same processes seem to be involved for both (2002: 153). She writes that: "While the status of borrowed forms vis-à-vis codeswitching forms in any model designed to constrain the structure of codeswitching is controversial, most researchers agree that borrowed forms and codeswitching forms differ in regard to predictability." (Myers-Scotton 2002: 41). While it is impossible to anticipate when a borrowed form will appear again in the language, one can say with certainty that it will, because it has already gained status in the recipient language. Code-switching, on the other hand, may or may not appear in the language as it has no expected value (Myers-Scotton 2002: 41). Because the words already have gained status in the recipient language, borrowing thus refers to a completed language change, but the process of the change once started out as

an individual innovation, such as code-switching (Haspelmath 2009: 38). Haspelmath refers to code-switching as a contact-induced speech behaviour as opposed to a contact-induced language change, and states that this difference sharply distinguishes borrowing from code-switching (2009: 40).

2.2.7 Translanguaging

Translanguaging is a term that is associated with code-switching. According to García and Li Wei, translanguaging is an approach that differs from the traditional view of bilingual language practices as two separate language systems. Rather, it views them as one linguistic repertoire with features that have been socially constructed as belonging to two separate languages (García & Wei 2014: 2). García and Li Wei write that: “[...] Translanguaging refers to new language practices that make visible the complexity of language exchanges among people with different histories, and releases histories and understandings that had been buried within fixed language identities constrained by nation-states” (2014: 21). Blackledge and Creese uses the term ‘flexible bilingualism’ to describe translanguaging (2010: 108) and refers to it as “without clear boundaries,” where the speakers themselves are at the heart of the interaction. The speakers’ focus is not on the language or which code they are speaking in, but rather on combining signs to effectively convey their message. Flexible bilingualism, or translanguaging, places a strong emphasis on individual agency and sees language use as based on making use of all available signs – which are socially constructed – to perform various social identities (Blackledge & Creese 2010: 109).

García and Kleyn write that translanguaging has not been without opponents, as some critics say that it is simply a synonym for the term code-switching. However, they argue that code-switching differs from translanguaging epistemologically (García & Kleyn 2016: 19). At the same time, García and Kleifgen write that bilinguals exhibit their translanguaging behaviour *through* what some linguists may call code-switching. Linguists who view bilingual behaviour as code-switching maintain that the languages in question are separate and bounded linguistic systems, and therefore, see bilingual behaviour as “double monolingualism.” Linguists focused on translanguaging on the other hand, see the actions of multilingual speakers as a unitary repertoire of linguistic features, regardless of whether they are said to be sociopolitically defined as belonging to one language or the other (Garcia & Kleifgen 2020: 557). Additionally, García and Li Wei write that contrary to code-switching,

translanguaging refers to speakers' construction and use of unique, intricate, and interconnected discursive practices that are not easily categorized under traditional definitions of a language, but instead make up the speakers' full repertoire (2014: 22).

2.2.8 Previous Studies

Numerous studies have focused on exploring the motivations behind code-switching and related language contact phenomena. These studies seek to understand why individuals choose to use multiple languages within a single conversation. Kuitert conducted a study in 2013 aiming to investigate the processing of English loanwords by Norwegian speakers and whether the degree of Norwegianization of the English word influenced the individuals' processing. The study involved 40 university students who participated in three loanword categories: Loanwords with slight orthographic and phonological changes compared to the English word, loanwords with significant orthographic and phonological changes, and loanwords where the English orthography was preserved (Kuitert 2013: 17). The participants performed three tasks as part of the study. The first task used a computerized experiment program where words were randomly presented on a computer screen, and the participants had to determine whether the word displayed was Norwegian or not. The second task involved an internet-based test where participants had to select the correct definition of an English word. The third test was an online grammar test (Kuitert 2013: 19). Additionally, all participants completed a background questionnaire to provide information about their linguistic background (Kuitert 2013: 20). The findings of the study revealed several influential factors in the processing of English loanwords, such as word frequency and proficiency in both the first and second languages. However, the subjective rating on how Norwegianized a word presented tended to be the most significant predictors of loanword processing (Kuitert 2013: 36).

In 2014, Johannessen conducted her master's thesis. Her research involved interviewing two distinct groups consisting of eight informants with varying levels of formal English education. She writes that: "The primary goal of the study is to observe natural occurrences of English-Norwegian CS, and to enable a discussion of the social motivations for such linguistic choices." (Johannessen 2014: 21). Additionally, she noted that: "There is no clear and unambiguous answer to what the functions of CS are, and like everything else in human behaviour, language will vary individually." (Johannessen 2014: 18). She further writes that

while her group of informants displayed differences in their code-switching usage, many individuals might share similar motivations for employing code-switching in their daily speech, as a means to express themselves as accurately as possible or to identify with a specific social group (Johannessen 2014: 46).

In 2017, Weston conducted a study that examined the speech patterns of Norwegian university students, with a specific focus on their use of anglicisms during conversations (Weston 2017: 4). His study aimed to explore the motivations underlying the incorporation of English loanwords and challenge the notion that avoiding loanwords was solely a matter of effort (Weston 2017: 4). To investigate this, twelve undergraduate students were asked to keep a language diary for 24 hours, refraining from using any English. They were instructed to note instances where they had to consciously avoid English words and how they compensated by employing Norwegian words instead. Additionally, two focus groups were conducted to discuss the participants' experiences throughout the experiment. The study hypothesized that the participants would encounter challenges by not using any English words and anticipated that language diaries and focus groups would provide valuable insights into why English words were preferred over Norwegian (Weston 2017: 5). Among the notable findings, the study revealed that English words were perceived as more convenient, as they could replace lengthier Norwegian descriptions (Weston 2017: 10). Furthermore, all the participants agreed that it was challenging to refrain from using English in their daily speech (Weston 2017: 12).

In 2018, Sunde and Kristoffersen conducted a study based on the hypothesis that increased English proficiency among Norwegians is contributing to a rise in calquing from English. Their study consisted of participants in various age groups, ranging from high school pupils to senior citizens (Sunde & Kristoffersen 2018: 83). They posited that their selected calques (Sunde & Kristoffersen 2018: 281) would be accepted at a higher rate by the most proficient participants and less accepted by those with lower proficiency levels (Sunde & Kristoffersen 2018: 277). The findings of the study confirmed their hypothesis, as the adult group demonstrated a significantly lower rate of calqued translations compared to all pupil groups (Sunde & Kristoffersen 2018: 293).

In 2021, Vatland conducted her master's thesis. In her research, she explored various aspects such as the usage of English imported words in the Norwegian language, the domains in

which English dominates over Norwegian, the age group that uses English the most, the impact of English on Norwegian, and the potential risks of Norwegian losing certain domains to English (Vatland 2021: 6). Employing a qualitative approach with a sociolinguistic perspective, Vatland analyzed the NRK series "Klassen" (2021: 30), which revolves around Norwegian teenagers in middle school (Vatland 2021: 31). To identify the prevalence of English imported words, she categorized them into "Fashion and clothing," "Sport," "Film," "Gaming," "Social media," and "Slang," to see which of these domains the usage of English imported words dominated (2021: 33). Vatland's findings revealed that among teenagers, the domain with the highest dominance of English imported words was "Slang" (2021: 57), although the English language influenced most of her categorized domains. Both Vatland (2021) and Johannessen (2014) examined the influence of the English language on Norwegian from a sociolinguistic perspective, although their studies focused on different aspects. Vatland's research examined imported words, including loanwords, while Johannessen's thesis examined code-switching.

2.3 A Sociolinguistic Approach

There are various ways in which one can approach the study of code-switching from a sociolinguistic perspective. Gardner-Chloros writes that sociolinguistics deals with a broad range of topics, such as language regulations and the description of "linguistic markets," as well as the various linguistic patterns observed among different social groups, including differences between genders, social classes, and other demographics. The field of sociolinguistics also covers the dynamics of one-on-one conversations, such as the study of code-switching and how it can be observed in a society where multilingualism is widespread, but it can also be investigated at the individual level (2009: 54). Cashman notes that during the last decades, researchers have examined the field of code-switching from mainly two approaches: The symbolic and sequential. She further writes that both approaches grew out of Gumperz' pioneering work, and both seek to understand social motivations for language choice and code-switching (2008: 276). The symbolic approach to bilingual conversation examines the phenomenon of code-switching and language choice within the context of a community's socio-historical structure and the speaker's roles and obligations as a member of the community (Cashman 2008: 287). This approach seeks to understand why speakers make conscious decisions to switch codes or choose one language variety over another, based on the community norms that link certain language varieties with specific social identities or

activities. The main focus of the symbolic approach is to explain the markedness of code-switching as a choice, and how changes in external factors can result in code-switching becoming an unmarked choice (Cashman 2008: 283). In contrast, the sequential approach examines code-switching from a conversational perspective, emphasizing the significance of the sequential positioning of language choices. This approach asserts that it is the contrast of the code-switch itself that provides meaning in the interaction (Cashman 2008: 276). This thesis will mention various linguists who have contributed to these approaches and provide an overview of symbolic and sequential approaches, as well as some alternative approaches.

2.3.1 Symbolic Approach

2.3.1.1 Gumperz Pioneering Work

Cashman writes that: “The pioneering work of John Gumperz continues to influence both approaches to the analysis of social motivations for code-switching in bilingual conversation today. Gumperz’ insights into speakers’ strategies for the making of meaning in conversation led researchers to look at bilingual conversation data in innovative, productive ways” (2008: 276). Myers-Scotton claims that one can date the current interest in the field of code-switching from the 1972 publication of a study by Blom and Gumperz (1993: 46), and according to Gardner-Chloros, Gumperz’s early work placed code-switching on the ‘sociolinguistic map’ from the perspectives of its historical origin, its linguistic consequence, its significance for speakers and its conversational functions (2009: 56). There are especially three factors that Myers-Scotton views as influential from the results of Blom and Gumperz’ 1972 study: First, their publication appeared in a standard textbook when sociolinguistic courses were being added to linguistic departments and programmes in the 1970s. Second, they presented code-switching as a type of skilled performance, and not as something people did because they lacked intelligence or were unsophisticated. Third, Blom and Gumperz introduced the heuristic construct of *situational* and *metaphorical* switching to describe different types of code-switching (Myers-Scotton 1993: 46).

Their 1972 study consisted of two months of fieldwork in Hennesberget, a small town in the Northern part of Norway. Their aim was to clarify the social and linguistic factors in the communication process (Blom & Gumperz 1972: 97). Their study of code-switching was not between different languages, but between different dialects. Myers-Scotton notes that:

“Preference for studying switching between languages rather than between dialects is not really surprising, since the utterances contributed by each member are generally easy to distinguish in CS [code-switching] between languages, therefore making the data more accessible.” (2002: 46). The participants in their study came from Hemnesberget, where *Ranamål* is the local dialect. The local dialect had high prestige among the inhabitants and a way to identify themselves dialectically both in their hometown and outside the town border. At the same time, a more standardized way of speaking Norwegian, which closely resembles the written form *Bokmål*, was also in use. The inhabitants knew both dialects equally well, but the more standardized way of speaking was used in more formal contexts such as education, in official announcements and writings, in church and mass media (Blom & Gumperz 1972: 99). The two dialects were kept separate because of the social identities and social values associated with each of them (Blom & Gumperz: 106-107).

On the basis of their fieldwork in Hemnesberget, Blom and Gumperz proposed the terms ‘we-code’ and ‘they-code’ to describe in-group and out-group codes. These terms have since been adopted and used in research of bilingual communities in general (Cashman 2008: 227). According to Myers-Scotton, these terms are among the few generalizations that Gumperz provides, and ‘they-codes’ are associated with public interactions while ‘we-codes’ are associated with home and family bounds (1993: 53). Although the terms may imply a stable interpretation for codes in all interactions, which may be problematic, many linguists continue to use this distinction regardless (Myers-Scotton 1993: 54).

Their study also introduced terms for describing different types of switches: *situational* and *metaphorical*. Myers-Scotton points out that regardless of the ambiguities or inconsistencies that followed these terms, researchers at the time the 1972 publication was released saw them as useful (1993: 47). Ambiguities or inconsistencies that followed these terms can be summed up in that it is difficult to pinpoint exactly what they entail (Myers-Scotton 1993: 52). According to Gumperz and Blom, the term situational switching is based on the assumption that there is a direct connection between language and social situations; language use entails features that characterize the speech event in such a way that any break of the selection rules changes the participants’ interpretation of the event (1972: 115). Metaphorical switching, on the other hand, means that the switch of language is more connected with the special types of subjects or matters than with a change in the social situation. An example of metaphorical switching can be if someone says a quote from a movie during a conversation. When it is

used in a context where it does not normally occur, it brings with it some of the atmosphere of the original scene, thereby altering the atmosphere of the current conversation (Blom & Gumperz 1972: 117).

2.3.1.2 Myers-Scotton's Markedness Model

The Markedness Model is a socio-psychologically based model developed by Myers-Scotton to be able to better explain code choices in general, but applies it specifically to code-switching in her book *Social Motivations for Codeswitching*. The model assumes that all speakers have an innate 'markedness metric' which enables speakers to interpret code choices as more or less 'unmarked' or 'marked' (Myers-Scotton 1993: 151). Speakers usually make unmarked linguistic choices, as it is expected and in accordance with the social norms of the particular community in which the speech event takes place. Even though the unmarked choice is the 'safer' choice, Myers-Scotton points out that speakers do make marked choices, often unconsciously, and that: "Speakers assess the potential cost and awards of all alternative choices and make their decisions." (1993: 75). Code-switching is perhaps the most usual way to make marked choices (Myers-Scotton 1993: 132). Myers-Scotton does not draw a set line between what is marked and what is unmarked, but rather states that the unmarked and marked linguistic choices exist on a continuum (Myers-Scotton 1993: 80). Speakers share a rights-and-obligations set in any given interaction, which is made up of situational features and any relevant cultural values (Myers-Scotton 1993: 7). When people of similar background and cultural values participate in a conversation, the unmarked linguistic choices they make will often correspond with each other's. Conversely, when people with different backgrounds and cultural values participate in a conversation, it is more likely that marked choices will occur. The main principle of the markedness model is that of negotiation of rights-and-obligation sets, and Myers-Scotton points out that: "Making any linguistic choice is ultimately a negotiation of the salience of situational factors." (1993: 85). However, she points out that listing the situational factors has no value in explaining actual choices, as it is in fact the speaker's motivations and not social factors that direct the linguistic choices that are being made (Myers-Scotton 1993: 110).

Applying the markedness model to code-switching reveals different motivations for its usage. The first motivation, known as sequential unmarked code-switching, which occurs when situational factors change during an interaction, such as participants entering or leaving the

conversation or a shift in the participants' mood. The second motivation is code-switching as a sequence of unmarked choices that wishes to establish a new unmarked rights-and-obligation set in alignment with the changes. The third motivation is code-switching as the unmarked choice where a speaker seeks to establish two identities simultaneously in the interaction, each identity with its own set of rights-and-obligations. The fourth motivation is code-switching as a marked choice, used when a speaker attempts to negotiate a set of rights-and-obligations that differ from the unmarked one. Lastly, code-switching as an exploratory choice occurs when the unmarked rights-and-obligations set is uncertain in the given situation (Myers-Scotton 1993: 149).

2.3.2 Sequential Approach

2.3.2.1 Conversation Analysis

Auer argued that neither the sociolinguistic nor grammatical approaches were adequate in fully exploring the range of regularities observed in bilingual speech. To address these gaps, conversation analysis was developed (Auer 1998: 3-4), which aimed to overcome shortcomings and unanswered questions, such as the disregard for less noticeable aspects of code-switching (Auer 1984: 3). According to Auer, bilingualism is often viewed as a mental disposition by both psycholinguistic and grammatical approaches, requiring various research methods to make it visible (Auer 1995: 115). In contrast, conversation analysis prioritizes dialogical meaning, where meaning is negotiated through interaction. Thus, the linguist's task is to reconstruct the social processes of displaying and ascribing bilingualism, rather than simply discovering it through tests or other methods (Auer 1995: 115). Conversation analysis takes a sequential approach, where the preceding and subsequent utterances provide the contextual frame for a current utterance, and following utterances serve as cues for understanding the comprehension of previous utterances. Therefore, the function of code-switching is not derived from the decontextualized "meanings" of two languages, but rather from the association between speech activities and languages (Auer 1984: 93). However, the relationship between the use of two languages and the conversational meaning of speech is complex and indirect, requiring participants to have theoretical background knowledge for proper understanding (Auer 1995: 116). Only through analyzing the sequential position of code-switching in conjunction with background knowledge can a full understanding be reached (Auer 1998: 7).

2.3.2.2 Social Network Analysis

Milroy and Wei write that sociolinguists have been using a social network analysis approach developed in the 1960s and 1970s (1995: 137). Although there is an abundance of data and analyses in the field of code-switching, the field has been lacking a coherent social framework in which to interpret them (Milroy & Wei 1995: 136). A model that considers the social and situational contexts in which linguistic practices occur, as well as the interactional processes through which languages become socially meaningful was therefore needed (Wei 1994: 24). The social network can be seen as a boundless web of ties that reaches out throughout societies, linking people to each other, regardless of distance or remoteness (Milroy & Wei 1995: 138).

The social network approach assumes that there is a dialectic relationship between speakers' language choices and their interpersonal relationships. This means that language use is influenced by the types of social contact individuals have and actively contributes to the social relations they maintain. Rather than categorizing speakers arbitrarily, the social network approach is interested in how individuals develop their social identities through observable behaviours and interactions (Wei 1994: 23). By focusing on the observable language behaviours and social relations of the speaker, analysts can systematically investigate how speakers use linguistic variability and exercise influence and control over others and their own language behaviour (Wei 1994: 34-35).

The concept of social network has been introduced into sociolinguistics as an alternative to social class in identifying speaker groups. Traditional approaches have relied on socio-economic status, but there is little agreement on which factors should be considered in defining such status. However, income, occupation, education, residence and lifestyle are some of the factors that are considered to be important (Wei 1994: 29). The social network variable is important because variations in language choice patterns cannot be accounted for entirely by age and generation. The interaction between the social and stylistic dimensions of language choice requires a more sophisticated analysis, namely the social network analysis, as not all speakers of the same generation share the same language-choice patterns (Milroy & Wei 1995: 145).

2.3.3 Alternative approaches

2.3.3.1 Muysken's Three Categories

Muysken developed a model to discover whether it is the speaker's proficiency in different languages, the grammatical features of the languages involved, or other social factors that influence code-switching in conversations. Muysken states that he does not propose a single model for code-switching, as he does not believe there is such a model. He lists three different processes that are in use when it comes to code-switching. The first is insertion, which is when lexical items from one language enter the matrix language (2000: 3). The second is alternation, which Muysken describes as a 'true switch' between languages, as the switch involves both grammar and lexicon. In the process of alternation, the matrix language can be replaced by the other language midway through a sentence, between utterances in a turn or between turns in a conversation (2000: 5). The final category is congruent lexicalization, which is when two languages share a grammatical structure, which means that the two languages can add lexical elements from either language (Muysken 2000: 6).

In addition to the structural interpretation of the three categories mentioned above, they can also be interpreted in a sociolinguistic sense: Although alteration occurs in many different communities, it is frequent in stable bilingual communities. In colonial environments and recent immigrant communities, insertion occurs frequently. Congruent lexicalization may be associated with second generation migrant groups (Muysken 2000: 8-9). Muysken points out that: "We can consider alternation to be linked to a greater degree of separation between the two languages, insertion to the primacy of one language over the other, and congruent lexicalization to the attraction of connections between the two languages at the same time" (2000: 249). There is no single factor that can explain the motivation for code-switching, but rather many that can contribute to code-switching behaviors. One of the factors that contribute to code-switching is the speaker's proficiency in the languages they code-switch between. When speakers are comfortable in both languages, they tend to code-switch more. Muysken mentions that this has been proven in some of the literature to be true, and his own research has proven the same results (2000: 225-226). Another factor that contributes to code-switching is the acceptance in the community for such behavior (Muysken 2000: 222). Code-switching is more likely to occur more frequently in places where it is widely accepted. Muysken identifies several other factors that can influence the use of code-switching, such as: Attitude, structural factors, dominance in use and social norms (2000: 247). Stell notes that

Muysken is leaving open the question as to which extent sociolinguistic factors overrule structural factors or vice versa, and encourages looking for social explanations when it comes to explaining code-switching behaviour (2015: 4).

Stell points out that the competition between various structural accounts has been influential in the field of code-switching. Overall, attempts to find universal linguistic constraints on code-switching have been unsuccessful (2015: 3). Stell argues that such a model might never emerge as a consequence of the addition of language-external factors, such as sociolinguistic factors, which are likely to overrule universal structural constraints (2015: 4). Stell writes: “Stressing the need for social explanations need not imply that code-switching studies are condemned to ‘fuzziness’, as long as ‘social’ is clearly defined in relation to language. Language is by nature a social activity, which implies interactional usage. As such, its functions are not only to convey factual information, but also to project identities, inherited or creatively shaped by the individual, as well as value systems — ideological and/or esthetic.” (2015: 4-5).

2.3.3.2 Acts of Identity

Le page and Tabouret-Keller developed an approach to studying language, where linguistic choices are perceived as ‘acts of identity’. According to this approach, people’s actual linguistic behaviour is more unpredictable than the particular views people may hold about the nature of linguistic systems and the ‘rules’ of language, such as correct pronunciation and grammar, and the meaning of words (Le page & Tabouret-Keller 1985: 13). Le Page and Tabouret-Keller view ‘acts of identity’ as the normal processes through which humanity has developed its language and its own sense of linguistic identity. Evolutionary linguistic processes that take place within different societies cannot be described through a linear process, but rather through newly focused norms, for example that each generation has different needs for different identities (Le page & Tabouret-Keller 1985: 14-15). They suggest that: “The individual creates for himself the patterns of his linguistic behaviour so as to resemble those of the group or groups with which from time to time he wishes to be identified, or so as to be unlike from whom he wishes to be distinguished.” (Le Page & Tabouret-Keller 1985: 181). In ‘acts of identity’, the focus is therefore on the individuals themselves and what the individuals want to achieve with their linguistic choices, and not the

already established norms that the group they wish to be identified with or be distinguished from consists of.

2.4 Identity as a Linguistic Phenomenon

In disciplines such as sociolinguistics, linguistic anthropology, discourse analysis, and social psychology, linguistic study on identity has taken centre stage (Bucholtz & Hall 2005: 585). During the last decades, social science theorizing of identity has generally moved away from relatively static models and toward dynamic models (Coupland 2007: 106). Instead of viewing identity as a stable structure primarily found in the individual's psyche or in fixed social categories, Bucholtz and Hall contend that it is more analytically valuable to view identity as a relational and sociocultural phenomenon that emerges and circulates in local discourse contexts of interaction (2005: 585-586). Their understanding of identity goes beyond conventional microsociological viewpoints (Bucholtz & Hall 2005: 587), such those of early variationist sociolinguistics (Bucholtz & Hall 2005: 591). This broad stance is taken by numerous contemporary perspectives on social identity across different disciplines, which emphasize the necessity for a dynamic approach to identity as an active discursive process (Coupland 2007: 106). Identity, according to Bucholtz and Hall, is primarily a linguistic phenomenon (2005: 586). They claim that: "Identity does not emerge at a single analytic level – whether vowel quality, turn shape, code choice, or ideological structure – but operates at multiple levels simultaneously." (Bucholtz & Hall 2005: 586). However, their approach privileges the interactional level because only via interaction can these resources acquire social meaning (Bucholtz & Hall 2005: 586). This thesis examines the use of codes, specifically code-switching, and the social factors that influence it.

Five principles that Bucholtz and Hall consider essential to the investigation of identity are as follows: First is *the emergence principle*, which challenges the conventional belief that a person's identity is essentially contained within the individual's mind (Bucholtz & Hall 2005: 587). They further write that even though one's sense of self is a significant aspect of identity, studies on language use on individuals have shown that these self-perceptions can only be expressed in social context through some form of communication. Therefore, explanations that place identity only within an individual's mind may disregard the social environment in which identity is formed, maintained, and altered (Bucholtz & Hall 2005: 587). The second principle is *the positionality principle*, which opposes the idea that identity

is just a collection of broad social categories, another generally held belief (Bucholtz & Hall 2005: 591). The third principle is *the indexicality principle*, which is interested in the mechanisms by which identity is created. This mechanism underlies how linguistic forms are employed to create identity positions (Bucholtz & Hall 2005: 594). The fourth principle is *the relationality principle*. This principle aims to emphasize that identities are never autonomous or independent but rather develop social value in relation to other accessible identity positions and challenge the prevalent but simplistic idea that identity revolves around a single axis: sameness and difference (Bucholtz and Hall 2005: 598). According to this principle, identities are intersubjectively created through a variety of complementary relationships that frequently overlap. One of them being similarity and difference, or *adequation* and *distinction*. Bucholtz and Hall writes:

“The term adequation emphasizes the fact that in order for groups or individuals to be positioned as alike, they need not – and in any case cannot – be identical, but must merely be understood as sufficiently similar for current interactional purposes. Thus, differences irrelevant or damaging to ongoing efforts to adequate two people or groups will be downplayed, and similarities viewed as salient and supportive of the immediate project of identity work will be foregrounded.”

(Bucholtz & Hall 2005: 599).

The thesis looks at two different groups with different educational backgrounds, however, most of the participants are all students. Some of them study the Norwegian language and put in the opposing group of the participants that are studying or have studied the English language. This means that the groups are still similar in various ways, especially since language courses focus on a lot of the same things. Because of time limitations, the thesis has looked past this possibly damaging fact and viewed the course of study as adequate, even though participants in both groups study language. The fifth and final principle is *the partialness principle*, which challenges the analytical drive to portray forms of social life as internally cohesive. According to Bucholtz and Hall, identity goes beyond the individual self and is therefore partial because identity is constantly relational (2005: 605).

2.4.1 Social Identity

In Myers-Scotton's Markedness Model, she suggests that one of the main motivations for variety in linguistic choices – particularly in marked code-switching – in a given community is the possibility of social-identity negotiations. She uses the term *negotiate* as: “treating with another or with others in order to come to terms or reach an agreement” (Myers-Scotton 2002: 111). Markedness, which Myers-Scotton views as an innate ability of understanding marked and unmarked linguistic choices, is a tool for speakers while it is an index of the addressees' interpersonal negotiations. One of the ways in which intention is communicated is therefore through code choice, or code-switching (Myers-Scotton 2002: 152). She notes that: “Speakers do not use language in the way they do simply because of their social identities or because of other situational factors. Rather, they exploit the possibility of linguistic choices in order to convey intentional meaning of a socio-pragmatic nature.” (Myers-Scotton 2002: 57). Socio-pragmatic strategies are based on social and cultural aspects that are necessary for understanding any piece of discourse and the speech acts associated with it, such as politeness and power relations (Malmir & Derakhshan 2020: 10). Myers-Scotton suggests that unmarked code-switching is more associated with familiarity with using the languages together than it is necessarily associated with high proficiency or with any social-identity factors, such as education or age (2002: 119). Marked code-switching, on the other hand, suggests that the speaker is negotiating a particular identity in relation to the other participants in the exchange (Myers-Scotton 2002: 152). Preisler suggests that because language is seen as both a symbol and as a medium, it follows and adapts to the changing social identities of the population. Different identities equal different language use, as language use both expresses and is a symbol of identity. However, language users often perceive new linguistic innovations as an attack on their own identity. It is because of this that older generations often see new linguistic innovations, such as the use of code-switching, as a decline of the language (Preisler 1999: 239).

2.4.2 Meanings of Pronunciation

In addition to various linguistics (e.g. Myers-Scotton 1976, 1993; Heller 1988) perspectives on how a person negotiates different identities through the act of code-switching, Rindal suggests that: “The increased status of English in Norway, following the growth and spread of English as a world language, renders possible correlation between Norwegian learners' use of English pronunciation and how they wish to present themselves.” (2010: 240). As

previously mentioned, 'Tasta English' is a way for people from Stavanger, or people with the Rogaland dialect, to present themselves in a humorous way. In general, switching to the English language while still having a Norwegian accent could possibly be a conscious way of presenting oneself in a certain way: What exactly it is up to each individual and how the other participants in the conversation perceive it. Speaking English with a Norwegian accent is not to be confused with the 'Norwegianization' of words: The process English words have undergone to fit the Norwegian sound system, which includes both phonetic and orthographic changes (e.g., the changes from *juice* to the Norwegianized *jus*) (Sandøy 2000: 22).

3. Material and Methodology

This section will present a theoretical background for the chosen methodology of the study. The study employs both qualitative and quantitative approaches, with qualitative interviews as the main method of data collection. Furthermore, it will present the methodology of the study, including the interview process: The selection of participants, transcription of data material, and analysis of data. It will discuss some of the ethical considerations surrounding the study and address the limitations in choosing both a qualitative and quantitative research approach for conducting a study on code-switching among young adults in Norway.

3.1 Qualitative Interview

According to Kvale and Brinkmann, the qualitative interview builds upon the everyday conversation where the interviewer wishes to understand different aspects of the informant's everyday life, from his or her own perspective. Even though the interview builds upon the everyday conversation, it is a professional conversation with specific methods and questions (2015: 42). Kvale and Brinkmann write that the qualitative interview process may look simple and uncomplicated, but in reality it is a quite complex and difficult process (2015: 20). They further write that the interviewer needs practical skills and needs to take his or her own assessments along the process, and that obtaining these skills are only possible through carrying out the work that it is to interview (Kvale & Brinkmann 2015: 36). Skilbrei writes that interviews are used in research projects with different purposes, and that interviews can be conducted to create knowledge about the past, through dealing with the informants' experiences. They can be about the future, for example the informants' reflections on and plans for the future. They can also be about the present, for example a situation the informant is in (2019: 65). Skilbrei suggests that interviews are a way to see a phenomenon from different points of view in order to establish broad knowledge about it and interview people who may have different interpretations and perspectives, such as the phenomenon of code-switching (2019: 66).

The informants are people who take part in the qualitative interview by telling their own opinions and understanding about a particular topic. The interviewer wishes to find out how the informants describe their experiences and how they articulate their choices of action (Kvale & Brinkmann 2015: 20). Krumsvik writes that the most common selection procedure in a qualitative study is appropriate selection, which is especially important when selecting

only a few people (2019: 158). He further writes that at master's level, around 7-10 informants are often enough, but that this also depends on data saturation and how the data plays out in a qualitative interview (Krumsvik 2019: 159). Kvale and Brinkmann do not have a 'golden rule' for how many participants one needs to interview in order to complete the study, but write that it is usually between 5 to 25 people. They add that, in agreement with Krumsvik, that recent interview research has shown that it is an advantage to have a smaller number of participants and that one should rather spend more time on the preparations and the analysis of the interviews (2015: 148), important steps that will be discussed below.

According to Kvale and Brinkmann, there is an idealized way to carry out an interview process, consisting of seven phases (2015: 134). The first phase is thematization, which involves the clear articulation of the research subject and an understanding of the topic to be explored before the actual interview process begins. The second stage involves planning, which means that one must draft a strategy for the study while considering all subsequent phases. One should plan should be based on both the knowledge one seeks, but also based on the ethical and moral considerations of the study. Third, the interview should be conducted based on the interview guide. The fourth phase is transcription, which means converting spoken words into written text. The fifth phase, analysis, involves deciding the most appropriate method of analysis for the study, based on the objective and area of study. The sixth step is verification. Generalizability, reliability, and validity of the interview findings are investigated. Reliability refers to how reliable the results are, and validity refers to whether an interview study investigates what it is intended to investigate. The last step is reporting: The research findings and methods are communicated (Kvale & Brinkmann 2015: 137).

In addition to the seven phases, there are both ethical and moral issues that must be considered throughout the process. Kvale and Brinkmann explain ethics as something formal, such as the ethical guidelines of NSD (Norwegian Center for Research Data). In this thesis, it concerns the privacy information of the participants and the informed consent that the participants signed before they participated. Morality, in a broad sense, normally points to daily behaviour of human existence (Kvale & Brinkmann 2015: 96). Kvale and Brinkmann write that the research interview is permeated with ethical problems: the knowledge that comes out of such research depends on the social relationship between the interviewer and the interviewee. This relationship depends on the interviewer's ability to create a space where

the interviewee can speak freely and safely. It requires a fine balance between the interviewer's desire to obtain interesting knowledge and her respect for the interviewees integrity ethically (2015: 35).

3.2 The Informants

The informants are a group of 10 people that are between the age of 20 and 25 years old. In the study, they are divided into two separate groups based on their educational backgrounds. The reason for having informants that were between 20 and 25 years old was that the informants had to be relatively young, as code-switching is a phenomenon that is most widespread among the younger generations, and the thesis wanted to explore this assumption further. The age range was also decided by the assumption that many students at the University of Stavanger would be in this age range. The study was primarily written at the University in Stavanger, and the plan was to ask students at the University if they would like to participate. It was assumed that fellow students would not pose any issues with participating in the study. However, asking students at the university was not successful, as most of the students did not have enough time to participate in the interview due to upcoming classes. Some who agreed to participate did not meet the age criteria, while others who initially agreed to participate withdrew when they received the information letter as they felt it became 'too formal' to participate. The informants who took part in the task received an information letter that explained what the thesis was about and what the goal of the thesis was. This may have altered the informants' answers in that they were already aware of what the thesis was going to be about. All interviews were audio recorded and later transcribed with the informants' consent. All the informants have fictional names in the thesis. As mentioned, the study concerns a comparison between two different groups. In the group where people have not studied English in higher education, there were two participants that have studied or are studying the Norwegian language. The fact that they study or have studied the Norwegian language can have an impact on their answers and make the difference between the students who have studied or are studying English smaller, as the students have knowledge about how language is used, different concepts, and the language debate that exists in Norway.

The study consists of two groups that were separated based on their educational backgrounds. According to various linguists (e.g., Muysken 2000), the level of proficiency in English

should have a correlation with how inclined a person is to participate in behaviours like code-switching. Group 1) consist of participants that are currently studying or have studied the English language in higher education. Group 2) consist of participants that have not studied the English language in higher education. Illustrated with fictitious names, the informants are:

Group 1)

1. Ronja
2. Emil
3. Tiril
4. Sander
5. Henriette

Group 2)

1. Ingeborg
2. Oskar
3. Lene
4. Emilie
5. Maud

In the first group, several of the participants are at different points when it comes to how much English education they have received through university. Tiril has had one year of English, while Ronja, Sander and Henriette are studying or have studied English bachelor. Emil has completed his master's degree in English studies. In the second group, the participant Ingeborg is currently studying the Norwegian language. Oskar previously studied the Norwegian language, but thereafter decided on a different educational path. Ingeborg, Oskar and Lene are all students at the University of Stavanger. Emilie is working in the beauty industry, while Maud is working in the food industry.

3.3 Data Collection

To address the research question, the thesis conducted a qualitative study consisting of two parts: First, the participants were asked 15 questions centred around their own language use and their observations of the language use of others, with an emphasis on code-switching. Some of the participants knew the meaning of the term code-switching, while others did not.

In the interview, the term code-switching was phrased as: “The use of English words and phrases in an otherwise Norwegian conversation.” The 15 questions the participants were asked were perceived to gather information and insights into the participants’ own experiences and perspectives on the topic. The questions presented to the participants were open-ended, which showed to be a dual advantage and disadvantage in the data collection process. On the one hand, it allowed the participants to elaborate on their answers, which in turn could provide a more in-depth understanding of their experiences and perspectives. On the other hand, it also resulted in some of the participants giving relatively short answers to some of the questions. Second, the participants were asked to translate five commonly used English words in Norway, which often replaces the Norwegian equivalent, into Norwegian. The participants were made aware that this was not as a way of evaluating their proficiency in the English language or their abilities in translating English words into Norwegian, but rather an examination of their perception of whether the Norwegian language has words that could replace the commonly used English equivalent, or if the Norwegian language at all has such a word. Perhaps the participants know the words both in English and in Norwegian, but choose to rather use the English word as it brings with it a different meaning or feeling. The second part pokes at the assumption that the Norwegian language is lacking certain words (and phrases) that the English language has, resulting in the use of English words (and phrases). Lastly, the participants were asked to fill out a questionnaire that consisted of 10 statements, concerning their own language use and their observations of the language of others. The interview questions and questionnaire were in the Norwegian language, a deliberate choice to help the participants express themselves freely and authentically. Because the range of proficiency in the English language would vary across the participants, the utilization of their own mother tongue was considered to enable all of them to convey their thoughts and opinions in an equal unhindered manner.

3.4 Transcription

Upon completion of the interviews, the process of transcribing the audio recordings started. Krumsvik views the process and handling of the raw data and transferring it from speech into text, a particularly important aspect of the interview process. He notes that a paradox that often arises is that the quality of the interview is often discussed, where the quality of the transcription is rarely discussed in research literature. However, according to Krumsvik, the transcription is essential for the quality of the text data. When speech is written down, one can quickly “lose something” along the way, such as that the body language of the participants is blurred, and the dramaturgy is toned down. He further writes that one must take into consideration what one will include and what will be excluded, such as pauses, sighs and laughter (Krumsvik 2019: 171). The purpose of transcription was to facilitate the later coding of key words and phrases shared by the informants, as well as to identify variations in responses to different themes. To ensure accuracy and consistency in the transcription process, multiple listings of the audio recordings were necessary. This was to confirm that what was transcribed accurately reflected the statements made by the informants during the interviews. All the informants have dialects that are considerably different from the written form Bokmål, which made it so that some of the words the participants used in the interview had to be changed to the written standard version of the word. This did not change the meaning of what the participants were saying, but made it so that the process took longer time. As a result of multiple listings of the audio recordings and transcribing the dialect into the written form Bokmål, the transcription process was time intensive.

3.5 Data Analysis

According to Krumsvik, the practice of coding used to be associated with text analysis in the field of social sciences. Coding involves connecting specific key words within the raw data to facilitate their later identification (Krumsvik 2019: 176). The process of analysing the data took several steps. The transcribed material was assessed through multiple readings to gain a comprehensive understanding of the answers and detect patterns within the data.

Subsequently, the data was subjected to a process of coding, which involved identifying key words and phrases from the transcribed material. The coding aimed at identifying cross-cutting themes the participants mentioned during the interview, and to categorize the data according to the two separate groups of participants. During this process, key words and phrases were highlighted in different colours to set them apart from each other, allowing for

an easy identification of the further examination of the findings. The categories presented in section four were deliberately designed to be broad in order to facilitate a discussion of the analysis related to each category, regardless of the level of agreement among the participants. By coding and categorizing frequently occurring themes, the study emphasizes the most significant aspects of the findings, which in turn allows for less significant information to be disregarded.

To create the questionnaire, the Gravit Designer software was used. The questionnaire statements presented to the informants were in Norwegian, but an English version is available in the Appendix (see Appendix II). After printing, the questionnaire was given to the informants for them to fill in. The responses from the informants were then compiled in Microsoft Excel and made into 10 separate PivotCharts, each dedicated to a particular statement. Each PivotChart incorporates the responses from both groups, providing an easy comparison of the results and the succeeding discussion.

3.6 Ethical Considerations

The thesis adheres to the ethical guidelines in accordance with the Norwegian Centre for Research Data (NSD) to protect the privacy of the participants involved in the study. Prior to their participation, the participants were given an information letter which clearly outlined their rights with regards to privacy and how the personal data that would be collected and used during the interview process, such as the fact that they could withdraw from the project after the interview was completed. Personal information such as names that have been presented in the thesis are fictional. The information letter emphasized the participants' right to withdraw from the interview at any time, and provided additional information such as contact persons the participants could contact if they needed additional information on any privacy-related concerns that they may have. The nature of the thesis did not provide a basis for the informants to disclose sensitive information, which meant that there was no need to meet or create an acquaintance with the possible informants prior to the interview itself. However, in accordance with the recommendations of Kvale and Brinkmann (2015) on the importance of briefing and debriefing in qualitative research, the study incorporated these elements into the interview process: The participants were given a short briefing about the topic and what the thesis wanted to investigate prior to the interview, which had already been stated in the information letter they read and signed before participating. Following the

interview, a short debriefing session was conducted to ensure that the participants felt that the process had not ended abruptly, but rather eased the end of the interview process, after they had answered questions about their own experiences and opinions which might have felt quite personal. The debriefing was intended as a way for the participants to, if they felt like it, talk about the experience of the interview itself and how they perceived the questions.

3.7 Limitations

This study has some limitations. The chosen methodology for this study has some weaknesses. Despite this, it is believed that the study will still contribute with meaningful insights into the lives of young adults in Norway and the social factors that motivate young adults in Norway to use code-switching. Code-switching, as previously mentioned, is a complex phenomenon and some individuals who engage in it, do so unconsciously. This has been argued by some linguists that individuals may claim to not be engaging in code-switching, yet audio recordings prove otherwise. Gumperz (1977) stated that:

“To ask a bilingual to report directly on the incidence of particular switched forms in a conversational passage is in fact equivalent to, and perhaps no more effective than, asking an English-speaking monolingual to record his use of — for example — future tense forms in messages referring to something that is about to take place. Attempts to elicit such self-report information on bilingual usage regularly show significant discrepancies between speakers’ descriptions of their own usage and empirical studies of tape-recorded texts.”

(Gumperz 1977: 3).

Krumsvik writes that this discrepancy between what informants report in an interview and their actual actions is not because they are lying, but simply because individuals are not always conscious as to how they act or what they say (2019: 25). This might especially be the case for informants that have no background information about the topic being discussed, or for informants that have not given substantial thought to their own language use and are therefore unsure about how they use their language in a given context.

Both the qualitative and quantitative approach, in this case interviews and questionnaire, will still contribute to, and explore, valuable insights. Further, it is worth mentioning the possibility that the information letter the participants had to read and sign before

participating, contributed to altering some of the participants' answers as they were aware of the goal of the study. How it might have contributed, and if this is the case, is unknown. Another limitation to the thesis is that some of the participants in the opposing groups were not significantly different in their educational paths, which can have contributed to their answers being more similar than it would have been if their courses of study had been completely unrelated. As previously mentioned, recruiting participants for the project posed a significant challenge, largely due to their limited availability. However, according to Kvale and Brinkmann, there is no golden ratio for the number of participants a study should include, but a smaller number of participants is preferable over a large number of participants (2015: 148). Because of some of the informants' limited time, the originally planned semi-structured interviews were abandoned and the interview guide was followed in a structured manner. Although this approach may have resulted in less in-depth answers, it ensured that all participants were asked the same questions. The interview guide was designed to provide the opportunity for elaboration, but it was observed that some participants chose to provide briefer responses. As a result, some of the collected data was not as comprehensive as desired.

4. Findings and Discussion

This section of the thesis provides the findings of the qualitative interviews and the questionnaire and discusses the results. It was deemed advantageous to present the findings and discussion in the same chapter, as the findings form the basis for the discussion. The purpose of this study is to investigate the social factors that motivate the use of English code-switching among young adults in Norway. The findings were gathered by interviewing two groups of informants with different educational backgrounds in the English language. By including two groups, the study aimed to explore potential differences or similarities between them with regards to their motivations for using English code-switching. The findings from the interviews are classified into five categories. The first category, “Mediums of Influence,” explores the social factor that most informants mentioned during the interview, and which may have a ripple effect among other social factors. The second category, “For Lack of a Better Word,” explores whether the Norwegian language is considered inferior to English, and if this is the reason why participants choose to code-switch. This category also examines their reflections on their language choices and pronunciation. The third category, “Formality and Informality,” explores the various situations in which participants consider code-switching to be appropriate or inappropriate. The fourth category, “Observations of Others’,” discusses what participants truly think about other individuals’ code-switching habits. Notably, this category reveals the biggest differences between the two groups. The fifth category, “Translation and Reflection,” examines the five English words the participants were asked to translate and/or reflect on. This category discusses the difficulties that individuals may face when attempting to communicate their thoughts and ideas accurately in the moment. This showed to be a challenge for some of the informants, even if they may be critical of others’ code-switching habits. Finally, the findings and discussion of the questionnaire are presented. The informants went through the questions, the five words, and then the questionnaire in the same order. The interview in the first part may have influenced the informants’ views on the statements they were asked to rank from “Completely agree” to “Completely disagree,” making it advantageous to present them in the same order. On the whole, this section presents the findings of the study and discusses them in light of various perspectives, discoveries, and opinions offered by linguists.

4.1 Qualitative

4.1.1 Mediums of Influence

The first category is the mediums of influence. The informants mentioned various mediums of influence, but social media was undoubtedly mentioned the most, followed by streaming services. According to Hunstadbråten, technology intervenes not only in the tools people use to communicate, but also in the very manner in which people communicate (2020: 8). Popular social media platforms and streaming services where the dominant language is English as we know them today were not available until the last decade (Hunstadbråten 2020: 23). The participants in the study are young adults, which means that they have – in their own words – practically “grown up with” these platforms and know them very well. English is the global language of the world, so it is no wonder that the platforms they are on are also dominated by the English language. The informants in the study spend a lot of time on different platforms and streaming services, and both hear and read English every single day. When it comes to streaming services, there is a much larger selection of English-language films and series, and as has already been mentioned earlier in the thesis, these are not dubbed into Norwegian, which some linguists (e.g., Simonsen 1992; Graedler 1998) point to the reason why Norwegians are generally good at English. The influence mentioned by the informants corresponds to what Preisler defines as influence from below, meaning that the influence occurs from a perspective where the English language has a certain status and is popularly used (1999: 225).

Some of the informants in the study mentioned the Norwegian educational system as a place where they have encountered the English language. This was not particularly discussed or elaborated on by the informants, which may suggest that the English taught in schools may not have had as significant of an influence on the informants’ use of the English language. This points back to the possibility that it is the influence from below that has been the most important for the informants’ influence of the English language and subsequently, the language choices they make. Below are extracts from the interviews to show the general consensus among the informants:

Group 1:

- (1) Henriette: *Engelsk har blitt en så stor del av livene våre, ikke bare på skolen eller universitetet, men også når man kommer hjem og skal slappe av.*

English has become such a big part of our lives, not only at school or university, but also when you come home to relax.

Group 2:

- (2) Emilie: *Sikkert fordi du hører det mye i media, alle serier og sånn er jo nesten på engelsk. Det blir jo litt sånn tvunget inn i hodet ditt.*

Probably because you hear it a lot in the media, almost all series and such are in English. It kind of gets forced into your head.

Social media provides an unconventional approach to learning the English language compared to the traditional educational setting. Al Arif found that social media has the potential to improve people's English skills in various aspects, such as pronunciation, grammar and vocabulary. Additionally, he found that social media makes comprehension and practical application of the English language accessible for its users (2019: 231). Krashen's framework proposes a distinction between two types of language acquisition: Conscious and subconscious learning. Conscious learning is the formal education of the English language the participants have received through the Norwegian educational system, as well as the English language education the informants in Group 1 have received through higher education. In contrast, subconscious learning occurs when individuals acquire language unintentionally, such as through exposure to English-speaking TV shows and other (social) media. Krashen points out that subconscious learning appears to be far more important than conscious learning, even though the formal knowledge of English may be used to alter the output of the learned language (1981: 1-2). When people learn a language informally, such as through watching TV shows or movies, they are perhaps exposed to a more natural version of the language in the comfort of their own home. This can make the language feel more accessible and relatable, and may in turn make people feel more comfortable using it in a variety of settings in their own lives. The informal environment in which people acquire the English language may therefore have an impact on their language and code choices. If the environment in which the informants in have acquired English skills have unconsciously led them to feel more comfortable using the language in other informal settings in their own lives, perhaps learning the language in a formal environment can have the same effect: Those

who acquire English skills in higher education may feel that the language should be kept to formal settings, or settings where it is “correct” to use the language, and not through code-switching.

The subconscious language acquisition may have had a greater impact on the informants’ language proficiency than conscious learning. It is possible that the differences between the two groups’ proficiency in the English language may not be as significant as assumed, due to the influence of subconscious language acquisition. The informants may have acquired significant language skills through exposure to various forms of English media. The presumption that Group 1 informants have a better proficiency in the English language, and therefore more inclined to participate in code-switching behavior, which is based on Muyskens’ (2000) findings, may be elusive within the context of this particular study. In addition, Gumperz suggests that educational inferiority is not an important factor to consider when it comes to code-switching (1982: 65).

As a consequence of the subconscious language acquisition from English-speaking mediums, the words and phrases the informants hear have become a part of their mental disposal of words and phrases. These are readily available to the participants when they need them. Because of social media and other platforms where they both hear and read informal English every day, all the informants agree that this development to a more English-influenced way of speaking is a natural development which is reflected by the changing times and the increasingly globalized world. According to the informants, the prevalence of social media and other platforms where the English language is commonly consumed in Norway have therefore played a major role in making English code-switching more common in its usage. Many of the participants in the study feel that this normalization has led to the widespread usage of English code-switching, and that the normalization serves as a justification for people’s code-switching behaviours. In other words, the normalization of English code-switching has made it more socially acceptable. Below are extracts from the interviews to show the general consensus among the informants:

Group 1:

- (3) Ronja: *Det jeg tror... Der jeg merker mest er jo yngre folk. Altså, vår alder og kanskje sånn 30 og ned som gjør det. Det tror jeg er fordi de bruker mye tid på sosiale medier hvor det er mer internasjonal kultur. Og de fanger opp det fra serier og alt sånn, at*

det rett og slett er fra globaliseringen. I stedet for å ta ord fra andre dialekter så tar du det fra engelsk.

What I think... Where I notice it the most is from younger people. So, our age and maybe 30 and younger who do it. I think that is because they spend a lot of time on social media where there is more international culture. And they pick it up from series and everything like that, that it is simply from globalization. Instead of taking words from other dialects, you take them from English.

Group 2:

- (4) Oskar: *Jeg tenker jo at det har stor sammenheng med sosiale medier, strømmetjenester, at man ser mye engelske serier og leser mye poster på sosiale medier av influencere for eksempel eller hva enn det måtte være som bruker engelske ord og man tenker: "hvis de bruker det er det naturlig at jeg også bruker det." Kanskje det er en legitimitet for folk å bruke det, siden andre gjør det, at det høres normalt ut og tar det inn i sitt eget vokabular i stedet for å bruke norske ord.*

I think that it has a lot to do with social media, streaming services, that you watch a lot of English series and read a lot of posts on social media by influencers for example or whatever it may be that use English words and you think: "If they use it is only natural that I also use it." Perhaps it is a legitimacy for people to use it, since others do it, that it sounds normal and takes it into their own vocabulary instead of using Norwegian words.

4.1.2 For a Lack of a Better Word

It is argued whether single-word code-switches are actually lexical borrowings. Some linguists argue that they must be distinguished, while others argue that they are not distinguishable. It can therefore be argued that whether the English words the informants mentioned are single-word code-switches or lexical borrowings. Since the interview was not an observation of the informants' speech and the informants mentioned English words from the top of their heads which they said during the interview, it made sense that they were single-worded code-switches and not stretches of speech. During the interviews, the informants mentioned several English words and their thoughts about the word, some of which this category will present and discuss. Both groups were asked if they thought the Norwegian language lacked certain words and phrases that the English language has. Both

groups of informants answered that this was not necessarily the case, indicating that the Norwegian language has words and phrases that are often sufficient enough. However, the informants still believed that some words and expressions are sometimes *better* in English in some way. This belief may stem from the fact that English is a widely spoken language and because the content they consume presumably is something they have an interest in, perhaps making the English language more appealing. With the regular exposure to the English language the informants mentioned during the interviews, it seems to not be uncommon for an individual to subconsciously replace Norwegian words with several English words they have picked up. English may also be perceived as more modern or trendy, which may contribute to the informants' preference for certain English words and phrases. Starting with Group 1, the informant Ronja said this:

- (5) *Jeg føler jo stuck for eksempel, det sier du mer at du står helt fast enn hvis du sier at: "Åh, jeg står fast." Stuck, da kommer du deg virkelig ikke videre liksom.*
I feel that stuck for instance, you say that when you are at a complete stand still rather than saying: "Oh, I am at a stand still." Stuck, then you really are not getting further.

For Ronja, the word 'stuck' in English is better than the Norwegian equivalent which can be translated to 'to be at a stand still'. She believes that the word 'stuck' has a better way of explaining when you are completely not getting further from a certain point, than what any Norwegian equivalent can offer. In the same group, Tiril has knowledge of both the words "selfie" and "selvportrett" (self-portrait: the act of taking a picture of yourself), but chooses to use the English abbreviation "selfie" as she finds it more natural to use in the Norwegian language. She deems the word widely used especially by younger people, as she thinks they will find it more natural than the Norwegian equivalent, and because, as she puts it: "Perhaps a more popular and trendy word." The word "selfie" was even the word of the year in Norway in 2013 (Hunstadbråten 2020: 8). This shows that language trends and popular culture influences the language choices the informants make. The second group also mentioned the use of English words and phrases because they believed that they are better than the Norwegian equivalent, such as the informant Maud:

- (6) *Men så er det kanskje av og til lettere, jeg holdt på å si 'express yourself' når det er engelsk. Av og til er ordene bare bedre på engelsk.*

Perhaps it is sometimes easier, I was going to say ‘express yourself’ in English. Sometimes the words are just better in English.

There might be a ‘common understanding’ among the informants when it comes to English words and phrases used in the Norwegian language. Perhaps certain words and phrases are more commonly used within their community, and individuals choose these words and phrases because they have a shared meaning within this community: A sense of “everybody” understands what it *really* means. Additionally, certain words and phrases may have a different meaning depending on the context in which they are used, and individuals may therefore choose to use words that are more socially acceptable in certain situations, even if it is from the English language.

While the informants in both groups mentioned the use of English words because they sometimes are better than the Norwegian equivalent, both groups also mentioned that because the English language is so readily available to them, they often use it when they cannot think of the Norwegian words for what they want to express. Below are extracts from the interviews to show the general consensus among the informants:

Group 1:

(7) Tiril: *Ja, noen ganger så kommer det bare ut. Fordi.. hvis man.. siden engelsk på en måte er en så stor del av hverdagen da, med tanke på at man bruker sosiale medier mye og sånn så ligger det på en måte litt sånn lett tilgjengelig. At man kanskje, ja.. Det er et ord man hører ofte, også kan man bruke det da. Det er jo noen ganger jeg kjenner at: “Åh, hva er det norske ordet igjen? Det står helt stille,” men jeg prøver jo å unngå det da så godt jeg kan, men noen ganger så bare glipper det ut.*

Yes, sometimes it just slips out. Because... If one... Because English in a way is such a big part of everyday life, considering the excessive use of social media and things like that, it lies in a way pretty available. That one perhaps, yes... It is a word one hears a lot, and then one can use it. Sometimes I feel that: “Oh, what is the Norwegian word again? It is completely blank,” but I try to avoid it to the best of my abilities, but sometimes it just slips out.

(8) Sander: *[...] I mange tilfeller kommer det opp tilfeller hvis det stopper helt opp og du bare må bruke et engelsk ord.*

[...] In many cases, there are cases where it stops completely and you just have to use an English word.

Group 2:

- (9) Ingeborg: *Jeg tipper det ligger ganske... Hva skal jeg si... Langt fremme i repertoaret av ord jeg har å bruke, fordi jeg blir utsatt for mye engelsk til vanlig og da er det kanskje noen ord som stikker seg ut og kanskje jeg er vant med å høre det fremfor det norske ordet.*

I am guessing it lies pretty... What can I say... Far ahead in the repertoire of words I have available, because I am exposed to a lot of English on a regular basis and then maybe some words stick out and maybe I am used to hearing it rather than the Norwegian word.

- (10) Oskar: *Det kan være en blanding mellom at man kanskje ikke finner ordet på det tidspunktet, at engelsk ligger... At man har hørt det før, at det blir en greie, en kombinasjon.*

It can be a mixture between the fact that you may not find the [Norwegian] word at the time, that English lies... That you have heard it before, that it becomes a thing, a combination.

Through the subconscious acquisition of the English language, words and phrases have entered their repertoires. As English words and phrases have entered the repertoires, the informants are often unaware that they are in fact using these words and phrases. They are almost used automatically. Many informants mentioned that they use English words and phrases when they cannot think of the Norwegian equivalent. Gumperz argues that code-switching is only caused by speakers' incapacity to find the right words to express themselves in one or the other code in a relatively few situations. In most cases, the code-switched information could be expressed in either language equally well (1982: 63-64), and that "forgetting the words" cannot be seen as the determining reason for the use of code-switching (1982: 65). Although it cannot be seen as a determining reason to use code-switching, it may be seen in correlation with the subconscious language acquisition the informants have gained through seeing and hearing the English language every day on the popular media platforms. English words and phrases are stored in the mental repertoire of English words and phrases and are ready to use when the situation calls for it. While the informants may have had the

option to use Norwegian words to convey their message, they frequently use English words instead. This may be attributed to their significant exposure to the English language, making it more effortless for them to express themselves using the words they hear most frequently, even if it feels or appears as though they are forgetting the Norwegian words.

The informants had divided opinions when it came to which accent they use when code-switching. In Group 1, there were some who thought that an English accent showed that: “This does not belong in my language,” and that it would have been strange to have a Norwegian accent when speaking English. There were several informants who thought it would have been strange to have a Norwegian accent when using English code-switching, but also that a Norwegian accent could show that one was not speaking “seriously,” but rather in a joking manner. One of the informants said this about using a Norwegian accent when code-switching:

- (11) Ronja: *Ja, jeg gjør det. Fordi jeg blir litt sånn hvis jeg snakker engelsk når jeg ikke er forberedt på det blir det sånn ekstremt Tasta-engelsk. Så da går vi for fornorskning, da skjønner alle hva du gjør liksom.*

Yes, I do. Because I become a little, if I speak English when I am not prepared and then it becomes extremely Tasta-English. So then we speak in a Norwegian accent, then everyone knows what you are doing.

“Everyone knows what you are doing” may indicate that it has a shared meaning within particular (sub)communities in Stavanger, and that interlocutors who hear it understand what you are “doing”, which may mean that one is not speaking in a serious way, or speaking in a joking manner. However, another informant in the same group had a differing opinion about this:

- (12) Sander: [...] *Jeg føler ikke jeg gjør det. Sånn Tasta-engelsk er jo et skjellsuttrykk som du sier bak ryggen til folk. Det høres helt kokko ut. Stavanger-ghetto-engelsk, eller bondeengelsk. [...]*

[...] I feel that I do not do it. That kind of Tasta-English is a term you say behind people’s backs. It sounds absolutely crazy. Stavanger-ghetto-English, or peasant English. [...]

Group 2 had differing opinions about the use of a Norwegian accent when code-switching as well. Some said that they like to think that they do not use a Norwegian accent, while others said that they did. Rindal suggested a possible correlation between the use of pronunciation and how speakers wish to present themselves (2010: 240). For the informants, the choice of accent when code-switching can have several meanings. It can be that they wish to sound like they are not “trying too hard,” that it sounds more relaxed when they use English words and phrases in an otherwise Norwegian conversation, or that they use a Norwegian accent to be funny. An English accent can show that what they say is not a part of their own language, but is also used because several informants thought it was silly to have a Norwegian accent when speaking English.

4.1.3 Formality and Informality

While the excessive exposure to English-speaking media has made the language a part of the informants’ daily lives, social norms and expectations may play an important role in deciding when and where it is appropriate to use code-switching. All of the informants acknowledge that different situations require different levels of formality, and their language choices vary depending on the context they find themselves in. When asked about what situations the informants were more likely to use English code-switching, some said it was difficult to answer because they tried to avoid code-switching all together. These answers reflect one of the limitations of choosing qualitative interviews as the main data collection method: As Gumperz noted, some people might not be aware of their code-switching habits and may deny such use, possibly due to their personal perceptions of the phenomenon (1977: 3). Consequently, their self-reported accounts may not provide an accurate reflection of the situations they are more likely to code-switch in.

All of the informants said that they use English code-switching unconsciously, and they do not really think about the fact that they are using English words and phrases in their everyday lives. This made it difficult to know in which situations they are more likely to use English code-switching, and in which situations they try to avoid using it. The informants in Group 1 in addition to the previous Norwegian language student in Group 2, who were critical of code-switching, mentioned that they occasionally use English code-switching and reflect on it afterwards and think: “I just did it too.” Their reflection was negative as they had a critical

view of code-switching, but they “could not do so much about it” as it “just slips out” unconsciously. Despite this, the informants in both groups had quite similar answers when it comes to when they use code-switching, and when they try to avoid it. Social factors such as setting and audience matters when it comes to the motivation to code-switch, or not to code-switch.

Code-switching is used more in informal settings among the informants. Gardner-Chloros writes that whether code-switching is used in a deliberate way or not, it provides a variety of clues as to the social identity of the speaker and to the groups which he or she wishes to resemble (2009: 42). As discussed in the previous category, some English words and phrases have a common understanding among the young adults in the study. Using these words and phrases through English code-switching may provide a variety of clues to both their social identity and to the groups they wish to resemble. As mentioned, the informants acknowledge that different situations require different levels of formality. Ritchie and Bhatia write that bilinguals organize their two languages according to their public and private world. The public language often serves as the ‘they-code,’ while the private language as the ‘we-code.’ The ‘they-code’ can be used to perform a range of functions, from creating distance, expressing objectivity and asserting authority. The ‘we-code’ conveys a range from in-group membership, informality and intimacy (2004: 342). The informants seem to use the ‘we-code’ in informal settings, and ‘they-code’ in formal settings. Below are extracts from the interviews to show the general consensus among the informants:

Group 1:

(13) Henriette: *Med folk jeg kjenner, som jeg vet også gjør det til en viss grad. Da er det på en måte mer akseptert [...].*

With people I know, who I know also do to a certain extent. Then it is in a way more accepted [...].

Group 2:

(14) Ingeborg: *I samtale med venner og andre uformelle sammenhenger er det ikke noe problem på en måte.*

In conversation with friends and other informal contexts, there is no problem in a way.

Both Group 1 and Group 2 informants indicated that they may use code-switching more often when speaking to people their own age, because it is perceived as more acceptable in that context. Muysken listed age group as one of the social factors that influence code-switching (2000: 227). The fact that the informants feel more inclined to code-switch with people their own age may have many reasons: For example, they are in relatively the same stages of life and the same age groups are often using the same (social) media platforms. Perhaps language trends affect the same age groups or generations more than others, causing the specific age group or generation to have differing opinions about the use of language. Below are extracts from the interviews to show the general consensus among the informants:

Group 1:

- (15) Tiril: [...] *Hvis man snakker med folk i sin egen alder så, så vil jeg tro at de fleste har samme tanker om det. At de ikke ville ha reagert så mye på det [...].*
[...] If you talk to people of your own age, then I would think that most people have the same thoughts about it. That they would not have reacted so much to it [...].

Group 2:

- (16) Emilie: *Det kommer litt an på hvem man snakker med, hvis jeg snakker med folk i min alder og yngre er det så integrert at det er sånn du skal snakke [...].*
It kind of depends on who you talk to, if I talk to people my age and younger it is so integrated that that is how you should talk [...].

The informants in both groups agree that they use more code-switching when talking to someone else who uses a lot of code-switching. There are many terms that are used for the overlapping phenomena. Some of them include: Mirroring, alignment, convergence, accommodation and matching (Reed 2020: 133). *Mirroring* others' speech, or more precisely the mirror neurons, is used as a tool for humans to relate to each other and demonstrates, among others, empathy among interlocutors (Jacoboni 2009: 268). Sachdev and Giles, who use the term *accommodation*, write that communication is a good indicator of how socially distant people are from one another since communication gives the people the ability to express their opinions about one another. By altering one's communication style, people move toward and away from each other constantly. They write that the term *convergence* has received the most attention among the several accommodating techniques employed by speakers to meet these objectives. It is a method whereby people modify their communicative

behaviours in order to be more similar to their interlocutor's behaviour across a wide variety of linguistic, paralinguistic and nonverbal aspects (Sachdev & Giles 2004: 355). When the informants talk to someone who uses a lot of code-switching, they may code-switch more to mirror the language of the interlocutor and thus reduce the social distance between them.

Below are extracts from the interviews to show the general consensus among the informants:

Gruppe 1:

(17) Emil: [...] *Jeg tror nok og jeg speiler noen litt noen ganger fordi jeg har noen venner som bruker en del, altså de kodeveksler mye og da merker jeg det påvirker meg litt [...].*

[...] I think I mirror someone a little sometimes because I have some friends who use it a lot, they code-switch a lot and then I notice it influences me a little [...].

Group 2:

(18) Lene: *Nei, det er sikkert fordi alle andre gjør det da. Det blir på en måte mer og mer en del av språket.*

No, it is probably because everyone else is doing it. It becomes more and more a part of the language in a way.

Both groups mentioned that they avoid using English words and phrases in formal situations where professionalism is expected. In professional or formal settings, the informants seem to be more careful about their language choices and act according to what they perceive as being socially accepted in such situations. While most linguists view code-switching as a skilled behaviour, most of the informants in the study (especially those in Group 1) do not. Myers-Scotton (1976, 1993) and Heller (1988) argue that code-switching can be used as a strategy to create neutrality in uncertain situations, such as in professional situations, but the general consensus among the informants is that using English code-switching in Norwegian conversations is an unprofessional way of speaking and should therefore be avoided in professional settings. Below are extracts from the interviews to show the general consensus among the informants:

Group 1:

- (19) Emil: [...] *De fleste formelle situasjoner egentlig. Det er klart, når du prater med venner gjør du som du vil. Men i situasjoner hvor det er publikum og hvor det er mer formelt, så synes jeg du skal etterstrebe å prate litt mer "korrekt."*

[...] Most formal situations really. Of course, when you are speaking with friends you do as you please. But in situations where there is an audience and where it is more formal, I think you should strive to speak a little more "correctly."

- (20) Henriette: [...] *I profesjonelle situasjoner, når man snakker med høyt utdannede personer ettersom de kan ofte virke mer dømmende og seriøse, eldre... Man må se an situasjonen og de man snakker med.*

In professional situations, when talking to highly educated people as they can often seem more judgmental and serious, elders... You have to look at the situation and the people you are talking to.

Group 2:

- (21) Ingeborg: *Det må vel bli i situasjoner hvor man forventer litt sånn, at man er seriøs, litt formell... Hvis jeg er på jobbintervju og den som intervjuer meg, der ville jeg forventet at vedkommende forholdt seg til norsk. Men jeg har ikke en supergod begrunnelse for det, men ja, formelle situasjoner... At man da ikke blander inn sånne åpenbare engelske ord.*

It must be in situations where you expect something like that, that you are serious, a bit formal... If I am at a job interview and the person interviewing me, I would expect that person to speak Norwegian. But I do not have a super good reason for it, but yes, formal situations... That you do not mix in such obvious English words.

- (22) Lene: *Kanskje ikke i en akademisk setting. I jobbsammenheng hadde jeg ikke gjort det. [...]*

Maybe not in an academic setting. In a work context, I would not have done it. [...]

In addition to avoiding code-switching in formal and professional settings, most informants in both groups indicated that they also avoid using code-switching when speaking with older individuals. This may possibly be due to the perception that older generations may not have the same level of English language proficiency as younger generations. Therefore, it is

deemed inappropriate to incorporate such “youthful jargon,” as one of the informants put it, when communicating with older individuals. Gumperz writes that it is only in a relatively few situations where only one code is appropriate, such as when speaking with older monolinguals, very small children or certain highly ritualized activities. He further suggests that with the exception of these situations, a range of choices and interpretation of messages, as with conversations in general, depends largely on the discourse context, societal assumptions, and previous knowledge of the speaker (Gumperz 1977: 6).

4.1.4 Attitudinal Differences

Cashman writes: “To the bilingual, however, such code-switching may be seen as perfectly ordinary, or as incorrect, a corruption of the rules of two languages.” (2008: 275). For Group 1, most of the informants agreed with the latter point. It can be difficult to be aware of one’s own language use in different situations, as one of the informants puts it: “Sometimes it [code-switching] just slips out.” Although the informants in Group 1 admitted that they used code-switching to a certain extent, they did not necessarily think it was a good thing. Many of them associated English code-switching in the Norwegian language with words such as “immature,” “less educated,” and “silly.” Additionally, a critical view towards code-switching was present throughout most of the Group 1 informants’ interviews. Some of the reasons for this was the desire to preserve the Norwegian language, that there is pride in being able to speak Norwegian as not many people in the world speak the language, but also because they simply did not like how it sounded. Muysken mentions a study that indicates that adolescents who used to code-switch often keep their languages more separated when they become adults (2000: 227), which may be the case for this group as well as most of the informants mentioned they used more English code-switching when they were younger. When asked about what they thought about other people using English code-switching, the first group answered as follow:

Group 1:

(23) Tiril: *Jeg synes kanskje det er litt teit egentlig, jeg gjør det kanskje selv og da [...].*

I think maybe it is a little silly really, but I do maybe do it myself too [...].

(24) Ronja: *Jeg synes det er merkelig når det blir, liksom, altså sånn noen ord og uttrykk er normalt. Men når du føler at 20% av samtalen foregår på engelsk eller.. Ja... Da*

reagerer jeg litt på det og tenker sånn: "Okei? Hvorfor? Du kunne sagt dette på norsk liksom." Så jeg reagerer når det blir for mye, men, liksom slike ord som blir tatt inn og enkelte engelske ord er liksom bedre på å forklare enkelte fenomener så da reagerer jeg jo ikke på det fordi jeg ville gjort det selv. Det er mer når man sier hele setninger og flere... Da reagerer jeg på det liksom.

I think it is strange when it becomes, like, some words and expressions are normal. But when you feel that 20% of the conversation takes place in English or... Yes.... Then I react a bit to that and think: "Okay? Why? You could have said this in Norwegian." So I react when it becomes too much, but some words that are taken in and certain English words are somehow better at explaining certain phenomena, so then I do not react to it because I would do it myself. It is more when you say whole sentences and more... Then I react to it.

- (25) *Henriette: Jeg tenker at de sikkert føler seg fri til å uttrykke seg selv. Noen ganger kan det bli teit, spesielt hvis det blir for mye.*

I think they probably feel free to express themselves. Sometimes it can get silly, especially if it gets too much.

- (26) *Sander: Det kan og høres, hvis man bruker veldig mye engelske ord, kan det høres, eller virke fabrikk ut. Og kan, egentlig bare sette deg i, eller du dummer deg selv ut da. Det føles litt slik ut når man ser på reality TV utsnitt. Men til og med der så har vi ikke et norsk ord på reality TV, vi har jo bare adoptert det 'reality' ordet inn.*

It can and sounds, if you use a lot of English words, it can sound, or seem manufactured. And can, really just put yourself in, or you will make a fool of yourself... It feels a bit like this when you watch Reality TV episodes. But even there, we do not have a Norwegian word for Reality TV, we have adopted the word 'reality'.

- (27) *Emil: Jeg synes ikke så mye om det egentlig. Jeg synes egentlig det er en uting. Jeg er veldig glad i engelsk, har jo studert det.. Men jeg synes det er viktig å holde språkene litt separate for å unngå, ja, forvekslinger, og så er det litt med det at engelsk og norsk skal være likestilte da. Noen ganger kan jeg synes det er irriterende, virke som litt sånn ignoranse på en måte. Ikke at alle må være interessert i språk, men du kan fremstå som litt sånn, litt lite intelligent. Neida, ikke intelligent, det var feil, men litt*

mindre dannet da.

I do not like it really. I actually think it is a bad thing. I am very fond of English, I have studied it... But I think it is important to keep the languages a little separate to avoid, yes, confusion, and then there is a little bit about the fact that English and Norwegian should be equal. Sometimes I can find it annoying, it seems like a bit of ignorance in a way. Not that everyone has to be interested in languages, but you can come across as a bit like, a bit unintelligent. No, not intelligent, that was wrong, but a little less educated.

Group 2 informants were more lenient, despite several of the informants acknowledging the point at which code-switching became excessive. Only one of the informants in this group was critical towards English code-switching throughout the interview. It was assumed that two informants, Ingeborg (current Norwegian language student) and Oskar (previous Norwegian language students), would have answers that were more similar to those in Group 1. The informants in the second group answered to the same question about what they thought about observing English code-switching in Norway, and answered as follows:

(28) Ingeborg: *På den ene siden så skjønner jeg det veldig godt, og jeg synes jo det er noe naturlig i det siden vi har blitt en veldig sånn, internasjonal verden på en måte, globalisering... Det er på en måte naturlig at det et språk som er så stort og vi møter så mye så er det ikke så rart at det kommer inn i språket vårt, og jeg gjør det jo mye selv. Men samtidig kan jeg tenke over at det høres kanskje rart ut, eller teit ut. Sånn særlig på norsk reality TV for eksempel, hvor folk bruker ekstremt mye engelske ord som det finnes åpenbare norske ord for. Jeg kommer ikke på noen eksempler, men det kan bli litt mye liksom, når det er en halv setning på engelsk og resten på norsk. Det kan jeg legge merke til og synes er litt teit, hvis det er lov å si.*

On the one hand, I understand it very well, and I think there is something natural in that since we have become a very international world in a way, globalization... It is in a way natural that a language that is so big and we meet so much, it is not surprising that it enters our language, and I do it a lot myself. But at the same time, I think that it might sound strange, or stupid. This is particularly the case on Norwegian reality TV, for example, where people use an extremely large number of English words for which there are obvious Norwegian words. I cannot think of any examples, but it can be a bit

much, when there is half a sentence in English and the rest in Norwegian. I can notice that and think it is a bit silly, if I may say so.

- (29) Oskar: *Eh... Ja, altså jeg synes jo at man bør i størst mulig grad prøve å forholde seg til norske ord i en setning. At.. Det er greit sånn sporadisk, men det kan utvikle seg til å bli ganske mange engelske ord som man kan høre av og til. Man har jo sett at det og har vært tilfeller i akademia innenfor økonomifagene hvor det er veldig mange engelske ord. Hvis norsk skal ha status som akademia språk er det ikke bra at det er så mange engelske ord som benyttes og normaliseres i samtalene ellers holdt jeg på å si.*

Eh... Yes, I think that you should try to stick to Norwegian words in a sentence as much as possible. That.. It is okay like that sporadically, but it can develop into quite a lot of English words that you can hear from time to time. You have seen that there have been cases in academia within economics subjects where there are a lot of English words. If Norwegian is to have the status of an academic language, it is not good that so many English words are used and normalized in conversations.

- (30) Lene: *Jeg tenker det blir kanskje mer og mer normalisert da, det er ikke så uvanlig å gjøre det. Kanskje før så man mer på det som slang, men nå er det mer og mer normalt å gjøre det. Jeg tenker ikke jeg reagerer når folk gjør det.*

I think it will perhaps become more and more normalized, it is not so unusual to do so. Maybe before it was seen more as slang, but now it is more and more normal to do so. I do not think I react when people do that.

- (31) Emilie: *Jeg synes det er helt greit, det er liksom.. Jeg gjør det selv, fordi det er noen ord som er lettere å forstå. Men det er noen som drar det litt langt innimellom.*

I think it is perfectly fine, it is like... I do it myself, because there are some words that are easier to understand. But there are some who take it a little too far now and then.

- (32) Maud: *Jeg synes det kan være greit, men jeg jobber jo en plass hvor det er mange pensjonister så jeg merker jeg må roe det litt ned fordi det er ikke alle forstår som alt [...].*

I think it can be fine, but I work in a place where there are many seniors so I feel I have to calm it down a bit because not everyone understands everything [...].

Common for both groups are that they all admit to using English code-switching to varying degrees. Most informants in group 1 say that they try to avoid it themselves, but that it just slips out sometimes because they may not remember the Norwegian word or because they are so used to hearing the English word and therefore use it instead. In the other group, only one informant said that he tried to avoid using code-switching and rather stick to Norwegian in most conversations. When asked about their perceptions of English code-switching used by others, the informants indicated a tendency to recognize instances where code-switching was used excessively, something they could react negatively towards. This indicates that there may be a 'golden mean' when it comes to code-switching, where a balance needs to be struck between using it appropriately and using it too much. When used excessively, it can become distracting and possibly undermine the credibility of the speaker. The mention of Reality TV contestants emphasizes the negative stereotypes associated with excessive code-switching.

Interestingly, Ritchie and Bhatia write that the vast majority of bilinguals themselves have a negative view of code-switching, except those who are highly linguistically aware. They further argue that the vast majority of bilinguals consider code-switching to be a sign of "laziness," and an instance of linguistic decadence and a potential danger to their own linguistic performance, and that they usually apologize for their "inappropriate" verbal behavior (Ritchie & Bhatia 2004: 350). The findings of this study reveal that those who were assumed to be linguistically aware are the most critical towards code-switching, while those who have not studied the English language in higher education were more lenient.

4.1.5 Translation and Reflection

The informants in both groups were asked to translate and/or reflect on five commonly used English words in the Norwegian language. It was emphasized that this was not a test for evaluating their translation skills, but rather to explore their various perspectives: What do they really think about the use of these words, and do they use them themselves? Do they have a good Norwegian translation that can be used instead? It is not uncommon to hear these words in an otherwise Norwegian conversation, and those who use them may perhaps not even be aware or think about the fact that they are from another language. Some of these words had already been mentioned by the participants during the initial 15 questions of the qualitative interview, further indicating their widespread usage. The five words in question

are “Basically,” “Connection,” “Basic,” “Vibe,” and “Cringe.” As mentioned, it can be argued whether these words are single-word code-switches or lexical borrowings. In this thesis, they are viewed as single-word code-switches. The study wanted to find out how the informants felt about these words being used in Norwegian conversations, and if they used the words themselves. Although these words are not listed in the Norwegian Language Council’s website for Norwegian replacement words, the informants reacted with laughter and a sense of: “Of course these words were chosen.” This may indicate that these words are widely used among young adults in Norway. Some of the informants who were previously critical of code-switching found it challenging to replace these words, possibly due to their widespread usage among young adults in Norway and possibly due to the fact that they had to think about the words in a relatively short amount of time.

Basically:

Group 1:

1. Tiril: *Ja, det er jo et typisk ord som mange ville sagt. Men ja, jeg ville jo oversatt det til ‘i bunn og grunn.’*
Yes, that is a typical word many people would say. But yes, I would translate it to ‘basically.’
2. Ronja: *Åh, det er sånn ord jeg bruker mye. Kort sagt? Ja, tror det. Det er ikke helt det samme, men det er det første jeg kommer på nå.*
Oh, that is a word I use a lot. Briefly said? Yes, I think so. It is not completely the same, but it is the first one that comes to mind.
3. Henriette: *I bunn og grunn. Det høres litt klokere ut på norsk.*
Basically. It sounds a little wiser in Norwegian.
4. Sander: *Ja, det er vanskelig å... Hva ville det vært på norsk? For å si det sånn? Eller for å si det slik?*
Yes, that is difficult to... What would it be in Norwegian? To put it that way? Or to say it like this?
5. Emil: *Ja, basically... Ja, det har jeg brukt litt selv. Jeg tror nok, altså, man kan si i bunn og grunn. Eller... Kort sagt... Men det er ganske litt eldre uttrykk som gjør at kanskje mange, spesielt unge synes det er gammeldags. Jeg får litt vondt når jeg hører meg selv si det så jeg prøver å unngå det da, det er ett jeg prøver å unngå. Men jeg synes det er vanskelig.*

Yes, basically... Yes, I have used it a little myself. I think that, one can say basically. Or... Briefly said... But it is perhaps pretty old sayings that make it that perhaps many, especially younger people think it is old fashioned. It is a little painful when I hear myself say it so I try to avoid it, it is one that I try to avoid. But I think it is difficult.

Group 2:

1. Ingeborg: *Da tror jeg jeg ville sagt hovedsakelig. Ja, det tror jeg er en god oversettelse.*

Then I think I would say mainly. Yes, I think that is a good translation.

2. Oskar: *Ja, basically ja. Ja, det er jo et ord som flittig blir nevnt i samtaler. "Det er basically sånn." Altså, erstatte med egentlig? Må bare prøve å tenke sammenhenger hvor man bruker det. Ja, egentlig. Som jeg kommer på akkurat nå.*

Yes, basically. Yes, it is a word that is often used in conversations. "It is basically like that." To replace really? I just have to think about contexts where it is used. Yes, really. That I can think of right now.

3. Lene: *Ja... Nei, der har jeg ingenting godt å komme med.*

Yes... No, I have nothing to add there.

4. Emilie: *Det føler jeg beskriver mer på engelsk enn på norsk, jeg vet ikke hva det direkte norske ordet er, men jeg bruker heller det engelske ordet i den forstand.*

It feels like it describes more in English than in Norwegian, I do not know what the directly [translated] Norwegian word is, but I would rather use the English word.

5. Maud: *Ja, nå kommer jeg ikke på hva det er på norsk.. Så, mhm.*

Yes, I cannot think of the Norwegian word... So, mhm.

Connection:

Group 1:

1. Tiril: *Ja... Eh, det er jo sånn. På en måte, sammenkobling, men eller litt sånn, tilknytning kanskje. Ja, tilknytning passer kanskje bedre enn sammenkobling.*

Yes... Eh, it is like. In a way, connecting, but it is a little, connection perhaps. Yes, connection is better fitting perhaps than connecting.

2. Ronja: *Tilknytning, eller ja.. Hm, nei, hva er det andre ordet jeg tenker på? Jo, ja, tilknytning.*

Connection, or yes... Hm, no, what is the other word I am thinking about? Yes, connection.

3. Henriette: *Tilknytning.*

Connection.

4. Sander: *Tilknytning, den er ganske grei, tilknyttelse, men det kan jo være, hvis man sier: "Den er tilknyttet," ja, jeg hadde skjønt det i hvert fall. Men jeg har selv hørt veldig mange bekjente har brukt det ordet når de snakker og jeg har selv sagt 'connected' eller ja, brukt det ordet.*

Connection, it is pretty fine, affiliation, but it can be, if one says: "It is connected," yes, I had understood it at least. But I have heard a lot of acquaintances use that word when they speak and I have said 'connected' or yes, used that word.

5. Emil: *Åja, forbindelse kanskje. Folk bruker connection på mange måter. "Jeg fant ikke en connection" eller, relasjon, eller egentlig beskriver også en følelse. Men jeg vet ikke hvilken sammenheng, men i internett sier jeg forbindelse eller dekning. Det kommer litt an på sammenhengen. Men jeg følte en connection med den, hvis det er det på en måte. Jeg vet at mange bruker det, det er ikke så lett å komme på hva jeg ville sagt. I jobb bruker vi mye ordet relasjon, men det er litt mer sånn pedagogisk ord.*

Oh yes, connection maybe. People use connection in a lot of ways. "I did not find a connection" or, relationship, or really also describes a feeling. But I do not know in what context, but for the internet I say connection or coverage. It depends on the context. But I felt a connection with them, if it is that in a way. I know that many people use it, it is not easy to think of what I would say. In work situations we use the word relationship, but it is a little more pedagogic word.

Group 2:

1. Ingeborg: *Ja... Er det lov å bare tenke litt? Er det lov å resonnerer høyt og? Sånn som jeg ser for meg ordet connection blir brukt er i Paradise Hotel, sorry at jeg tar opp sånne ting. Men at man sier at to folk har en connection. Men, kanskje jeg ville sagt tilknytning eller.. Ja, mellom mennesker, tilknytning. Men hvis det er to ting er det tilkobling på en måte. Det tror jeg er greie oversettelser.*

Yes... Is it okay to just think a little? Is it allowed to reason out loud? The way I imagine the word connection is used is in Paradise Hotel [Norwegian Reality TV show], sorry to bring up such things. But saying that two people have a connection.

But, maybe I would say connection or.. Yes, between people, connection. But if there are two things there is connection in a way. I think these are decent translations.

2. Oskar: *Ja, personlige relasjoner? Da tenker jeg at man heller bruker kollasjon. Ja, eller altså forbindelse blir kanskje formelt, men jeg tenker relasjon eller tilknytning.*
Yes, personal relationships? Then I think that one would rather use [the word] coalition. Yes, or so the connection may be formal, but I think relationship or connection.
3. Lene: *Ja.. Nei, det er helt samme.*
Yes... No, it is completely the same.
4. Emilie: *Der er jeg litt sånn samme svar kan man si, jeg tenker jeg bruker det kanskje i sånn digital forstand, mobil, PC... Ja, bruker det kanskje litt.*
I'm kind of the same answer you could say, I think I maybe use it in a digital sense, mobile, PC... Yes, maybe use it a little.
5. Maud: *Relasjon, er det ikke det? Ja, jo... Jeg hadde ikke sagt connection rundt pappa, mer connection via jobb.*
Relationship, is it not? Yes, yes... I would not have said connection around my dad, more connection via work.

Basic:

1. Tiril: *Eh, da ville jeg tenkt vanlig eller enkelt.*
Eh, then I would say common or simple.
2. Ronja: *Hmm, det som du hadde fått opp i ordboka er jo 'grunnleggende' men det blir jo ikke riktig. Så når det kommer til basic hadde jeg sagt 'basic' selv om jeg har et norsk ord så har det ikke samme betydning.*
Hmm, what you would get from the dictionary is 'basic' but it is not right. So when it comes to basic, I would say 'basic' even though I have a Norwegian word it does not have the same meaning.
3. Henriette: *Det er et ord som er ganske populært på Tik Tok, og som jeg kan se for meg mange yngre folk bruker. Det betyr jo "vanlig" eller "kjedelig" kanskje. Gjennom Tik Tok har ordet kanskje fått en distinkt betydning som gjør at det er lettere å bruke på engelsk.*
It is a word that is pretty popular on Tik Tok, and I can imagine many young people

are using it. It means common or boring maybe. The word has gotten a distinct meaning through Tik Tok which makes it easier to use in English.

4. Sander: *Ja. Den og er litt sånn... Det er jo sånn, vanlig? Men det engelske og det norske ordet er så forskjellig fra hverandre at du kommer ikke på det. Du kan liksom ikke bruke det i samme ordsammenheng. Hvis man snakker om klær og noen sier "det er så basic" så kan du ikke bruke ordet "vanlig." Basic er et større ord som dekker mere flater enn "vanlig" gjør.*

Yes. That one is a little... It is like, common? But the English and the Norwegian words are so distant from each other that you do not think of it. You cannot use it in the same context. If you are talking about clothes and someone says: "That is so basic," you cannot use the word "common." Basic is a bigger word which covers more than "common" does.

5. Emil: *Åja, altså enkelt? Ja, den bruker jeg veldig sjeldent. At man er litt basic, ja, den, men enkel kanskje eller litt sånn.. Men jeg pleier aldri å beskrive noen som basic. Enkel er jo nesten en fornærmelse, at man er litt enkel i hodet. Sempel. Ja.*

Yes, like common? Yes, I use it very rarely. To be a little basic. Yes, that one, but simple maybe or a little... But I never describe someone as basic. Common is almost an insult, to be a little simple-minded. Simple. Yes.

Group 2:

1. Ingeborg: *Og da igjen, så assosierer jeg det gjerne med stil. Det er populært for tiden. Det klarer jeg ikke å sette fingeren på, kanskje minimalistisk hvis det kommer til stil.*
And then again, I like to associate it with style. It is popular at the moment. I cannot put my finger on it, maybe minimalist if it comes to style.
2. Oskar: *Basic, ja.. Da tenker jeg, hvis folk sier: "Det der er basic kunnskap," da kan det erstattes med grunnleggende, eller elementært.*
Basic, yes.. Then I think, if people say: "That is basic knowledge," then it can be replaced with basic, or elementary.
3. Lene: *Nei...*
No...
4. Emilie: *Ja, den blir vel brukt ganske mye, jeg føler den blir brukt mye i hvert fall av jenter. Jeg føler ikke det er en skikkelig god norsk forståelse på... sånn som den blir brukt via dagens media, Instagram og alt det der.. Så er det ikke noen gode norske ord for akkurat det.*

Yes, it is probably used quite a lot, I feel it is used a lot, at least by girls. I do not feel there is a really good Norwegian understanding of... The way it is used via today's media, Instagram and all that... There are no good Norwegian words for exactly that.

5. Maud: *Det bruker jeg veldig mye.*

I use that a lot.

Vibe:

Group 1:

1. Tiril: *Ja, stemning. Sånn, ja nå er stemninga i rommet avslappende, eller koselig. Men ja, det er jo et ord mange ville sagt selv om man snakker norsk da.*

Yes, atmosphere. Like, yes now the atmosphere in the room is relaxing, or cozy. But yes, it is a word a lot of people would say even when speaking Norwegian.

2. Ronja: *Nei, hva vil det være? Vibe... Energi? Men det er også sånn ord som, nei, da bruker vi vibe.*

No, what would that be? Vibe... Energy? But it is also a word that, no, then we will use vibe.

3. Henriette: *En god eller dårlig vibe, ja, det kan jeg si. Både om stemning og om personer.*

A good or bad vibe, yes, I can say that. Both about atmosphere and about people.

4. Sander: *Det er et... Eh, ord som ungdommen sier mye. Det høres bare teit ut egentlig, jeg tror ikke noen helt skjønner hva de sier når de bruker det ordet. Men det er jo klart at det er, hva slags aura personen har? men da bruker du jo et engelsk ord igjen.*

It is a... Eh, a word young people say a lot. It sounds silly really, I do not think anyone completely understands what they say when they use that word. But it is that, what kind of aura a person has? But then you are also using an English word.

5. Emil: *Åja, men det har vi vel egentlig i norsk, er ikke det vibber? Da bruker jeg bare egentlig, vibber.*

Oh yes, but we actually have that word in Norwegian, is it not vibe? I just use that really, vibe.

Group 2:

1. Ingeborg: *Stemning, ja... Det tror jeg er en grei oversettelse.*
Atmosphere, yes... I think that is a good translation.
2. Oskar: *Vibe ja, ja. Følelse? "Du gir meg en god vibe", du gir meg en god følelse. En god... Ja. Jeg tenker det er følelse.*
Vibe yes, yes. Feeling? "You give me a good vibe", you give me a good feeling. A good... Yes. I think it is feeling.
3. Lene: *Nei. Jeg har ingenting der heller.*
No. I have nothing there either.
4. Emilie: *Jeg tror aldri jeg sier det, ikke annet enn ironisk liksom. Stemning?*
I do not think I ever say that, except ironically. Atmosphere?
5. Maud: *Ja, jeg holdt på å si vibber.*
Yes, I was about to say vibes.

Cringe:

Group 1:

1. Tiril: *Det må jeg tenke på. Cringe... at.. Cringe... Nei, det var vanskelig. Men jeg tenker jo kanskje sånn ukomfortabelt, forstyrrende. Klarer ikke finne ett ord. Men ja, ukomfortabel: "Det var cringe å se på." Så ja, jeg ville nok sagt ukomfortabelt.*
I have to think about that. Cringe... No, that one is difficult. But I am thinking maybe uncomfortable, disturbing. I cannot find one word. But yes, uncomfortable: That was cringe to look at." So yes, I probably would say uncomfortable.
2. Ronja: *Åh... Nei. Det blir bare sånn lyd: "Ughh" som blir erstatningen for det.*
Oh... No. It is just a sound: "Ughh" that is the equivalent for it.
3. Henriette: *Det beskriver jo noe som er flaut og ekkelt. Alle skjønner jo hva man mener når man sier cringe, så... Jeg bruker det av og til.*
It describes something that is embarrassing and gross. Everyone knows what you mean when you say cringe, so... I use it sometimes.
4. Sander: *Ja, det er et bredere ord enn hva teit er, at du oppførte deg teit eller rart. Du kan si om noen at "han var cringe" eller "det var cringe" at noen gjorde noe og det kan være... På norsk sier du at det er teit eller rart eller flaut, igjen, det ordet dekker bare en større flate av ord.*

Yes, it is a wider word than what silly is, that you behaved silly or weird. You can say about someone that: “He was cringe,” or “that was cringe” that someone did something and it can be... In Norwegian you say that it was silly or weird or embarrassing, again, that word just covers a wider range of words.

5. Emil: *Åja, ja, jeg har faktisk hørt en norsk versjon som er å krympe seg. Men ja, cringe, eller bare, da ville jeg sagt ubehagelig, ubekvem. Men ja, cringe, den er godt brukt da. Men den norske ekvivalenten er å krympe seg*

Oh, yes, I have actually heard a Norwegian version which is to cringe. But yes, cringe, or just, then I would have said uncomfortable. But yes, cringe, it is widely used. But the Norwegian equivalent is to cringe.

Group 2:

1. Ingeborg: *Ja, det er jo nesten blitt en merkelapp for å si at noe er, sånn, ekkelt eller teit eller, sant, ubehagelig. Eller tullete da, negativt konnotasjon. Jeg har ikke noen ordrett oversettelse for det.*

Yes, it has almost become a label to say that something is, well, disgusting or stupid or, frankly, unpleasant. Or silly, a negative connotation. I do not have a literal translation for it.

2. Oskar: *Det som blir brukt om kleint for eksempel. Ja, det er kleint, ja.*

What is used for awkward for example. Yes, it is awkward, yes.

3. Lene: *Ja, nei...*

Yes, no...

4. Emilie: *Bruker det vel litt, eller jeg føler, siden jeg er fra Stavanger så sier vi kleint, så jeg bruker ikke cringe mye, heller kleint.*

I probably use it a little, or I feel, since I am from Stavanger we say awkward, so I do not use cringe a lot, rather awkward.

5. Maud: *Eh, ja, “jeg cringa av meg selv” sier jeg.*

Eh, yes, I say: “I cringe at myself.”

The selection of the English words for the activity was based on the assumption that they were commonly used among young adults in Norway. During the interviews, some informants expressed criticism towards the use of English words and phrases in the Norwegian language. However, based on the answers from the informants in this activity, using Norwegian words consistently proved to be easier said than done. Most of the

participants in Group 1 were critical of English code-switching, but still found it challenging to find suitable Norwegian equivalents for the English words. Several participants said that they used the words chosen for the activity, despite Emil expressing discomfort with it by saying: “It is a little painful when I hear myself say it.” With the exception of the word ‘Connection,’ most of the informants struggled to find appropriate Norwegian equivalents. Another problem was that when the informants knew the Norwegian equivalent, they still believed the English word was better, such as the word ‘Basic,’ which translated to: ‘I bunn og grunn,’ but as Ronja said: “It is not right.”

Some English words seem to have acquired a distinct meaning among young adults in Norway, making it difficult to find suitable Norwegian words for what they want to say. Many of the informants mentioned in the interviews that they simply forget what the Norwegian words are for what they want to say, but as Gumperz (1982) argues, it is only in a relatively few cases that forgetting the words is in fact the reason for the use of code-switching. It may be that some of the informants simply find certain English words and phrases better than their Norwegian equivalent. This points back to the fact that English code-switching may be used because the words and phrases have acquired a particular social meaning in different subgroups of Norwegian society.

4.2 Quantitative

4.2.1 Questionnaire

Following the initial part of the study, which involved 15 questions and translating and/or reflecting on five specific words, the informants were given a questionnaire consisting of 10 statements that they were asked to fill in. The findings are presented and discussed in this section. 10 PivotCharts are used to display the responses of both groups in a single chart. This way of presenting the findings makes the similarities and differences between the two groups easy to compare. The purpose of having a questionnaire in addition to the qualitative part of the study was to collect more data from the informants. Although certain statements are similar to the questions the informants answered earlier, it seems as though some of the informants have subtly altered their responses from the interviews. This shift may possibly be due to the informant’s initial lack of reflection on their own language use, and the process of

answering various questions may have led them to have new insights regarding their language use. It is worth noting that the charts show Group 1 below Group 2.

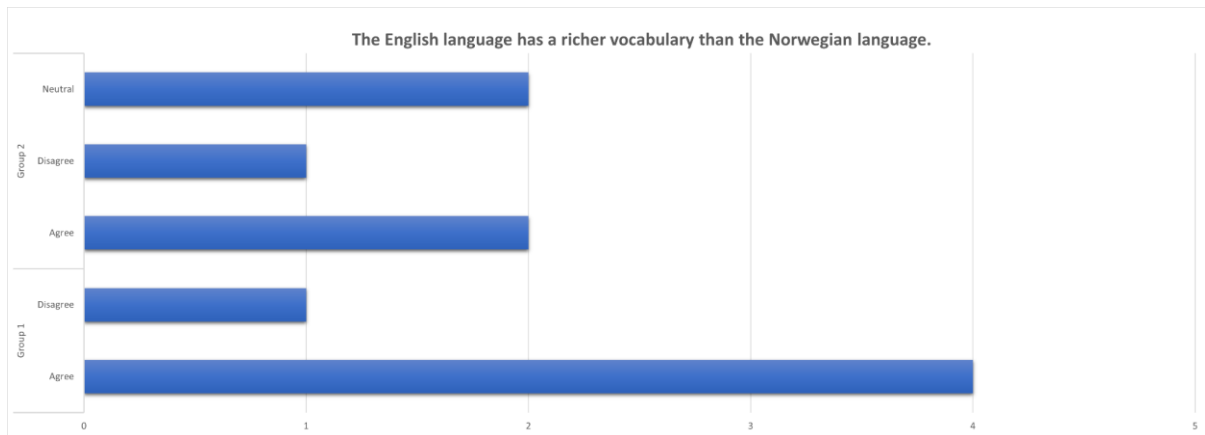


Figure 1 Answers to the statement: The English language has a richer vocabulary than the Norwegian language. Distributed among the options: “Strongly agree,” “Agree,” “Neutral,” “Disagree,” and “Strongly disagree.”

This statement is based on the assumption that some Norwegians believe the English language has a richer vocabulary than the Norwegian language. As a result, code-switching may therefore be a consequence of this belief. The Norwegian Language Council posed the question of whether English is a more lexically rich language than Norwegian. The Norwegian Language Council acknowledges that there is no definitive method of quantifying the exact number of words in a language, and that vocabularies are continually evolving with the addition of new words and the phasing out of outdated ones. They further suggested that all languages possess an inherent potential for infinitive richness of expression, and that it is ultimately the language users who determine how to use their language(s) (Norsk språkråd 1990: 7; Simonsen 1992: 13). As the Pivotchart shows, both groups have varying answers. In Group 1, most informants “Agree” that the English language actually has a richer vocabulary than the Norwegian language, while the minority “Disagree.” In Group 2, most informants also “Agree” with the statement, while the minority “Disagree” and others are “Neutral.” Believing this statement may have a connection with the fact that, although the informants believe that the Norwegian language has words that are similar to the English words, they are not equal. The English words may have a better or deeper meaning for what Norwegians want to express. Additionally, English words may have acquired a distinct social meaning in these communities that might make them *feel* richer than the Norwegian equivalent.

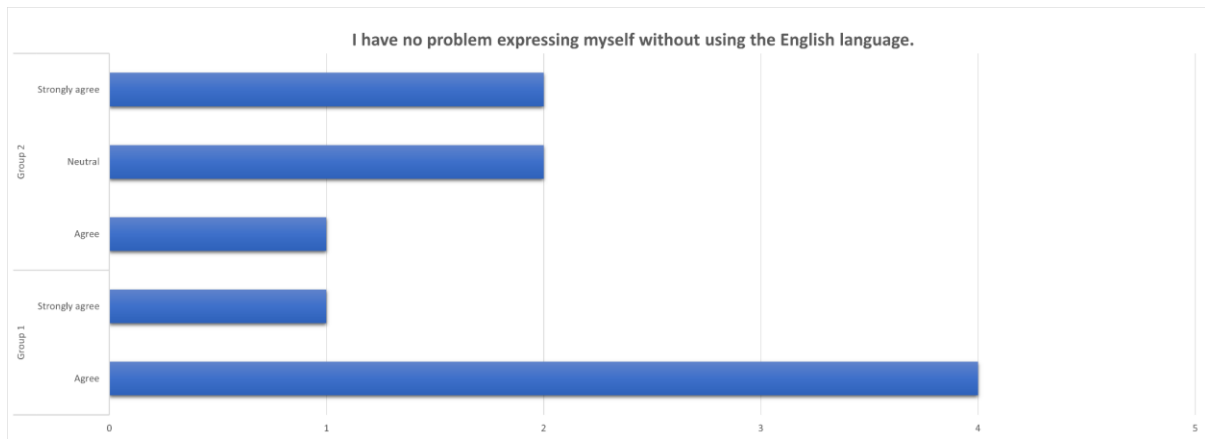


Figure 2 Answers to the statement: *I have no problem expressing myself without using the English language.* Distributed among the options: “Strongly agree,” “Agree,” “Neutral,” “Disagree,” and “Strongly disagree.”

In Group 1, most informants answered that they “Agree” with the statement that they have no problem expressing themselves without using the English language, while the minority answered “Strongly agree.” In Group 2, the most answers are for the option “Strongly agree,” while the minority is “Agree”. However, some of them were neutral to the statement. Interestingly, during the interviews, Group 1 expressed strong opinions about code-switching and that it was necessary to stick to the Norwegian language in most situations in addition to their negative attitude towards the phenomenon. It would therefore make sense that many informants in Group 1 would have answered “Strongly agree.” Perhaps section 4.1.5 proved to them that it is more difficult to express oneself without using the English language than they first anticipated and their answer to the statement is affected by this revelation.

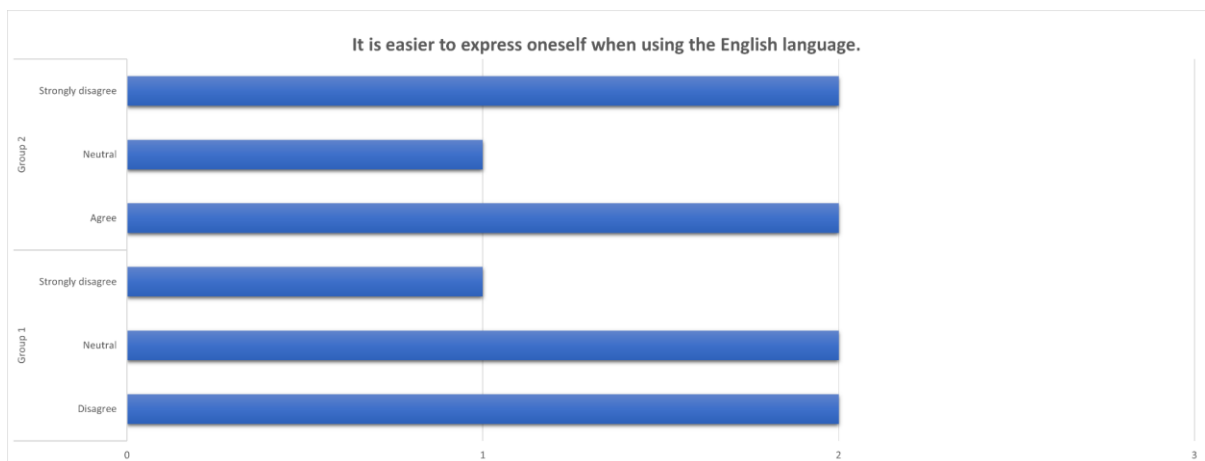


Figure 3 Answers to the statement: *It is easier to express oneself when using the English language.* Distributed among the options: “Strongly agree,” “Agree,” “Neutral,” “Disagree,” and “Strongly disagree.”

The preference for using English code-switching as it is an easy way to express oneself may have a correlation between what some linguists call translanguaging (García & Wei 2014: 2), but which others say is merely a synonym for the term code-switching (García & Kleyn 2016: 19). Although the terms differ slightly in definition, both refer to the practice of using one’s entire linguistic repertoire to communicate authentically without being restricted by how language should or should not be used. Furthermore, as the informants in the study are young adults, who typically use English code-switching frequently in their daily speech, it may be easier for them to use English code-switching to communicate effectively, especially among peers. In Group 1, most of the informants disagree to varying degrees, while others are neutral. In Group 2, the informants are divided between “Strongly disagree” and “Agree,” while another chose the option “Neutral.” Group 1 were critical of code-switching in the initial interview, as shown in this PivotChart; most of them found it unnecessary to use English code-switching in Norwegian for various reasons, such as preserving the Norwegian language or finding it silly. Group 2 had different views on this, but since two informants were critical to varying degrees in the initial interview, it corresponds to the PivotChart.

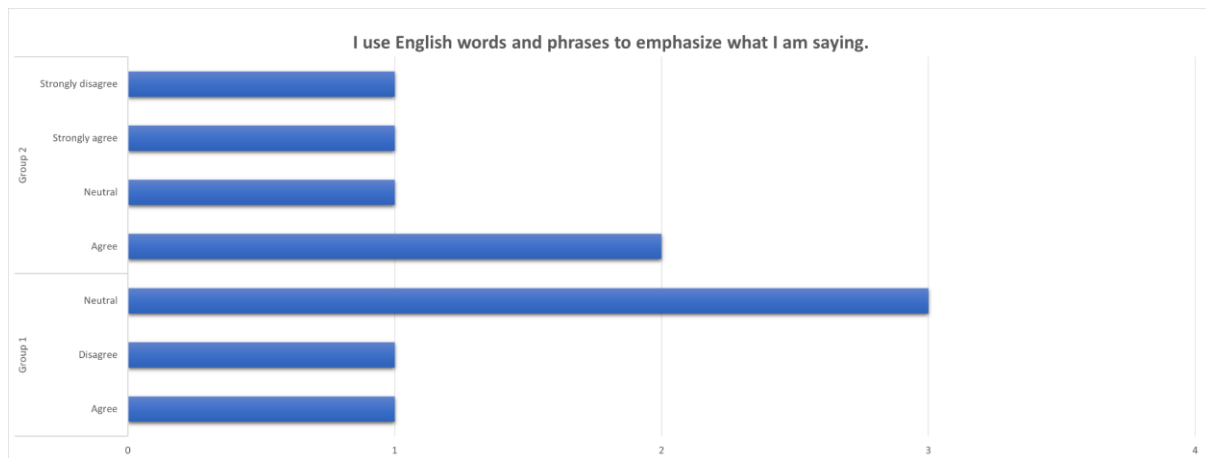


Figure 4 Answers to the statement: I use English words and phrases to emphasize what I am saying. Distributed among the options: “Strongly agree,” “Agree,” “Neutral,” “Disagree,” and “Strongly disagree.”

Myers-Scotton writes that code-switching is perhaps the most usual way to make marked choices. Using English code-switching in an otherwise Norwegian conversation might be a deliberate choice, or marked choice, to emphasize what one is saying. Using code-switching as a marked choice is an attempt by the speaker to negotiate a set of rights-and-obligations

that differ from the unmarked one (Myers-Scotton 1993: 149). Code-switching may serve as a means for emphasizing the speakers' message in various ways. It may be influenced by situational factors and the context of the conversation. However, by incorporating a different language, which is English in this context, speakers can create a linguistic effect that differs from only speaking in Norwegian. This may allow the speaker to use English words or phrases strategically to stress particular points (or put stress on the English words or phrases themselves) to achieve their communicative goals through code-switching. The responses from Group 1 informants are divided between "Agree" and "Disagree," while the remaining participants have a "Neutral" stance. In Group 2, the majority of the informants have expressed agreement to varying degrees, while the remaining informants have either answered "Strongly agree" or "Neutral."

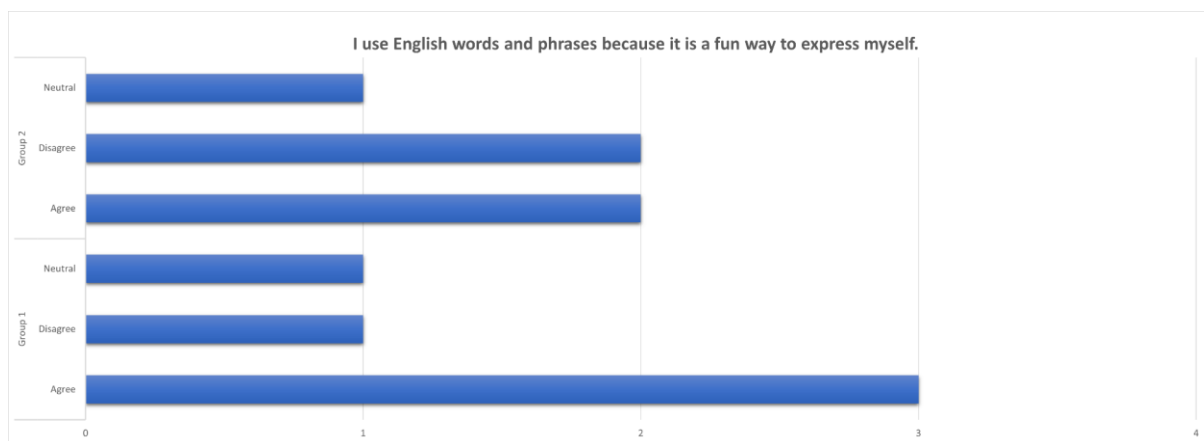


Figure 5 Answers to the statement: I use English words and phrases because it is a fun way to express myself. Distributed among the options: "Strongly agree," "Agree," "Neutral," "Disagree," and "Strongly disagree."

Using code-switching as a fun way to express oneself can add humour and linguistic diversity to a conversation. It allows individuals to draw from their linguistic repertoire and convey meaning in new and unique ways. The use of code-switching in Norwegian to incorporate English as a comical effect or as a fun way to express oneself can be related to Myers-Scotton's Markedness Model (1993). When informants choose to use English code-switching as a way of expressing themselves, it is often a conscious choice to incorporate English into their daily language use, making it a marked choice (Myers-Scotton 1993: 149). Additionally, Blom and Gumperz's (1972) metaphorical switching can also contribute to the conversation's atmosphere by responding in English to "bounce off" what someone else has said to create a different atmosphere or tone to the conversation, in this case humorous. It can also be related

to the accent the informants use when code-switching, and what Rindal suggests about the possible correlation between pronunciation and self-representation (2010: 240), by which English code-switching may be used to present oneself or the information one wishes to convey in a humorous way. This figure shows the informants' answers regarding the statement that they use English words and expressions because it is a fun way to express themselves. In Group 1, the majority of the informants "Agree," while others "Disagree" or are "Neutral" to the statement. In Group 2, the informants are split between "Disagree" and "Agree," while others are "Neutral."

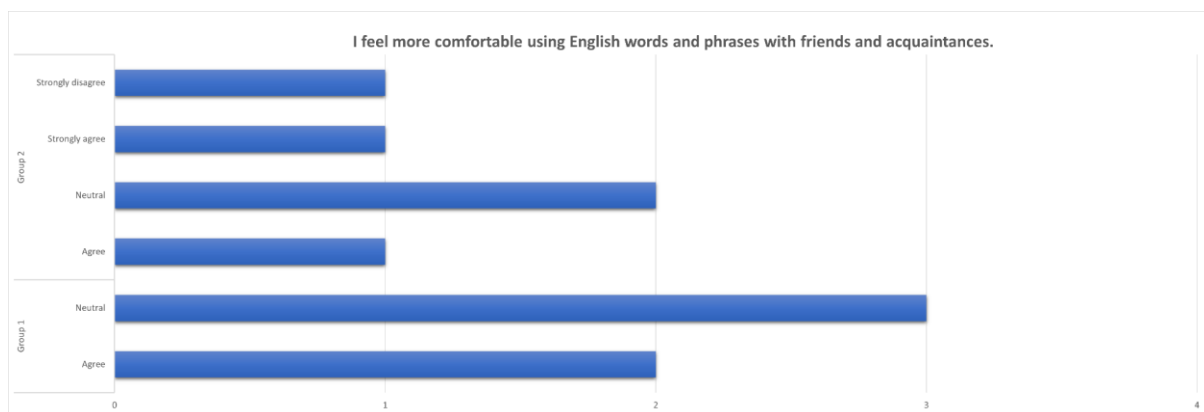


Figure 6 Answers to the statement: *I feel more comfortable using English words and phrases with friends and acquaintances.* Distributed among the options: "Strongly agree," "Agree," "Neutral," "Disagree," and "Strongly disagree."

In Group 1, most of the informants were "Neutral" to the statement, while others "Agree." The second group, on the other hand, had mixed responses. The informants were divided between varying degrees of agreeing to the statement, while others had a neutral stance. One informant responded "Strongly disagree." Code-switching may be used more among friends and acquaintances because these individuals often share similar linguistic patterns, which may be due to age group, interests, and such. Additionally, friends often have a more informal and relaxed communication style. The statement corresponds to Le page and Tabouret-Keller's Acts of Identity, stating that individuals shape their linguistic behaviour to match that of the group or groups they want to identify with (1985: 181). Gardner-Chloros also writes that whether code-switching is used in a deliberate way or not, it can provide valuable insights into the social identity of the speaker and the groups he or she wishes to resemble (2009: 42).

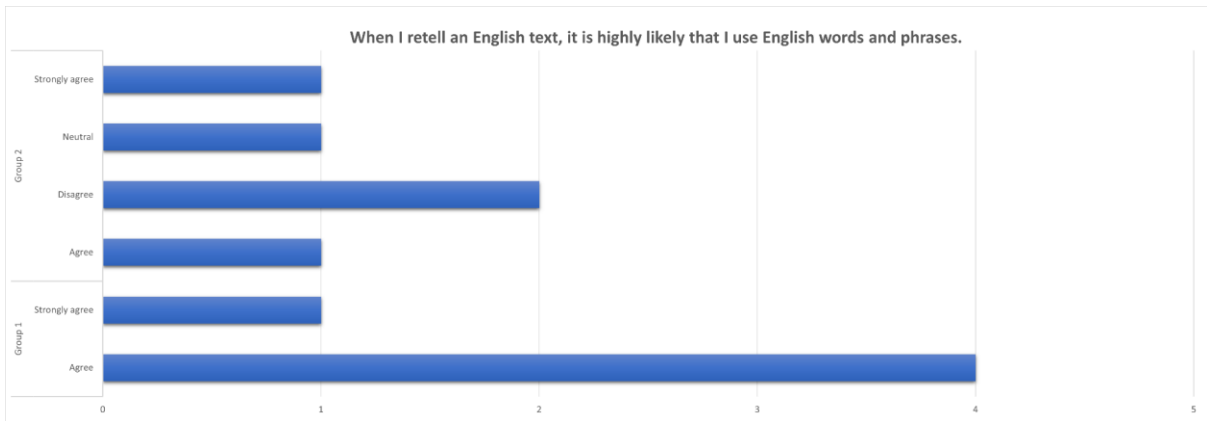


Figure 7 Answers to the statement: *When I retell an English text, it is highly likely that I use English words and phrases.* Distributed among the options: “Strongly agree,” “Agree,” “Neutral,” “Disagree,” and “Strongly disagree.”

During the interview, several informants mentioned that they incorporated English words and phrases into their daily speech, particularly when retelling something they had heard or read in English. Some informants believed that this was one of the primary reasons for their use of English code-switching. Based on the PivotChart, it appears that all the informants in Group 1 agree to varying degrees, but the majority have answered “Strongly agree.” Group 2’s answers show that the informants are divided between “Disagree” and various degrees of agreement. One informant was neutral about the claim.

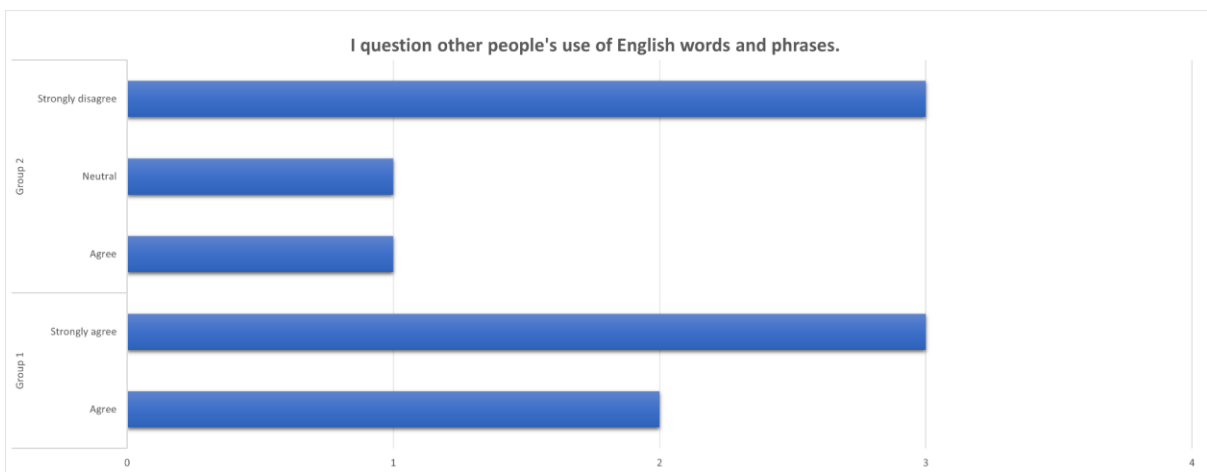


Figure 8 Answers to the statement: *I question other people’s use of English words and phrases.* Distributed among the options: “Strongly agree,” “Agree,” “Neutral,” “Disagree,” and “Strongly disagree.”

The informants in Group 1 were more critical of code-switching, particularly when they observed other people doing it, while the majority of Group 2 informants were more lenient. This was the most significant difference between the two groups, as is also shown in the PivotChart above. Most informants in Group 1 answered “Strongly agree,” while others answered “Agree.” Most informants in Group 2 have a more relaxed attitude towards observing others use code-switching. In Group 2, most answered “Strongly disagree,” while others answered “Neutral” and one informant answered “Agree.” As mentioned, this contradicts what Ritchie and Bhatia (2006) proposed, namely that it is individuals with higher linguistic awareness that do not view code-switching as something negative.

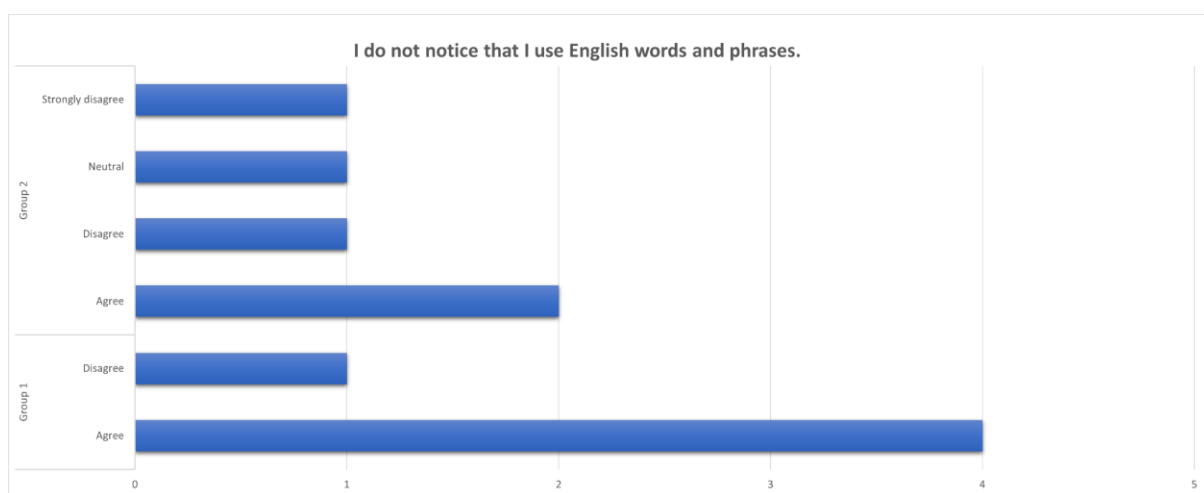


Figure 9 Answers to the statement: *I do not notice that I use English words and phrases.* Distributed among the options: “Strongly agree,” “Agree,” “Neutral,” “Disagree,” and “Strongly disagree.”

This statement refers to the fact that the respondents are not aware that they are using English words and expressions, or code-switching, in an otherwise Norwegian conversation. This is something Gumperz (1977) emphasizes when talking about code-switching, and that it is therefore difficult to get accurate answers. As Krumsvik (2019) writes, it is not because the respondents are lying, but simply because they often are not aware of what they are actually doing in such situations. It can be difficult to be aware of one’s own language patterns, or how one specifically uses language. As some of the informants mentioned in the initial interviews, English code-switching sometimes just comes naturally without them needing to think about what they are going to say, and they do not think about the fact that they are actually speaking English. In the PivotChart, it shows that most informants in Group 1 agree with the statement, while another disagrees. In Group 2, there are mixed responses, where

there is an even number of people who agree and disagree (to varying degrees), while another is neutral to the statement.

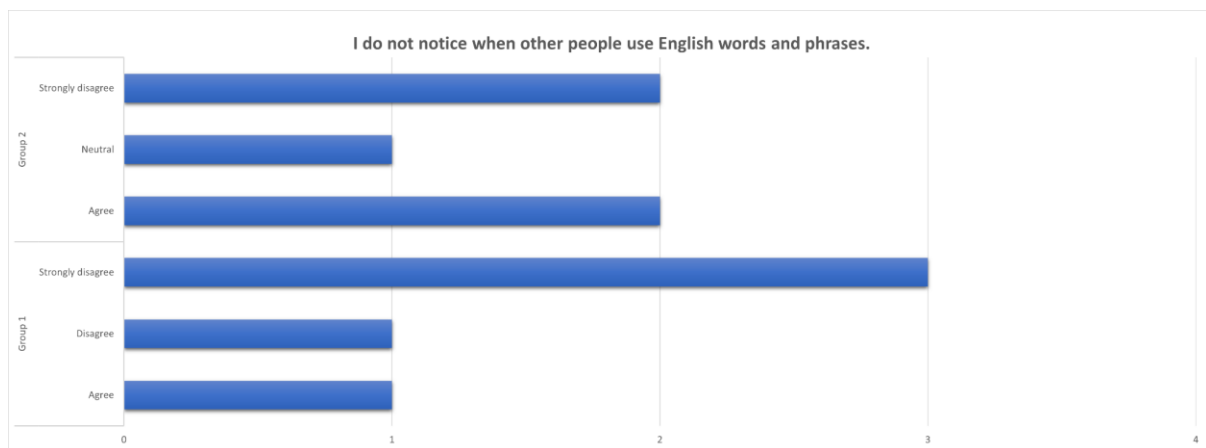


Figure 10 Answers to the statement: I do not notice when other people use English words and expressions/phrases. Distributed among the options: “Strongly agree,” “Agree,” “Neutral,” “Disagree,” and “Strongly disagree.”

In contrast to not noticing when they themselves use code-switching, the respondents are observant when it comes to observing others’ use of code-switching. Most respondents in Group 1 answered disagree to varying degrees with the statement ‘I do not notice when other people use English words and phrases,’ while one respondent agreed. In Group 2, the respondents are divided between "Strongly disagree" and "Agree," while one remains neutral.

5. Conclusion

The main research question for this thesis was: *What social factors motivate young adults in Norway to use English code-switching?* In addition to the main research question, the thesis looked at several sub-questions to gain a comprehensive understanding of the social factors underlying code-switching among young adults in Norway. These sub-questions served to explore various aspects, including whether English words and phrases were more suitable for conveying meaning in certain situations within Norwegian conversations. Additionally, the study wanted to see if there were any linguistic limitations within the Norwegian language compared to the English language. Moreover, the study investigated the role of situational factors in shaping individuals' speech patterns and their impact on code-switching behaviour. The study also investigated the varying perspectives and opinions of young adults in Norway regarding the influence of the English language on the Norwegian language. Finally, the study investigated whether the impact of the English language on the Norwegian language was perceived as a desired change or a natural occurrence.

The thesis looked at the phenomenon of code-switching by gathering the perspectives and opinions of 10 Norwegians aged 20-25. The informants were divided into two groups: Group 1 consisted of five informants who have studied or are studying the English language in higher education, while Group 2 consisted of five informants who do not have such educational backgrounds. The goal of the study was to identify the social factors that motivate English code-switching in the Norwegian language, as perceived by the informants. The thesis used qualitative interviews as the main method for collecting data, as well as a quantitative questionnaire. The study consisted of two parts: First, the informants were asked 15 questions about their own language use and then they were asked to translate or reflect on five English words that are often used among young adults in Norway. Second, the informants were presented with a questionnaire containing 10 statements about their own language use and the observation of the language use of others where their answers ranged from "strongly agree" to "strongly disagree".

Answering the research question in a concise manner is challenging. The motivation of engaging in code-switching among young adults in Norway is complex and multifaceted due to the various social factors involved. Some of these factors are interdependent, meaning that they cannot be seen in isolation. While the chosen methodology of the thesis has some limitations, the study has yielded several interesting findings.

The widespread use of social media and other online platforms has had a significant impact on the informants in the study, and young adults in Norway generally, in how they acquire and use the English language. Through these platforms, the informants are constantly exposed to the English language. This daily exposure has contributed to the informants' subconscious language acquisition, which happens without much conscious effort. What is particularly noteworthy is that the English language the informants encounter through these platforms is often more informal, and therefore relatable, than the English acquired in formal contexts. This means that the possible assumption that the informants in Group 1, in other words, those who have an educational background in the English language, would have a higher proficiency and therefore feel more inclined to participate in code-switching behaviour can be put aside. The kind of English the informants have acquired through subconscious learning may therefore make it easier for the informants to incorporate it into their own lives, through code-switching.

In addition to the subconscious language acquisition, social media and other online platforms have led to the normalization and acceptance of the English language. *Normalization* and *acceptance* seem to be key words for understanding the code-switching behaviour of young adults in Norway. Code-switching seems to take place more often in environments where it is assumed to be accepted. Examples of this is when the informants are speaking with friends and acquaintances, with interlocutors who code-switch themselves where code-switching is almost used as a way of mirroring the other, and with people that are in their own age group. All the informants regarded the impact of the English language on the Norwegian language as a natural occurrence, particularly considering the extensive exposure to social media and other online platforms. While some informants acknowledged that the Norwegian language has words and phrases that are sufficient, they still believed that the English language had words and phrases that were sometimes better than the Norwegian ones. This may be attributed to the influence of the English-speaking content they consume.

Although the thesis' research question tried to find social factors that motivate the use of English code-switching, it is interesting to look at which factors make the informants want to avoid using code-switching. This gives a broader picture and a deeper understanding to the complex phenomenon that is code-switching. It is also interesting to look at what the informants think about other people's code-switching habits, as it can give a clue as to how

code-switching is viewed by young adults in Norway. According to the thesis' findings, and contrary to what some linguists write (e.g., Ritchie & Bhatia 2006), it is those who were considered to be the most linguistically aware who are the most critical of code-switching in the context of this particular study. There were several reasons for this, such as the preservation of the Norwegian language, but also because they did not like how it sounded. What both groups had in common was that they avoided using code-switching in formal and professional situations. Additionally, both groups could notice when code-switching was used excessively and feel negatively about this, which suggests that a balance needs to be struck between using it appropriately and using it too much.

Future research on the code-switching behaviour of young adults in Norway could employ an alternative methodology. While the chosen methodology in this study has contributed interesting and valuable insights, it has limitations. For instance, the informants' ability to provide a precise representation of their language choices in a given situation may be compromised due to the fact that they might not be completely aware of their own language use. This has been argued by Gumperz (1977: 3), among others.

To address these limitations, future studies could use observation of naturally occurring speech to gain deeper insights into the code-switching habits of young adults in Norway. Observation would be used alongside interviews to identify potential discrepancies between what informant's report and their actual behaviour in different situations. Conducting a larger study with a more extensive sample size would also provide a more comprehensive understanding of the phenomenon, especially when using quantitative questionnaires.

The influence of the English language on the Norwegian language is unlikely to diminish in the coming years. With the increasing prevalence of English-speaking (social) media, it is reasonable to assume that the impact of English on the Norwegian language will persist. However, the trajectory of this development and its long-term consequences remain an area that requires further investigation.

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Appendix I: Interview Guide

1. Hva er ditt forhold til det engelske språket?
2. Hvilke arenaer i Norge møter du på det engelske språket mest?
3. Hva synes du om at norske folk bruker engelske ord og setninger i en ellers norsk kontekst?
4. Hva tror du kan være grunner til at norske folk bruker engelske ord og uttrykk i dagligtalen sin?
5. Bruker du engelske ord og uttrykk i dagligtalen din?
6. Kan du tenke deg noen grunner til at du bruker engelske ord og uttrykk?
7. Bruker du noen ganger engelske ord eller uttrykk fordi du føler at det norske språket ikke har et lignende ord eller uttrykk som har samme betydning?
8. Bruker du engelske ord og uttrykk med hensikt, eller har engelsk blitt en del av språket ditt ubevisst?
9. Bruker du en norsk aksent når du bruker engelske ord og uttrykk?
10. I hvilke situasjoner er det mer sannsynlig at du bruker engelske ord og uttrykk?
11. I. Hvilke situasjoner unngår du å bruke engelske ord og uttrykk?
12. Er det situasjoner hvor du føler folk generelt burde unngå å bruke engelske ord og uttrykk?
13. Tror du denne utviklingen til en mer engelsk-påvirket snakkemåte er en naturlig utvikling?
14. Tror du det engelske språket gjør en trussel for det norske språket?
15. Hvis du ble fortalt at det norske språket står i fare for å dø ut til det engelske språket, vil du fortsette å bruke engelske ord og uttrykk?

Interview guide translated into English:

1. What is your relationship with the English language?
2. In which arenas in Norway do you encounter the English language the most?
3. What is your opinion on Norwegians using English words and phrases in an otherwise Norwegian context?
4. What do you think could be the reasons for Norwegians using English words and phrases in their daily language?
5. Do you use English words and phrases in your daily language?
6. Can you think of any reasons why you use English words and phrases?
7. Do you sometimes use English words or phrases because you feel that the Norwegian language doesn't have similar words or phrases with the same meaning?
8. Do you intentionally use English words and phrases, or has English become an unconscious part of your language?
9. Do you use a Norwegian accent when using English words and phrases?
10. In which situations is it more likely that you use English words and phrases?
11. In which situations do you avoid using English words and phrases?
12. Are there situations where you feel that people should generally avoid using English words and phrases?
13. Do you think this trend towards a more English-influenced way of speaking is a natural development?
14. Do you think the English language poses a threat to the Norwegian language?
15. If you were told that the Norwegian language is in danger of dying out to the English language, would you continue to use English words and phrases?

Appendix II: Questionnaire

1 Det engelske språket har et rikere vokabular enn det norske språke

Helt enig	Ganske enig	Verken enig eller uenig	Ganske uenig	Helt uenig
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Jeg har ikke problemer med å uttrykke meg uten å bruke det engelske språket.

Helt enig	Ganske enig	Verken enig eller uenig	Ganske uenig	Helt uenig
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Det er lettere å uttrykke seg når man bruker det engelske språket.

Helt enig	Ganske enig	Verken enig eller uenig	Ganske uenig	Helt uenig
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Jeg bruker engelske ord og uttrykk for å understreke hva jeg sier.

Helt enig	Ganske enig	Verken enig eller uenig	Ganske uenig	Helt uenig
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Jeg bruker engelske ord og uttrykk fordi det er en morsom måte å uttrykke seg på.

Helt enig	Ganske enig	Verken enig eller uenig	Ganske uenig	Helt uenig
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 Jeg føler meg mer komfortabel når jeg bruker engelske ord og uttrykk med venner og bekjente.

Helt enig	Ganske enig	Verken enig eller uenig	Ganske uenig	Helt uenig
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 Når jeg gjenforteller en engelsk tekst, er det svært sannsynlig at jeg bruker engelsk og uttrykk.

Helt enig	Ganske enig	Verken enig eller uenig	Ganske uenig	Helt uenig
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8 Jeg setter spørsmålstegn ved at andre bruker engelske ord og uttrykk.

Helt enig	Ganske enig	Verken enig eller uenig	Ganske uenig	Helt uenig
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9 Jeg legger ikke merke til at jeg bruker engelske ord og uttrykk.

Helt enig	Ganske enig	Verken enig eller uenig	Ganske uenig	Helt uenig
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 Jeg legger ikke merke til at andre bruker engelske ord og uttrykk.

Helt enig	Ganske enig	Verken enig eller uenig	Ganske uenig	Helt uenig
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Questionnaire translated into English:

1 The English language has a richer vocabulary than the Norwegian language.

Strongly agree Agree Neutral Disagree Strongly disagree

2 I have no problem expressing myself without using the English language.

Strongly agree Agree Neutral Disagree Strongly disagree

3 It is easier to express oneself using the English language.

Strongly agree Agree Neutral Disagree Strongly disagree

4 I use English words and phrases to emphasize what I am saying.

Strongly agree Agree Neutral Disagree Strongly disagree

5 I use English words and phrases because it is a fun way to express myself.

Strongly agree Agree Neutral Disagree Strongly disagree

6 I feel more comfortable using English words and phrases with friends and acquaintances.

Strongly agree Agree Neutral Disagree Strongly disagree

7 When I retell an English text, it is highly likely that I use English words and phrases.

Strongly agree Agree Neutral Disagree Strongly disagree

8 I question other people's use of English words and phrases.

Strongly agree Agree Neutral Disagree Strongly disagree

9 I do not notice that I use English words and phrases.

Strongly agree Agree Neutral Disagree Strongly disagree

10 I do not notice when other people use English words and phrases.

Strongly agree Agree Neutral Disagree Strongly disagree

Appendix III: Transcribed Interviews

Group 1: Tiril (Participant 1)

1. *Hva er ditt forhold til det engelske språket?*

What is your relationship with the English language?

Jeg føler jo at det er språk som jeg bruker ganske mye. Ehm, det er jo... Altså på sosiale medier, internett... TV. Veldig mye, altså det kommer inn på en måte hele tiden. Ja, vil jo si at jeg har et godt forhold til engelsk. Forstår det ganske bra, og kan fint klare å kommunisere med andre på engelsk. Men det er jo noe jeg kanskje bruker i hverdagen min mest for å forstå, fordi jeg er glad i å se på engelske serier, videoer på youtube og sånn.

I feel that it is a language that I use quite a lot. Ehm, it is... That is, on social media, the internet... TV. A lot, that is, it comes in somehow all the time. Yes, I would say that I have a good relationship with English. I understand it quite well, and can communicate well with others in English. But it is something I probably use in my everyday life mostly to understand, because I like to watch English series, videos on YouTube and such.

2. *På hvilke arenaer i Norge møter du det engelske språket mest?*

In which arenas in Norway do you encounter the English language the most?

Det er nok på, ja, sosiale medier og strømmetjenester kanskje spesielt, sånn Netflix og... Ja.

It is probably on, yes, social media and streaming services perhaps especially, like Netflix and... Yes.

3. *Hva synes du om at norske folk bruker engelske ord og setninger i en ellers norsk kontekst?*

What do you think of Norwegian people using English words and phrases in an otherwise Norwegian context?

Jeg synes kanskje det er litt teit egentlig, jeg gjør det kanskje selv og da, men kanskje spesielt som jeg har lagt merke litt til på hvis folk skal skrive det da. Sånn i for eksempel i nettaviser: Sånn VG, og Dagbladet når de bruker engelske ord. Sånn som det var i går så leste jeg at de brukte "smooth" i stedet for liksom "glatt" eller sånne

ting da, jeg synes det er litt teit når det på en måte skal være en norsk avis og ikke kunne skrive et ordentlig bra ord for det da.

Jeg synes jo egentlig at det er litt negativt, med tanke på at... Språk forandrer seg hele tiden, så det er jo vanskelig å unngå det. Men det er jo det med at språk er knyttet til det med identitet. Også er det jo litt kult å snakke et språk som ikke så mange andre i verden snakker da, så er det jo sånn at hvis man fortsetter å bare bruke engelske ord vil jo det norske språket bli mer fattig. Så, ja... Det er jo det at jeg tenker at det er knyttet til identitet, men selvfølgelig det er jo noe som vil ta tid da... Og selvfølgelig, noen ganger så finnes det ikke noen gode norske ord, som for eksempel "selfie". Det er jo bare blitt sånn. Det er sjeldent man bruker "selvportrett" at du sier... Ja.. Selv om ja, det er jo et norskt ord da, ja, eller "scrolle" sånn når du er på instagram, og tiktok, og... Det er jo noe som bare blir sånn. Men jeg vil jo helst at man ikke skal bruke det da. Det er kanskje folk som er enda litt yngre da som jeg har fått inntrykk av at som kanskje snakker mer sammen på engelsk da. Selv om alle kan norsk, men litt fordi de kanskje er vokst opp med altså internett og det engelske språket veldig tett på da. Det er på en måte det de ser på det, at de kanskje kjenner det norske språket like godt som det engelske da, at de bare veksler mellom språkene. Det er samme om det er norsk eller engelsk. Når man studerer språk selv da, får man mer innblikk i hva språk betyr da, hva som ligger bak, hvordan språk er bygd opp og... Ja.

I think maybe it is a bit stupid, I might do it myself, but maybe especially as I have noticed a bit if people are going to write it. That is how it is, for example, in online newspapers: like VG, and Dagbladet when they use English words. As it was yesterday, I read that they used "smooth" instead of, like, "glatt" or things like that, I think it is a bit stupid when it is supposed to be a Norwegian newspaper in a way not being able to write a really good one word for it. I actually think it is a bit negative, considering that... Languages change all the time, so it is difficult to avoid it. But it is the thing about language being linked to identity. It is also a bit cool to speak a language that not many people in the world speak, so if you continue to use only English words, the Norwegian language will become poorer. So, yes... It is that I think it is connected to identity, but of course it is something that will take time... And of course, sometimes there are not any good Norwegian words, such as "selfie." It just became that way. It is rare that you use "self-portrait" to say... Yes... Although yes, it is a Norwegian word, yes, or "scroll" like that when you are on Instagram, and Tik

Tok, and... It is something that is like that. But I would rather not use it. There are perhaps people who are even a little younger who I have got the impression of who perhaps speak more English together. Although everyone knows Norwegian, but a little because they may have grown up with the internet and the English language very close to it. It is in a way how they see it, that they perhaps know the Norwegian language as well as the English language, that they just alternate between the languages. It is the same whether it is Norwegian or English. When you study languages yourself, you gain more insight into what language means, what lies behind it, how language is structured and... Yes.

4. ***Hva tror du kan være grunner for at norske folk bruker engelske ord og uttrykk i dagligtalen sin?***

What do you think could be the reasons why Norwegian people use English words and expressions in their everyday speech?

Nei, jeg vet ikke om det er noen veldig gode grunner sånn hvis, norsk er førstespråket ditt og du på en måte har lært deg det og kan det... Men ja, det er jo det at man blir litt påvirket da. Så ja, det er ikke så lett å svare på.

No, I do not know if there are any very good reasons like that if, Norwegian is your first language and you have somehow learned it and know it... But yes, it is the thing about being a little influenced. So yes, it is not that easy to answer.

5. ***Bruker du engelske ord og uttrykk i dagligtalen din?***

Do you use English words and phrases in your everyday speech?

Eh.... Ja, noen ganger så kommer det bare ut. Fordi... Hvis man.. Siden engelsk på en måte er en så stor del av hverdagen da, med tanke på at man bruker sosiale medier mye og sånn så ligger det på en måte litt sånn lett tilgjengelig. At man kanskje, ja... Det er et ord man hører ofte, også kan man bruke det da. Det er jo noen ganger jeg kjenner at: "Åh, hva er det norske ordet igjen? Det står helt stille," men jeg prøver jo å unngå det da så godt jeg kan, men noen ganger så bare glipper det ut.

Yes, sometimes it just slips out. Because... If one... Because English in a way is such a big part of everyday life, considering the excessive use of social media and things like that, it lies in a way pretty available. That one perhaps, yes... It is a word one hears a lot, and then one can use it. Sometimes I feel that: "Oh, what is the Norwegian word again? It is completely blank," but I try to avoid it to the best of my abilities, but

sometimes it just slips out.

6. ***Kan du tenke deg noen grunner til at du bruker engelske ord og uttrykk?***

Can you think of any reasons why you use English words and phrases?

Det er nok fordi det ligger så lett tilgjengelig på en måte, som jeg nevnte tidligere, ja det med sosiale medier og TV serier og alt sånn. Mesteparten av det er jo på engelsk da.

It is probably because it is so easily accessible in a way, as I mentioned earlier, yes with social media and TV series and everything like that. Most of it is in English.

7. ***Bruker du noen ganger engelske ord eller uttrykk fordi du føler at det norske språket ikke har et lignende ord eller uttrykk som har samme betydning?***

Do you sometimes use English words or expressions because you feel that the Norwegian language does not have a similar word or phrases that has the same meaning?

Ja, det kan hende. Ehm... Ja, fordi det er jo som ordet "selfie." Det norske ordet er "selvportrett," men det føles mer naturlig å si "selfie," kanskje sånn, ja blant unge. Yes, it can happen. Erm... Yes, because it is like the word "selfie." The Norwegian word is "self-portrait," but it feels more natural to say "selfie", maybe like that, yes among young people.

8. ***Bruker du engelske ord og uttrykk med hensikt, eller har engelsk blitt en del av språket ditt ubevisst?***

Do you use English words and phrases on purpose, or has English become part of your language unconsciously?

Det har nok blitt en del av hvordan jeg snakker ubevisst, ja. Det... Jeg prøver å tenke på et, altså godt norsk ord, men det er ikke alltid man finner ordentlig, altså ord som beskriver det like bra da, som kanskje et engelsk ord ville gjort. Men det kommer an på hvem man snakker med også da. Hvis man snakker med venner som har gode kunnskaper når det kommer til engelsk da, så er det kanskje lettere enn hvis man skulle ha snakket med besteforeldre eller eldre folk.

It has probably become part of how I unconsciously say, yes. That... I am trying to think of a good Norwegian word, but it is not always possible to find a proper word that describes it as well as perhaps an English word would. But it also depends on

who you talk to. If you talk to friends who have good knowledge when it comes to English then it is perhaps easier than if you had talked to grandparents or older people.

9. ***Bruker du en norsk aksent når du bruker engelske ord og uttrykk?***

Do you use a Norwegian accent when using English words and phrases?

Ja, da tror jeg at jeg hadde sagt de med engelsk aksent. Det kommer litt an på kanskje hva slags ord det er snakk om. Men at jeg ville kanskje brukt aksent for å understreke at 'det her er på en måte ikke et ord som hører til i mitt språk', men.. ja. Jeg hadde synes det var rart hvis det var et veldig typisk engelsk ord også sa du det med veldig norsk uttale. Så det hadde blitt litt rart.

Yes, then I think I would have said them with an English accent. It probably depends a bit on what kind of word it is. But I would perhaps use an accent to emphasize that 'this is in a way not a word that belongs in my language', but.. yes. I would have thought it strange if it was a very typical English word and you said it with a very Norwegian pronunciation. So it would have been a bit strange.

10. ***I hvilke situasjoner er det mer sannsynlig at du bruker engelske ord og uttrykk?***

In which situations are you more likely to use English words and phrases?

Ehm... Det er vel kanskje hvis man, eller jeg tenker spesielt på sånn gaming da, der er det jo ganske mange sånne engelske ord som man gjerne bruker, ikke at jeg gamer så veldig mye. Ja, nei, jeg synes det er vanskelig å svare på fordi jeg prøver selv å ikke bruke så mange engelske ord da, fordi jeg synes det er viktig å ta vare på det språket man har da.

Ehm... It is probably if you, or I am thinking specifically about that kind of gaming, there are quite a few English words like that that you like to use, not that I game that much. Yes, no, I think it is difficult to answer because I myself try not to use so many English words then, because I think it is important to take care of the language you have.

11. ***Er det situasjoner hvor du unngår å bruke engelske ord og uttrykk?***

Are there situations where you avoid using English words and phrases?

Ja, det er jo litt sånn med familie tenker jeg. Hvor det ville kanskje blitt sett på som

litt rart hvis det ikke er noe man er vant med å gjøre, men og egentlig med venner... det er, ja, noen ganger glipper det jo bare ut.

Yes, it is a bit like that with family, I think. Where it would perhaps be seen as a bit strange if it is not something you are used to doing, but really with friends... it is, yes, sometimes it just slips out.

12. Er det situasjoner hvor du føler folk generelt burde unngå å bruke engelske ord og uttrykk?

Are there situations where you feel people should generally avoid using English words and phrases?

Jeg hadde jo tenkt hvis det var litt sånn, hvis man skulle være litt profesjonell da, kanskje på et jobbintervju. hvis du brukte, ja engelske ord da, eller slang uttrykk, eller... ja. eller hvis man snakker med litt eldre folk kanskje, at det hadde vært litt sånn rart å ha en samtale med de også følger de ikke helt med også tenker de kanskje: "eh, kan du ikke norsk?" "Hvorfor bruker du ikke norske ord?" at man ville ha virket litt dum da kanskje. Men det er jo det hvis man snakker med folk på sin egen alder så, så vil jeg tro at de fleste har samme tanker om det. At de ikke ville ha reagert så mye på det.

I had thought it was a bit like, if you had to be a bit professional, maybe at a job interview. if you used, yes English words, or slang expressions, or... Yes. Or if you talk to slightly older people, maybe it would have been a bit strange to have a conversation with them, and they do not quite follow along, and they might think: "Eh, do you not know Norwegian?" "Why do you not use Norwegian words?" That you would have seemed a bit stupid, perhaps. But if you talk to people your own age, I would think that most people have the same thoughts about it. That they would not have reacted so much to it.

13. Tror du denne utviklingen til en mer engelsk-påvirket snakkemåte er en naturlig utvikling?

Do you think this development into a more English-influenced way of speaking is a natural development?

Ja, jeg føler jo at det er mye av grunnen til at det har blitt sånn. At alt har blitt veldig sånn globalisert og at ingenting er langt unna lengre. Det er vanskelig å unngå det og da, men så lenge man er bevisst at man tenker gjennom det da, at: "Åh, nei, dette er

det norske ordet." Men jeg skjønner jo hvis man har lagt seg til en vane å bruke et ord hele tiden.

Yes, I feel that is a lot of the reason why it has become that way. That everything has become so globalized and that nothing is far away anymore. It is difficult to avoid that, but as long as you are aware that you think through it then, that: "Oh, no, this is the Norwegian word." But I understand if you have gotten into the habit of using a word all the time.

14. *Tror du det engelske språket utgjør en trussel for det norske språket?*

Do you think the English language poses a threat to the Norwegian language?

Altså, det er jo vanskelig å si da, fordi det tar jo veldig lang tid for at et språk endrer seg veldig, men nei... Ikke sånn akkurat nå, men kanskje om mange, mange, mange år. Men det er jo som jeg sa tidligere, at språk er hele tiden i endring da. Nei, det er vanskelig å si.

Well, it is hard to say, because it takes a very long time for a language to change a lot, but no... Not like right now, but maybe in many, many, many years. But it is, as I said earlier, that languages are constantly changing. No, it is difficult to say.

15. *Hvis du ble fortalt at det norske språket står i fare for å dø ut til det engelske språket, vil du fortsette å bruke engelske ord og uttrykk?*

If you were told that the Norwegian language is in danger of dying out to the English language, would you have continued to use English words and phrases?

Nei, jeg ville jo brukt norsk så godt det lot seg gjøre, men hvis man ikke klarer å kommunisere med andre blir det litt vanskelig. Språk er en del av identiteten vår, så det er viktig å holde på det så godt en kan.

No, I wanted to use Norwegian as well as possible, but if you are unable to communicate with others it becomes a bit difficult. Language is part of our identity, so it is important to hold on to it as best you can.

Group 1: Ronja (Participant 2)

1. *Hva er ditt forhold til det engelske språket?*

What is your relationship with the English language?

Jeg leser jo engelske bøker og litt sånn, jeg føler jo nesten at engelsk er likestilt med norsk. Jeg kan det cirka like godt og det gjør meg ingenting å skrive på engelsk og sånn.

I read English books and things like that, I almost feel that English is equal to Norwegian. I know the languages equally well and it does not bother me to write in English and things like that.

2. *På hvilke arenaer i Norge møter du på det engelske språket?*

In which arenas in Norway do you meet the English language most?

Det er vel mest sånn sosiale medier og litt sånn kulturtilbud egentlig, jeg føler når kulturtilbud skal være litt mer sånn tilgjengelig for alle blir det ofte engelsk. I stedet for å fokusere på alder, så føler jeg de fokuserer de på nasjonalitet og da går det fort på engelsk. Så det er vel oftest der jeg møter engelsk, i sosiale medier og sånn, og kultur ja.

It is probably mostly social media and a little bit of that kind of cultural happenings really, I feel that when cultural happenings are to be a little more accessible to everyone, it is often in English. Instead of focusing on age, I feel they focus on nationality and then things go quickly in English. So that is probably where I most often encounter English, in social media and such, and culture yes.

3. *Hva synes du om at norske folk bruker engelske ord og setninger i en ellers norsk kontekst?*

What do you think of Norwegian people using English words and phrases in an otherwise Norwegian context?

Jeg synes det er merkelig når det blir, liksom, altså sånn noen ord og uttrykk er normalt. Men når du føler at 20% av samtalen foregår på engelsk eller.. Ja... Da reagerer jeg litt på det og tenker sånn: "Okei? Hvorfor? du kunne sagt dette på norsk liksom." Så jeg reagerer når det blir for mye, men liksom sånne ord som blir tatt inn og enkelte engelske ord er liksom bedre på å forklare enkelte fenomener så da

reagerer jeg jo ikke på det fordi jeg ville gjort det selv. Det er mer når man sier hele setninger og flere... Da reagerer jeg på det.

I think it is strange when it becomes, like, some words and expressions are normal.

But when you feel that 20% of the conversation takes place in English or... Yes....

Then I react a bit to that and think: "Okay? Why? You could have said this in

Norwegian." So I react when it becomes too much, but somehow words that are taken

in and certain English words are somehow better at explaining certain phenomena, so

then I do not react to it because I would do it myself. It is more when you say whole

sentences and more... Then I react to it.

4. ***Hva tror du kan være grunner for at norske folk bruker engelske ord og uttrykk i dagligtalen sin?***

What do you think could be the reasons why Norwegian people use English words and expressions in their everyday speech?

Det jeg tror... Der jeg merker mest er jo yngre folk. Altså, vår alder og kanskje sånn 30 og ned som gjør det. Det tror jeg er fordi de bruker mye tid på sosiale medier hvor det er mer internasjonal kultur. Og de fanger opp det fra serier og alt sånn, at det rett og slett er fra globaliseringen. I stedet for å ta ord fra andre dialekter så tar du det fra engelsk.

What I think... Where I notice the most is the younger people. So, our age and maybe 30 and under who do it. I think that is because they spend a lot of time on social media where there is more international culture. And they pick it up from series and everything like that, that it is simply from globalization. Instead of taking words from other dialects, you take them from English.

5. ***Bruker du engelske ord og uttrykk i dagligtalen din?***

Do you use English words and expressions in your everyday speech?

Ja, det gjør jeg. Sikkert sånn "faile" og alt sånn. Men, altså, når man ikke kommer på et ord... Jeg blir.. ikke ofte språkforvirra da, men når skifter mellom to språk jobber jo både med engelsk og norsk, så står du fast eller "stuck" da blir det jo sånn: "Hva er det norske ordet for det engelske? Jeg må bare si det engelske liksom for jeg kommer ikke på hva det er." Så ja, jeg bruker og mange de ordene som har blitt tatt inn i norsk som jeg ikke lengre tenker på er engelske.

Yes I do. Probably "faile" [Norwegianized version of the expression 'to fail'] and everything like that. But, well, when you cannot come up with a word... I do not often get confused by languages, but when switching between two languages, I work with both English and Norwegian, so you get stuck or "stuck" then it is like: "What is the Norwegian word for the English word? I just have to say the English sort of thing because I cannot figure out what it is." So yes, I use and many of the words that have been taken into Norwegian that I no longer think of are English.

6. ***Kan du tenke deg noen grunner til at du bruker engelske ord og uttrykk?***

Can you think of any reasons why you use English words and expressions?

Jeg føler noen uttrykk har mer komisk effekt kanskje på engelsk enn på norsk eller forklarer det litt mer. Jeg føler jo "stuck" for eksempel det sier du mer at du står helt fast enn at hvis du sier at "åh, jeg står fast." "Stuck," da kommer du deg virkelig ikke videre liksom.

I feel some expressions have more comic effect perhaps in English than in Norwegian or explain it a bit more. I feel that stuck for instance, you say that when you are at a complete stand still rather than saying: "Oh, I am at a stand still." Stuck, then you really are not getting further.

7. ***Bruker du noen ganger engelske ord eller uttrykk fordi du føler at det norske språket ikke har et lignende ord eller uttrykk som har samme betydning?***

Do you sometimes use English words or expressions because you feel that the Norwegian language does not have a similar word or expression that has the same meaning?

Jeg gjorde det før, men nå føler jeg faktisk ofte at det er motsatt. Det har kommet litt opp litt sånn at når engelskmenn fikk fascinasjonen for "hygge" og "hyggelig", det er liksom ikke et engelsk ord som beskriver det fenomenet godt når. Jeg føler det skifter litt mellom hvor mye norsk og engelsk jeg leser. Det er jo norske ord som ikke engelsk har og motsatt, det spørres rett og slett hvor dypt jeg er inn i språkene. Nå har jeg bevisst begynt å lese mer norsk litteratur igjen for å få oversikt over litteraturen i Norge, så nå støter jeg ikke på det like ofte.

I used to do that, but now I actually often feel it is the opposite. It has come up a bit like that when English people became fascinated by "hygge" [cozy] and "hyggelig" [pleasant], there is somehow not an English word that describes that phenomenon

well when. I feel that there is a slight difference between how much Norwegian and English I read. There are Norwegian words that English does not have and vice versa, it is simply a question of how deep I am into the languages. Now I have deliberately started to read more Norwegian literature again to get an overview of the literature in Norway, so now I do not come across it as often.

8. ***Bruker du engelske ord og uttrykk med hensikt, eller har engelsk blitt en del av språket ditt ubevisst?***

Do you use English words and phrases on purpose, or has English become part of your language unconsciously?

Jeg tror det har blitt en del av språket mitt ubevisst. Det er sjeldent jeg er sånn: "Åh, nå skal jeg si dette på engelsk" liksom, det bare skjer.

I think it has become a part of my language unconsciously. It is rare that I am like: "Oh, I am going to say this in English" like, it just happens.

9. ***Bruker du en norsk aksent når du bruker engelske ord og uttrykk?***

Do you use a Norwegian accent when using English words and phrases?

Ja, jeg gjør det. Fordi jeg blir litt sånn hvis jeg må snakke engelsk når jeg ikke er forberedt på det blir det sånn ekstremt Tasta-Engelsk. Så da går vi for fornorskning, da skjønner alle hva du gjør liksom.

Yes, I do. Because I become a little, if I speak English when I am not prepared and then it becomes extremely Tasta-English. So then we speak in a Norwegian accent, then everyone knows what you are doing.

10. ***I hvilke situasjoner er det mer sannsynlig at du bruker engelske ord og uttrykk?***

In which situations are you more likely to use English words and phrases?

Sånn dag til dag er det når jeg med yngre folk, eller folk på min egen alder. Da kommer det mer ord og uttrykk. Også er det jo veldig ofte når man skal lese fagtekster er det jo på engelsk, så der dukker det ofte opp, så litt på alle plasser egentlig.

When I am with younger people, or people my own age. Then there will be more words and phrases. Also, it is very often when you have to read subject texts, it is in English, so it often appears there, so a little in all places really.

11. ***Er det situasjoner hvor du unngår å bruke engelske ord og uttrykk?***

Are there situations where you avoid using English words and phrases?

Det er vel mest når jeg snakker med eldre, eller skal være litt profesjonell. Prøver å luke det ut, og luker ut de verste dialektordene og. Prøver å snakke litt penere som man kaller det, da blir det mindre engelsk og dialekt.

It is probably mostly when I am talking to older people, or when I am going to be a bit professional. Trying to weed it out, and weeding out the worst dialect words and. Try to speak a little nicer as they call it, then there will be less English and dialect.

12. Er det situasjoner hvor du føler folk generelt burde unngå å bruke engelske ord og uttrykk?

Are there situations where you feel people should generally avoid using English words and phrases?

Jeg tror jeg hadde reagert hvis kongen eller statsministeren hadde tatt det inn i talen sin, det hadde vært litt merkelig, men ellers har jeg ikke tenkt så mye på det. Men veldig seriøse, alvorlige ting, da hadde jeg reagert. Men jeg synes ikke folk burde slutte å bruke det, men det er heller mengden jeg reagerer på.

I think I would have reacted if the king or the prime minister had included it in their speech, it would have been a bit strange, but otherwise I have not thought too much about it. But very serious, serious things, then I would have reacted. But I do not think people should stop using it, it is the amount I react to.

13. Tror du denne utviklingen til en mer engelsk-påvirket snakkemåte er en naturlig utvikling?

Do you think this development into a more English-influenced way of speaking is a natural development?

Ja, jeg tror det. Fordi når man har lært litt mer språk så ser man jo at folk blir mer, alltid har folk blitt påvirket av andre språk og tar inn ord overalt, det er en naturlig del av globalisering og sosiale media. Men så er det jo en motvekt andre veien og, plutselig har det kommet en bølge med å skrive musikk på norsk igjen. Det balanserer hverandre ut på en måte. Jeg tror nok aldri vi kommer til å miste norsk, men hvor mye som kommer inn og hvor mye som fornorskes går nok i bølgedaler.

Yes, I think so. Because when you have learned a little more about languages, you see that people become more, people have always been influenced by other languages and take in words everywhere, it is a natural part of globalization and social media. But

then there is a counterweight the other way and, suddenly, there has been a wave of writing music in Norwegian again. It balances each other out in a way. I do not think we will ever lose Norwegian, but how much comes in and how much is Norwegianized probably goes in waves.

14. *Tror du det engelske språket utgjør en trussel for det norske språket?*

Do you think the English language poses a threat to the Norwegian language?

Både og. Fordi, ja, litt som jeg sa, det går jo litt i bølgedaler, men jeg tenker hvis språkrådet slutter å jobbe bevisst med det og vi slutter å være bevisst på det tror jeg det lett kan bli en virkelig trussel. Men så tror jeg også at språk identiteten i Norge er såpass sterk selv om de fleste kanskje ikke tenker på over det, den er den såpass sterk at jeg tror nok det alltid folk kjemper for å ha den. Det er derfor det er en stor diskusjon om det er en trussel eller ikke.

Both yes and no. Because, yes, a bit like I said, it goes in a bit of a wave, but I think if the Norwegian Language Council stops working consciously on it and we stop being aware of it, I think it could easily become a real threat. But then I also think that the language identity in Norway is so strong, even though most people may not think about it, it is so strong that I think people always fight to have it. That is why there is a big debate whether it is a threat or not.

15. *Hvis du ble fortalt at det norske språket står i fare for å dø ut til det engelske språket, ville du ha fortsatt å bruke engelske ord og uttrykk?*

If you were told that the Norwegian language is in danger of dying out to the English language, would you have continued to use English words and phrases?

Det er vanskelig. Jeg husker på videregående hvor jeg merket at det var 2-3 i klassen som brukte annenhver setning, annethvert ord var engelsk, da ble jeg litt sånn: "Oi, sånn skal jeg ikke bli." Jeg hadde nok luket det mer ut, men som sagt tidligere det er så mange ord og uttrykk som er så fornorsket og så naturlig del av ordforrådet mitt at akkurat de er vanskelig å luke ut. Kommer ikke på at de er fra et annet språk. Så ja, jeg ville nok prøvd, men det er lettere sagt enn gjort.

It is difficult. I remember in high school where I noticed there were 2-3 in the class who used every other sentence, every other word was English, then I was a bit like: "Oh, I'm not going to be like that." I would probably have weeded it out more, but as I said earlier, there are so many words and expressions that are so Norwegianized and

so naturally part of my vocabulary that it is difficult to weed them out. Do not realize they are from another language. So yes, I would probably try, but it is easier said than done.

Group 1: Sander (Participant 3)

1. ***Hva er ditt forhold til det engelske språket?***

What is your relationship with the English language?

Jeg er glad i det engelske språket, det er det internasjonale språket som gjør det lett å gjøre seg forstått uansett hvor man er, på internett. Det er et språk som er enklere å... nei, enklere å gjøre seg forstått på. Det føles ut som om det er et dypere ordforråd med navn på ord som du ellers, eller som du ville slitt med på norsk.

I am fond of the English language, it is the international language that makes it easy to make yourself understood no matter where you are, on the internet. It is a language that is easier to... No, easier to make yourself understood. It feels as if there is a deeper vocabulary with names of words that you otherwise, or that you would struggle with in Norwegian.

2. ***På hvilke arenaer i Norge møter du på det engelske språket mest?***

In which arenas in Norway do you meet in the English language most?

Jeg bruker jo mye tid på PC, hvor jeg leser hovedsakelig engelsk. På reddit, nyhetskanaler på nett.

I spend a lot of time on the computer, where I mainly read English. On reddit, online news channels.

3. ***Hva synes du om at norske folk bruker engelske ord og setninger i en ellers norsk kontekst?***

What do you think of Norwegian people using English words and phrases in an otherwise Norwegian context?

Jeg synes det kan gi tegn på umodenhet og, men det kommer an på sammenhengen av bruken. I en mer teknisk, når man snakker om et mer teknisk tema gir det mer mening, mens å høre ungdommen i dag bruke ord som... Hva er det de sier da? Barn på fotballbanen, så skriker de "nice," og "sweet," og... Hvordan det blir brukt, hvilke typer ord man velger å bytte inn med. Mer sånn detaljerte ord som henviser til en

spesifikk ting, eller hvor man har vanskeligheter for å finne det norske ordet, men jeg bruker jo masse slike "nice," og "sweet," og, forskjellige ord.

I think it can give signs of immaturity and, but it depends on the context of the use. In a more technical way, when you talk about a more technical topic it makes more sense, whereas hearing the youth today use words like... What are they saying? Children on the football field, they scream "nice," and "sweet," and... How it is used, what types of words you choose to replace it with. More such detailed words that refer to a specific thing, or where you have difficulty finding the Norwegian word, but I use a lot of words like "nice," and "sweet," and different words.

4. ***Hva tror du kan være grunner til at norske folk bruker engelske ord og uttrykk i dagligtalen sin?***

What do you think could be the reasons why Norwegian people use English words and phrases in their everyday speech?

Jeg tror det har mye med at vi har alltid vært inspirert av amerikansk TV og ja, engelske kanaler. Helt fra vi var små, og internett. Vår generasjon er ekstremt påvirket av internett, hvor jeg vil påstå de fleste når de bruker internett så skriver de engelsk, unntatt sosiale medier og meldinger. Hvis man skal google det, så vil de fleste skrive på engelsk i vår generasjon i hvert fall.

I think it has a lot to do with the fact that we have always been inspired by American TV and yes, English channels. Ever since we were young, and the internet. Our generation is extremely influenced by the internet, where I would say most people when they use the internet they write in English, except for social media and messages. If you google it, most people will write in English in our generation at least.

5. ***Bruker du engelske ord og uttrykk i dagligtalen din?***

Do you use English words and phrases in your everyday speech?

Ikke så mye, det blir mer i sammenheng at jeg skal bruke et produktnavn som er felles på norsk og engelsk. For eksempel et produktnavn som "Powerpoint" eller "Word," eller sånt. For eksempel et "item" på engelsk, er veldig vanskelig å oversette til norsk. For ett element blir feil i mange tilfeller, for å ta et eksempel opp.

Not so much, it is more in the context that I will use a product name that is common in Norwegian and English. For example, a product name like "Powerpoint" or

“Word,” or something like that. For example, an "item" in English is very difficult to translate into Norwegian. For one element to be wrong in many cases, to take an example.

6. ***Kan du tenke deg noen grunner til at du bruker engelske ord og uttrykk?***

Can you think of any reasons why you use English words and phrases?

Jeg tror årsaken til at mange bruker engelske ord og uttrykk er når de skal gjenfortelle noe de for eksempel har lest, så har de lest det på engelsk, så kommer de over visse ord som kan være for eksempel, de ikke på sparket klarer å oversette da. Og i det tilfellet blir det naturlig å bruke det engelske ordet de allerede husker. Men jeg tror det og er mye, hvis de enda yngre, som jeg hører mest bruker engelske ord og uttrykk, de kan det virke å gjøre det fordi de er inspirert da, på en eller annen form, rollemodeller i form av streamere eller brødre eller hva det skulle være som har brukt engelske ord, og det høres kulere ut for de enn det det gjerne gjør for eldre. Det er jo en stolthet å kunne mestre et språk og kunne gjøre seg forstått på norsk, og ikke være avhengig av engelsk. Men i mange tilfeller kommer det opp i tilfeller hvis det stopper helt opp og du bare må bruke et engelsk ord. Jeg tror ungdom og nordmenn i dag, i hvert fall fra egen erfaring, er det enklere å tenke på engelsk, enn det det kan være på norsk.

I think the reason why many people use English words and expressions is when they have to retell something they have read, for example, they have read it in English, then they come across certain words that can be, for example, they cannot immediately translate. And in that case it becomes natural to use the English word they already remember. But I think it is a lot, if the even younger ones, who I hear mostly use English words and expressions, they may seem to do it because they are inspired, in one way or another, role models in the form of streamers or brothers or what it should be who has used English words, and it sounds cooler to them than it does to older people. It is a matter of pride to be able to master a language and be able to make yourself understood in Norwegian, and not be dependent on English. But in many cases it comes up in cases where it stops completely and you just have to use an English word. I think young people and Norwegians today, at least from my own experience, it is easier to think in English than it can be in Norwegian.

7. *Bruker du noen ganger engelske ord eller uttrykk fordi du føler at det norske språket ikke har et lignende ord eller uttrykk som har samme betydning?*

Do you sometimes use English words or expressions because you feel that the Norwegian language does not have a similar word or phrases that has the same meaning?

Ja. Det har jeg jo nevnt mye allerede.

Yes. I have mentioned that a lot already.

8. *Bruker du engelske ord og uttrykk med hensikt, eller har engelsk blitt en del av språket ditt ubevisst?*

Do you use English words and phrases on purpose, or has English become part of your language unconsciously?

Jeg tror jeg gjør det ubevisst i tilfeller.

I think I do it unconsciously in some cases.

9. *Bruker du en norsk aksent når du bruker engelske ord og uttrykk?*

Do you use a Norwegian accent when using English words and phrases?

Jeg gjorde det mer før enn jeg gjør nå, når jeg var yngre. Fordi jeg kanskje ikke visste hvordan jeg skulle uttale det engelske ordet korrekt. Jeg føler ikke jeg gjør det. Sånn tasta-engelsk er jo et skjellsuttrykk som du sier bak ryggen til folk. Det høres helt kokko ut. Stavanger-ghetto-engelsk, eller bondeengelsk. Jeg har nok noen tonefall som ikke er naturlige for de som har engelsk som morsmål.

I used to do it more than I do now, when I was younger. Because maybe I did not know how to pronounce the English word correctly. I feel that I do not do it. That kind of Tasta-English is a term you say behind people's backs. It sounds absolutely crazy. Stavanger-ghetto-English, or peasant English. I probably have some intonations that are not natural for those whose mother tongue is English.

10. *I hvilke situasjoner er det mer sannsynlig at du bruker engelske ord og uttrykk?*

In which situations are you more likely to use English words and expressions?

Når jeg snakker om noe som har en engelsk kilde.

When I talk about something that has an English source.

11. *Er det situasjoner hvor du unngår å bruke engelske ord og uttrykk?*

Are there situations where you avoid using English words and expressions?

Som nå, i dette intervjuet. Jeg vil prøve å unngå å bruke engelske ord. Men og når man snakker til norsktalende mennesker, og spesielt eldre mennesker. Som til farmor, for eksempel, så blir det jo til at man snakker enda tydeligere norsk.

Like now, in this interview. I will try to avoid using English words. But also when you talk to Norwegian-speaking people, and especially older people. Like to grandma, for example, it means that you speak Norwegian even more clearly.

12. Er det situasjoner hvor du føler folk generelt burde unngå å bruke engelske ord og uttrykk?

Are there situations where you feel people should generally avoid using English words and expressions?

Norsklærere burde unngå å bruke engelske ord og uttrykk. Det kan og høres, hvis man bruker veldig mye engelske ord, kan det høres, eller virke fabrikk ut. Og kan, egentlig bare sette deg i, eller du dummer deg selv ut da. Det føles litt slik ut når man ser på reality TV utsnitt. Men til og med der så har vi ikke et norsk ord på reality TV, vi har jo bare adoptert det 'reality' ordet inn.

Norwegian language teachers should avoid using English words and expressions. It can and sounds, if you use a lot of English words, it can sound, or seem manufactured. And can, really just put yourself in, or you will make a fool of yourself. It feels a bit like this when you watch reality TV episodes. But even there, we do not have a Norwegian word for reality TV, we have only adopted the word 'reality'.

13. Tror du denne utviklingen til en mer engelsk-påvirket snakkemåte er en naturlig utvikling?

Do you think this development to a more English-influenced way of speaking is a natural development?

Ja, absolutt. Det norske språket kan føles mangelfullt ut, jeg er sikker på at det norske språket er i kontinuerlig utvikling. Hvem i dag får med seg nyoppfunnede ord på norsk?

Yes, absolutely. The Norwegian language can feel lacking, I am sure that the Norwegian language is in continuous development. Who today is informed of newly invented words in Norwegian?

14. **Tror du det engelske språket utgjør en trussel for det norske språket?**

Do you think the English language poses a threat to the Norwegian language?

Ja, i det lange løp, ja, så gjør det det. Så er det norske språket i fare for å bli byttet ut, men det tror jeg mange språk er. Det er bare naturlig med den endringen internett og TV medbringer.

Yes, in the long run, yes, it does. So the Norwegian language is in danger of being replaced, but I think many languages are. It is only natural with the change that the internet and TV bring.

15. **Hvis du ble fortalt at det norske språket står i fare for å dø ut til det engelske språket, ville du ha fortsatt å bruke engelske ord og uttrykk?**

If you were told that the Norwegian language is in danger of dying out to the English language, would you have continued to use English words and expressions?

Jeg hadde gjort et større forsøk på å unngå å bruke engelske ord.

I had made a greater effort to avoid using English words.

Group 1: Henriette (Participant 4)

1. **Hva er ditt forhold til det engelske språket?**

What is your relationship with the English language?

Jeg har et godt forhold til det engelske språket, jeg hører og leser det hver dag og liker å snakke engelsk.

I have a good relationship with the English language, I hear and read it every day and like to speak English.

2. **På hvilke arenaer i Norge møter du på det engelske språket mest vil du si?**

In which arenas in Norway do you meet in the English language most would you like to say?

Jeg er ganske avhengig av å scrolle på Tik Tok, og de fleste videoene der er på engelsk. Så er det populære Tik Tok-sounds jeg tenker på av og til, de er ganske morsomme. Ellers er det instagram og streaming tjenester.

I am quite addicted to scrolling on Tik Tok, and most of the videos there are in English. Then there are the popular Tik Tok sounds that I think about from time to time, they are quite funny. Otherwise there are Instagram and streaming services.

3. *Hva synes du om at norske folk bruker engelske ord og setninger i en ellers norsk kontekst?*

What do you think of Norwegian people using English words and phrases in an otherwise Norwegian context?

Jeg tenker at de sikkert føler seg fri til å uttrykke seg selv. Noen ganger kan det bli teit, spesielt hvis det blir for mye.

I think they probably feel free to express themselves. Sometimes it can get silly, especially if it gets too much.

4. *Hva tror du kan være grunner til at norske folk bruker engelske ord og uttrykk i dagligtalen sin?*

What do you think could be the reasons why Norwegian people use English words and expressions in their everyday speech?

Sikkert fordi engelsk har blitt en så stor del av livene våre, ikke bare på skolen eller universitetet, men også når man kommer hjem og skal slappe av. Noen synes sikkert det er kult, andre er bare blitt så vant med det, som jeg tror er den største grunnen.

Probably because English has become such a big part of our lives, not only at school or university, but also when you come home and relax. Some probably think it is cool, others have just become so used to it, which I think is the biggest reason.

5. *Bruker du engelske ord og uttrykk i dagligtalen din?*

Do you use English words and expressions in your everyday speech?

Ja, jeg gjør nok det. Akkurat hva kunne jeg ikke svart på nå, men det hender at jeg sier noe på engelsk og tenker: "Der gjorde jeg også det."

Yes, I probably do. Exactly what I could not answer now, but it happens that I say something in English and think: "I did that too."

6. *Kan du tenke deg noen grunner til at du bruker engelske ord og uttrykk?*

Can you think of any reasons why you use English words and expressions?

Det piffer jo opp språket litt, også er det noen ord og uttrykk som passer seg bedre på engelsk. Noen ganger snakker jeg engelsk på tull.

It does spice up the language a bit, and there are also some words and expressions that fit better in English. Sometimes I speak English as a joke..

7. Bruker du noen ganger engelske ord eller uttrykk fordi du føler at det norske språket ikke har et lignende ord eller uttrykk som har samme betydning?

Do you sometimes use English words or expressions because you feel that the Norwegian language does not have a similar word or expression that has the same meaning?

Ja, kanskje.... Det eneste jeg kommer på nå er "essential," men det er nok mange flere.

Yes maybe.... The only thing I can think of now is "essential," but there are probably many more.

8. Bruker du engelske ord og uttrykk med hensikt, eller har engelsk blitt en del av språket ditt ubevisst?

Do you use English words and phrases on purpose, or has English become part of your language unconsciously?

Når jeg bruker engelske ord og uttrykk for å være morsom eller skal tulle, er det med hensikt. Ellers kommer det bare ut ganske ubevisst.

When I use English words and expressions to be funny or to joke, it is on purpose. Otherwise, it just comes out quite unconsciously.

9. Bruker du en norsk aksent når du bruker engelske ord og uttrykk?

Do you use a Norwegian accent when you use English words and phrases?

Igjen, når jeg skal tulle. Det høres jo ganske teit ut med en sterk norsk aksent når man snakker engelsk. Again, when I am going to be funny. It sounds rather stupid with a strong Norwegian accent when you speak English.

10. I hvilke situasjoner er det mer sannsynlig at du bruker engelske ord og uttrykk?

In which situations are you more likely to use English words and expressions?

Med folk jeg kjenner, som jeg vet også gjør det til en viss grad. Da er det på en måte

mer akseptert. Hvis noen jeg møter for første gang bruker mange engelske ord kan jeg bli litt sånn: "Eh, okei..."

With people I know, who I know also do to a certain extent. Then it is in a way more accepted. If someone I meet for the first time uses a lot of English words I can be a bit like: "Eh, okay..."

11. Er det situasjoner hvor du unngår å bruke engelske ord og uttrykk?

Are there situations where you avoid using English words and expressions?

Med folk som på en måte har høyere status enn meg. Det er nok fordi jeg ikke vil oppfattet som dum. Generelt med folk jeg ikke kjenner, i og med at jeg kan dømme folk i samme situasjon hvis den er snudd. Ellers er det jo med eldre, men det er jo naturlig siden de ofte ikke forstår.

With people who in a way have a higher status than me. It is probably because I do not want to be perceived as stupid. Generally with people I do not know, in that I can judge people in the same situation if it is reversed. Otherwise, it is with the elderly, but that is natural since they often do not understand.

12. Er det situasjoner hvor du føler folk generelt burde unngå å bruke engelske ord og uttrykk?

Are there situations where you feel people should generally avoid using English words and expressions?

Sikkert mye av det samme jeg tenker for meg selv. I profesjonelle situasjoner, når man snakker med høyt utdannede personer ettersom de kan ofte virke mer dømmende og seriøse, eldre... Man må se an situasjonen og de man snakker med.

Probably a lot of the same thing I think to myself. In professional situations, when talking to highly educated people as they can often seem more judgmental and serious, older... You have to look at the situation and the people you are talking to.

13. Tror du denne utviklingen til en mer engelsk-påvirket snakkemåte er en naturlig utvikling, med for eksempel sosiale media, engelske serier og lignende?

Do you think this development to a more English-influenced way of speaking is a natural development, with, for example, social media, English series and the like?

Ja, det er jo det. Det er jo spennende og se, for det er ikke så mange år siden sosiale media kom. Jeg vet ikke hvordan det var før i Norge, men nå er jo engelsk overalt.
Yes, it is. It is exciting to see, because it has not been that many years since social media came along. I do not know how it was before in Norway, but now English is everywhere.

14. ***Tror du det engelske språket utgjør en trussel for det norske språket?***

Do you think the English language poses a threat to the Norwegian language?

Både og. Som sagt så kan det å bruke mange engelske ord og setninger få deg til å virke dum og enkel til sinns, men samtidig kan jo så og si alle si at de bruker slike ord og setninger til en viss grad. Generasjonene som kommer etter oss blir nok mye verre på det.

Both yes and no. As I said, using a lot of English words and phrases can make you seem stupid and simple-minded, but at the same time almost everyone can say that they use such words and phrases to a certain extent. The generations that come after us will probably be much worse at it.

15. ***Hvis du ble fortalt at det norske språket står i fare for å dø ut til det engelske språket, ville du ha fortsatt å bruke engelske ord og uttrykk?***

If you were told that the Norwegian language is in danger of dying out to the English language, would you have continued to use English words and expressions?

Nei. Jeg er glad i det norske språket og ville gjort mye for å bevare det.

No. I am fond of the Norwegian language and would do a lot to preserve it.

Group 1: Emil (Participant 5)

1. ***Hva er ditt forhold til det engelske språket?***

What is your relationship with the English language?

Nei, det er et språk jeg mer eller mindre har vokst opp med gjennom film, tv, bøker, skolen egentlig.

No, it is a language I more or less grew up with through films, television, books,

school actually.

2. ***På hvilke arenaer i Norge møter du på det engelske språket?***

In which arenas in Norway do you meet in the English language most?

Det er nok på nett, og i medier generelt. Altså, film, tv, som sagt bøker. Litt i hverdagen, litt sånn på forelesning eller venner som prater engelsk. Eller i skolen da, siden jeg jobber jo som engelsklærer.

It is probably online, and in the media in general. That is, film, television, as I said, books. A little in everyday life, a little like that at a lecture or with friends who speak English. Or at school, since I work as an English teacher.

3. ***Hva synes du om at norske folk bruker engelske ord og setninger i en ellers norsk kontekst?***

What do you think of Norwegian people using English words and phrases in an otherwise Norwegian context?

Jeg synes ikke så mye om det egentlig. Jeg synes egentlig det er en uting. Jeg er veldig glad i engelsk, har jo studert det.. Men jeg synes det er viktig å holde språkene litt separate for å unngå, ja, forvekslinger, og så er det litt med det at engelsk og norsk skal være likestilte da. Noen ganger kan jeg synes det er irriterende, virke som litt sånn ignoranse på en måte. Ikke at alle må være interessert i språk, men du kan fremstå som litt sånn, litt lite intelligent. Neida, ikke intelligent, det var feil, men litt mindre dannet da.

I do not like it really. I actually think it is a bad thing. I am very fond of English, I have studied it... But I think it is important to keep the languages a little separate to avoid, yes, confusion, and then there is a little bit about the fact that English and Norwegian should be equal. Sometimes I can find it annoying, it seems like a bit of ignorance in a way. Not that everyone has to be interested in languages, but you can come across as a bit like, a bit unintelligent. No, not intelligent, that was wrong, but a little less educated.

4. ***Hva tror du kan være grunner til at norske folk bruker engelske ord og uttrykk i dagligtalen sin?***

What do you think could be the reasons why Norwegian people use English words and expressions in their everyday speech?

Jeg vil nok tro det er mye på grunn av internett og sosiale medier, også tror jeg det er en grunnleggende holdning mange har til norsk, at det er litt sånn... Mange har en ide om at norsk er et underdanig språk i forhold til engelsk fordi engelsk har et større ordforråd, men jeg er ikke enig da. Men jeg tror det er mye av holdningene til folk.

I would probably think that a lot of it is due to the internet and social media, I also think that there is a basic attitude that many people have towards Norwegian, that it is a bit like that... Many people have the idea that Norwegian is a submissive language compared to English because English has a larger vocabulary, but I do not agree with that. But I think it is a lot of the attitudes of people.

5. ***Bruker du engelske ord og uttrykk i dagligtalen din?***

Do you use English words and expressions in your everyday speech?

Jeg gjør jo det. Prøver jo å styre unna, men det er jo noen ting man er vokst opp med. Sånn å si "speeda" på for eksempel, eller noe sånn.

I do. I try to steer clear of it, but there are some things you grow up with. Like saying "speeding" on, for example, or something like that.

6. ***Kan du tenke deg noen grunner til at du bruker engelske ord og uttrykk?***

Can you think of any reasons why you use English words and expressions?

Det er nok ofte fordi, trist å si, men kanskje fordi jeg glemmer det norske ordet. Men det går jo motsatt med engelsk også da... Men det er ord jeg er vokst opp med mer eller mindre, sånn som "speeding" da, eller at man sier "yes!"

It is probably often because, sad to say, but maybe because I forget the Norwegian word. But it is the opposite with English too... But there are words I grew up with more or less, like "speeding," or saying "yes!"

7. ***Bruker du noen ganger engelske ord eller uttrykk fordi du føler at det norske språket ikke har et lignende ord eller uttrykk som har samme betydning?***

Do you sometimes use English words or expressions because you feel that the Norwegian language does not have a similar word or expression that has the same meaning?

Sjeldent, men jeg prøver så langt det lar seg gjøre å bruke, nå kommer jeg ikke på noen eksempler, men jeg prøver å bruke norsk så langt det lar seg gjøre. Men, ja det har vel hendt, hvis det er et spesifikt uttrykk eller, sånn faguttrykk eller et eller annet.

Men jeg prøver å være veldig bevisst på det da. Men det er klart, da jeg var yngre lot jeg nok mer ting passere. Men hovedsak nei, men kan godt være det er ubevisst, men jeg tror nei.

Rarely, but I try as far as possible to use, now I cannot think of any examples, but I try to use Norwegian as far as possible. But, yes, it has probably happened, if it is a specific expression or, a technical expression or something. But I try to be very conscious of that. But of course, when I was younger I probably let more things pass. But mainly no, but it may well be unconscious, but I think no.

8. ***Bruker du engelske ord og uttrykk med hensikt, eller har engelsk blitt en del av språket ditt ubevisst?***

Do you use English words and phrases on purpose, or has English become part of your language unconsciously?

Det er nok litt ubevisst, men jeg tror nok og jeg speiler noen litt noen ganger fordi jeg har noen venner som bruker en del, altså de kodeveksler mye og da merker jeg det påvirker meg litt. Men ja, nei, jeg tror nok det er mest ubevisst.

It is probably a little unconscious, but I probably think and I mirror someone a little sometimes because I have some friends who use a lot, they switch codes a lot and then I notice it affects me a little. But yes, no, I think it is probably mostly unconscious.

9. ***Bruker du en norsk aksent når du bruker engelske ord og uttrykk?***

Do you use a Norwegian accent when you use English words and phrases?

Ja. Ganske ofte. Jeg er litt opptatt av å bevare norsken da. Ikke alt da, det kommer litt an på hva det er. Jeg kjenner norske folk som sier “instagram”, [engelsk versjon] men jeg sier “instagram.” [norsk versjon].

Yes. Quite often. I am a bit concerned about preserving Norwegian then. Not all then, it depends a bit on what it is. I know Norwegian people who say “instagram”, [English version] but I say “instagram.” [Norwegian version].

10. ***I hvilke situasjoner er det mer sannsynlig at du bruker engelske ord og uttrykk?***

In which situations are you more likely to use English words and expressions?

Ja, det må vel være... I kanskje situasjoner hvor, ja godt spørsmål, litt vanskelig å svare på, jeg tror, da må det være sann... Altså hvis man diskuterer noe spesifikt da

og ordene eller begrepene om det... Kanskje det finnes norske begrep man man ikke er kjent med de da, da bruker jeg det mer sånn intensjonelt.

Yes, it must be... In perhaps situations where, yes, good question, a bit difficult to answer, I think, then it must be like that... That is, if you are discussing something specific then and the words or terms about it... Maybe there are Norwegian terms if you are not familiar with them then, I use it more like that intentionally.

11. Er det situasjoner hvor du unngår å bruke engelske ord og uttrykk?

Are there situations where you avoid using English words and expressions?

Ja, ganske mange... De fleste sånn helt vanlige samtaler prøver jeg å unngå det så mye jeg kan. Prøver å... Ja, egentlig de fleste situasjoner.

Yes, quite a few... I try to avoid most normal conversations like that as much as I can. Trying to... Yes, most situations actually.

12. Er det situasjoner hvor du føler folk generelt burde unngå å bruke engelske ord og uttrykk?

Are there situations where you feel people should generally avoid using English words and expressions?

Ja, i undervisning for eksempel det synes jeg er en uting, det er litt med hvordan forbilde du skal være. Det synes jeg er en uting, og jeg synes de fleste formelle situasjoner egentlig. Det er klart, når du prater med venner gjør du som du vil. Men i situasjoner hvor det er publikum og hvor det er mer formelt, så synes jeg du skal etterstrebe å prate litt mer "korrekt."

Yes, in teaching, for example, I think it is a bit of a bad thing, it is a bit about what kind of role model you should be. I think that is a bad thing, and I think in most formal situations actually. Of course, when you chat with friends you do as you please. But in situations where there is an audience and where it is more formal, I think you should strive to speak a little more "correctly."

13. Tror du denne utviklingen til en mer engelsk-påvirket snakkemåte er en naturlig utvikling?

Do you think this development into a more English-influenced way of speaking is a natural development?

Ja, jeg tror jo egentlig det. Men jeg tror det har blitt akselerert av noen faktorer som

internett, medier og litt sånn holdninger egentlig. Så ja, på sett og vis er det jo naturlig. Og språket har jo alltid utviklet seg. Så, det er jo ikke at, jeg er ikke så redd for at språket kommer til å bli overtatt. Så ja, tror det er naturlig.

Yes, I actually think so. But I think it has been accelerated by some factors such as the internet, the media and attitudes like that really. So yes, in a sense it is natural. And the language has always developed. So, it is not that, I'm not that afraid that the language will be taken over. So yes, I think it is natural.

14. Tror du det engelske språket utgjør en trussel for det norske språket?

Do you think the English language poses a threat to the Norwegian language?

Nei. Jeg tror nok, nei... Hvis man kjenner litt språkhistorie så tror jeg.. Det vil jo forandre seg og man må forsone seg litt med det. Men det er klart, det er en forskjell mellom utvikling og erstatning. Og jeg tror ikke det er en stor fare for at det blir erstattet.

No. I think probably, no... If you know a bit of language history, I think... It will change and you have to come to terms with it a bit. But of course, there is a difference between development and replacement. And I do not think there is much danger of it being replaced.

15. Hvis du ble fortalt at det norske språket står i fare for å dø ut til det engelske språket, ville du ha fortsatt å bruke engelske ord og uttrykk?

If you were told that the Norwegian language is in danger of dying out to the English language, would you have continued to use English words and expressions?

Nei, da hadde jeg nok blitt ganske bevisst på å bruke masse norsk. Jeg hadde nok syntes det var ganske trist, men, som sagt tror jo ikke det er tilfellet. Hvem vet.

No, by then I would probably have become quite conscious of using a lot of Norwegian. I would probably have thought it was quite sad, but, as I said, I do not think that is the case. Who knows.

Group 2: Ingeborg (Participant 1)

1. Hva er ditt forhold til det engelske språket?

What is your relationship with the English language?

Det er jo et språk som jeg treffer på mye i hverdagen. Kanskje særlig TV serier, filmer og tekster på universitetet da. Men siden jeg går nordisk er det ikke så mye engelsk pensum, men litt. Så jeg treffer både sånn hverdags-engelsk på TV og akademisk engelsk på skolen.

It is a language that I come across a lot in everyday life. Perhaps especially TV series, films and texts at university then. But since I am doing Norwegian language studies, there is not so much English syllabus, but a little. So I encounter both everyday English on TV and academic English at school.

2. ***På hvilke arenaer i Norge møter du på det engelske språket?***

In which arenas in Norway do you meet in the English language most?

Det må nok bli, sånn, engelsktalende TV serier hovedsakelig på strømmetjenester, også må jeg jo si litt pensumtekster på universitetet, jeg føler jeg må si det. Men det er jo sånn akademisk litt vanskelig engelsk. Men den hverdags-engelsken som jeg har best forhold til og som jeg føler meg mest komfortabel med er på TV, hvis jeg ikke har glemt noe.

There will probably be, like that, English-speaking TV series mainly on streaming services. I also have to say some syllabus texts at the university, I feel I have to say that. But academically, English is a bit difficult. But the everyday English that I have the best relationship with and with which I feel most comfortable is on TV, if I have not forgotten anything.

3. ***Hva synes du om at norske folk bruker engelske ord og setninger i en ellers norsk kontekst?***

What do you think of Norwegian people using English words and phrases in an otherwise Norwegian context?

På den ene siden så skjønner jeg det veldig godt, og jeg synes jo det er noe naturlig i det siden vi har blitt en veldig sånn, internasjonal verden på en måte, globalisering... Det er på en måte naturlig at det et språk som er så stort og vi møter så mye så er det ikke så rart at det kommer inn i språket vårt, og jeg gjør det jo mye selv. Men samtidig kan jeg tenke over at det høres kanskje rart ut, eller teit ut. Sånn særlig på norsk reality TV for eksempel, hvor folk bruker ekstremt mye engelske ord som det finnes åpenbare norske ord for. Jeg kommer ikke på noen eksempler, men det kan bli

litt mye liksom, når det er en halv setning på engelsk og resten på norsk. Det kan jeg legge merke til og synes er litt teit, hvis det er lov å si.

On the one hand, I understand it very well, and I think there is something natural in that since we have become a very international world in a way, globalization... It is in a way natural that a language that is so big and we meet so much, it is not surprising that it enters our language, and I do it a lot myself. But at the same time, I think that it might sound strange, or stupid. This is particularly the case on Norwegian reality TV, for example, where people use an extremely large number of English words for which there are obvious Norwegian words. I cannot think of any examples, but it can be a bit much, when there is half a sentence in English and the rest in Norwegian. I can notice that and think it is a bit silly, if I may say so.

4. Hva tror du kan være grunner for at norske folk bruker engelske ord og uttrykk i dagligtalen sin?

....

5. Bruker du engelske ord og uttrykk i dagligtalen din?

Do you use English words and expressions in your everyday speech?

Ja, det gjør jeg, og helt sikkert mer enn det jeg er klar over også. Både engelske, noen engelske ord som jeg uttaler på engelsk og engelske ord jeg uttaler på stavangerdialekt.

Yes, I do, and certainly more than I realize too. Both English, some English words that I pronounce in English and English words that I pronounce in the Stavanger dialect.

6. Kan du tenke deg noen grunner til at du bruker engelske ord og uttrykk?

Can you think of any reasons why you use English words and expressions?

Jeg tipper det ligger ganske.. Hva skal jeg si.. langt framme i repertoaret av ord jeg har å bruke, fordi jeg blir utsatt for mye engelsk til vanlig og da er det kanskje noen ord som stikker seg ut og kanskje jeg er vandt med å høre det fremfor det norske ordet. For eksempel 'nerd' føler jeg jeg høres mest på engelsk, jeg vet ikke om det finnes et norsk ord for det. Også er det jo at man ikke kommer på det norske ordet, men det føler jeg er ganske sjeldent. Det finnes jo som regel gode norske ord for det.

I am guessing it lies pretty... What can I say... Far ahead in the repertoire of words I have available, because I am exposed to a lot of English on a regular basis and then maybe some words stick out and maybe I am used to hearing it rather than the Norwegian word. For example, 'nerd' I feel is mostly heard in English, I do not know if there is a Norwegian word for it. There is also the fact that you do not come up with the Norwegian word, but I feel that is quite rare. There are usually good Norwegian words for it.

7. ***Bruker du noen ganger engelske ord eller uttrykk fordi du føler at det norske språket ikke har et lignende ord eller uttrykk som har samme betydning?***

Do you sometimes use English words or expressions because you feel that the Norwegian language does not have a similar word or expression that has the same meaning?

Av og til, men det synes jeg er ganske sjeldent. Som jeg sa tidligere, nerd vet jeg ikke om det finnes et norsk ord for. Det var en stund jeg hele tiden sa 'awkward' hele tiden, men så fant jeg ut at det finnes 'kleint' på norsk. Det er relativt sjeldent jeg ikke har en norsk oversettelse.

Occasionally, but I think it is quite rare. As I said earlier, I do not know if there is a Norwegian word for nerd. There was a time when I kept saying 'awkward' all the time, but then I found out that there is 'kleint' in Norwegian. It is relatively rare that I do not have a Norwegian translation.

8. ***Bruker du engelske ord og uttrykk med hensikt, eller har engelsk blitt en del av språket ditt ubevisst?***

Do you use English words and phrases on purpose, or has English become part of your language unconsciously?

Jeg føler selv at det er med hensikt, men så kan det jo godt være at jeg tar feil, at jeg ikke er helt klar over hvor mye engelsk jeg bruker. Men så er det jo litt vanskelig å vite, det er mange engelske ord som er så innbakt i språket, som for eksempel 'caps', det er vel egentlig engelsk, men så er det jo så allmenn-norsk at det... Ja, jeg vet ikke.

I myself feel that it is on purpose, but then it could well be that I am wrong, that I am not fully aware of how much English I use. But then it is a bit difficult to know, there are many English words that are so ingrained in the language, such as 'caps', it is

actually English, but so common in Norwegian that... Yes, I do not know.

9. ***Bruker du en norsk aksent når du bruker engelske ord og uttrykk?***

Do you use a Norwegian accent when you use English words and phrases?

Det gjør jeg i aller høyeste grad. Det er ikke uvanlig. Nørd, for eksempel.

I do that to the highest degree. It is not unusual. Nerd, for example.

10. ***I hvilke situasjoner er det mer sannsynlig at du bruker engelske ord og uttrykk?***

In which situations are you more likely to use English words and expressions?

I samtale med venner og andre uformelle sammenhenger er det ikke noe problem på en måte.

In conversation with friends and other informal contexts, there is no problem in a way.

11. ***Er det situasjoner hvor du unngår å bruke engelske ord og uttrykk?***

Are there situations where you avoid using English words and expressions?

Det må bli i hvert fall litt formelle situasjoner. Jeg ville ikke blandet inn engelske ord i et foredrag eller framføring på norsk, da ville jeg nok styrt unna det.

There must be at least somewhat formal situations. I would not mix English words into a lecture or presentation in Norwegian, then I would probably steer clear of it.

12. ***Er det situasjoner hvor du føler folk generelt burde unngå å bruke engelske ord og uttrykk?***

Are there situations where you feel people should generally avoid using English words and expressions?

Det må vel bli i situasjoner hvor man forventer litt sånn, at man er seriøs, litt formell... Hvis jeg er på jobbintervju og den som intervjuer meg, der ville jeg forventet at vedkommende forholdt seg til norsk. Men jeg har ikke en supergod begrunnelse for det, men ja, formelle situasjoner... At man da ikke blander inn sånne åpenbare engelske ord.

It must be in situations where you expect something like that, that you are serious, a bit formal... If I am at a job interview and the person interviewing me, I would expect that person to speak Norwegian. But I do not have a super good reason for it, but yes,

formal situations... That you do not mix in such obvious English words.

13. Tror du denne utviklingen til en mer engelsk-påvirket snakkemåte er en naturlig utvikling, med for eksempel sosiale media, engelske serier og lignende?

Do you think this development to a more English-influenced way of speaking is a natural development?

Jeg tror det, men det er jo kjempevanskelig å si. Men det er jo klart, det er et språk vi blir ekstremt mye utsatt for. For meg ser det naturlig ut at det da skal påvirke måten vi snakker på.

I think so, but it is really difficult to say. But of course, it is a language that we are exposed to extremely often. To me, it seems natural that it should then affect the way we speak.

14. Tror du det engelske språket utgjør en trussel for det norske språket?

Do you think the English language poses a threat to the Norwegian language?

Nei, det tror jeg ikke.

No, I do not think so.

15. Hvis du ble fortalt at det norske språket står i fare for å dø ut til det engelske språket, ville du ha fortsatt å bruke engelske ord og uttrykk?

If you were told that the Norwegian language is in danger of dying out to the English language, would you have continued to use English words and expressions?

Nei, da hadde jeg nok gjort min del for å prøve å bevare det norske.

No, then I would probably have done my part to try to preserve the Norwegian.

Group 2: Oskar (Participant 2)

1. Hva er ditt forhold til det engelske språket?

What is your relationship with the English language?

Nei, jeg vil si det er nokså normalt egentlig. Jeg kan engelsk og er komfortabel med å snakke med, men det er begrenset hvor mye jeg bruker det i det daglige. Det er ganske sporadisk når jeg bruker det.

No, I would say it is quite normal. I know English and am comfortable speaking, but the amount I use it on a daily basis is limited. It is pretty sporadic when I use it.

2. *På hvilke arenaer i Norge møter du på det engelske språket mest?*

In which arenas in Norway do you meet in the English language most?

Jeg jobber på flyplass, så det er mye engelsk der. Det er litt sporadisk når jeg jobber der da, så det er ikke nødvendigvis så ofte.

I work at an airport, so there is a lot of English there. It is a bit sporadic when I work there then, so it is not necessarily that often.

3. *Hva synes du om at norske folk bruker engelske ord og setninger i en ellers norsk kontekst?*

What do you think of Norwegian people using English words and phrases in an otherwise Norwegian context?

Eh.. Ja, altså jeg synes jo at man bør i størst mulig grad prøve å forholde seg til norske ord i en setning. At.. Det er greit sånn sporadisk, men det kan utvikle seg til å bli ganske mange engelske ord som man kan høre av og til, man har jo sett at det og har vært tilfeller i akademia innenfor økonomifagene hvor det er veldig mange engelske ord. Hvis norsk skal ha status som akademia språk er det ikke bra at det er så mange engelske ord som benyttes og normaliseres i samtalene ellers holdt jeg på å si.

Eh... Yes, I think that you should try to stick to Norwegian words in a sentence as much as possible. That.. It is okay like that sporadically, but it can develop into quite a lot of English words that you can hear from time to time. You have seen that there have been cases in academia within economics subjects where there are a lot of English words. If Norwegian is to have the status of an academic language, it is not good that so many English words are used and normalized in conversations.

4. *Hva tror du kan være grunner til at norske folk bruker engelske ord og uttrykk i dagligtalen sin?*

What do you think could be the reasons why Norwegian people use English words and expressions in their everyday speech?

Jeg tenker jo at det har stor sammenheng med sosiale medier, strømmetjenester, at man ser mye engelske serier og leser mye poster på sosiale medier av influencere for

eksempel eller hva enn det måtte være som bruker engelske ord og man tenker: "hvis de bruker det er det naturlig at jeg også bruker det" Kanskje det er en legitimitet for folk å bruke det, siden andre gjør det, at det høres normalt ut og tar det inn i sitt eget vokabular i stedet for å bruke norske ord.

I think that it has a lot to do with social media, streaming services, that you watch a lot of English series and read a lot of posts on social media by influencers for example or whatever it may be that use English words and you think: "If they use it is it natural that I also use it." Perhaps it is a legitimacy for people to use it, since others do it, that it sounds normal and takes it into their own vocabulary instead of using Norwegian words.

5. ***Bruker du engelske ord og uttrykk i dagligtalen din?***

Do you use English words and expressions in your everyday speech?

Jeg prøver å unngå det i størst mulig grad. Jeg prøver å bruke mest mulig norske ord unngå engelske. Eksempler er 'basically' og sånt, og av og til tar jeg meg selv i å si det og tenker på det etter: "ja, der sa jeg det selv," liksom. Så jeg tenker for mange blir det nok en ubevisst greie, men jeg prøver å unngå det i størst mulig grad.

I try to avoid it as much as possible. I try to use as many Norwegian words as possible and avoid English. Examples are 'basically' and words like that, and occasionally I catch myself saying it and think about it afterwards: "Yes, I said it myself," sort of. So I think for many people it will probably be an unconscious thing, but I try to avoid it as much as possible.

6. ***Kan du tenke deg noen grunner til at du bruker engelske ord og uttrykk?***

Can you think of any reasons why you use English words and expressions?

Jeg tenker det er, man blir jo påvirket av ytre ting. Det kan være en blanding mellom at man kanskje ikke finner det ordet på det tidspunktet, at engelsk ligger.. At man har hørt det før, det blir en greie, en kombinasjon.

I think it is, you are influenced by external things. It can be a mixture between the fact that you may not find that word at the time, that English is lying... That you have heard it before, it becomes something, a combination.

7. ***Bruker du noen ganger engelske ord eller uttrykk fordi du føler at det norske språket ikke har et lignende ord eller uttrykk som har samme betydning?***

....

8. ***Bruker du engelske ord og uttrykk med hensikt, eller har engelsk blitt en del av språket ditt ubevisst?***

Do you use English words and phrases on purpose, or has English become part of your language unconsciously?

Jeg tror det er mest ubevisst.

I think it is mostly unconscious.

9. ***Bruker du en norsk aksent når du bruker engelske ord og uttrykk?***

Do you use a Norwegian accent when using English words and expressions?

Godt spørsmål, jeg er litt usikker. Nei, altså, nei jeg synes det er vanskelig å svare på. Jeg kommer ikke på så mange situasjoner hvor jeg bruker engelske ord. Men jeg tror ikke jeg snakker med engelsk fonologi.

Good question, I am a bit unsure. No, well, no, I think it is difficult to answer. I do not come across many situations where I use English words. But I do not think I speak with English phonology.

10. ***I hvilke situasjoner er det mer sannsynlig at du bruker engelske ord og uttrykk?***

In which situations are you more likely to use English words and expressions?

Det er kanskje i fotballsituasjoner, hvor det er mange engelske ord i fotballterminologien. Mange ordene er tatt inn og akseptert som terminologi i norsk også. Det er vel kanskje det jeg kommer på. Jeg har ikke kartlagt mitt eget mønster.

It is perhaps in football situations, where there are many English words in football terminology. Many words have been taken in and accepted as terminology in Norwegian as well. Maybe that is what I am coming up with. I have not charted my own pattern.

11. ***Er det situasjoner hvor du unngår å bruke engelske ord og uttrykk?***

Are there situations where you avoid using English words and expressions?

Jeg prøver å unngå det i størst mulig grad i dagligtalen, men hvis jeg skal peke på én ting er det i interaksjon med eldre. At det blir vanskelig for dem hvis jeg skal bruke ungdommelig engelsk sjargong. Jeg tror kanskje der er jeg veldig påpasselig.

I try to avoid it as much as possible in everyday speech, but if I have to point to one

thing it is in interactions with the elderly. That it will be difficult for them if I use youthful English jargon. I think maybe I am being very careful there.

12. *Er det situasjoner hvor du føler folk generelt burde unngå å bruke engelske ord og uttrykk?*

Are there situations where you feel people should generally avoid using English words and expressions?

Det er jo situasjoner hvor man kunne brukt nøyaktig det samme uttrykket på norsk, bare at det blir erstattet med engelsk. Man kan bruke norske bøyningsendinger på engelske ord som er litt rart. Ordet 'basically' blir jo nevnt hele tiden omtrent. Det er jo en ting som jeg tror er så selvsagt for mange at det sklir så lett inn i replikken deres at det bare blir sånn, ja, "det er 'basically' sånn."

There are situations where you could use exactly the same expression in Norwegian, only that it is replaced with English. You can use Norwegian inflectional endings on English words, which is a bit strange. The word 'basically' is mentioned almost all the time. It is one thing that I think is so obvious to many people that it slips so easily into their line that it just becomes like that, yes, "it is 'basically' like that."

13. *Tror du denne utviklingen til en mer engelsk-påvirket snakkemåte er en naturlig utvikling?*

Do you think this development to a more English-influenced way of speaking is a natural development?

Ja, jeg tror utviklingen kommer til å fortsette da. Påvirkningen blir ikke mindre fra sosiale medier, fra hva folk ser på når det gjelder serier og sånn. Når alle kommer hjem er det jo å se på serier, og det er som regel engelsktalende. Jeg tenker at mange omgir seg mer med det engelske språket enn det norske. Spill, og alt mulig sånn. Det er ikke en utvikling som kommer til å snu, eller "turn around" med det første.

Yes, I think the development will continue. The influence from social media is not diminishing, from what people look at when it comes to series and such. When everyone gets home, it is time to watch series, and it is usually English-speaking. I think that many people surround themselves with the English language more than the Norwegian language. Games, and everything like that. It is not a development that is going to reverse, or "turn around" any time soon.

14. **Tror du det engelske språket utgjør en trussel for det norske språket?**

Do you think the English language poses a threat to the Norwegian language?

Jeg tenker at folk skal få lov til å snakke akkurat som de vil, men man må jo passe på at.. Norsk har jo ikke så høy status innenfor akademisk hvis man skal skrive en akademisk oppgave blir det fort på engelsk, men jeg synes det er viktig å ha et akademisk norsk språk. Det er jo et vokabular for å skrive en god norsk oppgave. Men de mulighetene føler jeg minsker litt når folk får så ubevisst forhold til kodeveksling. Det er kanskje en feilutvikling for det norske språk.

I think that people should be allowed to speak exactly as they want, but you have to make sure that.. Norwegian does not have such a high status within academia, if you have to write an academic paper it will quickly be in English, but I think that it is important to have an academic Norwegian language. It is, after all, a vocabulary for writing a good Norwegian essay. But I feel that those opportunities diminish a little when people have such an unconscious relationship with code-switching. It is perhaps a wrong development for the Norwegian language.

15. **Hvis du ble fortalt at det norske språket står i fare for å dø ut til det engelske språket, ville du ha fortsatt å bruke engelske ord og uttrykk?**

If you were told that the Norwegian language is in danger of dying out to the English language, would you have continued to use English words and expressions?

Nei, jeg ville fortsatt å snakke norsk jeg da, men språk er en dynamisk greie sant, det vil jo endre seg og det er naturlig at språk endrer seg hele tiden. Det er ikke sånn at man er en "konservativ gubbe" som ikke skal ha noe påvirkning. Men det er på en måte mer enn nok gode nok ord og stort nok vokabular i norsk for å kunne formulere seg på norsk uten å måtte ta i bruk engelske formuleringer da.

No, I would continue to speak Norwegian, but language is a dynamic thing. It will change and it is natural that language changes all the time. It is not like you are a "conservative old man" who should not have any influence. But in a way, there are more than enough good enough words and a large enough vocabulary in Norwegian to be able to formulate oneself in Norwegian without having to use English formulations.

1. *Hva er ditt forhold til det engelske språket?*

What is your relationship with the English language?

Jeg tenker det blir mye brukt, vi blir eksponert for det ganske mye i sosiale medier. På tv, i media og ja, fra jeg var liten. Filmer og det som er. Jeg tenker det er noe vi bruker en del da.

I think it is used a lot, we are exposed to it quite a lot in social media. On TV, in the media and yes, from when I was little. Movies and whatnot. I think it is something we use quite a bit.

2. *Hvilke arenaer i Norge møter du på det engelske språket mest?*

In which arenas in Norway do you encounter the English language the most?

Nei, det er kanskje litt det jeg nevnte, i sosiale medier, og ja, alt av serier. Nå interagerer jeg kanskje ikke så mye med folk som snakker engelsk i hverdagen, men ja kanskje mest det.

No, it is maybe a bit of what I mentioned, in social media, and yes, all of the series. I may not interact that much with people who speak English in everyday life, but yes maybe mostly that.

3. *Hva synes du om at norske folk bruker engelske ord og setninger i en ellers norsk kontekst?*

What is your opinion on Norwegians using English words and phrases in an otherwise Norwegian context?

Jeg tenker det blir kanskje mer og mer normalisert da, det er ikke så uvanlig å gjøre det. Kanskje før så man mer på det som slang, men nå er det mer og mer normalt å gjøre det. Jeg tenker ikke at jeg reagerer når folk gjør det.

I think it will perhaps become more and more normalized then, it is not so unusual to do so. Maybe before it was seen more as slang, but now it is more and more normal to do so. I do not think I react when people do it.

4. *Hva tror du kan være grunner til at norske folk bruker engelske ord og uttrykk i dagligtalen sin?*

What do you think could be the reasons for Norwegians using English words and phrases in their daily speech?

Nei, det er sikkert, ja, sånn som jeg sa, litt slang. I hvert fall blant ungdom, man hører

det mye på Tik Tok og sånn.

No, it is probably, yes, like I said, a bit of slang. At least among young people, you hear it a lot on Tik Tok and such.

5. ***Bruker du engelske ord og uttrykk i dagligtalen din?***

Do you use English words and phrases in your daily speech?

Ja, jeg gjør jo det. Det er sånne småord her og der, jeg gjør det absolutt. Sånne randome ting, sånn som det.

Yes, I do. There are little words like that here and there, I absolutely do. Random things, like that.

6. ***Kan du tenke deg noen grunner til at du bruker engelske ord og uttrykk?***

Can you think of any reasons why you use English words and phrases?

Nei, det er sikkert fordi alle andre gjør det da. Det blir på en måte mer og mer en del av språket.

No, it is probably because everyone else is doing it. It becomes more and more part of the language in a way.

7. ***Bruker du noen ganger engelske ord eller uttrykk fordi du føler at det norske språket ikke har et lignende ord eller uttrykk som har samme betydning?***

Do you sometimes use English words or phrases because you feel that the Norwegian language doesn't have similar words or phrases with the same meaning?

Ja, kanskje av og til. For eksempel sånn 'cringe' for eksempel, er jo litt sånn, ja, av og til er det bare noen ord.

Yes, maybe occasionally. For example, 'cringe', for example, is a bit like that, yes, sometimes it is just a few words.

8. ***Bruker du engelske ord og uttrykk med hensikt, eller har engelsk blitt en del av språket ditt ubevisst?***

Do you intentionally use English words and phrases, or has English become an unconscious part of your language?

Ja, definitivt det siste. Det bare kommer naturlig, så det er ikke noe jeg tenker så veldig mye over.

Yes, definitely the latter. It just comes naturally, so it is not something I think too much about.

9. *Bruker du en norsk aksent når du bruker engelske ord og uttrykk?*

Do you use a Norwegian accent when using English words and phrases?

Ja, det gjør jeg kanskje ja, absolutt.

Yes, I might yes, absolutely.

10. *I hvilke situasjoner er det mer sannsynlig at du bruker engelske ord og uttrykk?*

In which situations is it more likely that you use English words and phrases?

Det vet jeg ikke, det kommer ganske naturlig.

I do not know, it comes quite naturally.

11. *I hvilke situasjoner unngår du å bruke engelske ord og uttrykk?*

In which situations do you avoid using English words and phrases?

Kanskje ikke i en akademisk setting. I jobbsammenheng hadde jeg ikke gjort det.

Kanskje hvis, nå har jeg ikke besteforeldre, men hvis jeg hadde snakket med eldre mennesker at man kanskje ikke gjør det da.

Maybe not in an academic setting. In a work context, I would not have done it. Maybe if, now I do not have grandparents, but if I had talked to older people that you might not do it.

12. *Er det situasjoner hvor du føler folk generelt burde unngå å bruke engelske ord og uttrykk?*

Are there situations where you feel that people should generally avoid using English words and phrases?

Litt i situasjoner som jeg nevnte for meg selv.

A little in situations that I mentioned for myself.

13. *Tror du denne utviklingen til en mer engelsk-påvirket snakkemåte er en naturlig utvikling?*

Do you think this trend towards a more English-influenced way of speaking is a natural development?

Ja, jeg vil jo si det, jeg tror det. Globalisering, bare at man blir kanskje litt mer..

Engelsk er jo ganske stort, vi eksponeres for det hele tiden. Jeg tenker også at sosiale medier blir kanskje vanligere, eller at man begynner med det tidligere og tidligere. Yngre generasjoner blir eksponeres for engelsk tidligere utenom å bare lære det på skolen sånn som eldre generasjoner gjorde.

Yes, I want to say that, I believe so. Globalization, just that you become a bit more... English is quite big, we are exposed to it all the time. I also think that social media will perhaps become more common, or that people start using it earlier and earlier. Younger generations are exposed to English earlier outside of just learning it at school like older generations did.

14. ***Tror du det engelske språket gjør en trussel for det norske språket?***

Do you think the English language poses a threat to the Norwegian language?

Nei, det vil jeg ikke si. Men det blir jo mer og mer påvirket av det engelske språket, det vil jeg si. Men jeg vil ikke si at den er truende.

No, I would not say that. But it is being more and more influenced by the English language, I would say. But I would not say it is threatening.

15. ***Hvis du ble fortalt at det norske språket står i fare for å dø ut til det engelske språket, vil du fortsette å bruke engelske ord og uttrykk?***

If you were told that the Norwegian language is in danger of dying out to the English language, would you continue to use English words and phrases?

Hmm.. Kanskje mindre. Men nå føler jeg at jeg bruker relativt lite engelske ord og uttrykk i forhold til at jeg snakker norsk. Men ja, hvis dette var en hypotetisk, ja.. så ja, kanskje det. Man vil jo ikke at det norske språket skal dø.

Hmm.. Maybe less. But I feel that I use relatively few English words and phrases compared to the fact that I speak Norwegian. But yeah, if this was a hypothetical, yeah.. then yeah, maybe. One would not want the Norwegian language to die.

Group 2: Emilie (Participant 4)

1. ***Hva er ditt forhold til det engelske språket?***

What is your relationship with the English language?

Hmm... Det er universalspråk, eller verdensspråk, det er liksom det du ser på TV og jeg leser kun engelske bøker. Noe sånn, noe man bruker mye.

Hmm... It is a universal language, or world language, it is what you see on TV and I only read English books. Something like that, something you use a lot.

2. *Hvilke arenaer i Norge møter du på det engelske språket mest?*

In which arenas in Norway do you encounter the English language the most?

Det er jo for det meste når man ser serier og filmer er det som regel engelsk, eller leser jeg engelsk, og spill og sånn. Egentlig overalt.

For the most part, when you watch series and films, it is usually English, or I read English, and games and such. Actually everywhere.

3. *Hva synes du om at norske folk bruker engelske ord og setninger i en ellers norsk kontekst?*

What is your opinion on Norwegians using English words and phrases in an otherwise Norwegian context?

Jeg synes det er helt greit, det er liksom.. Jeg gjør det selv, fordi det er noen ord som er lettere å forstå. Men det er noen som drar det litt langt innimellom.

I think it is perfectly fine, it is like.. I do it myself, because there are some words that are easier to understand. But there are some who take it a little too far now and then.

4. *Hva tror du kan være grunner til at norske folk bruker engelske ord og uttrykk i dagligtalen sin?*

What do you think could be the reasons for Norwegians using English words and phrases in their daily language?

Sikkert fordi du hører det mye i media, alle serier og sånn er jo nesten på engelsk. Det blir jo litt sånn tvunget inn i hodet ditt.

Probably because you hear it a lot in the media, all series and such are almost in English. It kind of gets forced into your head.

5. *Bruker du engelske ord og uttrykk i dagligtalen din?*

Do you use English words and phrases in your daily language?

Jeg gjør det litt mye, jeg tror jeg gjør det litt for mye.

I do it a bit much, I think I do it a bit too much.

6. ***Kan du tenke deg noen grunner til at du bruker engelske ord og uttrykk?***

Can you think of any reasons why you use English words and phrases?

Det kommer litt an på hvem man snakker med, hvis jeg snakker med folk på min alder og yngre så er det så integrert at det er sånn du skal snakke, også føles det ofte ut som om det beskriver mer.

It depends a bit on who you talk to. If I talk to people my age and younger, it is so integrated that that is how you should talk, and it often feels like it describes more.

7. ***Bruker du noen ganger engelske ord eller uttrykk fordi du føler at det norske språket ikke har et lignende ord eller uttrykk som har samme betydning?***

Do you sometimes use English words or expressions because you feel that the Norwegian language doesn't have similar words or phrases with the same meaning?

Ja, det blir fort sånn.

Yes, that is how it goes.

8. ***Bruker du engelske ord og uttrykk med hensikt, eller har engelsk blitt en del av språket ditt ubevisst?***

Do you intentionally use English words and phrases, or has English become an unconscious part of your language?

Jeg føler det har blitt en del av språket, jeg gjør det ikke med vilje lengre liksom.

I feel it has become part of the language, I do not do it on purpose any more.

9. ***Bruker du en norsk aksent når du bruker engelske ord og uttrykk?***

Do you use a Norwegian accent when using English words and phrases?

Jeg liker å tro at jeg ikke gjør det.

I like to think I do not do it.

10. ***I hvilke situasjoner er det mer sannsynlig at du bruker engelske ord og uttrykk?***

In which situations is it more likely that you use English words and phrases?

Kommer veldig an på hvem jeg snakker med, men jeg bruker vel ganske mye når jeg spiller med venner, selv om vi snakker norsk teknisk sett, men konteksten er på engelsk. Jeg har noen venner som snakker ekstremt mye engelsk, så det kommer veldig an på hvem jeg er med.

Depends a lot on who I am talking to, but I guess I use quite a lot when I play with

friends, even though we technically speak Norwegian, but the context is in English. I have some friends who speak a lot of English, so it really depends on who I'm with.

11. *I hvilke situasjoner unngår du å bruke engelske ord og uttrykk?*

In which situations do you avoid using English words and phrases?

Hvis du snakker med eldre kan det jo hende de ikke forstår alt.

If you talk to older people, they may not understand everything.

12. *Er det situasjoner hvor du føler folk generelt burde unngå å bruke engelske ord og uttrykk?*

Are there situations where you feel that people should generally avoid using English words and phrases?

Jeg tror i ståsted til noen som er opptatt av det norske språk forstår jeg at de synes det er dumt, men for min del har jeg ingen formening om det, men jeg forstår at folk kan synes det er frustrerende at vi bytter ut mange ord og rett og slett glemmer det norske språket litt.

I think speaking to someone who is interested in the Norwegian language, I understand that they think it is stupid, but for my part I have no opinion about it, but I understand that people can find it frustrating that we exchange many words and simply forget the Norwegian language a little.

13. *Tror du denne utviklingen til en mer engelsk-påvirket snakkemåte er en naturlig utvikling?*

Do you think this trend towards a more English-influenced way of speaking is a natural development?

Jeg tror det, siden det er overalt. Rett og slett.

I think so, since it is everywhere.

14. *Tror du det engelske språket gjør en trussel for det norske språket?*

Do you think the English language poses a threat to the Norwegian language?

Jeg tror det utgjør en trussel mot alle egentlig, eller en trussel høres litt radikalt ut, men at det... Det er jo mange som sier de vil bytte ut alle språk med engelsk føler jeg, siden det er det alle forstår. Så til en viss grad, ja, men samtidig så tror jeg vi er så integrerte og innestengte i vår lille verden her i Norge at det kommer aldri til å

forsvinne liksom.

I think it poses a threat to everyone really, or a threat sounds a bit radical, but that... There are many people who say they want to replace all languages with English, I feel, since that is what everyone understands. So to a certain extent, yes, but at the same time I think we are so integrated and locked in our little world here in Norway that it will never disappear somehow.

15. ***Hvis du ble fortalt at det norske språket står i fare for å dø ut til det engelske språket, vil du fortsette å bruke engelske ord og uttrykk?***

If you were told that the Norwegian language is in danger of dying out to the English language, would you continue to use English words and phrases?

Det kommer veldig an på om det har dødd så ut at ingen snakker det lengre, da kan man ikke gå rundt i sin egen lille verden og snakke norsk. Jeg håper ikke det ikke dør ut i den forstand, jeg har ikke supersterke meninger ovenfor det.

It really depends on whether it has died out so that nobody speaks it anymore, then you cannot go around in your own little world and speak Norwegian. I hope it doesn't die out in that sense, I do not have super strong opinions on it.

Gruppe 2: Maud (Participant 5)

1. ***Hva er ditt forhold til det engelske språket?***

What is your relationship with the English language?

Det kommer jo inn hver dag, gjennom sang og serier.. Det er sjeldent jeg ser norske serier, så det.. ja. Hvis det er et svar.

It comes in every day, through songs and series... It's rare that I watch Norwegian series, so... yes. If there is an answer.

2. ***Hvilke arenaer i Norge møter du på det engelske språket mest?***

In which arenas in Norway do you encounter the English language the most?

Det er jo streamingtjenestene, spotify og youtube. Jeg ser en del på youtube, da er det 99% engelsk.

There are the streaming services, spotify and youtube. I watch a lot on youtube, then

it's 99% English.

3. **Hva synes du om at norske folk bruker engelske ord og setninger i en ellers norsk kontekst?**

What is your opinion on Norwegians using English words and phrases in an otherwise Norwegian context?

Jeg synes det kan være greit, men jeg jobber jo en plass hvor det er mange pensjonister så jeg merker jeg må roe det litt ned fordi det er ikke alle forstår som alt. Men så er det kanskje av og til lettere, jeg holdt på å si 'express yourself' når det er engelsk. Av og til er ordene bare bedre på engelsk.

I think it can be fine, but I work in a place where there are many pensioners, so I feel I have to calm it down a bit because it doesn't make sense. But then maybe it is sometimes easier, I was about to say 'express yourself' when speaking English. Sometimes the words are just better in English.

4. **Hva tror du kan være grunner til at norske folk bruker engelske ord og uttrykk i dagligtalen sin?**

What do you think could be the reasons for Norwegians using English words and phrases in their daily language?

Det er nok det at det kommer veldig mye musikk fra andre land, USA.. Det er på radioen og alle får litt radio og litt spotify, sånn.. Sånn pappa, jeg tror ikke at han ser så mye engelsk film fordi han snakker ikke så mye engelsk, men radio er det eneste som er på i bilen hans også hører han på Dolly Parton og sånn, og Abba og det er engelske sanger der og. Det var sånn han lærte meg hva "Money" betyr.

It's probably the fact that there's a lot of music from other countries, the USA.. It's on the radio and everyone gets a bit of radio and a bit of spotify, like that.. Like my dad, I do no't think he watches that many English films because he does not speak so much English, but the radio is the only thing on in his car, he also listens to Dolly Parton and stuff like that, and Abba and there are English songs there and. That is how he taught me what "Money" means.

5. *Bruker du engelske ord og uttrykk i dagligtalen din?*

Do you use English words and phrases in your daily language?

Yes.

Yes.

6. *Kan du tenke deg noen grunner til at du bruker engelske ord og uttrykk?*

Can you think of any reasons why you use English words and phrases?

Jeg blir influensert av influencere, neida, nei, for at det kommer så mye inn på en dag at det er umulig å ikke bli påvirket.

I am influenced by influencers, no, no, because there is so much coming in, in one day that it is impossible not to be influenced.

7. *Bruker du noen ganger engelske ord eller uttrykk fordi du føler at det norske språket ikke har et lignende ord eller uttrykk som har samme betydning?*

Do you sometimes use English words or expressions because you feel that the Norwegian language doesn't have a similar words or phrases with the same meaning?

Ja. Men sånn, det kan også være samme greia på norsk. I engelsk har de ikke et ord for døgn og det synes jeg er litt rart, de har 24 hours, men det tenker jeg litt på av og til at de skulle hatt et ord for døgn.

Yes. But like that, it can also be the same thing in Norwegian. In English they do not have a word for *døgn* and I think that is a bit strange, they have 24 hours, but I sometimes think that they should have a word for *døgn*.

8. *Bruker du engelske ord og uttrykk med hensikt, eller har engelsk blitt en del av språket ditt ubevisst?*

Do you intentionally use English words and phrases, or has English become an unconscious part of your language?

Det blir nok litt ubevisst.

It is probably unconscious.

9. *Bruker du en norsk aksent når du bruker engelske ord og uttrykk?*

Do you use a Norwegian accent when using English words and phrases?

Tror ikke jeg gjør det noe særlig. Ikke som jeg kommer på akkurat nå.

I don't think I do it in particular, if so unconsciously. Not that I can think of right now.

10. ***I hvilke situasjoner er det mer sannsynlig at du bruker engelske ord og uttrykk?***

In which situations is it more likely that you use English words and phrases?

I det yrket jeg er i er det ikke bare norske folk, da er det sånn på jobb nå er det ei fra Spania som jeg snakker engelsk med. Hun kan litt norsk, men for å gjøre det lettere for begge to så snakker bare på engelsk. Hvis det er andre i rommet som snakker norsk, prøver jeg å fortsatt snakke på engelsk slik at alle kan bli med i samtalen.

In the profession I am in there are not only Norwegian people, then it is like that at work now there is someone from Spain with whom I speak English. She knows a little Norwegian, but to make it easier for both of them, only speak in English. If there are others in the room who speak Norwegian, I try to continue speaking in English so that everyone can join in the conversation.

11. ***I hvilke situasjoner unngår du å bruke engelske ord og uttrykk?***

In which situations do you avoid using English words and phrases?

Det er nok når jeg står i kassen også når kommer det ei dame som ser godt ut over 80, så må jeg passe litt på hva jeg sier. Kanskje de tror jeg snakker dumt om de når jeg egentlig bare synes det er lettere å si ordet sånn.

It is probably when I am standing at the till, also when a lady who looks well over 80 comes in, I have to be a bit careful about what I say. Maybe they think I am talking stupidly about them when I really just think it is easier to say the word that way.

12. ***Er det situasjoner hvor du føler folk generelt burde unngå å bruke engelske ord og uttrykk?***

Are there situations where you feel that people should generally avoid using English words and phrases?

Akkurat der, med eldre... og i kirka. Vi sier ikke 'Oh, praise the lord' i Norge. You never know.

Right there, with the elderly... and in church. We do not say 'Oh, praise the Lord' in Norway. You never know.

13. ***Tror du denne utviklingen til en mer engelsk-påvirket snakkemåte er en naturlig utvikling?***

Do you think this trend towards a more English-influenced way of speaking is a natural development?

Ja, jeg tror det med tanke på at vi blir så påvirket av alt rundt oss. Vi kan ikke så mye for det, tror jeg.

Yes, I think so considering that we are so influenced by everything around us. There's not much we can do about it, I think.

14. ***Tror du det engelske språket gjør en trussel for det norske språket?***

Do you think the English language poses a threat to the Norwegian language?

Yes.

Yes.

15. ***Hvis du ble fortalt at det norske språket står i fare for å dø ut til det engelske språket, vil du fortsette å bruke engelske ord og uttrykk?***

If you were told that the Norwegian language is in danger of dying out to the English language, would you continue to use English words and phrases?

Hmm.. Nei, jeg tror ikke det. Dessverre. Med tanke på barnebarn, det er helt sykt at unger på 3 år teller til ti på engelsk.

Hmm.. No, I do not think so. Unfortunately. With regard to grandchildren, it is absolutely crazy that 3-year-olds count to ten in English.