Beteckning: ______________________

Department of Humanities and Social Sciences

Attitudes and Use of English in Swedish Society
-a survey of preferences and actual use

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Abstract

Many would agree that English has become a global language that has spread all over the world. English has been the primary foreign language in the Swedish school curriculum since the Second World War and most Swedes have some English language proficiency. Today, Swedes are not only subjected to English in school, but also come across English every day in media, in the streets or at work. A number of studies have been done on how Swedish students use English and of their attitudes towards it, but not much on how Swedes that are no longer under school influence view the matter. This study has examined the attitudes and preferences towards English among 60 adults. Most of them have a positive attitude towards English and believe that the use of English in Sweden will increase in the future. Even so, they show little concern that English might be a future threat towards Swedish.

Both men and women find media as their primary source of English influence and there was only one minor difference to be noted when comparing attitudes between different age groups. The older female informants reported to use less English and have lower skills than the rest. No such trend was seen among the men belonging to the same age group. Besides this, some interesting gender differences were seen. The female informants reported to have a stronger preference for British English and the male informants showed preference for American English. These gender differences would be interesting to study further.

Keywords: British English, American English, Mid-Atlantic English, varieties, attitude
‘English has become the preferred language of communication...in the same way as the idea that the Earth orbits the Sun, rather than the Sun orbiting the Earth, gained currency during the late seventeenth century’.

Nigel Newton¹

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1. Introduction

English is the language that is used most extensively for international communication, both in Europe and world wide. In Sweden, it has been the major foreign language taught during the second half of the twentieth century and is today one of the core subjects, together with Swedish and Mathematics, in Swedish primary and secondary schools. English enjoys a central position in Swedish daily life due to its presence in the media and its use as a company language in many multinational corporations. However, when a foreign language enjoys such a position in a country, there is a risk that the foreign language will be perceived as a threat towards the national language of the nation. Sweden is unfortunately not an exception.

A lot of research has been done on how Swedish students perceive and use English (Mobärg 1997, Virtanen and Lindgrén 1998, Söderlund and Modiano 2002, Hurtig 2006, Norlin 2006, Sjöstedt and Vranic 2007, Pettersson 2008 and Thörnstrand 2008) and also some on how it is used in the workplace (Hollqvist 1984 and Berg, Hult and Kling 2001). It is interesting to see how a language is used and perceived by people who are no longer under the influence of language teachers. Furthermore, it is of interest to investigate where adults get their linguistic influences, how they use a foreign language and what their attitudes towards such a language are. These issues will be the basis for this paper.
1.1 Aim and Scope

The aim of this essay is to investigate how Swedes who are no longer under the influence of primary and secondary school teachers use English and where they get their influences from. I will use a questionnaire to study peoples’ perceived, and self reported, use of English in comparison to their actual use. Furthermore, it will be investigated whether or not there are age or gender differences affecting the use of and attitudes towards English in Sweden. Another aspect that will be looked into briefly is if Swedes are of the opinion that English is a threat to the Swedish language.

1.2 Background

The background chapter is divided into four sections describing the use of English and English as a threat to Swedish. The first part will look at English from a global perspective, the second part very briefly describes British English, American English and Mid-Atlantic English and the third examines the use of English in Sweden. The last background section will address the issue of English as a possible threat to Swedish.

1.2.1 English World Wide

English is represented and used almost all over the world and many take it for granted that this is the way it should be. The language is spoken by an astounding number of people. It has been estimated that circa 1,500 million
people around the world have some proficiency in English and half of them use English as a foreign language (Crystal 2003: 69). How could the English language gain such a strong position? The status that English enjoys today is mainly due to two reasons. The power of British colonialism during the nineteenth century spread the language and the economic powers of the United States during the twentieth century enhanced and solidified the importance of knowing and using English (Crystal 2003: 59). Furthermore, once a language has gained popularity, educational systems start using it and so it spreads and becomes even more popular and useful (Melchers and Shaw 2003: 180). Kayman (2004: 4) also comments on one reason for the status of English today, “…the success of English is presented as the result of the world’s desire for a language in which to communicate, not just with Anglophones, but with each other”.

It can be debated whether English is a global language, an international language or a lingua franca. In order to sort this out, the different terms have to be defined. A language can be defined as a global language when countries worldwide have given it a special status. This can be achieved in mainly two ways. First of all, it can be given an official status in a country or, secondly, it can be given a prioritised position in a country’s foreign language teaching program (Crystal 2003: 3-4). This is the case for English.

The definition of an international language is more general in comparison to that of a global language. Seidlhofer (2005) argues that an international language is used both intra-nationally and internationally, i.e. by all who need to use the language. It does not matter whether the users are native speakers or use the language as their second or foreign language. There is no need for any language policies, etc. for a language to become an international language. From this point of view, English is definitely an international language.
The phrase *lingua franca* can be used to describe a language that is used for communication by people who do not share a common native language (Seidlhofer 2005). Depending on how the matter is defined, English is all of the above, a global language, an international language and a *lingua franca*. There are many English varieties that represent the English described above. In contemporary Sweden, three varieties, British, American and Mid-Atlantic English, are most commonly used.

1.2.2 British, American and Mid-Atlantic English

Most Swedish speakers of English get their English language influence from two of the main varieties, British English (BrE) and American English (AmE). Today, both varieties are commonly heard and used, but this has not always been the case.

British English, with its long history of colonial power, has traditionally been the common standard that has been taught all over Europe (Trudgill and Hannah 1994: 1). Received Pronunciation (RP), also dubbed ‘Queen’s English’, has been the educational reference variety, a variety with strong connections to social class. Accents and dialects of British English are very closely connected to social class in comparison to those of American English.

English was exported to America in 1607 when British settlers arrived at Chesapeake Bay and settled in a place they named Jamestown (Crystal 2003: 31). American English has since then grown incredibly and has become a variety in its own right. In 2000, there were roughly 215 million native users of American English in the United States (Crystal 2003: 36).
Even though BrE and AmE share a common history, there are many differences between the two today. The reasons for this are, among other things, cultural and technological developments, linguistic development and influence from other languages (Trudgill and Hannah 1994: 88). Today, AmE is the most influential English variety world wide (Melchers and Shaw 2003: 42) and it is gaining status everywhere. This is also true for Sweden (see section 1.2.3, English in Sweden). The fact that AmE is increasing in popularity and that it is spreading across the world means that Europeans, who earlier were under British influence, are now also influenced by the American variety. The result of this dual influence can be seen as a linguistic mix of both varieties that is called Mid-Atlantic English.

Mid-Atlantic English is not an official English variety as it is not codified, but it is still the variety that a majority of Europeans use, even without knowing so, due to mixing of American and British English (Modiano 1997). The concept was first used in the 1980’s (Lavelle 2002) and has since then been the topic of much debate. The use of Mid-Atlantic English is characterised by awareness of differences between the varieties and the most important goal is communication (Modiano 1996: 129), not native-like proficiency and accents. Most Swedish users of English are probably not even aware of the concept of Mid-Atlantic English, even though many use it.

1.2.3 English in Sweden

English has been used in Sweden for a very long time. The spread of English increased dramatically after World War 2 (Modiano 1997) and British English became the educational standard in Sweden. In 1950, English became a
compulsory subject in the Swedish school curriculum (Mobärg 1997) and it has kept its position as one of the primary subjects since then. However, as mentioned above, British English used to be the only educational standard that was to be used. This changed during the mid 1990’s when both American and British English were allowed (Modiano 2002). Today, English is one of the three core subjects in Swedish schools which means that one can not graduate with a complete record without a grade in English. With this focus on English in primary and secondary school, it is not surprising that English is extensively used in higher education.

Many researchers at Swedish universities use English as the most common language for publishing their research. Some areas that use English extensively are the natural sciences, medicine and, not surprisingly, technology (Westman 1996: 184). The reason for publishing in English is to reach out to a wider circle of readers than they would if they were to publish in Swedish. This is not a phenomenon of today; Carl von Linné published some of his work in Latin in order to reach a larger audience (Fries 1996: 91). Another reason for using English is that the specific lexis of many research areas is difficult to translate into Swedish and consequently difficult to discuss in Swedish (Westman 1996: 184). This general focus on English helps give it a high status position in the Swedish society (Boyd and Huss 2001). However, Swedes’ English is not only influenced by school.

Swedes are exposed to English through a number of channels. According to Melchers and Shaw (2003: 36), English is used on Swedish streets and in Swedish media on a daily basis. Anyone who has spent some time in Sweden would agree. There is an enormous selection of English language TV and film productions available on TV, most of which are American productions. Many Swedes are influenced every day by English through these shows, films and
programs. However, Westman (1996: 186) argues that this mostly affects youth culture. Furthermore, she also claims that English language books, newspapers and magazines do not have much influence in Sweden. This might have been the case in 1996, but today there are both English magazines and novels available in my local grocery store.

English is not only used in education and media. It is also increasingly used in various business situations. Many companies, for example Electrolux (Gunnarsson 2001), Volvo (Melchers and Shaw 2003: 37), Scandinavian Airline Systems (SAS), Svenska Handelsbanken and former LM Eriksson (Hollqvist 1984) use English as their corporate language. In companies like these, English is not only used for negotiations and planning (Westman 1996: 186), but also for daily communication and coffee table discussions. This is not only the case for merged and multinational companies in Sweden, but also in other European countries, for example Hungary (Petzold and Berns 2000). However, even if it is beneficial for Swedes to have English as a language to use for international communication, many worry that English will undermine Swedish and eventually become the primary language used in Sweden. This worry will be addressed in the next section, section 1.2.4 and also in the discussion, section 4.2.4.

1.2.4 English as a Threat to Swedish

As stated above, English is gaining more and more popularity in Sweden and is used in many domains. Even if English is generally seen as a *lingua franca* that is useful in international communication, many worry that it will eventually undermine Swedish (Boyd and Huss 2001). These concerns started in the late
1980’s (Boyd and Huss 2001) and are still present today. There are some different reasons for why English is perceived as such a threat.

One of the reasons mentioned above has its roots in academic research and science. Today, English is used extensively when researchers publish their work. English has to be used when doing so in order for scientists to gain credibility and to get published, at least outside of Scandinavia. Westman (1996: 187) argues that if these trends continue, there is a risk that the use of English would make these areas, also including business, less accessible to non-specialists. She further claims that “We would get an internationally oriented upper class that would handle all affairs” (my translation). Berg, Hult and King (2000: 313) claim that a discovered “…difference in use of English on a daily basis from the mid-1980’s to year 2000 might suggest a shift in language use”, but they also state that the different domains in Sweden that are discussed above use both Swedish and English. Melander (2001) agrees with the concern that English is dominant in some domains, but does not seem very worried that English will undermine the Swedish language in general.

What more can act as a reason for the fear that Swedish will become eliminated from the linguistic scene of Sweden is the fact that Swedish has no official status in Sweden (Boyd and Huss 2001). One way to eliminate this fear would be to give Swedish an official status and promote it in the domains where English is dominant today. The discussions on the matter are numerous and Hult (2003: 46) provides a good summary;

Championing Swedish as the one and only language of the Swedish nation is both pointless and futile. Indeed, despite the mounting concerns among researchers about the relative positions of English and Swedish in Sweden, none of these researchers are advocating Swedish-
only. Rather the hope seems to be for an overt language policy that might serve to create a climate for balanced multilingualism in Sweden.

Another reason why Swedes worry that English will undermine Swedish is that the use of loanwords is seen as a threat. However, Melander (2001) gives some reassuring comments on this in his, very interesting, article. He claims that the use of loanwords is to be seen as a natural development of a language and that, in fact, Swedish has adopted fewer loanwords than many other European languages. All in all, English does not seem like a major threat to the survival of Swedish.

2 Method

Section 2 describes how the survey was conducted and how data was collected.

2.1 Material

Section 2.1 describes the type of informants used in the survey and how the questionnaire was constructed and distributed.

2.1.1 Type of informants

There were two major criteria that were important when choosing informants. The first was that they should live in Sweden and not have English as their native language. The second criterion was that they should have finished upper
secondary school. The reason for this was that I wanted to use informants that were no longer under the influence of school, as one of the aims of the study was to investigate what English influences Swedes are subjected to, other than school.

2.1.2 The Questionnaire

The data needed for this study could have been collected in two ways, either by using a questionnaire or by conducting personal interviews. The method of choice fell upon using a questionnaire for collection of data due to a number of reasons. The aim was to collect data from roughly sixty informants. Since the type of informants that were of interest for this study work full time it had to be quick and easy to take part in the study, otherwise the informants would not be interested in participating. Filling out a questionnaire can easily be done in a few minutes when one has a moment to spare, but attending an interview is seen as much more troublesome. Since I chose to study only lexical choice and spelling, and not pronunciation, it was possible to do so without conducting interviews. Another benefit was that a questionnaire could easily, by the help of other informants, be distributed to people who were not known by me.

The questionnaire was divided into four parts. The first part, questions 1 – 5, concerned the informant. Questions regarding age, gender, educational level, occupation and native language were included.

The second part of the questionnaire, questions 6 – 20, asked the informant to translate fifteen Swedish words, given in English sentences, into English. All words chosen differ between British and American English in either lexis or spelling (Modiano 1996, Melchers and Shaw 2003: 23, Trudgill and
Hannah 1994: 83 and Longman 2005). The chosen lexis is further discussed in sections 3.2 and 4.2.1.

The third part of the questionnaire, questions 21 – 37, contained questions regarding the informants’ use of, perceived skills in and attitudes towards English. The questions were to be answered on a scale from one (1) to six (6), where one (1) corresponds to ‘Very little / Bad / Negative’ and six (6) ‘Very much / Excellent / Positive’.

The final part of the questionnaire, questions 38 – 41, contained questions regarding which English varieties the informants prefer and use and where the informants got their English influences from. For the original Swedish version of the questionnaire, see Appendix 1, and for an English translation, see Appendix 2.

2.1.3 Distribution of the Questionnaire

The questionnaire was distributed in two ways, either by e-mail or by handing out a paper-copy of the questionnaire directly to the informant. The questionnaire was given to friends, colleagues and neighbours with encouragement to further distribute it to whomever they could think might be interested in participating in the study. It was noted that all answers would be treated anonymously and confidentially.
2.2 Data and Data Collection

The questionnaire could be answered and returned in three different ways. The first option was to go to a web-based version of the document, www.lidblad.com/c-uppsats.php, answer the questionnaire and submit the answer through the website. The other options were to fill out the paper-copy version of the questionnaire and return the answers either as an e-mail attachment or hand them in as a printed paper-copy.

Data were collected from sixty-three (63) informants over a period of 7 weeks. The answers from the returned questionnaires were entered into Microsoft Excel for further analysis and processing.

3 Results

The presentation of the results is based on the structure of the questionnaire. First I will present an overview of the informants who answered the questionnaire and continue with the lexical translations. An analysis of the informants’ attitudes towards and use of English will follow and the result section will end with an analysis of where the informants claim to get their English language influences from.

3.1 Informants (Questions 1 – 5)

Sixty-three (63) informants provided the answers for this questionnaire. However, three had to be excluded from the study. Two were excluded due to
not finishing the questionnaire properly and one due to lack of educational and occupational information. In total, 60 informants will be analysed in the study. The group of informants consists of 39 women and 21 men. The average age is 37 years in total, 35 years for women and 41 years for men. This fits my intended target group well as I wanted the informants to have been away from primary and secondary school influence for a while and have had time to get linguistic influence elsewhere. Furthermore, all informants stated that their native language is Swedish. Therefore, no one had to be excluded due to their linguistic background.

In order to get some overview and see if there were any differences in use, attitudes and influence between age groups, all informants were divided into groups corresponding to their age. Eight groups were created; A (26-30 years old), B (31-35 years old), C (36-40 years old), D (41-45 years old), E (46-50 years old), F (51-55 years old), G (56-60 years old) and H (61-65 years old). The distribution of female and male informants between the age groups is shown in Table 1.

Table 1. Age distribution among informants.

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<tbody>
<tr>
<td>Women</td>
<td>16</td>
<td>12</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Men</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

The educational level of the informants is high, even though the aim was to have informants representing all educational levels, as long as they had finished secondary school. Over eighty per cent of the informants have received post secondary school education. The distribution between genders is fairly even; 85 per cent of the women versus 81 per cent of the men have some form of
higher education, ranging from social workers to engineers and PhD’s. It is important to note that when analysing the results, no difference could be seen in either attitude or lexical use between the informants who have received a higher education and those who have not.

3.2 Lexical Use and Translations (Questions 6 – 20)

In this section of the questionnaire the informants were supposed to translate a given Swedish word, placed in an English sentence, into English. Analysing the results of the translations was not without difficulties. It had to be decided how misspellings and wrong lexical choice should be handled. It was decided that, since the aim is to analyse if the informant uses British (BrE) or American English (AmE), misspellings were to be included in the statistical analysis as long as it could be interpreted what word or variety the informant was aiming for. Translations using the wrong lexis were omitted and excluded from the statistics.

Table 2, below, contains statistics for all translations. Results and percentages were calculated and are presented for the overall population and separately for each gender. Furthermore, Figures 1 and 2 below represent the data separated per gender.

Table 2. Results of lexical translations.

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>%</th>
<th>Women</th>
<th>%</th>
<th>Men</th>
<th>%</th>
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<td>46</td>
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<td>32</td>
<td>82.1</td>
<td>14</td>
<td>66.7</td>
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<tr>
<td>Fall</td>
<td>14</td>
<td>23.3</td>
<td>7</td>
<td>17.9</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
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<td></td>
<td></td>
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<tr>
<td>Apartment</td>
<td>47</td>
<td>83.3</td>
<td>33</td>
<td>84.6</td>
<td>14</td>
<td>76.2</td>
</tr>
<tr>
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<td>11.7</td>
<td>4</td>
<td>10.3</td>
<td>7</td>
<td>19.0</td>
</tr>
<tr>
<td>Item</td>
<td>Average</td>
<td>Minimum</td>
<td>Maximum</td>
<td>Median</td>
<td>Standard Deviation</td>
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<td>Lift</td>
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<td>8.3</td>
<td>3</td>
<td>7.7</td>
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<td>36</td>
<td>92.3</td>
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<td></td>
</tr>
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<td>10</td>
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<td>2.6</td>
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<td><strong>Bagage</strong></td>
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<tr>
<td>Luggage</td>
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<td>90.0</td>
<td>36</td>
<td>92.3</td>
<td>18</td>
<td></td>
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<tr>
<td>Baggage</td>
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<td>10.0</td>
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<td>7.7</td>
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<td>19</td>
<td>48.7</td>
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<td>48.7</td>
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<td>2.6</td>
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<td>23</td>
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<tr>
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<tr>
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<td>19</td>
<td>48.7</td>
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<td>Correct</td>
<td>Total</td>
<td>Correct</td>
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<td>---------</td>
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</tr>
<tr>
<td>Boot</td>
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<td>94.4</td>
</tr>
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<td>-</td>
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<td>5</td>
<td>13.9</td>
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<td>2.8</td>
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</tr>
<tr>
<td>Nota</td>
<td></td>
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<tr>
<td>Bill</td>
<td>24</td>
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<td>0.0</td>
</tr>
<tr>
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<td>-</td>
<td>1</td>
<td>-</td>
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</tr>
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<td></td>
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</tr>
<tr>
<td>Garden</td>
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<td>98.3</td>
<td>39</td>
<td>100</td>
<td>20</td>
<td>95.2</td>
</tr>
<tr>
<td>Yard</td>
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<td>1.7</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Figure 1. The chart shows the graphical distribution of translations done by the female informants. Both the British and American translations are shown in per cent of the total amount of correct translations.
The following paragraphs describe the translations done by the informants in more detail (for all data see Table 2). All informants knew how to translate the Swedish word höst into either BrE, or AmE. 76.6 per cent of the informants used the British variety autumn and 23.3 per cent chose the American item fall. Looking into gender differences, the female informants used autumn more frequently than the male, 82.1 per cent vs. 66.7 per cent.

Translation of the Swedish word lägenhet did not provide too many difficulties for the informants. 83.3 per cent of the total population of informants did a translation into the American English apartment. The percentage was slightly higher for women, 84.6 per cent, and a bit lower for men, 76.2 per cent.
The Swedish word *hiss* did not prove to be difficult for Swedes to translate either. It is interesting that 90 per cent of the informants chose the American *elevator* over the British *lift*. There is a clear preference for the American lexical item *elevator* and no major gender difference was evident.

A word that was translated without any problems was the Swedish word *lastbil*. It was either translated into the British *lorry*, or the American *truck*. Three quarters of the informants, and more than 80 per cent of the men, chose the American translation, in comparison to the female informants who chose *truck* in roughly 72 per cent of the translations.

Translation of the Swedish word *trottoar* caused some problems during the translations. Seven informants were omitted when the statistics were calculated due to choosing the wrong lexical item. Two informants noted the American variant, *sidewalk*, as well as the British, *pavement*. The American variant was chosen in almost 55 per cent of the cases and *pavement* was chosen by roughly 41 per cent of the informants. There were very small differences between genders.

The translations of the Swedish word *bagage* went well and no informants had to be excluded. The informants chose the British version, *luggage*, in 90 per cent of the cases. Looking into gender differences, the male informants seem prone to use the American variant, *baggage*, more frequently than women (14.3 per cent for men vs. 7.7 per cent for women).

The Swedish word *efternamn* translates into either *surname* (BrE) or *last name* (AmE). Three informants had to be excluded due to translations that could not be used. A British translation was used by a bit more than half of the informants. Looking into gender differences, the picture gets more interesting. Women use the British and American variants equally, whereas men use the British version to a higher extent, in 72.2 per cent of the cases.
The translations of the word byxor went well. The male informants used the British word trousers in half of the cases and the American pants in half. The female informants had a preference for the British version, 61.5 per cent translated into trousers and 35.9 per cent into pants. The overall figures show that the word trousers is used in 58.2 per cent of the cases.

The translation of färgr into American, color, or British, colour, was done in order to check spelling awareness and not only to study lexical choice. Interpreting the data, it is clear that Swedish informants use the British version when translating. Overall, 71.7 per cent of the informants use the British version and both genders prefer the British version.

Translating the Swedish word organisation into English had the same purpose as the translation of colour / color, to look at spelling choices. In British English, s is used when spelling organisation and in American z is used. Overall, the British spelling convention is more common, 63.2 per cent vs. 36.8 per cent for the American variety. This pattern is confirmed when looking at gender differences, the variations are extremely minor and probably irrelevant.

The Swedish word rektor translates into headmaster in BrE and principal in AmE. The female informants showed equal preference for the British and American varieties. The male informants used the American version to a greater extent; they used principal in 57.1 per cent of the cases and headmaster in 42.9 per cent.

Translations of the Swedish word bagagelucka generated by far the highest number of incorrect translations. Thirteen informants had to be excluded due to this. Ten of them were women and three were men. Four informants chose not to answer the question. Studying Table 2 above, one can see that all female informants chose to use the American version, trunk. What is even more remarkable is that only one informant overall chose the British lexical item, boot.
This means that in total 97.1 per cent did an American translation and 2.1 per cent chose a British translation.

The translation of the Swedish word *kaka* was by the majority done in an American way, into *cookie*. Overall, 80.4 per cent of the informants chose the American item. Only five of the female informants, 13.9 per cent, and 5 of the male informants, 25 per cent, chose the British version, *biscuit*. Four informants had to be excluded due to mistranslation of *kaka*.

Only one informant had to be excluded due to mistranslation of the Swedish word *nota*. As is shown in Table 2, the male informants have a clear preference for an American translation. *Check* was used in 74.1 per cent of the male translations. The women were more equal in their translations. Half of them used the American version, one used both and the rest, 47.4 per cent chose the British version, *bill*. Overall, a British translation was done in 40.7 per cent of the cases and an American in 57.6 per cent of the cases.

The last word to translate did not cause any inaccurate translations or misspellings. *Trädgård* is translated into *garden* in British English and *yard* in American English. However, only one (male) informant chose the American version. All other informants used the British form. The results of the translations will be further discussed in section 4.2.1.

### 3.3 English Use and Attitudes towards English (Questions 21 – 37)

Section 3.3 contains information regarding the informants’ use of English, attitudes towards British and American English and touches briefly on the attitudes towards English use in Sweden and its perceived threat towards Swedish.
The informants were asked to rate the questions, see Appendix 1 and 2, from one (1) to six (6), where one (1) corresponds to ‘Very little / Bad / Negative’ and six (6) ‘Very much / Excellent / Positive’. The average scores were calculated for each question and age group. Female and male informants were handled separately. The data for female informants is presented in Table 3, and data for male informants in Table 4 below.

Table 3. Average scores for female informants.

<table>
<thead>
<tr>
<th>Women</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
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<tbody>
<tr>
<td>English Daily:</td>
<td>4.06</td>
<td>3.92</td>
<td>3.0</td>
<td>3.60</td>
<td>0</td>
<td>1.0</td>
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<td>0</td>
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<tr>
<td>English at Work:</td>
<td>3.31</td>
<td>3.33</td>
<td>1.50</td>
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<td>0</td>
<td>2.0</td>
<td>1.87</td>
<td>0</td>
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<td>1.60</td>
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<td>2.0</td>
<td>1.20</td>
<td>0</td>
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<tr>
<td>Likes to use English:</td>
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<td>3.0</td>
<td>3.0</td>
<td>0</td>
<td>1.0</td>
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<td>0</td>
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<td>Spoken English:</td>
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<td>4.17</td>
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<td>3.20</td>
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<td>1.0</td>
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<tr>
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<td>4.08</td>
<td>2.50</td>
<td>3.20</td>
<td>0</td>
<td>1.0</td>
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<td>2.07</td>
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<td>4.50</td>
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<td>3.0</td>
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<tr>
<td>Travel U.S.:</td>
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<td>5.0</td>
<td>4.0</td>
<td>0</td>
<td>5.0</td>
<td>3.0</td>
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<td>4.40</td>
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Table 4. Average scores for male informants.

<table>
<thead>
<tr>
<th>Men</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<td>4.33</td>
<td>5.67</td>
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<td>5.67</td>
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<td>6.0</td>
<td>2.0</td>
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<td>4.0</td>
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<td>1.67</td>
<td>4.0</td>
<td>3.0</td>
<td>2.50</td>
</tr>
<tr>
<td>Likes to use English:</td>
<td>4.67</td>
<td>4.83</td>
<td>4.33</td>
<td>5.0</td>
<td>2.67</td>
<td>6.0</td>
<td>6.0</td>
<td>3.0</td>
</tr>
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<td>Spoken English:</td>
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<td>5.0</td>
<td>5.0</td>
<td>3.0</td>
<td>5.0</td>
<td>5.0</td>
<td>3.50</td>
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<tr>
<td>Written English:</td>
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<td>3.50</td>
<td>4.67</td>
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<td>5.0</td>
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</table>
As can be seen in Table 3, the older female informants report less use of English and lower skills in comparison to the younger female informants. The same pattern can not be seen when studying the results reported by the male informants. What is interesting is that the informants who report high skills and frequent use of English also report a more positive attitude towards both British and American English and a higher liking of English in general. The younger female informants also rate the probability of increased future use of English in Sweden as higher than the older, but the same difference is not seen among the male informants. Almost all informants report that they are not overly concerned that English will pose as a large threat to Swedish in the future. What should be noted when drawing conclusions like the ones just mentioned is that there are few informants in groups E through H and that these groups might not be representative for the whole population. This will be further discussed in section 4.2.2 and 4.2.4.

There are some discernable patterns when the data is studied from a gender point of view. These are presented in Figure 3 below.
Figure 3. Average grades given by informants. The female informants are represented by red and the male by blue.

As seen in Figure 3, the male informants report both higher skills in English and more frequent use than the female informants. However, both genders gave similar responses when answering if they like English. The female informants show a higher preference for the U.K. in comparison to the male, but the genders report almost equally on the questions asking the informants how they like the U.S. This will be further discussed in section 4.2.2. Both genders report very similarly on their expectations on future increase in use of English in Sweden and the threat that English might be to Swedish. This will be discussed in section 4.2.4.
3.4 Varieties and Influence (Questions 38 – 41)

The last part of the questionnaire was included in order to see what English varieties the informants preferred and where they got their influences from. The first part of this section, 3.4.1 concerns preferred English varieties and the reported and actual use of English. The second part discusses the sources from which the informants get their English influences.

3.4.1 Reported, Preferred and Used English Variety

Some interesting tendencies can be seen when analysing the reported use of English varieties. The data is presented in Figure 4 below.

Figure 4. Figure 4 shows the presentation of the reported use of English varieties. Female informants are shown in red and male in blue.
What is interesting to see is the striking difference in reported use of English between women and men. A majority of the female informants report that they speak British English and only a fraction of the male informants do the same. More men than women report that they speak American English and another striking difference is seen when looking at the number of informants who claim that they speak a mix between British and American English. Here the male informants are in clear majority. Possible reasons for these differences will be discussed in section 4.2.2.

The next question that the informants were asked to answer was what English variety they preferred. Again, there are striking differences between men and women. Details can be seen in Figure 5.

![Preferred Variety](image)

**Figure 5.** The figure shows the presentation of preferred English varieties. Female informants are shown in red and male in blue.
As Figure 5 shows, a clear majority of the female informants reported that they prefer British English and a majority of the male informants American English. Only a few of the female informants report that they prefer a mixed variety, do not know, or have no preference at all. The reason for this clear gender difference is not known, but will be discussed in section 4.2.2.

It is of interest to compare the informants’ reported use to what variety they actually use. This was done by analysing the lexical translations the informants did in questions 6 to 20. If an informant translated less than four words into American English, he or she was considered as using British English and vice versa. Otherwise the informant was considered to use a mixed variety. The result is shown in Figure 6.

![Actual Use of English Variety](image)

Figure 6. The plot shows percentage of the informants’ actual use of English varieties.
As is shown in Figure 6, most of the informants used a mix between British and American English for the lexical translations. A mix was used more frequently (roughly 15 %) by the women than by the men. BrE was used by roughly 20 per cent of both genders and AmE was used more frequently (roughly 15 %) by male informants than female. Only one female informant used American English. This matter is further discussed in section 4.2.2.

Figure 6 further displays the amounts of correct and incorrect reports regarding the informants’ use of English. Informants who stated that they use the same variety that they actually used fall into the category ‘correctly reported’ and those who used a variety other than what they reported are displayed as ‘incorrectly reported’. Many of the informants reported their English use correctly, roughly 71 per cent of the women and 76 per cent of the men.

In order to further investigate attitudes towards Great Britain or the United States, the informants were asked if they had any preferences regarding origin of documentaries and magazines. As is shown in Figure 7, most of the informants state that it does not matter. However, among the ones that chose either the U.K. or the U.S., twice as many preferred documentaries and magazines produced in the U.K. compared to the U.S. The differences in answers between the genders were minor.
Documentaries

<table>
<thead>
<tr>
<th>Country</th>
<th>Per cent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK</td>
<td>Men</td>
</tr>
<tr>
<td>US</td>
<td></td>
</tr>
<tr>
<td>Doesn’t matter</td>
<td></td>
</tr>
</tbody>
</table>

Figure 7. The plot shows preferred country of origin of documentaries and magazines. Female informants are shown in red and male in blue.

### 3.4.2 Influence

The informants were asked to report on where they got their English influences from. As can be seen in Figure 8, the major sources of influence were media, work and family / friends in different combinations. There are no major differences between the genders and both report that media is their major source (over 55 per cent) of English influence. Work and family / friends stand for roughly ten per cent each. This will be further discussed in section 4.2.3.
Figure 8. The plot shows where the informants report to get their English language influence from. Female informants are shown in red and male in blue.

4 Discussion

The use of English and attitudes towards English were to be investigated in this essay. The aim was also to investigate what varieties of English Swedes prefer and if they see English as a threat towards Swedish in the future. It was not without problems to conduct this investigation and the issues that were discovered are briefly discussed in section 4.1. This will be followed by a discussion of the results of the investigation and how these can be interpreted.
4.1 General comments

Some general points that should be made are that when conducting a study like this, when a lot of data is handled in different ways, a number of mistakes can be made. Examples of these are the following. Mistyping can occur and then in turn affect the statistics. Trying to be careful will minimise this, but it can still occur. One should also keep in mind that questionnaires will only give information on what the informants chose to report; this might differ from reality.

The questionnaire was distributed to people I know and then further to their friends and acquaintances. This might have had an effect on the results of the study as the educational level, age etc of the informants could have been more diverse. The age span of the informants became an issue when analysing if there were any differences in use and attitude between the different age groups. It is difficult to trust the results when there are too few informants representing a group; the group might not then be representative for a larger population.

Furthermore, more women than men answered the questionnaire. This was handled by only looking at percentages when comparing men and women, never looking at number of informants. However, for future studies I would recommend to use a more even distribution of men and women. In summary, the questionnaire should be more carefully distributed to a wider range of informants over a larger age span.
4.2 Discussion of the Results

The results will be discussed in four sections; lexis, use and attitude, influence and the threat that English might be to Swedish.

4.2.1 Lexis

A few comments can be made on the choice of lexical items. Many of the informants had problems translating a few words, i.e. pavement / sidewalk and boot / trunk. It might have been better to use other lexical items to translate or to use non open-ended questions instead.

The frequency of certain translations is interesting. In some cases British translations were used in majority. This was the case for autumn (fall), luggage (baggage), garden (yard) and colour (color). In other cases, American translations were dominant apartment (flat), elevator (lift), cookie (biscuit), truck (lorry) and trunk (boot). It is difficult to explain these differences in lexical choice, but they are nevertheless interesting. The results for the translations into colour or color are very close to the results of a survey done by Söderlund and Modiano (2002) and so seem to be in accordance with that of a larger Swedish population. A reason for the high preference for the British spelling, colour, is that, according to Modiano (1996: 108), the American spelling convention (for this particular spelling) has not yet had much influence in Europe. According to Melchers and Shaw, Scandinavians generally tend to prefer to use the British autumn instead of the American fall, due to prior British dominance in Swedish English language teaching (2003:186). This might be a plausible explanation for the preference for the other British items. An explanation for the translations of trädgård into garden
can be the similarities between the two words. Melchers and Shaw also comment on a possible explanation for the preference of some American items. They claim that even though Swedes might have many lexical British preferences, they also tend to use American items for ‘cars and leisure’ (2003: 186). This can definitely explain the preferred use of truck and trunk, but will it account for the use of cookie and elevator?

Another issue that should be brought up is the lack of difference between the age groups. I had expected to find more translations into British English, due to former British English dominance in Swedish schools, among the older informants than the younger, but no such difference could be found. One reason can be that there were too few informants in the higher age span and so the informants were not representative of a larger population. Another reason can be that all the informants have, long ago, left the school system and that their English has been under a lot of influence during that period.

4.2.2 English Use and Attitudes towards English

Even if there were no discernible differences among the different age groups when it came to lexical choice, some differences could be seen regarding the general use of English. The female informants belonging to the higher age span reported less use of English and lower skills in comparison to the younger female informants. This difference could not be seen among the male informants. One argument that could explain this is that the men in the higher age span might hold professional positions that would increase their use of English, but looking at the professions of the informants in these age groups, this is not the case. Another reason could be that men in general would report higher skills and use
than the female informants, but this is not the case when looking at the lower age span. It could be the case that the older female informants under-report their use and skills. According to McIntyre, Noels and Clément (1997), people who are anxious about their language use and communication tend to under-report their skills. If this is the case it brings up another question, why are these informants anxious about the use of English? Yashima, Zenuk-Nishide and Shimizu (2004: 135) claim that “a student’s perception of his or her competence seems to be strongly related to how willing he or she is to communicate in an FL”. In this case FL stands for foreign language. This would then imply that the female informants mentioned above are seemingly unwilling to communicate. I am not sure that this is the case as they report to be positive towards English in general.

Another trend which is interesting to see is that the informants who report high skills in English also report a high general liking for the language and security when using it and vice versa. This is in agreement with what other researchers have found, see for example McIntyre, Noels and Clément (1997), Yashima (2002) and Yashima, Zenuk-Nishide and Shimizu (2004). This finding can be of interest for teachers as students who feel confident might also increase their skills and learning curve.

There were no age differences to be found regarding the preference or actual use of different English varieties, but there were some interesting gender differences. When studying what the informants reported as their preferred English variety, the female informants had clear preference towards British English in comparison to the male ones. On the other hand, the male informants reported a clear preference for American English. The female informants also reported a more positive attitude towards the U.K. in general than the male informants. British English has been found to be seen as a prestigious variety of English during a survey made in Denmark (Ladegaard 1998). This prestige can
be an explanation for why female Swedish informants prefer BrE. The male preference for American English that has been seen in this survey has also been found in another done by Axelsson, (2002). This is interesting as it might point towards a pattern among Swedish men.

The pattern mentioned above is also visible for the reported use of English, see Figure 4. However, there is a decrease in the frequency of reported use of American English in comparison to the preferred varieties and many more men than women report that they use a mixed variety. All in all many more women than men report to use British English and the male informants are in clear majority in reporting use of American English or a mix between the two. See further discussion regarding reasons for choice of variety in previous paragraph.

The picture changes dramatically when looking at the informants’ actual use of English. An almost equal amount of women and men use British English, American English is used by more men than women (see discussion above) and far more women use a mixed variety in comparison to what they self-reported. As expected due to the dual English influence in Sweden today, the majority of the informants use English that is a mix between the British and American varieties, i.e. Mid-Atlantic English. It would have been interesting to, in the questionnaire, ask whether the informants knew of the concept of Mid-Atlantic English and if they thought themselves to use it. Even if most Swedes are unaware of the existence of Mid-Atlantic English, it is still a good thing that the informants use it because it is ‘culturally neutral and a communicative tool’ (Modiano 2002: 3). Since English is the informants’ foreign language, communication should come first. One thing which is interesting to note is that roughly three quarters of the informants reported their English use correctly.
4.2.3 Swedes’ sources of English Influence

Only minor gender differences were seen when analysing the data reported on where Swedes get their English influences, see Figure 8. The major source, over 55 per cent, of Swedes’ English influence comes from media. This is not surprising as Swedish television broadcast several programs per day in English, with or without subtitles. Furthermore, there are magazines, news papers and radio shows that are distributed in English. A majority of the distributed English media is of American origin. As Mobärg comments, ‘preference for and exposure to American popular culture does make a difference to the English-language attitudes of Swedish school students’ (1997: 261), this influence does make a difference in Swedes’ use of English. This could account for the male informants’ preference for AmE, but it can not explain why the female informants should be less affected by the much used American English in media. It is also interesting to see that this is in conflict with what Westman (1996) claims. She claims that mainly the youth culture is influenced by media, but this no longer seems to be the case.

Roughly ten per cent of the informants reported that their English was influenced by their work and roughly the same number stated that family and friends was their influential base. The low influence by family and friends is not surprising as most Swedes seldom speak English at home and only get a chance to use it with foreign friends or on holiday. However, the low number of informants whose English was influenced by their work environment is somewhat surprising. As more and more Swedes use English at work, one would have anticipated that more informants should be influenced by this. It could be
the case that they experience a higher degree of influence from media and so reported this instead.

### 4.2.4 English as a Threat towards Swedish

The final aspect to discuss is the influence that English will have on Swedish in the future. Most informants state that the use of English will continue to increase in Sweden. However, the female informants belonging to the older age groups reported slightly lower on future increase in use of English in Sweden. These were the same informants that reported lower skills and use of English than the rest. Even though this is the case, the majority is not concerned that English is a threat towards Swedish. This attitude is in concordance with some researchers’ and in contrast to others (see section 1.2.4). Discussions regarding the possible threats towards Swedish are ongoing, but the general population does not seem too worried.

### 5 Conclusion

The aim of this essay was to investigate how Swedes use English and where they get their influences from. Of interest was also if age or gender differences could be discerned and how Swedes look upon the future of English in Sweden and its possible threat towards Swedish.

The informants reported to have a positive attitude towards English in general. However, the female informants of the older age span do not use English as frequently as the rest and they also report lower English skills. They
also report slightly lower on increased future use of English in Sweden. Besides this, the use of English and the attitudes towards it do not seem to vary with age.

There were some gender differences in attitudes towards English and the use of English. The male informants seem to prefer American English and the majority of the female informants show a preference for British English. This pattern is difficult to explain and it would be interesting to further investigate the matter. In reality, a majority use a mix between British and American English, i.e. Mid-Atlantic English. Roughly the same amount of women and men use British English and some men use the American variety.

Swedes seem to get most of their English language influences from media. This is not surprising as exposure to television shows etc. broadcasted in English increases constantly. Some reported that they were mainly influenced by their work and some claim that family and friends are their major sources of influence. Even though Swedes are constantly influenced by English from society, they do not generally consider English as a threat to Swedish. Neither do they see increased future use of English in Sweden as a threat.

In summary, the attitudes towards English are positive and an increased use in the future is expected. Surprisingly, there are some gender differences in the preference for British or American English that were unexpected. This is a topic that it would be very interesting to study further.
References


Appendix 1, Questionnaire in Swedish

Enkät C-uppsats 2009

Hej

Jag arbetar just nu med min C-uppsats i engelska och skulle därför behöva hjälp med en undersökning. Jag skulle bli mycket tacksam om ni skulle vilja ta ett par minuter och svara på nedanstående frågor. Självklart kommer alla svar att behandlas konfidentiellt och uppgifterna kan lämnas anonymt om så önskas. Den som så önskar kan gärna få ta del av resultaten efter att undersökningen är slutförd, hör av er i så fall.

Det finns tre sätt att svara på enkäten:

2. Fyll i detta formulär och skicka tillbaka i elektroniskt format via e-mail. Kryssrutorna markeras då genom att dubbelklicka på dem och ändra ”Default value” till ”Checked”. Spara och skicka som attachment till sara@lidblad.com.
3. Skriv ut och fyll i enkäten för hand. Skickas då med post till:
   Sara Lidblad
   Organistgränd 14
   175 79 Järfälla

Kontakta gärna mig om ni har några frågor eller funderingar!

Tack på förhand

Sara Lidblad
Tel: 0733-727321
sara@lidblad.com
Några frågor om dig som svarar på enkäten:

1. Mitt modersmål är: ______________________
2. Min ålder är: ________ år
3. Utbildning: __________________________________________________________
4. Yrke / befattning: ____________________________________________________
5. Jag är: Kvinna □ Man □

Vänligen översätt orden inom parentes till engelska i följande meningar:

6. The leaves turn yellow in the ____________________________ (höst).
7. I own a / an ____________________________ (lägenhet) on Upper East Side.
8. Anna took the ____________________________ (hiss) to the third floor.
9. The ____________________________ (lastbil) was painted green.
10. Two cars were parked next to the ____________________________ (trottoar).
11. The driver carried the ____________________________ (bagage) to the car.
12. My ____________________________ (efternamn) is Smith.
13. She was wearing red ____________________________ (byxor).
14. The ____________________________ (färg) of the sky is blue.
15. The ____________________________ (organisationen) rescued five lions last year.
16. The ____________________________ (rektor) of Hogwarts is called Mr. Dumbledore.
17. A dog was sitting in the ____________________________ (bagagelucka).
18. The ladies were having coffee and ____________________________ (kakor).
19. May I have the ____________________________ (notan), please?
20. I have roses in my ____________________________ (trädgård).
Vänligen svara på följande frågor angående engelska i er vardag:

<table>
<thead>
<tr>
<th>Fråga</th>
<th>Lite / Lite</th>
<th>Lite / Lite</th>
<th>Lite / Lite</th>
<th>Lite / Lite</th>
<th>Lite / Lite</th>
<th>Lite / Lite</th>
<th>Lite / Lite</th>
<th>Lite / Lite</th>
<th>Lite / Lite</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Jag använder engelska dagligen (lyssnar till, läser, skriver etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22. Jag använder engelska på jobbet</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23. Jag använder engelska på fritiden</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24. Jag tycker om att använda engelska</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25. Min talade engelska är</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26. Min skriftliga engelska är</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>27. Min läsförståelse på engelska är</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>28. Jag känner mig säker när jag använder engelska</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>29. Jag tycker om det engelska språket</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>30. Jag tycker om Brittisk kultur / media</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>31. Jag skulle vilja resa till Storbritannien</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>32. Jag tycker att Storbritannien har mycket att erbjuda</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>33. Jag tycker om Amerikansk kultur / media</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>34. Jag skulle vilja resa till USA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>35. Jag tycker att USA har mycket att erbjuda</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>36. Användandet av engelska kommer att öka i Sverige i framtiden</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>37. Jag tror att engelskans inflytande i Sverige hotar det svenska språket</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
38. Jag talar  Brittisk engelska □  Amerikansk engelska □  
En blandning av båda □  Annan engelsk variant: ________________  
Vet ej □
39. Jag föredrar  Brittisk engelska □  Amerikansk engelska □  
Annan variant: ________________
40. Min engelska influeras av följande:  
Arbete □  Familj / Släkt □  Media □  Vänner □
Annat: ________________________________
41. Om jag ska läsa böcker / tidningar eller se på film / dokumentär från ett  
engelskspråktigt land föredrar jag att de producerats i:  
Storbritannien □  USA □  Annat engelskspråktigt land: ____________  
Spelar ingen roll □

Kommentarer: ____________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  

TACK!!!
Appendix 2, Questionnaire in English

Questionnaire C-Essay 2009

Hello

I am currently writing my C-essay in English and would therefore like some help with a questionnaire. I would very much appreciate if you could spare a few minutes and answer a few questions. All data will of course be handled confidentially and the answers can be handed in anonymously if you wish. For those who wish, the results can be distributed when the study is completed, please let me know if you are interested.

There are three ways to complete the questionnaire:

1. Fill out the questionnaire and send it automatically through the Internet. Please use the following link and follow the instructions:
   www.lidblad.com/c-uppsats.php
2. Fill out this form and return an electronic copy via e-mail. The tick boxes are the checked by double clicking the box and change the “Default value” to “Checked”. Save and send the document as an attachment to sara@lidblad.com.
3. Print the form and complete it by hand. The form should the be sent by mail to:
   Sara Lidblad
   Organistgränd 14
   175 79 Järfälla

Please contact me if you have any questions!

Thank you,

Sara Lidblad
Tel: 0733-727321
sara@lidblad.com
Some questions regarding you who complete the questionnaire:

1. My native language is: ______________________
2. I am: _______ years old.
3. Education: ________________________________________
4. Occupation: ________________________________________
5. I am: Female ☐  Male ☐

Please translate the words within parenthesis into English in the following sentences:

6. The leaves turn yellow in the ______________________ (höst).
7. I own a / an ______________________ (lägenhet) on Upper East Side.
8. Anna took the ______________________ (hiss) to the third floor.
9. The ______________________ (lastbil) was painted green.
10. Two cars were parked next to the ______________________ (trottoar).
11. The driver carried the ______________________ (bagage) to the car.
12. My ______________________ (efternamn) is Smith.
13. She was wearing red ______________________ (byxor).
14. The ______________________ (färg) of the sky is blue.
15. The ______________________ (organisationen) rescued five lions last year.
16. The ______________________ (rektor) of Hogwarts is called Mr. Dumbledore.
17. A dog was sitting in the ______________________ (bagagelucka).
18. The ladies were having coffee and ______________________ (kakor).
19. May I have the ______________________ (notan), please?
20. I have roses in my ______________________ (trädgård).
Please answer the following questions regarding the use of English in your daily life:

<table>
<thead>
<tr>
<th>Question</th>
<th>Little / Bad / Negative</th>
<th>Much / Excellent / Positiv</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. I use English daily (listen to, read write etc.)</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>22. I use English at work</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>23. I use English in my spare time</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>24. I like using English</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>25. My spoken English is</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>26. My written English is</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>27. My reading comprehension is</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>28. I feel confident when I use English</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>29. I like the English language</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>30. I like British culture / media</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>31. I would like to travel to the U.K.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>32. I think that the U.K. has a lot to offer</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>33. I like American culture / media</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>34. I would like to travel to the U.S.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>35. I think that the U.S. has a lot to offer</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>36. The Use of English in Sweden will Increase in the future.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>37. I think that the influence of English in Sweden is a threat towards Swedish.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>
38. I speak  

British English [ ]  American English [ ]  
A mix between both [ ]  Another English Variety: ______________________  
Do not know [ ]

39. I prefer  

British English [ ]  American English [ ]  
Another English Variety: ______________________

40. My English is influenced by the following:  

Work [ ]  Family / Relatives [ ]  Media [ ]  Friends [ ]  
Other: ____________________________________________

41. If I am going to read books / magazines or watch a movie / documentary from an English speaking country, I prefer that they have been produced in:  

The U.K. [ ]  The U.S. [ ]  
Another English Speaking Country: _________  Doesn’t matter [ ]

Comments: ____________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

THANK YOU!!!