

LING350: Masteroppgåve

„On the consciousness of anglicisms in Norwegian youth language”

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Abstract

I Europa er engelsk det språket som donerer flest ord til mindre populære språk, og er språket for nasjonal integrasjon. Men er bruken av engelske ord et tegn på kosmopolitisering eller er det heller et tegn på dårlig og avvikende språkbruk? Mange anser denne formen for språk som et ødelagt språk, mens noen lingvister ser på det som en del av den naturlige språkutviklingen og språktilegnelsesprosessen. Studier av denne lingvistiske praksisen begynte allerede i det tyvende århundre og siden den gang har lingvister brukt grammatiske, sosiale og stilistiske tilnærminger til å undersøke dette fenomenet. Til tross for mengden av studier er emnet fremdeles veldig forenklet, det er ikke undersøkt godt nok og resultatene er ikke tilstrekkelig informative for de som har de berørte språkene som morsmål. Målet med denne studien er å finne ut hva en gruppe med mennesker, med et relativt lite utbredt europeisk språk som morsmål, syntes om at det forekommer anglisisme i deres morsmål.

Ved å bruke en utradisjonell og avslappet observasjonsmetode og ved å analysere de direkte meningene og holdningene til norske studenter har jeg samlet verdifull data som jeg har evaluert og sammenlignet med den teoretiske lingvistiske bakgrunnen. Resultatet av studien er ganske forbløffende fordi unge voksne i Norge har en overraskende god kontroll over bruken av anglismer i språket deres. I tillegg viser det seg at de ofte tar denne formen for lingvistisk praksis med en klype salt og at de som oftest bruker anglisisme enten i vitser eller ironiske bemerkninger.

For å forstå den egentlige grunnen bak bruken av anglisisme er det viktig å ha en grunnforståelse for anglisisme og dens betydning i Europa. I denne avhandlingen vil jeg derfor diskutere den teoretiske bakgrunnen for emnet og trekke frem meninger fra spesialister på området med det mål å vise at språkutviklingen er en naturlig og kreativ prosess.

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“The limits of my language mean the limits of my world” Ludwig Wittgenstein in
Tractatus Logico-Philosophicus (1922:149)

1. Introduction

English has never been as powerful and wide-spread around the world as nowadays. It never really had so much dominance over other languages as now. Global Language Monitoring (henceforth: GLM) published on their website in June 2009 that *Web 2.0* (WWW second generation network) is the millionth word in the English language. Which – according to GLM – means that English has now double as many words in its vocabulary as Cantonese, four times more than Spanish, and, about ten times more than French.

Bearing in mind that it is almost impossible to count the words of a language – English, in fact, is the most popular foreign language in the world. What is more, young people in the age of 15-24 years know English much better than any other foreign language. In addition, about 80% of the information published in the internet is in English, and finally approximately 90% of the academic papers are published in this language (Graddol et al, 2007:199). English is not only the superior language in the world – it is also the most spreading one. Only in China there are already more speakers of English than in USA.

English is sometimes called a thief-language by linguists because it loaned a lot of words from other languages, e.g. *pyjamas* (comes from Urdu), *ketchup* (from Malaysian), and a large amount of French vocabulary. It is also a very flexible and relaxed language – if there is no notion for a specific thing or situation, it is very easy to just create a new word, e.g. *bangsters* (a combination of two words: bankers and gangsters). In English-speaking countries there is no special organization or institution which controls or deals with these kinds of language changes (Baugh and Cable, 1993:332). Maybe

because of this flexibility young people in Europe find it so interesting to adopt English words into their every-day vocabulary. English language has not only become the most popular foreign language but it also flooded Europeans with its strong culture, coming from English-speaking countries, like USA or United Kingdom.

Language, in general, is one of the most popular instruments of socialization among human beings; it brings us closer together, and builds different human societies and cultures. Language is a variety of possibilities to express ourselves, and an open-ended set of options in communication which are accessible for people in their social life. The social context is the background for any language choice of these individuals. Language defines the cultural potential and occurs within a specified context of situation (Halliday, 1973).

Often, speakers develop their native language in order to describe and, thus, to control their circumstances or in order not to be submerged by a situation that they cannot articulate" (Baldwin, 1987:436). Anglicisms are, therefore, being integrated into European languages at such speed that they become a great concern for people in Europe. Some fear that the boundaries between English and other languages are becoming blurry and that some languages are almost swamped by English. A language change is natural and normal; however, it is a little bit alarming to what extent English has already influenced different languages.

In this paper I attempt to examine the attitudes of Norwegian students towards anglicisms that are existent in their mother tongue. In the first section of my text, I will discuss the general attitudes of the professionals in the field of linguistics on this particular topic. I will try to demonstrate and examine, from the linguistic point of view, whether speakers of languages different to English should be concerned with the process of loaning words.

From there I will focus on the theoretical background of the English as a dominant language and its influence on other languages, in particular Norwegian. As follows, I will address the study which I carried out for the purpose of this paper. After presenting the objectives of the study, I will compare

the results with previous studies on the same topic and weigh the data against the theoretical framework. In the final chapter I will conclude the significant issues and ideas of the thesis.

Since the topic of anglicisms is very broad, I decided to narrow it down and try to justify whether my own opinion on anglicisms, being harmful towards other languages is the correct approach. The specific question of the study is focused on the Norwegian students, whether they are aware of the danger caused by frivolous borrowing of English words.

2. Literature review

Speaking about the bad influence of Anglo-American culture has become very popular during the last decade. We hear all the different warnings and dark visions of how English language will take over our mother tongues and suppress them. But are we all really aware of the real danger that can be caused by loaning words from English? Do speakers of different languages to English realize that by using English words instead of their native equivalents they somewhat agree to make their language poorer?

In this paper I would like to focus on Norwegian language – which, in my opinion, is a very good example of language awareness among people but at the same time an example of ignorance towards the pejorative notion of *Anglonorsk* and its consequences on Norwegian.

First of all I will focus on the phenomenon and power of English language in the world - mainly, I will be analyzing the historical factors that made English an unofficial bridge language across countries. I will also concentrate on Anglo-American culture which is often named as the main cause that English language spreads so quickly.

Consequently, I will explore the phenomenon of anglicisms flooding our mother tongues and will present different studies and opinions which were published on that topic. As a result, I will try to focus on the attitudes towards anglicisms in European languages represented by linguists and other professionals in this field.

2.1 English as a bridge language

As controversial as it may seem, English language has not always been the one influencing other languages and serving as an international tool for communication. Quite the contrary, English was affected by other, less popular languages. This process can be traced in many etymological dictionaries of English where the origin of the words is defined (Filipovic, 1996:37).

According to Haugen (1988) English started to act as a serious donor to other languages in the twentieth century. Before that period, English mostly accepted foreign words into its dictionary and was used in the foreign area only by sellers and fishermen who travelled to English-speaking countries for trading purposes. In the eighteenth century and in the beginning of the nineteenth century colonialists still thought that mixing with the natives in the conquered lands was wrong, therefore they did not want to use it towards the natives. Therefore English was still not close to be as influential on other languages as nowadays (McClintock et al., 1997). In the twentieth century the process of borrowing words from English highly accelerated. This was due to the new means of communication in Europe and the colonization in the World (Filipovic, 1996:38).

After the World War II, and especially after the fall of the Iron Curtain, English has become a dominant international language. This was due to the close contact between Anglo-American countries and the rest of Europe, where the tendency of using anglicisms has increased (Filipovic, 1996:38 and Görlach, 2003:117). Therefore English cannot be compared to other colonial languages, like French or Spanish, because it retained its power and was extremely quick in the speed and extent of its growth. English has become the lingua franca within trade, tourism, traveling, popular media, sport, science (where most of the published papers are written in English), technology, and even every-day life for many people in Europe – but also the rest of the world (Cenoz and Jessner, 2000:5).

English is becoming the leading language of the world, not based on the biggest amount of native speakers (because that would be Chinese), but based on the amount of language users in the world. Many claim that this is a necessary development, as we need one international language for everybody to communicate. However, some see English as a danger to the existence of other languages and cultures with smaller amount of native speakers (Gellerstam, 2005:201).

Different languages have been borrowing English words and expressions into different domains of language, like politics, economy, technology and culture for the past decades (Filipovic, 1996:39). There are, however, individual speakers who reject the flood of new coming foreign words, claiming that it is dangerous towards the linguistic “ecology”, purism of their mother tongue, and harmful for their morals, values and life-styles. Often such a criticism is also an indication of a conflict between generations – older speakers may discriminate younger people for the lack of judgment when it comes to reckless following of the linguistic fashions. According to them, accepting the uncontrolled flood of the English loanwords is highly connected with younger generations and their interest in pop music, drugs and computers (Görlach, 2003:117). But no matter what kind of attitudes people have, English is growing in importance as a global language and strengthening its impact on other languages (Anderman and Rogers, 2005:245).

However, according to Schäffner (2000:3), the English used by foreign speakers is not the same as the *Standard English* – it does not carry the same norms and rules of one national variety. It is also quite reduced in its stylistic range. Schäffner (2000:3) goes as far as calling it *McEnglish* or *McLanguage* because of the popular culture and its close correlation to the new cultural identity which has its background in Anglo-American society (the prefix *Mc-* stems from the food chain McDonalds, and is used as a neologism to evoke negative associations with the restaurant itself or the popular culture which is considered as heavily commercialized and globalized (Prichard, 1987)). This World-English is somewhat impoverished but does not affect the interpersonal communication between people. This variety of English gives people a possibility to converse in one common

language all around the world – no matter in which country they currently are. Snell-Hornby (2000:12) gives a little bit more specific definition of the McLanguage:

“It is typically American English. It is however a particular brand of American English, reduced in stylistic range and subject matter, and – with the aid of abbreviations, icons, acronyms and graphic design – tailor-made for fast consumption.”

Snell-Hornby (2000:12) claims that this way of speaking and writing is itself a lingua franca which is often colloquial in register. It also has no great concern for the rules of English as a mother tongue. According to the author, English has become a world property – it is no longer in exclusive possession of native speakers (Snell-Hornby, 2000:12). What is more, English has become the main foreign language taught in schools – already from primary school – it replaced languages like French, German and Russian, which were the main foreign languages taught in the beginning of the twentieth century. It is also a main language for academic writing – most scholarly publications in different European countries are published in English – not in the mother tongues (Görlach, 2002:8).

Görlach (2002:15) approaches the problem of English influencing other languages from a different perspective. The author points out the possibility of English language being broken up and endangered. This idea has not really been called attention to before because of the amount of native speakers of English in the world. It is rather the other languages that are being studied in that context of being threatened by the power of English. Görlach (2002:15), however, claims that there is no direct danger to English to be in any way affected by the incomplete acquisition and incorrect usage of the linguistic norms. According to the author it is still more likely for European languages to be influenced by English than the opposite way.

2.2 Anglicisms influence our mother tongues

It is a normal linguistic phenomenon when English, as a main international lingua franca, comes in contact with national languages and influences them by transferring notions or words (Görlach, 2002:15). This kind of contact is obvious and inevitable. Even if language purists complain about the extensive process of borrowing from English, or if different *anti-anglicism* legislations are being created (like, e.g. in France), it is proven that the amount of loanwords from English is much less impressive, than the opinions about it show. In other words, the amount of borrowed words from English is far smaller than the total lexis of the whole language (Görlach, 2002:15). According to Görlach (2002:15) the fear of the “*Americanization*” of the languages in Europe comes from other factors. The author claims that people, who fear that, are not worried about the linguistic influence coming from that process – they are more concerned with the economic and cultural influences (Görlach, 2002:15). This may be explained by the fact that anglicisms do not only reflect how the world looks like or sounds, they also impose how we view the world, what is “good taste” and what “sounds right” (Anderman and Rogers, 2005:162). Anderman and Rogers (2005:162) explain that the spread of anglicisms in the world is not a result of Anglo-American imperialism; it is more a voluntary interaction of languages with English. Borrowing from English gives some “*spice*” to the way we speak, but is at the same time a short-term fascination, because speakers tend to discover all the time new words or idioms that they wish to borrow. Anderman and Rogers (2005:170) describe anglicisms as “treasured spices in the cuisine of communication” which have a short expected length of life. The authors compare the phenomenon of borrowing words from English to a cyberspace public library from which anyone can download words and use them in any possible way they wish to. There is no consequence for English in that case; it is only the beneficiary language which is influenced by the donor (Anderman and Rogers, 2005:162).

Gardt et al (2004:189) advice to take a rather calm and proportioned approach towards the purist's point of view on anglicisms flooding our mother tongues. According to the authors it is important to keep cultivating our mother tongues because thoughtless usage of foreign words can cause difficulties with comprehension and a loss of an expressive potential of the mother tongue. However, language purism is only possible to some extent because an absolute rejection of foreign words is simply narrow-minded. The kind of nationalistic purism, where every new word is translated into the receptor language – as it is present in Icelandic language, makes little sense in the age of Europeanization and globalization (Gardt et al, 2004:189). Gardt et al (2004:72) compares the influence of anglicisms and Americanisms to Latin and French, which had an enormous impact on other languages and made their speakers richer in culture and their way of thinking. The authors agree that the ridiculous modish phrases and affected displays of education are not to be taken under this healthy complementing of the receptor language (Gardt et al, 2004:72). Due to enormous technological and cultural changes caused by globalization and development, every living language needs to constantly gain new notions. English language is a mother tongue to the most advanced and developed countries in the world; therefore it is natural that this language has become a donor to other languages with notions about technology or culture. English has developed the richest vocabulary in the world; therefore it is possible to conclude that it is the most suitable language to serve as a donor (Rosenhouse and Kowner, 2008:13).

Thierse (2004:191), on the other hand, urges to preserve our mother tongues. The author wants native speakers to produce comprehensible, stylistically clear and well-formulated language. Thierse (2004:191) wants native speakers to use the expressive richness and beauty of their mother tongues for the benefit of speaking. The author encourages speakers to be more aware of the importance of linguistic diversity:

“Language means home. Our mother tongue is the foundation of the diversity and richness of our culture. We should not allow it to be taken from us – and certainly not sacrifice it to tendencies towards uniformity in Europe” (Thierse, 2004:191).

Rosenhouse and Kowner (2008:175) try to explain the motives for the lexical borrowing of the English words into other languages. Their investigation shows that the tendency to use anglicisms in other languages comes from a need to imitate other more dominant groups – in this case English culture with its language. Bearing in mind the extensive culture of music, movies and fashion in English speaking countries, native speakers of other languages get influenced by the way of life coming from United States or other English speaking countries. Therefore, in order to feel as a part of that lifestyle, they borrow different notions from English and apply them in their mother tongues. What is more, there are always some groups in any culture and language society who want to distinguish themselves from the rest of the crowd. Through language they have a chance to mark their uniqueness and show that they are different, sometimes better or even pose as a more prestigious group. This way of behavior is very typical among youth groups and is influenced by the current popular culture, which offers a rich vocabulary to create a new jargon (Rosenhouse and Kowner, 2008:13). Rosenhouse and Kowner (2008:256) impute that it is mass media which can be blamed for the spread of the new popular culture and the high influence of English on other languages.

Since the early twentieth century, English-speaking countries have been serving as the main suppliers of new trends, popular culture, broadcasting media, and later also electronic communication media. With a fast technological development of internet and the World Wide Web, English has become the main centre for communication. (Rosenhouse and Kowner, 2008:14)

Nevertheless, most Europeans (and surely other cultures in the world) would not appreciate their mother tongue to be replaced by English. Some linguistic diversity is allowed, but all in all, each language should be safeguarded (Anderman and Rogers, 2005:9). Görlach (2002:2) is sure that English will grow in importance as a second language in the world, as far as the number of speakers and their competences are concerned. It also means that English language will become more comprehensible to a wider section of different speech communities. But it does not mean that

foreign languages will be flooded by anglicisms and that the frequency of their usage will escalate. Therefore, according to Anderman and Rogers (2005:180), instead of announcing a global warning against the existence of anglicisms as unwanted linguistic immigrants, we should much rather see English as a modern lingua franca. According to the authors the more international the communication between people will become, the more anglicisms will exist in the world's languages, which will then also lead to an easier communication between people (Anderman and Rogers, 2005:180).

3. Theories

The heart of this dissertation addresses the problem of English language being a donor to other languages. Enriching a language by borrowing words or notions from English does not seem in any way dangerous or negative towards the other languages. However, when the borrowing becomes very intense and speakers tend to substitute words in their mother tongues with full English words or expressions it can become somewhat deviant.

Interaction between languages is a natural process of language development. It is essential to understand that language is not only a system of words; it is an important part of culture, sometimes even compared to religion. It is also considered to be a product of culture and is transmitted from one generation to the next generation. Language functions as the main tool to internalize culture by each individual (Hamers and Blanc, 2000).

When speaking of culture, it does not always mean our own culture, especially among younger generations. Young people like to adopt features of foreign or different cultures in order to find their new identity. This is followed by adopting some parts of the target culture language (Eble, 1996).

3.1 The history of English influence on European languages

Nowadays the main influence comes from the Anglo-American culture available for us via internet and broad media (Schäffner, 2000:1). Based on that influence, non-English languages are flooded with new words. This is, however, a very common linguistic phenomenon. The process of

borrowing words and expressions has been present in the world for centuries. According to language studies and etymological dictionaries, it is English, which was the most welcoming language for foreign words (Filipovic, 1996). What is more, English was considered, at first, as a very modest language and the only reason why it was spreading, was because of the colonization. Sapir (1921) doubted strongly that English would come near to becoming an invader of lexical properties of other languages. However, what Sapir (1921) could not foresee was that English would not go the same regular path of being the former colonial language, like French or Spanish. English became very unique in the context of the speed and extent of its growth in many monolingual countries in the world, like in the area of Middle and Far East or in Europe. English at some point became the main international language for trade, tourism, travel, media, sport, science, technology, and other areas of today's life (Cenoz and Jessner, 2000:5). No other language has ever managed to become as popular as English. This lingua franca serves as a native language, as a second language and as a foreign language in different parts of the world. In the two last groups of speakers, English varies in language abilities, from being on a native-like level, to knowledge of only basic expressions (Wardhaugh, 2006).

In the past there were efforts to create whole new language which would take over the role of being a one universal language for everyone - among them Esperanto, which became somewhat successful. However, this language never succeeded to be as popular and as common as English (Janton et al., 1993).

Due to the new means of communication in the twentieth century English came into more broad interaction with other languages. This linguistic *intertraffic* of words was caused by direct and indirect influences and cultural relations between United Kingdom and other European languages. Linguistic links studies from that time deal, in fact, with the degree of cultural and economic contacts between English speaking countries (e.g. England and USA) and the rest of Europe (Filipovic, 1996:38). The power of English was definitely cemented by the spread of the American media, which

is even nowadays still unchallenged (Gottlieb, 2004). English exists as the world's first choice for a second language; it also serves as a means for international communication. However, it is important to say that the effect of English does not end with its extensive usage in the world; English serves many languages as a source for lexical borrowing (Rosenhouse and Kowner, 2008:13). The consequences of the contacts between English and other languages are visible in the degree in which English loanwords are adopted into European languages (Filipovic, 1996:39).

English has existed as an important language for centuries but only now it has a status of a truly global language. In over 100 countries in the world (mostly in Europe, but also in Asia, North Africa and Latin America) English is treated as the main foreign language taught at schools. But English is also seen as a "powerful" language. In this context "power" can be understood in a political, technological, economic and cultural matter. It is due to the technological development, colonialism, and most importantly, due to the wide spread of the broad media that English has become so dominant (Crystal, 2006).

In Europe, especially in the less populated parts of it – like Scandinavia, Belgium or the Netherlands, English has acquired a much higher profile as a foreign language. This happened mostly because of the high dependence on the international trade and collaboration, but most importantly, due to the style of TV broadcast, where movies and programs are translated for viewers via subtitles, not dubbing, like it is in other countries. What is then rather controversial, is that children, who cannot read yet, watch TV in English – learning it by hearing – which may trigger the usage of English words in every-day spoken language (Cenoz and Jessner, 2000).

3.1.1 The theory of anglicisms

The study of English language influencing other languages involves analyzing a target language for incidents of English word integrations. In other words, in what way and to what extent are words borrowed from English and implemented into the every-day spoken language. This fondness of borrowing words from English can come from the need to have short snappy words or expressions which will indicate higher quality of the conversation or a will to show some kind of prestige that is associated with English borrowings and English culture (Cenoz and Jessner, 2000). The transfer of words from English to other languages can be *direct* or *indirect*. The direct enrichment of vocabulary in the target language happens when English as a donor language and a receiving language have close geographical, cultural, sociological or political connections. Such a process then requires that words or expressions are *directly transferred* into the target language. In an *indirect transfer* this process of word borrowing happens via various media. Such a performance is then called an *indirect borrowing*. English loan-words, which are borrowed into a different language through various processes, can have a strong influence on the receiving language. Those kinds of words or expressions are called *anglicism* (Filipovic, 1996).

Görlach (2002:1) gives a following definition of anglicisms:

“An anglicism is a word or idiom that is recognizably English in its form (spelling, pronunciation, morphology, or at least one of the three), but is accepted as an item in the vocabulary of the receptor language.”

It is important to mention that this definition of anglicism does not include words that were fully adapted into the receiving language and are no longer evident about their etymology to the regular user of language (e.g. Norwegian word å *treffe* /to meet/, this lexical item comes from German word *treffen* and was fully adopted into Norwegian in the course of time). This is because not all new

anglicisms, which are constantly being introduced into the receiving languages, acquire any permanent status in the vocabulary (Görlach, 2002).

These kinds of words are called *calques* (in Norwegian: *importord*):

“A *calque* is a special kind of borrowing whereby a language borrows an expression from another, but then translates literally each of its elements. The result is either:

- i. a lexical calque, which respects the syntactic structure of the target language, whilst introducing a new mode of expression (e.g. *Science-fiction* /English/: *Science-fiction* /French/, and *Compliments of the Season!* /English/: *Compliments de la saison!* /French/); or
- ii. a structural calque, which introduces a new construction into the language (e.g. *occupational therapy* /English/: *thérapie occupationnelle* /French/)” (Vinay et al, 1995:32).

Filipovic (2000: 205) gives a much narrower definition of Anglicism:

“An anglicism is a word borrowed from English which in the course of the transfer is adapted to the receiving language in order to be integrated into its linguistic system.”

In other words, a word is borrowed from English into the receiving language with the aim of filling empty spaces in the vocabulary of this language. If the languages are in close contact and equivalents do not exist in the target languages, then the simplest solution to gain a new word or notion is to borrow words directly from English. Filipovic (2000: 206) extends the definition of anglicism into:

“any word borrowed from English language denoting an object or a concept which is at the moment of borrowing an integral part of English culture and civilization; it need not be of English origin, but it must have been adapted to the linguistic system of English and integrated into the vocabulary of English.”

Onysko (2007:11) generalizes the definition of anglicism by attaching all the similar notions like, *borrowings*, *loan-words* and *loans*, under this concept without the terminological rigor when referring to the result of the whole process of word importation from donor language to the receiving language. This means that, in a very general view, one could say that any case of English lexical, structural, or phonological element, which is presented in a receiving language and can be

formally related to English, could be considered as anglicism (Onysko, 2007). This is shown in *Figure 1*, where the term anglicism embraces borrowings, code-switches, and the productive usage of English in the receiving language (e.g. semantic changes, hybrids, pseudo-anglicisms). Onysko (2007:91) classifies the first four categories as core anglicisms, and the other two as borderline anglicisms. Basically, core anglicisms are those forms that are recognizable by the English inclusion classifier. It also represents instances of interference (i.e. semantic and functional transfer on lexical, pragmatic and semantic levels by means of formal similarities of sources and target language units) and unobtrusive borrowing in the receiving language (words that are not identified by the classifier because they are formally unmarked, e.g. in German language).

However, it is important to indicate that while all borrowings can be defined as anglicisms, not all anglicisms are in reality the result of a borrowing process (Onysko, 2007:93).

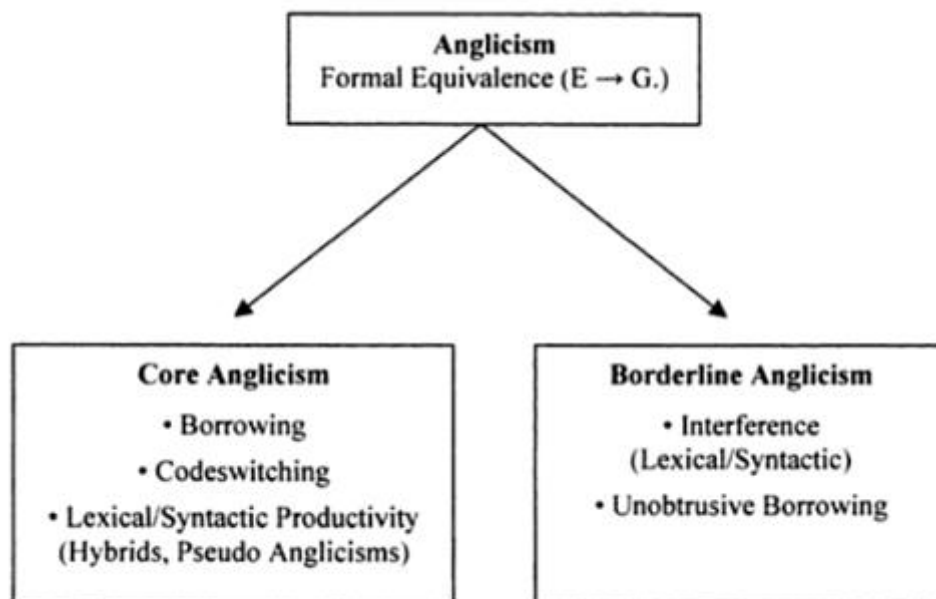


Figure 1. Anglicism as a hypernym of English words in German. Retrieved from Onysko (2007: 90)

Onysko (2007: 30) presents an example of a German word *Nietenhose*, which is a translation of an English word *jeans* – it is a loan creation and not a borrowing which was freely reproduced in German language. In this case *Nietenhose* describes the manufacturing process of the type of trousers and its

fabric. However, this word is very rarely used in German; it is *jeans*, an actual borrowing from English - or in other words – synonymous anglicism, which is mostly used when speaking of this product.

In Norwegian language the calque-process is called *importord*. Words that come from other languages are accepted into Norwegian by changing their form in order to adjust phonetics and orthography of the imported word. Such a process is also sometimes called *fornorsking* – norwegianization. The English word *juice* was imported and changed into *jus* – on the phonetical level the changed happened here: [dʒu:s] changed in Norwegian into [jɥ:s], whereas the orthography of the word changed from *juice* into *jus* (Sandøy, 2000:22). Some words adopted into Norwegian were not changed on both the phonetic and orthographic levels, e.g.:

- *truck* [trøk] – changed in the pronunciation but not orthographically
- *timing* [ˈtai:miŋ] – changed orthographically but not in the pronunciation
- *konteinar* [kɔnˈtɛ:inar] – changed on both the levels – therefore it became a loan word (Sandøy, 2000:22).

In the attempt of finding Norwegian equivalents for some English words, the language specialists did not succeed in their work because speakers did not adapt those new Norwegian notions and continued using the English equivalents, e.g.: within oil terminology it is important to mention (Myking, 2008:12):

- *kelly* - *kelly* - *drivrør* ("drive + tube")
- *rathole* - *rottehull* - *drivrørshylse* ("drive + tube + cartridge")
- *mousehole* - *musehull* - *rørkopplingshylse* ("tube + connecting +cartridge"),

or in the every-day language, e.g. in newspapers (Sandøy, 2000:213):

- *guide* – *omvisar*, *reiselair*.

The English words, however, remained commonly used within some domains even though a Norwegian equivalent was created to each one of them. This probably happened because those

Norwegian words were suggested long after the English notions were adopted into the every-day vocabulary and people found it rather difficult to change their habits. Therefore, it is important to be as quick as possible in the process of norweginazation (Sandøy, 2000:219). A good example of such a positive outcome is a word *utblåsing* (blow-out) which was used in the news after the happenings of the Bravo accident in 1977 in Norway. The newspapers quickly translated the English word blow-out into Norwegian and used it in the articles which spoke about the explosion of the oil platforms outside Norway. Since that time the English word blow-out did not really get into the every-day Norwegian vocabulary (Sandøy, 2000:213).

Görlach (2002) believes that in many language-aware communities the creation of neologisms by native speakers (e.g. computer terminology) is much more preferred, when a new concept appears, than a usage of anglicisms. This kind of process is more visible in the formal registers, like in formal writing or newspapers.

In a relaxed usage of language anglicisms exist to signify how the world looks, tastes or sounds. They can also impose how the world is considered, i.e. what is “*in*” and what is correct for a specific culture and domain (Agost and Chaume, 2001).

English source words will normally have to go through a four-stage process before they become anglicisms (semantics, morphology, phonology, orthography). This kind of adaptation is a subject to similarities and differences between the linguistic systems of the donor language and the receiving language (Filipovic, 1996). However, Filipovic (2000: 208) also speaks about a more general division of the adaptation process of anglicisms into a receiving language. According to his more broad definition of the adaptation process:

“an anglicism goes through a two-stage process of adaptation: primary and secondary; a pseudo-anglicism is the result of secondary adaptation only. (...) Two stages of etymology: the first stage is historical (diachronic) etymology which gives the origin of the English source and its development from OE (or any other source) through ME to modern English. The second stage determines the English source word and its development, its adaptation into an anglicism in the borrowing language and can be tentatively called secondary etymology”.

There are different ways of explaining the existence of anglicisms in foreign languages. There is the obvious negative influence of English language on receiving languages, when the anglicism under discussion is replacing the original structure which previously existed as a new structure. And there is a natural adaptation of a notion, where in the case of the term it would be absurd to continue to maintain to keep the target language and its linguistic structure clean from any foreign influence. In that case an anglicism is commonplace (Donaldson, 1995).

In the closer analyses of anglicisms, Onysko (2007) agrees with Filipovic (2007) that there are rather fuzzy boundaries between linguistic and cultural influences, and between the changes applied from the outside on the receiving language and within its linguistic borders.

In *Figure 2*, Agost and Chaume (2001:197) present a model of distinction of the two different kinds of borrowing.

A. Linguistic causes for borrowing:

1. Extrinsic causes (new phenomena are introduced) leading to
 - a) adopting “the foreign sign” (i.e. an English word)
 - b) using “pre-existing native signs”
 - c) inventing “a new sign of its own”
2. Intrinsic reasons (new linguistic tools are invented, e.g. through suffixation, as in adding *-izar* or *anti-* to an existing Spanish stem)

B. Extralinguistic causes for borrowing (prestige):

1. Linguistic snobbery “out of a desire by the user to appear modern, up-to-date, well-off, well-traveled, well-read, sophisticated, etc.”, as when using the spelling “cocktail” in Spanish (instead of “cóctel”)
2. Argotic function (e.g. political and business jargon)
3. Material benefit (e.g. ads and technical texts with expensive-sounding English buzzwords)

Figure 2 Causes for borrowing. Retrieved from Agost and Chaume (2001:197)

Dupriez and Halsall (1991:41) show an example of anglicism usage in French:

“J’ai commencé d’un petit air matter of fact et naturel pour ne pas les effaroucher.” /“I started off looking quite natural as a matter of fact, in order to not have them go crazy”/.

In this example the anglicism *matter of fact* is clearly visible in the French sentence. This style of borrowing could be compared to *code-switching* which is a term describing the alternate usage of each of two or more languages within the same expression or conversation (Abudarham, 1987: 28). This common practice can overrule the potential gaps in language systems which then could block the direct transfer of English language norms – something that is so feared by the speakers of foreign languages (Anderman and Rogers, 2005).

Depending on different factors (e.g. type of anglicism, its prestige or the lack of it, and its usage in history) anglicisms are obtained on different levels (Figure 3).

- (a) **Integrated items** (not intuitively identified as English loans):
(Danish *hive* < from English 'heave').
- (b) **Naturalised items** (identified as English loans and commonly accepted):
(Danish *weekend* < 'weekend')
- (c) **Implants** (English-sounding, accepted by certain user groups only):
(Danish *hænge ud* < 'hang out')
- (d) **Interfering items** (often slipshod solutions, including mistranslations):
(Danish *militære barakker* < '(military) barracks'; correct term: *kaserner*).

Figure 3. Illustration of the hierarchy of lexical anglicisms. Retrieved from Anderman and Rogers (2005:168).

This illustration of the hierarchy of anglicisms in *Figure 3* is listed according to decreasing acceptability. In these four categories it is evident that there is often a low survival rate of many anglicisms, where some of them begin their life as interfering items (often marked by quotation marks or italics) which are later accepted in the every-day language, to some which become fully neutralized or integrated into the language, e.g. in Norwegian *jogge* (from English jog), offroad-sykkel and klesminded (created from two separate English words) (Johansson and Graedler, 1997:9).

3.1.2 Anglicisms vs. false anglicisms

The general term *anglicism* can be divided into loanwords, borrowings and false anglicisms.

In the paragraphs above the two first notions were already discussed. False anglicisms or pseudo-anglicisms are:

“autonomous creations of a language that formally resemble English words but actually do not belong to the English language, even though they are recognized as authentic”(Furiassi and Hofland, 2007 :348).

Examples of such anglicisms could be German word *Handy*, which means *mobile phone* – sounds and looks like an English word but carries a totally different meaning (Onysko, 2007: 53), Italian word *autostop* – which means *hitch-hiking* (Furiassi and Hofland, 2007: 348), French word *le rugbyman* which means a (male) *rugby player* (Tosi, 2003) or *soft ice* which was borrowed directly from English (Johansson and Graedler, 1997:26).

False anglicisms do not go through an orthographic or morphological structure change – they are not integrated into the receiving language and its orthographic structure.

“False anglicisms are either formally or semantically different from the original English words from which they are supposed to derive, so that both an English native speaker, proficient in the target language and the native speaker of the target language, proficient in English, would recognize them in spoken written registers” (Furiassi, 2003: 123)

Most of the speakers of different languages to English do not realize that, often, many English-looking or English-sounding words are not really English (Furiassi, 2007).

3.2 The influence of English on Norwegian language

The amount of speakers of all Germanic languages is rather small compared to other language families. There are about 450 million native speakers of Germanic languages in the world, which is approximately one twelfth of the world's population. In comparison, there are more than 580 million native speakers of the Romance languages. However, Germanic languages are unchallenged in the geographical distribution, because they are not only limited to their European roots, but, thanks to the colonies, were spread across the Americas, Africa, Asia and in the Pacific. The most known of them all, English, has become the most international language for speakers in the world operating within business, culture, diplomacy and science (Auwera and König, 1994:1). At the very beginning this branch of Indo-European languages was mostly limited to the Baltic region in Europe (northern Germany, Danish Isles and Scandinavia). North Germanic languages – often called *Common Scandinavian* which was a one Nordic language – evolved later into separate languages: Danish, Swedish, Norwegian, Icelandic, and Faroese (Auwera and König, 1994). At first, Scandinavian language, with its different dialects, formed an economical and trading power. It was considered as a lingua franca in that area of Europe. There was no need for a foreign language to be learnt because all the dialects of Scandinavian were so similar and possible for speakers of them to understand each other. Only later in linguistic history Danish, Swedish and Norwegian went through a radical change of grammar and vocabulary and became separate languages. They still carry a close linguistic proximity in grammar and vocabulary, but are different enough to be considered as separate languages (Vikør, 2006).

English has been influencing Norwegian language for the past centuries - from the introduction of Christianity in the eleventh/twelfth century, through later periods of commerce between Norway and the rest of Europe, but mostly British Isles, until modern times where English is the main source

of cultural, industrial and scientific input (Graedler, 2002). Norwegian exposure to English is pretty high specifically within education – where nowadays a large amount of papers and theses are written in English instead of Norwegian, travel and tourism, television with commercials, movies and music – which mostly originates from English-speaking countries, magazines and books and Internet – the biggest recourse of all the above mentioned genres (Graedler, 2002).

Nowadays, among young population of Scandinavians, English is treated as a new inter-Scandinavian lingua franca. In Norwegian, as well as in the rest of Germanic languages, English mostly affects the lexical part of the language. It is difficult to specify into what extent Norwegian language has been influenced by English vocabulary until now because some words borrowed into Norwegian do not originally come from English. However, if we look at modern Norwegian language and the flow of English words into its vocabulary we may see that the frequency is rather high (Johansson and Graedler, 2005). Johansson and Graedler (2005) presented a chart based on their study of anglicisms on the frequency of English words within the different fields:

<i>Type of text</i>	<i>Newer English loan words per 1000 words in running text</i>
Novels (Eriksen, 1992)	1.9
Articles related to fashion in newspapers and magazines (Valberg, 1990)	12.0
Newspaper articles about football (Kobberstad, 1999)	19.2
Articles on pop music in newspapers and magazines (Devenish, 1990)	23.0
Electronic chat rooms (Nordli, 1998)	34.3

Figure 4 Frequency of English words in different genres. Retrieved from Anderman and Rogers (2005:187)

The table in *Figure 4* evaluates the rate of the occurrence of English words in different texts. There were only recent direct loans considered in the comparison. It is clearly visible from the numbers that

there are rather big differences between the fields of interest. The most concerned areas are texts and articles about music and different chat rooms in the internet. This is, as stated in the previous paragraph, due to the fact that English culture (American or British) is dominant in the world of music and technology which leads to direct borrowing of words into other languages (Johansson and Graedler, 2005).

According to Johansson and Graedler (2005) there is no direct danger or fear of having the language boundaries muddled. In their study of Norwegian words and dictionaries it is clearly visible that the amount of anglicisms appearing among Norwegian words depends on the genres of language, which was presented in *Figure 4*. In other words, it is natural for English words to be intertwined into Norwegian sentences but their frequency is rather low. Anglicisms are *content words* which have a rather strong visual impact on the reader. Johansson and Graedler (2005) underline that often English words are used in Norwegian texts with a purpose to attract the attention of the readers, e.g. in newspapers as headlines or in advertisements. In advertisements, English is used as an eye-catcher directed towards young people who are most receptive towards this language. Johansson and Graedler (2005) believe that this new habit could possibly affect not only speaker's buying patterns but also their speaking styles. Sjøheim (1994) gives an example of an advertisement for soap in Norwegian TV as an evidence for the high usage of anglicisms in Norwegian language:

“...dusjsepe og kroppspeeling i ett. De små *scrub*kornene rensar og stimulerer huden din. *New Lux two-in-one skin expert – a difference you can feel, a beauty you can see*” (Sjøheim, 1994).

(translation: “...shower soap and body peeling in one. These small scrub granules clean and stimulate your skin. *New Lux two-in-one exert - a difference you can feel, a beauty you can see*” – translated by myself)

The language of this Norwegian advertisement is a mixture of English and Norwegian. This linguistic style plays an important role in getting through to a young customer. What is more, according to Johansson and Graedler (2005), it is linguistically essential for the Norwegian language and society because it serves it with diversity. The direct loans from English are also accepted among some

Norwegian linguists but they can sometimes be grammatically problematic – they require some changes in spelling, pronunciation or inflection. However, in general, Johansson and Graedler (2005) do not agree with the campaign directed against the *Anglo-Norwegian*, which was suggested by the Norwegian Language Council. According to this view every English word/concept should be given a Norwegian form. In such a case English words are being *norwegianized* and often only receive the Norwegian spelling – e.g. *trouble* – *trøbbel*, or get a directly translated Norwegian equivalent, like in word *snowboard* – *snøbrett* (Davidsen-Nielsen, 1999:347). Graedler (2002) also mentions the kind of popular panic spread by media, which itself is often a source of anglicisms lexicon. Writers of newspaper's columns present the borrowing from English as a serious problem to the Norwegian language. Their campaign has often been criticized by linguists (Graedler, 2002).

The influence of English on Norwegian occurs on different levels: lexis, orthography, pronunciation, and morphology. The broadest influence is on a lexical level where many different types of lexical elements are loaned into Norwegian: bound elements (*-minded*), simplexes (*show*), compounds (*paperback*), phrases (*shake hands*), and expressions (*if you can't beat them, join them*) (Graedler, 2002:59). When it comes to spelling, the indications of borrowing are visible on different letters which are being substituted in Norwegian words because they may have an association with modern and trendy English culture: e.g. a plural word of *klem* (which means *hug* and is used as a form of goodbye among friends) written *klemz* – where *-z* is a hip indication of plural *-s* in English and associated with modern slang (Graedler, 2002:59). In the pronunciation, the change occurs in the way the stress is appears in a different place, not on the second syllable - but more often on the first syllable. This can be associated with an English influence. Within the morphology some problems with the borrowing are encountered. English nouns, which in plural form receive an *-s* at the end of the word, carry with them the element to the Norwegian language, where *-s* in Norwegian is associated with the possessive form of the noun (e.g. *sviger-s* – *svigerforeldre*, English translation: *parents in law*, Hasund, 2006a:49). However, in general, there should not be any misunderstandings or confusion, as foreign words are clearly recognizable. The same grammatical confusion occurs with

the phenomenon of the *-ings* ending (a combination of *-ing* and plural *-s*, e.g. *flottings* – flott English translation: great, *joggings* – *joggetur*, English translation: a jog, Hasund, 2006a: 53). This form is used as a stylistic marker for the base form of a word to make it more informal and suitable to a wide range of words, e.g. *mornings* (good morning) or *rullings* (hand-rolled cigarette) (Graedler, 2002:60). English does not influence Norwegian on the grammatical level. No grammatical constructions are being changed within the language (Graedler, 2002:60).

Even though Graedler (2002) tries to be open for these language changes, the author sees the possible problems which could occur in a long-run. If the usage of loans words from English increased, a wide gap between population groups could appear causing different misunderstanding because not everyone knows English on the same level. What is more, choosing Norwegian equivalents in every day speech carries a rather important symbolic function which maintains the status of the language as a living organism. And finally, Norwegian speakers should be careful with some domains of language not to be completely taken over by English. Norwegian has a rather small population of speakers, therefore it is important to preserve it (Graedler, 2002).

3.3 Youth language and its properties

In one speech community there may be many subcommunities which differ in language usage or deviate the norms of the language. Such subcommunities may exist for a short period of time and may be created for a limited purpose. One subcommunity can consist of people who share common interests or have come together for a special reason – e.g. university students or workers working in one factory. The language of such a subcommunity may exist unchanged for a long time

or may be abandoned after a certain period of time when the words or expressions are no longer suitable for the members or such a speech community.

When it comes to speech behavior of young native speakers of a language, it may differ depending on which other group they want to communicate with: whether it is with members of a peer group, of their families, with their superiors in the professional activities, like school or university. In other words, a native speaker is able to communicate equally on both levels – the general language abilities and the norms applied to a specific subcommunity he or she belongs to (Winter, 1999).

Youth speech is often called *slang* because of the various characteristics of their every-day language.

Eble (1996:11) defines slang as:

“an ever changing set of colloquial words and phrases that speakers use to establish or reinforce social identity or cohesiveness within a group or with a trend of fashion in society at large. The existence of vocabulary of this sort within a language is possibly as old as language itself, for slang seems to be part of any language used in ordinary interaction by a community large enough and diverse enough to have identifiable subgroups”.

The main feature of slang is that most of the words used in one speech community share a rather brief popularity. There is a constant supply of new words which come quickly to the existence and fall out of use at a similar rate. Slang is also mainly colloquial. It has a spoken version and when it is written – it normally comes from a direct quote (Eble, 1996).

3.4 English influenced by other languages

It is important to mention that English, as a native speaker's language, could also be called a victim of borrowing words from other languages. Many people do not even realize how English was influenced by different languages (e.g. French, Latin, Greek, and German). All until today, English has

taken in more than thousand words from foreign languages. Lexicographers, who often have to update their dictionaries, even annually, make statistics on how many words are transferred between languages. Words like *kayak* (from Eskimo), *cafeteria* (from Spanish), *tulip* (from Turkish), *coach* (from Hungarian), *ballet* (from French), *krumkake* (from Norwegian), and many more, appeared in English because of the practical reasons when English speakers came across some new objects or ideas (Trask, 1994:10).

But English speakers often borrowed words from other languages for prestigious reasons, like a French word *faucet* and *autumn* – the words for these notions already existed in English before. English speakers often had an urge to show off their knowledge of a particular foreign language (Trask, 1994). Borrowing from French and Latin was highly motivated in the history of English language. After the Norman Conquest, French was used by higher societies in England and was present through centuries in English literature. In fifteenth and sixteenth centuries English writers knew French on the same level as their mother tongues. The same happened with Latin and Greek which were existent in most of scientific terms. After some time it was even hard to establish whether a particular word came from French, Latin or Greek (Bradstreet Greenough, 1961).

All of the borrowed items from other languages are so widespread within the English language that they are no longer considered as dialect-specific but rather fully respected English words (Wolfram and Schilling-Estes, 1998).

3.5 Language death and drastic language changes

There are about 6000 recognized languages in the world. Some of them, due to the decreasing amount of speakers or cultures emerging and disappearing, will sooner or later die out – many – have already become extinct. Only in Europe and Asia about 75 languages died out in the

past 500 years (Crystal, 2002:68). Only in Africa there are about 200 languages that are seriously endangered (Sasse, 1992:7).

3.5.1 Language death

Languages have always disappeared and been endangered. Gothic, Etruscan, Iberian, Sumerian, Hittite, Egyptian – all those languages were once lost and are now only available to learn from books – not from native speakers. There is no theoretical framework on language death in general, as it has not been studied in greater depth before. There exists of course some material on the extinction of some European languages, but as yet, there is no theory of language death (Sasse, 1992:7). The only information available for us is the historical causes, different linguistic and sociolinguistic phases and other factors which caused language death (Sasse, 1992:8). Linguists and anthropologists deal with the external settings and speech behavior in this context. Therefore it is possible to say that the phenomenon of language death is based on two levels (Brenzinger and Dimmendaal, 1992:3):

- the environment (with economic, political, historical and linguistic issues)
- the speech community (with its patterns of language use, attitudes, and strategies)

Physical factors influencing the life of a language are its native speakers – if the last native speakers die, there will be no further natural usage of language and it will become extinct. Another factor, which can cause language death, is not physical but mostly based on members of the speech community being influenced by another, stronger speech community. Those speakers, who then adopt the new culture, will eventually also adopt the language of the dominant group, which will then eventually lead to language death. There are many more factors involved in the process of language death; therefore it is a much more complex analysis of the problem. One language, which is

spread across many countries in the world, does not die out homogeneously – in one part of the world the language may be healthy, whereas in another part the same language may be rapidly disappearing (Crystal, 2002:88). Appel and Muysken (2006:38) present a simplified illustration of the factors affecting possible language death of a language, which was mentioned above.

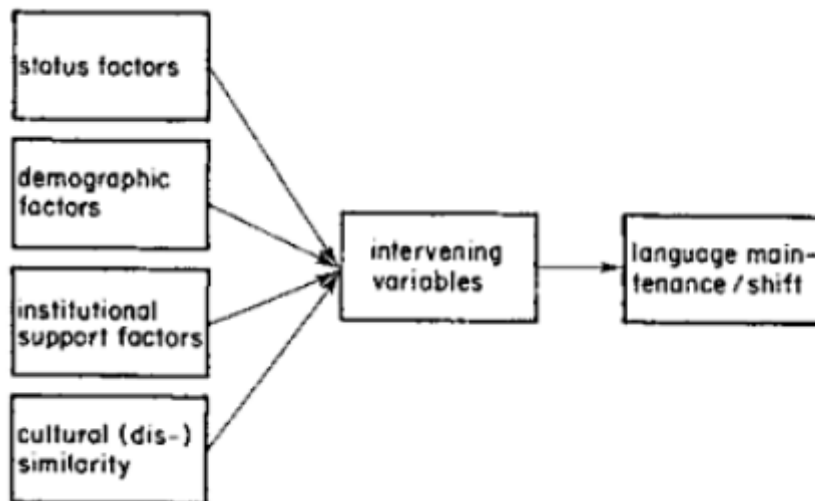


Figure 5 Factors affecting language maintenance. Retrieved from Appel and Muysken (2006:38)

In addition, linguists speak of a structural, substantial-linguistic set of phenomena, e.g. changes in phonology, morphology, syntax and lexicon of the language threatened by extinction. In short, it is a phenomenon of structural consequences done to the language in danger (Sasse, 1992:10).

Campbell and Muntzel (1992:182-183) present four different types of language death:

- *Sudden death*, where a language suddenly disappears because all its speakers suddenly die or are killed (e.g. Tasmanian).
- *Radical death*, a rapid language loss which usually happens due to severe political repression, often to the extent when speakers stop using the language in a form of self-defense (e.g. Lenca and Cacaopera in El Salvador).
- *Gradual death*, a loss of language caused by a slow but sure shift to the dominant language in the situation of language contact.

- *Bottom-to-top death*, the language is lost in the context of family intimacy, and is only used during the important rituals and occasions (e.g. Coptic).

Crystal (2002:89) fears, that in a few hundred years, the prospect of just one language per nation, and eventually just one language for the whole world – as some scholars insist on - may become a reality. There will of course be new languages or their new varieties appearing (possibly when it comes to English language) but it is important to raise the awareness of the problem and start a range of activities against it (Crystal, 2002:90).

3.5.2 Drastic language changes

In a situation where one language extends its basic vocabulary with words from another language we speak about lexical borrowing. Such a process concerns purely the lexical level of the language. However, in some more severe situation such an influence can also touch upon other elements of language, because lexicon itself is connected to context and also syntax. This means that some structural constraints of a donor language can be borrowed more easily and more frequently than others (Appel and Muysken, 2006:170). A more severe case of adopting words of another language is called *relexification*. In this process a vocabulary of a language is being replaced by vocabulary of another language – usually a more dominant one, whereas the grammatical structures remain untouched. Such a case is observable within those minority groups, which, through a language contact, undergo a change of cultural and ethnic identity. Such groups then develop a kind of mixed language with a large amount of borrowed vocabulary but still use the grammar of their mother tongue (Appel and Muysken, 2006:130).

When speaking of language change in case of borrowing it is important to mention the grammatical borrowing. During a course of grammatical borrowing a borrowed grammatical feature of one

language is used in another grammatical system. In such a process, we need to observe the degree of integration of a foreign grammatical item or structure into a language. However, depending on the degree of language contact, grammatical borrowing is still a rather superficial phenomenon (Appel and Muysken, 2006:163).

All in all, it is important to clarify that language changes and borrowing is mostly based on the sociolinguistic factors, where it is speakers who choose the path for the future of their mother tongues (Appel and Muysken, 2006:163).

4. Methodology and data collection

The goals of this research are 1) to find out whether Norwegian students are language aware, and 2) to learn what kind of linguistic behavior they have. In this chapter I will describe the type of methods I use for data collection and the kind of variables I need to take into account in this research technique.

As a speaker of Norwegian as a second language, I tend to be more attentive towards the structure of language native speakers use in their every day speech. As foreigners, we all try to master the language of the country we reside in into the native speaker level. However, it is not always easy to just follow the rules of grammar and syntax to be able to become fluent in language on the same level as the native speakers. We may know all the different grammatical rules and most of the words from the dictionaries, but all the nuances of the language are very difficult to learn and it takes time to learn them. Out of my own experience I know that in such situations it is essential to have contact with native speakers and try to speak with them about all the different topics.

As a part of student society in Norway, I realized quickly that there is more into Norwegian youth language and culture than what dictionaries and courses can teach. From my experience I learnt that in order to be accepted as a native-like-speaker of Norwegian one should also acquire the kind of styles of speech young people have in Norway. The most common feature of that way of speaking in Norway, out of my observations, is the usage of anglicisms in daily speech. What strikes me most, is that, if one listens carefully, e.g. on the streets or at the university, it is very common to hear even whole English sentences instead of fully functional Norwegian equivalents. Therefore I decided to focus my research on the attitudes and awareness of that linguistic behavior of students in Norway.

During my literature research I quickly found out that, to my surprise, anglicisms are generally accepted as functional lexical entities (65% of participants does not mind that way of speaking, 25%

does not care whether anglicisms appear or not) and, if used in a reasonable amount, are giving the speakers a wider variety of the ways of expression¹ (question number 16: students claim that Norwegian sometimes does not have the suitable notion – S1, S5, S8, S11, S13, S14, S15, S19). However, I am still concerned with the amount of anglicisms used in Norwegian language. That is why I decided to pursue a method of data collection by surveys to find out the attitude and awareness of the Norwegian students.

4.1 Methodology

At the first stage of my research, I carried out a small set of interviews with my Norwegian friends, which I recorded and analyzed for the purpose of my previous term paper. As a result, I became more and more interested in a bigger spectrum of that problem and decided to develop my research for the purpose of the Master's thesis.

In order to obtain the essential data, the main source of my information is a questionnaire which I send out to students of different faculties via e-mail. This method of data collection consists of twenty questions in English (see appendix 1). However, I do also apply a method of observation, where I note and create some kind of judgments and estimation into what extent the anglicisms are used in every-day language.

I realize that many of the participants of the research are not familiar with the notion of anglicisms; therefore I give a brief definition of anglicisms at the beginning of my survey². In the following questions, I use two different response formats where participants are asked to give their opinions by choosing from multiple choices or by writing a short answer on their own. The amount of

¹ See Appendix 2, question number 4 and question number 16.

² For the example of the survey see Appendix 1.

questions with multiple choice answers is limited because, as I try to find out about attitudes, I need the participants to give their view of the problem in their own words.

The questionnaire is divided into two parts, in the first one the students are asked to describe their English skills and in the second the focus is put on the attitudes towards anglicisms. The majority of the participants does not have any particular problems in communicating with foreigners in English (70% No difficulties, 20% Some difficulties³).

I provide students with a list of anglicisms, which I personally create by retrieving them from public forums and community-websites, which they have to complete by giving Norwegian equivalents. This method will show whether the claim that some new English words or concepts are either not translatable or do not exist in Norwegian language is entirely true or not. In other words, if the students enrolled in the study give an equivalent of the English word in Norwegian, it means that the manner of using the anglicisms over Norwegian equivalents is just a style of expression – not a necessary means of communication. However, if some words will repeatedly not receive any answer, it will show that they do not have any possible translation in Norwegian. Out of the survey it is possible to see that on average students found 7.7 out of 10 Norwegian equivalents (Appendix 2, question number 3, part 2). Thus, some participants protested that even though the equivalents exist, they do not carry the same amount of cultural information.

In the final part of my questionnaire I want to find out what Norwegian youngsters think of foreigners learning and speaking anglicisms. I want to know whether it is essential for foreign speakers to learn anglicisms as a part of Norwegian language, if Norwegians consider anglicisms as part of their culture. It came as no surprise that the greater part of the participants treated anglicisms as part of Norwegian language which should be learnt by foreigners (Appendix 2, question number 20, part2, 65% of students claimed it is important).

³ See Appendix 2, question number 1, question number 3 for the level of English knowledge.

The method of distributing the questionnaires via e-mail has a purpose to acquire opinions and ideas from students who answer on the questions at home or school – in a relaxed environment and during the time they wish to devote for it. In a different situation, e.g. during live interviews, the students would possibly feel stressed and obliged to give some kind of *correct* answer – different from their real and honest opinion.

During my study, I need to take into account the possible variables that can occur. I am aware of the inherent problems that could impact the final result, like the one that some students may feel pressured to answer *correctly* on the questionnaires, not with the information they really believe in, but with the information which – according to them – is considered as *appropriate*.

The target group of my research is students in the age of 18-30, male and female, native Norwegians, and mostly speakers using Bokmål as their written norm. I tend to avoid surveying native speakers of different varieties of Nynorsk dialects because this particular group of speakers is in general more language aware and more attentive towards keeping it clean from English words and expressions – as well as keeping Nynorsk as important as Bokmål. This kind of language purity would not be as objective for the purpose of my questionnaire and would be rather predictable. Speakers of dialects based on Nynorsk are more persistent of keeping their language clean because they believe Nynorsk is not as recognized and accepted as Bokmål (even if it is legally recognized in Norway).

The eligible candidates for this study are only native Norwegian speakers because, in my opinion, bilingual speakers residing in Norway would have a different attitude towards anglicisms than the native Norwegians. Bilinguals in Norway may be more aware of language changes because their mother tongues exist as minority languages in Norway – which again, does not serve towards my research.

The questionnaire is also no gender specific because it is not really relevant for the purpose of my study.

The analysis of the data was carried out manually. It is based on tables with answers for each question and each particular questionnaire, created for a cleaner view of the overall pattern of answers (See Appendix 2). As a result I am able to retrieve the information much quicker and can group the results into different attitudes towards anglicisms. At the end I am also evaluating each single questionnaire to see the differences in attitudes towards anglicisms and whether they follow some kind of similar pattern.

Subsequently, I identify and compare similar studies in the field which were carried out before in order to compare my results.

During the data collection I encountered some problems. In the questionnaire for the students the questions were possibly too long and required students to write much which lead to the point that some of them left out some questions, whereas others did not answer fully on them. For further references this is an important issue to mark because in this case some students may not have answered with their full opinion on the topic.

In addition, the questionnaires may have restricted the amount of information which I could have retrieved if I carried out interviews instead. During a face to face interaction, it is much easier to receive more relevant facts.

4.2 Results

I was able to ascertain that the majority of the participants of the study had rather relaxed attitudes towards anglicisms in the Norwegian language (Appendix 2, question 8, part 2, 65% had neutral attitude). Generally, the interviewed students do not have anything against the English words coming into their language because they do not think it is a serious procedure. Interviewees see that

there is a rather large amount of English words coming into every day Norwegian but they think that these words have a short existence and are forgotten rather quickly. All the participants agree that the usage of Anglicism happen mostly on the informal level – among friends, peers, and in a private surrounding, whereas in formal situations the standard Norwegian with its dialectal varieties is used by speakers (Appendix 2, question 6, part 2). Therefore we can only discuss the spoken language, instant messaging, online gaming, and popular culture being influenced to some extent by English language. Films, music and magazines adopt this new style of speaking if they want to be up to date with the youth slang and culture.

Many of the participants mention that anglicisms are only used among people who know each other – they emphasize, that they would not use English-origin words towards a stranger – even if it was somebody from their age group. In other words, they mean that anglicisms are used as a kind of inner-language which is supposed to bond people who belong to one group and express their emotions. Therefore, we can speak of anglicisms being used as group identity markers.

As a part of my research I was very interested to find out what kind of attitude the participants had towards learners of Norwegian as a second language, whether they should learn anglicisms as a part of the language and culture. An interesting fact is that approximately one third of the students think that as anglicisms are so commonly used in Norwegian, foreigners should also learn how to use it, but as a rather later stage of their learning. This slightly contradicts their idea of not being worried about English words flooding their mother tongue because those words do not exist too long time in the every-day dictionary.

In the questionnaire, I asked the students to give Norwegian equivalents to different English slang words which I gathered from various forums and internet websites (e.g. www.facebook.com⁴ - henceforth: facebook.com). I was surprised to find out that, out of 10 examples, almost all participants were able to give Norwegian equivalents to almost all the words. This indicates the point

⁴ Founded in February 2004, Facebook is a social utility that helps people communicate more efficiently with their friends, family and coworkers (retrieved from <http://www.facebook.com/press/info.php?factsheet>)

that most of the English words in Norwegian used in slang appear because of speakers who want to use whole English expressions in their language – not because they do not find a good translation in their mother tongue.

Further results of the research on the attitudes towards anglicisms will be taken up in the next chapter.

5. Do you respect your own language?

Should we be alarmed by the amount of anglicisms flooding our mother tongues? Are anglicisms really threatening? Should we be more language aware?

As a linguist I am probably slightly more interested in language, its variations and functions than people who specialize in other spheres. I am also more attentive towards language changes and their rather fast development. Therefore, I was very absorbed with the fact that anglicisms are so powerful and influential on more and more languages in Europe. The curiosity and a rather negative point of view on anglicisms were the main points for me to carry out a research into that direction.

Anglicisms, as mentioned in the previous chapters, are maybe not dangerous towards other languages, but an extensive usage of them can lead to some serious changes in the lexicon, syntax, semantics and word meaning of a language. In order to control these irreversible changes it is important to speak openly about the problem and make speakers of the endangered languages more aware of the problem.

If linguists can find out how people react towards anglicisms – whether they like them dislike them or simply not have any special opinion about them, it will be easier for the linguists to grasp the scale of the problem and approach it from the best way.

As mentioned before, in my study I wanted to investigate how Norwegian students respond to the usage of anglicisms in their mother tongue. As a speaker of Norwegian as a second language, I am maybe more conscious and can hear more into what extant the anglicisms are being used in every day Norwegian. Therefore, I decided to investigate the problem by approaching it with a study based on Norwegian youth language.

5.1 Short summary of the study

The study was based on questionnaires directed towards students whose native language is Norwegian. Its purpose was to learn their attitudes towards anglicisms in their mother tongue. The aim of the project was to detect whether youngsters in Norway are aware of the language changes that may happen in Norwegian language and if it is important to see this process as something negative.

The results of the study showed that most of the Norwegian students are very much aware of a rather intense usage of anglicisms in Norwegian. Some of them choose this way of speaking on purpose when communicating with a special group - usually friends, in order to achieve a special status or be accepted among peers. However, they do have control over the amount of words borrowed from English and can quickly switch to the *normal* way of speaking – not feeling in any way limited. In some special cases English words are used when there is no suitable Norwegian equivalent or when one exists but does not reflect the actual situation or state.

All in all, students are highly language aware but do not worry about their mother tongue being in any way negatively influenced by English. They seem to have a correct dose of criticisms towards anglicisms as they can differentiate and correctly assess when they are or are not allowed to use anglicisms.

Some participants speak of particular extreme cases of speakers who exaggerate in the way they speak – but the amount of them and the intensity will long not have any specific influence on the limitation of Norwegian language.

5.2 Discussion and conclusions on the topic

If we analyze different articles⁵ in Norwegian newspapers which focus on English being a main word-donor for Norwegian language, we could come to the conclusion that Norwegians in general are very language aware. However, in reality, the discussion and awareness ends with the last sentence of such an article – in other words, in one newspaper there can appear an article about anglicisms flooding Norwegian language and another article, will contain extensive amount of anglicisms. This is a very strange practice of making Norwegian speakers more sensitive to the problem but, at the same time, accepting the process and, in a way, assuring them that it is fine to use anglicisms. Media, nowadays, is one of the main tools for spreading information, knowledge and generally accepted norms. If media does not preserve the language and unofficially accepts the new norms, why should regular Norwegian speakers be any different in their way of speaking? Following this pattern, a regular Norwegian speaker should be language aware, should have a negative attitude towards anglicisms, but still accept and use anglicisms in his/her every-day language. Maybe it is high time that Norwegian native speakers ask themselves a question if such a process could lead to Norwegian becoming an endangered language. This is of course a very far-reaching possibility which in Norway, with its 4.7 million⁶ inhabitants, is not really likely to happen. However, Norwegian speakers should not freely accept those irreversible changes that are happening to their language.

As named in previous chapters, young people are the target group to approach about preserving the future of a language. When it comes to language development and creating new words, it is the young generation that is mostly involved in the process (Hasund, 2006b). Younger generation is a little bit less interested in the linguistic strife over details of Norwegian language use – than older

⁵ *Vil verne norsk, omfavner engelsk* in ABC Nyheter, *Politikerne gir blaffen i norsk språk* in Bergens Tidende, *Engelsk vinner terrenget* in UNIVERSITAS, *No pain, no gain* in Studvest.

⁶ Norwegian population retrieved from Jones and Olwig (2008:553)

generations (of their parents or grandparents) (Omdal, 1995). They are considered to be very creative and innovative in the way they pick words and use them in their every-day language – however, it is not entirely so. Even if young people change the language and make it more diverse, it does not mean they always develop it in a good way (Hasund, 2006b). The results of a few studies carried out among young Norwegians showed that slang words in Norwegian language are generally based on English words. UNO completed a research in 1998 on slang in Norway, Sweden, Denmark and Finland (*Nordic Teenage Language - Språkkontakt och Ungdomsspråk i Norden*). In the Norwegian part of the study, teenagers were asked to give as many slang words and its explanations as they could recall for 55 general Norwegian words (among them words for people, body parts, and money). The research exposed that those youngsters have an extensive knowledge of slang words in English language (mostly 'dirty' words). This means that anglicisms are very well known in youth speech and also rather frequent. However, the study did not show how much and how often young Scandinavians use anglicisms in their every-day language.

Johansson and Graedler (2002) focused on the frequency and amount of English words and expressions in Norwegian youth language. According to the authors, English does not appear very often in Norwegian language. The reason why we believe it is so common is that youngsters use whole English expressions, citations, or already made comments – not English words involved in a complex grammatical process. What is more, anglicisms used in Norwegian language are often swearwords or other terms which carry negative connotations. In addition, English, as a foreign language, will always be more distinctive out of all the other slang words (Johansson and Graedler, 2002).

During a careful observation of conversations and chatting on *facebook.com* I noticed the pattern of usage of anglicisms among young Norwegians. Sometimes those English expressions are used in order to obtain some kind of image or a level of *coolness*. In other situations they are used because speakers express some kind of opinions about international or generally foreign situations, things, or

places. Below, I present five conversation clippings from *facebook.com* (quotes published under the agreement from the users of facebook.com) where this kind of usage of anglicisms is clearly visible (anglicisms are underlined with a red line).

1.

Hehe, det er et komplisert språk sann..., har hatt meg halvannen måned her i Ukraina no, hehe, niiice men confusing.., e du i Praha still?!?
2.

diett å slek, ha ti de my smoothie! ;) Haha.. Jaaa, va konge..!! Artigt heile græia - I tell u more later! :p Ser ut såm um d æ mange såm vil gje c m neste år au - å d æ
3.

 6 tima på skulen i dag, 8 i månd and more to come. how fun
 Comment · Like
4.

  oi, stemmer... I forgot!!! ./ Masse lesing på meg også, nærmer seg eksamen... er du ferdig i år eller?? =)
5.

  Goode ting, my friend;) Asså, etter det som kun ble

From the examples above it is evident that English expressions are used in a rather controlled manner, especially in example nr. 2 and 5, where the irony of using anglicisms is indicated by emotions, like: “:p” (😜) or “;)” (😏). That kind of linguistic behavior indicates a highly advanced language abilities. We could even go as far as claiming that these *facebook.com* users have very developed competences in their own mother tongue, to the extent that they can play with the language in such a way. Furthermore, it requires a lot of knowledge of both the languages (Norwegian and English) to be able to create new slang words. A natural way of creating new slang words is to borrow words and notions from other languages and use them as a part of a mother tongue (Hasund, 2006b).

Hasund (2006a) believes that it is not really the language of Norwegian youth we should be worried about – it should rather be all the scientists, scholars and people in the technological field who prefer the usage of English words. Sjørgulen (2008) complains that about 62% of scholarly papers published in Bergen in 2005 were in English. What is more, NTNU (Norwegian University of Science and Technology) encourages scholars and PHD students to write their work in English, instead of Norwegian. Norwegian scientists are being granted additional points for writing their papers in English – which, e.g. never happens in countries like Germany or France (Sjørgulen, 2008). Hasund (2006a) gives an example of the main industrial concern in Norway: StatoilHydro, which chose English as its main language of communication in the company. Johansson and Graedler (2002) believe that it is both positive and negative for the Norwegian language. Internationalization is a positive thing for culture, but if English language becomes dominant in the industrial domain, it could lead to Norwegian being underdeveloped in that area. What could then lead to a domain loss (Norwegian: *domentap*⁷) – the more English notions appear within one domain in Norwegian, the more Norwegian language is receded from that particular domain, and English becomes its most important language (Hasund, 2006b:56). When speaking of domain loss in Norwegian language, we can say that particular areas, like e.g. industry and science, is being almost devoured by English (Sandøy, 2000:23).

Rand Schmidt (1982) divides linguists into two groups when it comes to attitudes towards anglicisms: there are pragmatists, who insist that anglicisms enrich Norwegian language and see absolutely no danger in their existence in Norwegian, and there are purists, who are strongly convinced that anglicisms impair Norwegian and can cause real damage in the future. According to Rand Schmidt (1982) the mixed approach is the correct one, where the attitudes are leveled out – in other words, uncritical borrowing is negative but narrow-mindedness is also harmful to the language.

⁷ *Domentap* retrieved from Hasund (2006b:57)

The result of my study agrees with the Johansson and Graedler's (2005) conclusion that attitudes towards anglicisms in Norway depend on the social and geographical standards of the speakers. Norwegian students coming from bigger cities have a much more relaxed attitude towards the appearance of anglicisms in Norwegian language, whereas youngsters who come from rural areas are stricter towards such a process. For those speakers a Norwegian word has much more value than a borrowed word and they do not need slang words borrowed from English to achieve some kind of level of *coolness* or be accepted among their peers (Johansson and Graedler,2005).

Such opinions give a rather strong light in the tunnel and a relief that Norwegian speakers are not in fear of losing in the war against the anglicisms. It is, however, very important to raise the consciousness of the problem among young people and teach them about the possible irreversible harm it could cause to their mother tongue

5.3 Is Norwegian language in danger?

Even though, in the context of other bigger languages in Europe, Norwegian language can be considered as a minor language, it does not belong to the definition of minority languages and it is not included into their group, as for example Catalan, Basque or Sami are. Norwegian is also not in a serious danger of losing its grammatical properties or changing its whole lexicon into other language's lexicon. It also definitely does not and will not share the history of the Polynesian language Maori, which, because of its terminal speakers, is an endangered language.

But we should certainly not forget that Norwegian was once considered as a minority language – it was treated as a dialect of Danish until the Danish rule finished in the beginning of the nineteenth century. What is more, Norwegian only acquired a full status as a language after becoming independent from Sweden in the beginning of twentieth century (Ager, 2005:1060). Therefore, a

question which comes to my mind immediately when considering these facts is, why polluting your own language with loaned words, when your mother tongue has only been liberated for not more than 104 years? We need to keep in mind that by the example of Norwegian, languages are often “created” from the political changes or changes in the state – not the other way around (Ager, 2005:1060). Therefore, I believe that there is really no point asking whether Norwegian is in danger of losing its properties as a language. Norwegian speakers should not go too far with their frivolous borrowing of the vocabulary.

5.4 My personal view on the topic

Before I carried out the research on the attitudes and awareness towards anglicisms in Norwegian language, I had a very strong opinion on this topic. As a foreigner, I found this practice somewhat strange and unnatural, what is more, even irritating. I sometimes thought that Norwegian youngsters had no respect towards their mother tongue and were more attentive towards choosing the correct form of the English words than really focusing on avoiding them.

After completing the study I was slightly surprised by its outcome. Even though Norwegian students do not pay too much attention towards their mother tongue or do not really identify themselves with it, they are still careful in the amount of anglicisms they use. It is also important to keep in mind that those students, who have no relation towards language studies and linguistics, will never care as much about languages and their well-being, as linguists or philologists. Therefore, it is our duty to pay attention to the way languages develop and how native speakers deal with those changes. Through research, publishing papers, giving interviews in newspapers, and keeping the general alertness it is possible to raise the understanding towards linguists’ concerns among native speakers.

Because English in general does not have a '*killer function*' – it is just used as a main mean of communication between people in the world – we are the ones who can cause that it can become dangerous to our mother tongues.

5.5 Possible limitations in the study

My study has several limitations. One of these is the sample size, which is relatively small for an attitude study. In total there were 20 students who answered on my questionnaires. However, as my study had a comparable outcome to the similar studies carried out by other linguists in previous years, this factor did not affect the result in any serious way.

The second limitation, which needs to be acknowledged and addressed here, is the possibility that my calling for attitudes or specific answers on questions could cause that the participants did not give me their honest opinions but rather socially desirable responses. If such a thing occurred, it would be a suggestion for an improvement for the future studies to focus more on the covert language attitudes instead of the public ones by implementing different data collections.

5.6 Final word on the study

In summary, my data suggested that in general Norwegian students have quite a great deal of language awareness but are rather relaxed towards it. They do use anglicisms in their every-day language but claim that they manage to control this linguistic behavior. This is important information

for linguists and language purists in their effort to preserve languages. However, it is important to remember that the amount of anglicisms used in Norwegian language is still rather big; therefore it is essential to speak about the problem and control the development of language.

The findings of the study have confirmed the general theoretical approach of the specialists in the field. However, a more thorough research is suggested in this domain of language in order to keep the hand on the pulse.

6. Conclusion

This dissertation attempted to learn about the attitudes of Norwegian students towards anglicisms. The aim of the research was to find out if they are aware of the changes in their mother tongue and what kind of opinions they have about it. The second objective of the thesis was to analyze what professionals in the field think of the anglicisms appearing in foreign languages in such large amount.

The study found that there is an overall controlled usage of anglicisms in Norwegian language. By examining the attitudes of Norwegian students I could conclude that youngsters in Norway are aware of the fact that anglicisms appear in a rather large amount in their every day speech, but at the same time they are not concerned with that fact. There were a few voices against the speakers who exaggerate in their usage of anglicisms, but all in all, all participants agreed that there is nothing to worry about.

Media in Norway tries to step in and inform people about the possible damages anglicisms could cause to Norwegian language. However, at the same time journalists still like to play with English words in their articles and television shows. That kind of behavior is not really logical, especially in their declared war against language pollution but in my eyes it is simply irresponsible.

It is a fact that an extensive usage of foreign words may lead to some serious changes in a language. Even though linguists have a rather relaxed attitude towards anglicisms, they still recommend being careful and rational when applying them in an every-day speech. However, language spread and language change have a dynamic on its own – something that we need to accept but at the same time we need to observe and control (Cenoz and Jessner, 2000). Since most of the Europeans would not wish to see their mother tongues being replaced by English (Anderman and Rogers, 2005).

The initial assumption that Norwegian youngsters are not conscious about their language was proved to be wrong in the course of the research. This is a positive message for the future generations of Norwegian speakers. Nevertheless, it is important to make people familiar with the problem, to enlighten those who exaggerate in their usage of anglicisms, and be alerted the moment it goes out of control.

Then again, further research is also essential in this field. Attitudes and opinions are becoming more and more relaxed and tolerant towards such linguistic behavior. It is crucial to focus on possible danger and negative development of Norwegian language under the influence of English. Perhaps a separate study on the actual connection between Norwegian language and Norwegian patriotism would be useful - where the main focus would be on the question if Norwegian language would still keep its Norwegian soul if native speakers started to borrow words from English in an absolutely uncontrolled way.

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APPENDIX

Appendix 1:

Example of a Questionnaire for Norwegian students

QUESTIONNAIRE

Please answer the following questions. If you wish to add any comments or opinions on the topic of the questionnaire, do not hesitate to do it. This is an anonymous questionnaire so be absolutely honest – there is no right or wrong answer! All the answers will only be used for the purpose of my Master's Thesis.

PART 1: Questions about English proficiency:

1. Do you find it difficult to communicate in English with foreigners?

- Yes
- No
- Some

2. What is your major?

3. How would you describe your English skills?

- I know Basic English
- I can easily communicate in every-day situations
- I am fluent in English and can lead conversations on any topic

4. How old are you?

- 18 – 20

- 21 – 24
- 25 – 30

5. Gender

- Female
- Male

6. What is your birth place?

- Urban area
- Rural area

PART 2: Questions about anglicisms:

Anglicism: a word or expression that is recognizably English in its form (spelling, pronunciation, the word itself or at least one of the three), but is accepted as an item in the vocabulary of Norwegian (Görlach, 2003⁸), examples: all right (åltreit), cheesy, fancy.

1. Do you think that anglicism dominate today's youth-language?

- Yes

What do you think may be the reasons?

- No

Why not:

2. How often are anglicisms used by young people?

- All the time
- Very often (in almost every other sentence)

⁸ GÖRLACH, M., 2003. English words abroad. Amsterdam : John Benjamins

- often
- seldom
- never

3. Try to find Norwegian equivalents of the English words/expressions⁹ below:

- yes :
- all right:
- booze:
- anyway:
- gangster:
- cheesy:
- in your dreams:
- wannabe:
- sweet:
- you wish:

4. What do you think about using anglicisms in your mother tongue?

- I do not mind using them
- It irritates me
- I do not care
- Other: _____

5. If you were to make a guess, what would be the most used anglicisms in Norway? Give an example!

⁹ Words retrieved from HASUND, I.K., 2006. Slang. Oslo: Kunnskapsforlaget

6. In what kind of situations (formal, informal, with close friends, with old people, with male, with female, etc.) are anglicisms used most often in Norway? In other words, what kinds of people (students, pupils, others) are more likely to use them? Why do you think it is that way?

7. Do you think that anglicisms influence your mother tongue in any way? If yes, in which way?

8. What is your attitude towards the influence of the Anglo-American culture in Norway?

9. Do you tend to use English words when you speak Norwegian?

- Yes
- No

If your answer to question number 9 was “NO”, please skip the questions 10 – 11!!!!!!

10. How often do you use English words in your every-day speech?

- all the time
- often
- seldom
- never

11. When speaking to your peers (friends, people of same age, same social or educational background), do you choose to use English words on purpose or does it come naturally?

12. Do you think that words like “YES” and “ALLRIGHT” (Norwegian spelling: “Ålright” or “Ållreit”) belong to every-day Norwegian?

13. If a close friend or someone in the same situation uses English words in Norwegian sentences, do you notice that kind of linguistic behavior? Does it annoy you or does it sound natural to you?

14. Do you think that maybe one day Norwegian native speakers will use “YES” instead of “JA”?

15. If “YES” became part of Norwegian language, substituting its Norwegian equivalent “JA”, would it be negative for the language?

16. Why do Norwegian native speakers choose to use English words instead of their Norwegian equivalents?

17. Who tends to use anglicisms more in Norwegian – women or men? Why?

18. Could English words ever be dangerous for Norwegian language? I.e. could Norwegian language ever become extinct, if native speakers used anglicisms more and more in their every-day speech?

19. Do you identify yourself with Norwegian language? Is it important for you to use Norwegian words, even if your peers use English words for the same things/situations? Or is it rather the same?

20. Is it important for foreigners learning Norwegian as a second language (i.e. immigrants and refugees) to also learn that way of speaking? Is it a part of Norwegian language and culture?

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!

Appendix 2:

Summary of the results from the questionnaires.

QUESTIONNAIRE

PART 1: Questions about English proficiency

1. Do you find it difficult to communicate in English with foreigners?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Yes									•			•								
No		•	•	•		•		•		•	•		•	•	•	•	•	•	•	
Some	•				•		•													•

Summary:

10% - Yes

70% - No

20% - Some

2. What is your major?

S1	Law
S2	Comparative politics
S3	Telecommunications
S4	Administration and organization
S5	Law
S6	Computer Science
S7	Law
S8	Linguistics
S9	Law
S10	Economics
S11	Nursing
S12	Linguistics
S13	History of Art
S14	Business
S15	Business
S16	Business
S17	Media Studies
S18	Law
S19	Law
S20	Media

Summary:

Various majors, most represented one is Law with 30%

3. How would you describe your English skills?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Basic English																				
Easily communicate	•	•			•		•		•	•			•	•	•		•	•		•
Fluent in English			•	•		•		•			•	•				•			•	

Summary:

0% - Basic English

60% - Able to easily communicate

40% - Fluent in English

4. How old are you?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
18 – 20				•											•					
21 – 24	•	•			•				•	•				•		•		•	•	
25 – 30			•			•	•	•			•	•	•				•			•

Summary:

10% - 18-20 years old

45% - 21-24 years old

35% - 25-30 years old

5. Gender

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Female								•	•		•	•	•				•			•
Male	•	•	•	•	•	•	•			•				•	•	•		•	•	

Summary:

35% Female

65% Male

6. What is your birth place?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Urban area	•		•		•	•	•	•						•	•			•	•	•
Rural area		•		•					•	•	•	•	•			•	•			

Summary:

55% - Urban area

45% - Rural area

PART 2: Questions about Anglicism:

1. Do you think that Anglicism dominate today's youth-language?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Yes	•			•	•	•	•	•	•	•					•	•			•	•
No		•	•								•	•	•	•			•	•		

Summary:

60% - Yes

40% - No

2. How often are Anglicisms used by young people?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
All the time										•										
Very often								•								•			•	
Often	•			•	•	•	•		•		•	•	•	•	•		•	•		
Seldom		•	•																	•
Never																				

Summary:

5% - All the time

15% - Very often

65% - Often

15% - Seldom

0% - Never

3. Try to find Norwegian equivalents of the English words/expressions¹⁰ below:

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Amount of answers	9/10	9/10	8/10	5/10	9/10	7/10	10/10	3/10	6/10	10/10	9/10	6/10	9/10	10/10	8/10	10/10	3/10	9/10	8/10	6/10

Summary: On average students found 7.7 out of 10 answers correctly.

4. What do you think about using Anglicism in your mother tongue?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Don't mind		•	•	•		•	•	•	•	•	•				•	•		•		•
Irritates me												•					•			
Don't care	•				•								•	•					•	

Summary:

65% - Don't mind

10% - Irritates me

25% - Don't care

¹⁰ Words retrieved from HASUND, I.K., 2006a. Slang. Oslo: Kunnskapsforlaget

5. If you were to make a guess, what would be the most used Anglicism in Norway? Give an example!

	Most used anglicism in Norway
S1	Tricky, yes
S2	Okay
S3	Okei
S4	Yes
S5	Tricky, yes
S6	OK
S7	Okay
S8	Okey
S9	Cool, okei
S10	O.K, cool
S11	Yes
S12	Yes
S13	Okay
S14	Okay, Sex
S15	OK
S16	Yes
S17	OK
S18	All right, nice
S19	Yes
S20	Yes, nice

6. In what kind of situations (formal, informal, with close friends, with old people, with male, with female, etc.) are Anglicisms used most often in Norway? In other words, what kinds of people (students, pupils, others) are more likely to use them? Why do you think it is that way?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Formal							•				•									
Informal	•	•		•	•	•	•	•	•	•	•	•		•	•	•		•	•	•
Young people	•	•	•	•	•	•	•	•			•	•			•	•	•	•	•	•
Older people							•													
Students/Pupils	•	•	•	•	•		•		•		•	•	•		•	•		•		•
Friends	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Summary:

10% - Formal

85% - Informal

80% - Young people

5% - Old people

70% - Students/pupils

100% - Friends

7. Do you think that Anglicism influence your mother tongue in any way? If yes, in which way?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Yes	•	•	•	•	•	•	•	•	•				•	•	•	•			•	•
No										•	•	•					•	•		

Summary:

75% - Yes

25% - No

8. What is your attitude towards the influence of the Anglo-American culture in Norway?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Positive			•				•							•			•			
Negative								•			•	•								
Neutral	•	•		•	•	•			•	•			•		•	•		•	•	•

Summary:

20% Positive

15% Negative

65% Neutral

9. Do you tend to use English words when you speak Norwegian?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Yes	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•
No																	•			

Summary:

95% - Yes

5% - No

If your answer to question number 9 was “NO”, please skip the questions 10 – 11!!!!!!

10. How often do you use English words in your every-day speech?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
All the time																	-			
Often						•	•	•	•	•					•	•	-		•	
Seldom	•	•	•	•	•						•	•	•	•			-	•		•
Never																	-			

Summary:

40% - Often

55% - Seldom

5% - No answer (-)

11. When speaking to your peers (friends, people of same age, same social or educational background), do you chose to use English words on purpose or does it come naturally?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Deliberately																	-			
Naturally	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	-	•	•	•
I don't use them																	-			

Summary:

95% - Naturally

5% - No answer (-)

12. Do you think that words like “YES” and “ALLRIGHT” (Norwegian spelling: “Ålright” or “Ållreit”) belong to every-day Norwegian?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Yes	•	•		•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•
No			•							•										

Summary:

90% Yes

10% No

13. If a close friend or someone in the same situation uses English words in Norwegian sentences,

(a) do you notice that kind of linguistic behavior?

(b) Does it annoy you or does it sound natural to you?

(a)

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Yes		•	•	•		•	•	•		•	•		•	•	•		•	•		•
No	•				•				•			•				•			•	

Summary:

70% - Yes

30% - No

(b)

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Yes			•	•		•							•				•			
No					•		•	•	•					•	•	•		•	•	
Neutral	•	•								•	•	•								•

Summary:

25% - Yes

45% - No

30% - Neutral

14. Do you think that maybe one day Norwegian native speakers will use “YES” instead of “JA”?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Yes							•				•	•								
No	•	•	•	•	•	•		•	•	•			•	•	•	•	•	•	•	•

Summary:

15% - Yes

85% - No

15. If “YES” became part of Norwegian language, substituting its Norwegian equivalent “JA”, would it be negative for the language?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Yes	•		•	•	•	•		•	•	•		•	•	•	•	•	•	•	•	•
No							•													
Maybe		•									•									

Summary:

85% - Yes

5% - No

10% - Maybe

16. Why do Norwegian native speakers choose to use English words instead of their Norwegian equivalents?

	Reasons
S1	Words feels better or more sufficient to use, there is no equivalent in Norwegian for some English expressions
S2	Influenced culture, "slang", trends
S3	Result of culture influence
S4	Fast development, internationalization, globalization
S5	It's an addition. In some situations, there is no equivalent in Norwegian for English expressions, or the English expressions sound better or are more sufficient to use.
S6	Stronger meaning in English words
S7	It comes naturally as we become more globalized
S8	Sometimes the right word just doesn't come to mind, but I remember the English word. Or the English word highlights a nuance better then the Norwegian word does.
S9	It's so usual to do that we probably don't question it at all
S10	Some use English instead of Norwegian simply because they don't know they are doing it, as a result of the bombardment of English speaking media. Some use it to mimic another culture trying to make it their own by mixing it with their native tongue.
S11	A word in English might have another nuance in its meaning than the Norwegian one. As for words as "YES" I believe the influence might come from movies and TV series. And young people might want to sound cool and show that they are connected to the English language
S12	TV and film English culture (and thus English language) has come to be perceived as cool. So if you want to be seen as cool, you use the kind of language that reminds one of those things.
S13	When we choose English words, it is because there is no good way to say this in Norwegian. We watch movies and tv series in English and learn new expressions, and then we adapt them. And when someone tries to come up with a Norwegian equivalent it sounds weird, because that way of expression isn't really Norwegian.
S14	Influenced by TV, sounds cooler, not always a good Norwegian equivalent
S15	Sometimes English words can be used to express yourself better than when using the Norwegian words.
S16	It is particularly used in sentences where something cool is supposed to be expressed.
S17	Some of them are often used in films etc, and people may want to act as they've seen them. They are also used in internet pages, such as facebook.com, blogs etc
S18	I think they normally do it without thinking about it. And when they do it on purpose I think they are trying to be "trendy"

S19	In order to sound cooler, and sometimes when there is no Norwegian equivalent
S20	To show that they are cool

17. Who tends to use Anglicism more in Norwegian – women or men? Why?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Men	•		•		•		•		•			•					•	•	•	•
Women																				
No difference		•		•		•		•		•	•		•	•	•	•				

Summary:

50% - Men

0% - Women

50% - No difference

18. Could English words ever be dangerous for Norwegian language? I.e. could Norwegian language ever become extinct, if native speakers used Anglicism more and more in their every-day speech?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Dangerous	•			•			•			•	•									•
Not dangerous	•	•	•		•	•		•	•			•	•	•	•	•	•	•	•	

Summary:

30% - Dangerous

70% - Not dangerous

19. (a) Do you identify yourself with Norwegian language? (b) Is it important for you to use Norwegian words, even if your peers use English words for the same things/situations? Or is it rather the same?

(a)

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Yes		•	•	•	•			•	•		•	•		•	•		•			•
No	•					•	•			•			•			•		•	•	

Summary:

60% - Yes

40% - No

(b)

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Important	•	•	•	•	•	•		•		•	•	•				•	•			
Unimportant									•				•						•	
Neutral							•							•	•			•		•

Summary:

60% - Important

15% - Unimportant

25% - Neutral

20. Is it important for foreigners learning Norwegian as a second language (i.e. immigrants and refugees) to also learn that way of speaking? Is it a part of Norwegian language and culture?

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Important	•				•	•	•	•	•	•	•	•	•		•		•		•	
Unnecessary		•	•	•										•		•		•		•

Summary:

65% - Important

35% - Unnecessary