Danish Users on YouTube in a Globalized World

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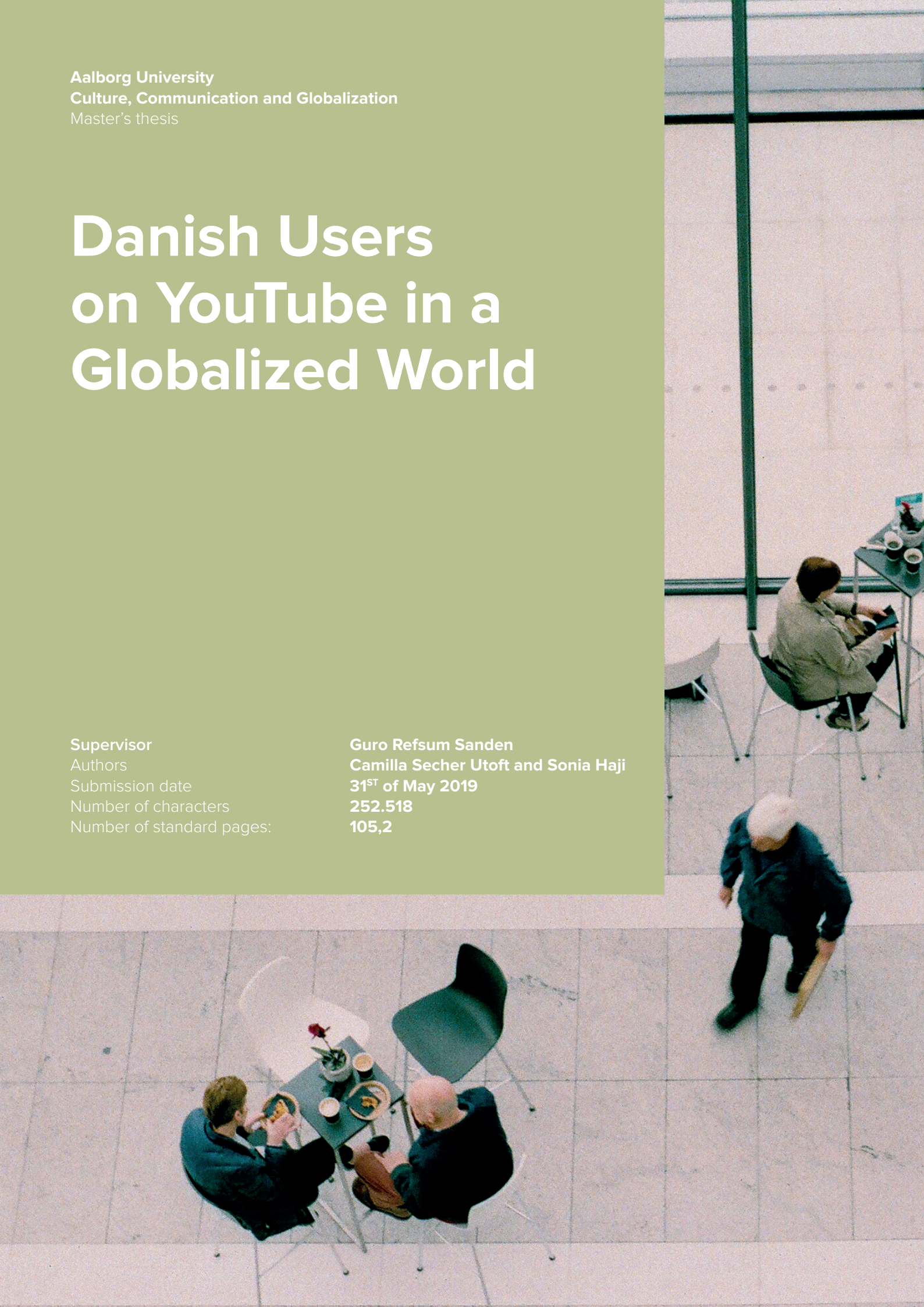
ABSTRACT

In this thesis, we seek to explore how Danish users understand nationality and language when seeking information on the platform YouTube. Moreover, we analyse how the Danish users' understanding of nationality and language can contribute to the dilemmas of international marketing. The motivation of this thesis is found in the expanding use of international media, where YouTube, as a preeminent global platform, is used by a vast number of people worldwide. Therefore, we found it significant to examine a specific group of Danish YouTube-users perception and understanding of divergent nationalities and languages present on YouTube, as a new "pull"-dimension within the era of Web 2.0 has emerged, where users are able to search and select information as they wish.

In order for us to gain an insight of this particular phenomenon, the thesis provides a theoretical framework and a presentation of the reviewed empirical literature, which follows four main fields: stereotyping, the globalization of culture, the English language and lastly standardization and adaptation. Additionally, the research was conducted by establishing eight individual interviews, which then was supplemented by a focus group interview with six participants. The findings suggested that the group of participants had certain sets of preferences and requirements in the information they have searched and retrieved on YouTube, where this understanding has been discussed in relation to the relevant empirical literature. The discussed findings were then applied in the last discussion concerning the concepts of standardization and adaptation. Here, we discovered that the group of participants' understanding and preferences strives for an adapted and modified approach, which merely implies the dilemmas of international marketing in the case of YouTube and the search of product information.

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Introduction

1.0 Introduction

The Danes' media consumption has radically changed, as the usage of online media platforms has expanded; subsequently, the Danes' usage of traditional media has declined. Statistics exhibit that the weekly TV-consumption in Denmark was 95% in the year of 2010 while being decreased to 80% in the year of 2017 (Slots- og kulturstyrelsen, 2018, p. 39).

The source behind this conversion can be seen in the resurrection of Web 2.0, which has ensued in a greater use of online digital media, where the traditional "push"-communication of information is now progressively overwhelmed by a new "pull"-dimension that enables people to seek the information, as they wish (Dalsgaard, 2010, p. 1). The era of Web 2.0 is considered to have instigated a shift in the use of the Internet, which has gone from people formerly being rather passive in the period of Web 1.0 to have become a part of the online digital universe of Web 2.0 (Nations, 2019). Within Web 2.0, people are able to immediately communicate and share knowledge online across the world (Ibid.)

Thus, Web 2.0 has led to an online digital cosmos where the consumption of the sharing of information is to a greater scope used interactively among people across the world (Ibid.). This radical shift that has arisen due to Web 2.0, has a substantial role in the way consumers use the Internet and in the way knowledge and information is globally distributed online amongst them. As a result, Web 2.0 functions as a medium for international companies, as they are capable of reaching a wider audience worldwide, which also is evidenced by the fact that several companies opt to use this valuable prospect of Web 2.0 (Lavi, 2017, p. 2).

Within Web 2.0, numerous media platforms, such as social networking sites, have surfaced, which are a part of the interactive information sharing among people and consumers. The international medium platform, YouTube is especially contemplated as a platform where people and companies worldwide have the possibility to create and exchange information and knowledge through visual content on the terms of videos – thus consumers can search and selectively choose the videos, they wish to see (Balunywa, 2008). Numbers display that over 1.3 billion of people worldwide use YouTube and that 300 hours of videos are uploaded every single minute,

indicating that YouTube is a forceful and dominant medium on a global scale (Merchdope, 2019).

Likewise, YouTube accomplishes to embrace several groups of ages in Denmark, where statics reveal that the groups of 16-25 year-old users and moreover 25-34 year-old users are the utmost prevalent conjoined segment of YouTube-users in Denmark, which entails that the reach of YouTube is extensive (DR Medieforskning, 2018, p. 36). Additionally, YouTube manages to reach these particular segments of users as much as traditional media does, which include the Danish TV-channels TV2 and DR - whereas YouTube, nevertheless, succeeds to surpass the reach of other traditional Danish TV-channels (Ibid. p. 10). These actualities show the note-worthy use of YouTube is, which likewise confirms the shift from the Danes' use of traditional media to online media platforms, such as YouTube.

Beyond the statistics that uncover to which extent YouTube is used amongst the Danes, numbers moreover show that the global usage of YouTube mainly revolves around videos that provide the users with information, which they seek. Respec-tively, 70% of the users that have seen "how-to"-videos have purchased a product after viewing the video (Chi, 2019), whereas 98% of the users have searched for videos with the purpose of gaining supplementary information regarding a specific product or service (Ibid.). These numbers suggest that videos regarding products reviews and the search for product information on YouTube are widely used.

Globalization has amplified the possibility for people to communicate across na-tional borders, causing cultures to become more flux and dynamic and thereby not tied to national boundaries (Matthews & Thakkar, 2012, p. 325). Moreover, the rise of Web 2.0 and the expanding global communication on, e.g. YouTube might raise some challenges regarding international marketing, as the preceding assumption of international branding was to apply a consistent and uniform approach across cultures and nationalities (Cayla & Arnould, 2008, p. 87). The ongoing debate con-cerning the appropriate strategy of international marketing in a globalized world is merely concentrated on whether companies should apply an approach of standard-ization or adaptation in order to reach the desired consumers (Askegaard, 2006, p. 94-95). Within standardization, the products nor the marketing strategy is modified when infiltrating distinctive foreign markets - whereas adaptation consists of an

approach where the products and the strategy is customized to accommodate local requirements (Cleverism, 2017)

Thereby, it makes it interesting to explore what challenges are present in the international markets in regard to YouTube, where people from diverse nationalities and cultures encounter each other. Within this field, we wish to examine the significance of divergent language and nationality. The possible challenges that follow are crucial for international companies to take into account to understand the complexity of the diverse market segments. The case of YouTube is a current example of an international platform where companies might face some challenges, as consumers have the possibility to abundantly choose and deselect videos concerning product information due to the new "pull"-dimension. With the "pull"-dimension, the consumers are able to seek information, as they wish where they no longer rely solely on the information provided by advertisements from the companies (Dalsgaard, 2010, p. 1). Thus, the thesis aims to examine what is significant when companies wish to communicate in visual content to reach the desired consumers.

1.1 Research questions

For this thesis, we have thus chosen to delimit our topic within the field of international marketing, in which we seek to explore the case of YouTube as a global platform and medium where product information is retrieved. Furthermore, we have chosen to delimit our research on the Danish YouTube-users within the age of 22-27, as this range of users is a segment that extensively uses YouTube. Likewise, we expected the attitudes and understandings of this particular segment of the Danes to be explicit, as they use YouTube to a greater extent. This thesis aims at answering the following two research questions:

> *"What significance do nationality and language have when 22-27 year-old Danes seek and receive information retrieved from the global platform YouTube?"*

"How can this group's understanding of nationality and language contribute to the debate concerning international marketing?"

1.2 Reading guide

The reading guide functions as an aid and guidance to provide an understanding with an overview of the thesis' overall structure. For this reason, a figure over the structure of the thesis is visible at the end of this section. The thesis is based on a description of the research. Following is a section, which describes the theoretical starting point, which includes a review of the relevant empirical literature. Thus, the theoretical framework and the literature review are separated into four respective fields. The next section entails a contextualization, in which the contexts of this thesis operates in are illuminated. Then follows the first analysis consisting of findings from our first set of data, which revolves around the first research question. The second analysis then leads to the discussion of nationality and language II, with the purposefulness of discussing the findings by involving relevant empirical literature from the review. The discussed findings regarding nationality and languages from discussion of nationality and language I, will afterwards lead to our second analysis with the intention of exploring further elaborations and new understandings concerning nationality and language. Following is the section of the discussion of nationality and language II where the new data is discussed additionally in relation to relevant literature in order to adequately answer the first research question. The findings from the second discussion of nationality and language will then be discussed in relation to the field of standardization and adaptation in the third discussion. Thus, related literature is applied in the third discussion with the purpose of enlightening our findings and in order to answer the second research question. This will lastly lead to the final section, where the discussions will form the basis for our conclusion with the purpose of answering the two research questions. The following figure aims to provide an overview of the thesis' structure:
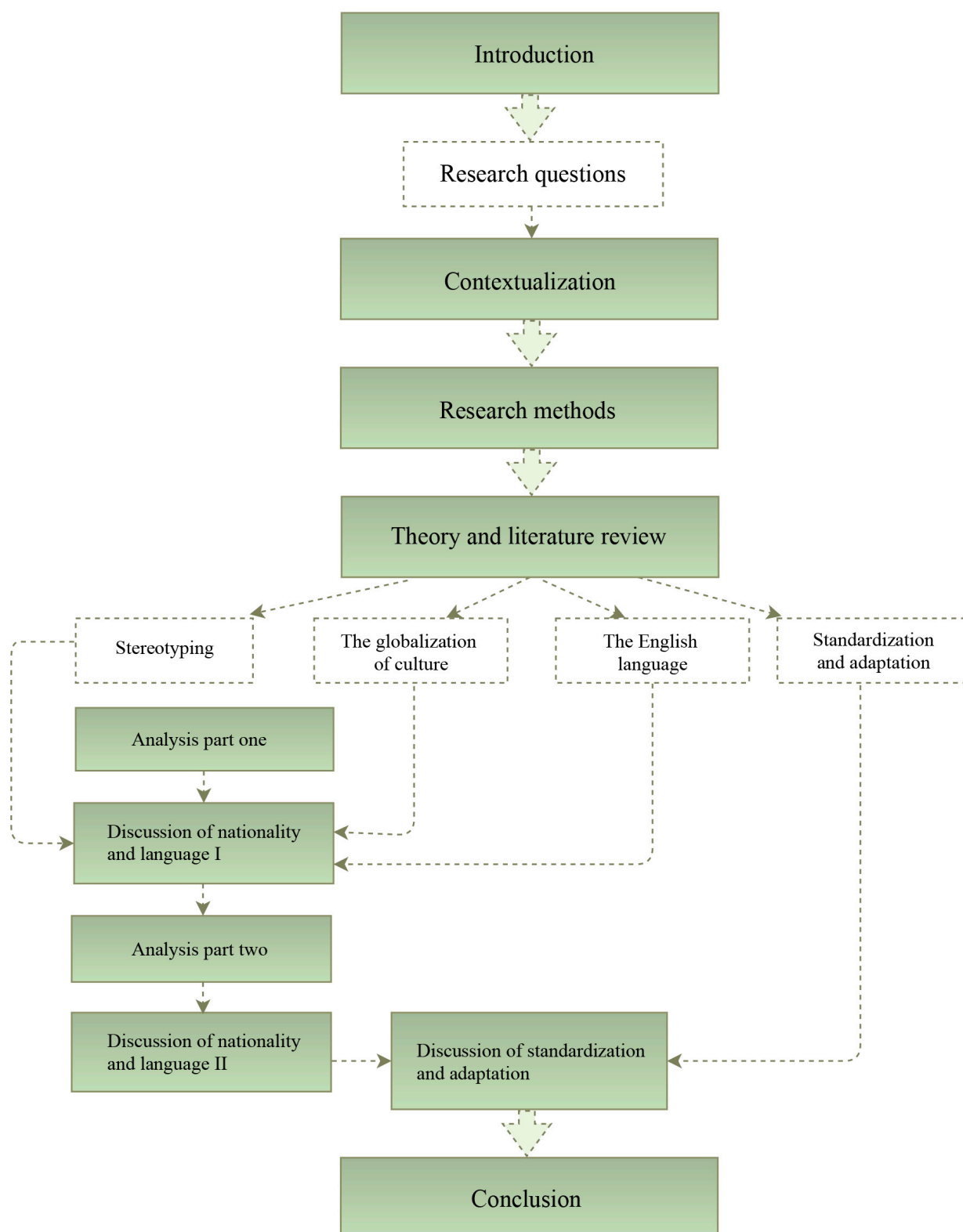
Figure 1: The structure of the thesis

2

Contextualization

2.0 Contextualization

The section of contextualization will be outlined due to its importance and interest in relation to our focus in the thesis and our research questions. Thus, the areas of context that are involved in this section are notions that are decidedly relevant to the field of research in this thesis. As several areas will be clarified, the context will, therefore, be outlined respectively in order to provide a greater overview of the contextualization of the thesis. The first context that will be outlined regards the emergence of Web 2.0, which will lead to the description concerning the context of information search on the Internet. Lastly, a contextualization of YouTube and visual content will be illustrated. The contextualization will, therefore, provide insight and understanding the context within our field of research.

2.1. Web 2.0

Web 2.0 is called the second phase in the World Wide Web's development, whereas the first generation. Web 1.0 is a generation where the communication shared was a one-way communication (Murugesan, 2007, p. 34). With Web 1.0, the users there therefore merely recipients of the information available online, whilst the next generation Web 2.0 allows users to create their own content to websites (Madsen, Web 2.0, 2015). Thus, Web 2.0 is rather an era on the Web in which people are able to participate in two-way communication on networking and social media sites, such as Facebook, Flickr, blogs, wikis and much more (Murugesan, 2007, p. 34). This causes to emphasize social interaction where users are wide engaging in online communication, making Web 2.0 a dynamic phenomenon (Ibid.). Web 2.0 is defined network as a platform where networking sites connect the users, where the users have the opportunity to deliver their own content, data and information, which allows reproduction of information and content from other users (O'Reilly, 2005).

This causes an emergence of network effect with user participation, which surpasses the one-way communication of Web 1.0 (Ibid.). Secondly, the possibilities of creating own content and sharing it within the phenomenon Web 2.0 consists of the

increasing value of goods and services of the networking sites, as the number of users consuming the services upsurges (Ibid.). Therefore, the users do not longer merely retrieve information, as they are capable of both creating and consuming information across the World Wide Web, which aids participation amongst the users (Tapscott & Williams, 2007, p. 14). The rise of Web 2.0 also meant a rise of social media sites, in which the content embraces networks, texts, pictures and videos where individuals create their own content and share information, images and videos to other users across the Internet (Berton et al. 2012, p. 263). Nevertheless, social media sites obtain social networks and embrace the relationships amongst users and cause collective knowledge to arise (Ibid.).

2.2 Online information search

The emergence of the Internet has led to a boundless source of information unlike other sources such as newspapers and TV, as the Internet offers consumers with interactive communications (Porter, 2001, p. 63). As greater technologies within Web 2.0 have occurred, information and communications on the Internet deliver possibilities for social interaction (Ibid., p. 65).

This aids to new prospects for information and knowledge being searched and shared amongst users, as there is unlimited access to information and communication on the Internet (Ibid.). Due to the great quantity of information that is quickly accessible online, users are nowadays able to search and find the information they seek (Competition & Markets Authority, 2017, p. 2). Thus, online consumers have an immense collection of search tools offered when searching through the abundant amount of information that is present on the Internet, where they can use social networks such as Facebook or YouTube in order to search information regarding a product or a specific brand (Ibid., p. 12).

2.3 YouTube

The American global platform YouTube is an application within the occurrence of Web 2.0, which is characterized as an online service that provides a vast amount of video clips created both by professional and amateur users, which thus are shared

to other users (DR Medieforskning, 2018, p. 35). Within Denmark, 51% of the Danes access and use YouTube each week, which overall reveals a usage that is greater than Viaplay, TV2 Play and HBO combined (Ibid.). The youngest Danish YouTube-users within the age group of 15-31 year-olds participate in a vast amount of time on the platform, as four out of five use YouTube each week (Ibid., p. 36)

The medium has transformed the way video content is consumed globally, where its services are used through multiple devices such as laptops, tablets and smart-TV by the users (Ibid.). However, YouTube is not exclusively a platform, which merely offers video clips for users, as the global platform correspondingly functions as a music service, a social media and much more, which causes YouTube being the second biggest search engine (Ibid., p. 35). Thus, YouTube stands out due to two rudimentary intensities, as the platform offers a great amount of content, which accommodates the users needs worldwide (Ibid., 36). The videos accessible on YouTube meet every person's needs – whether it is topics concerning make-up, Scottish underground rap music, the content embraces every field and thus offers content, which the users are able to relate to (Ibid.). Users are able to access YouTube with the purpose of uploading and sharing their own user-generated content, providing an authentic experience to other users, which implies that YouTube a distinctive online service (Ibid., 37).

The short duration of the videos on YouTube compared to other video services makes YouTube a platform that can be accessed at any time of the day, which makes the platform practical, as users are able to aid information concerning any topic through tutorials or advice (Ibid., p. 38). Whereas the mature audience of users habitually prefers videos revolved around the field of, e.g. food, the younger users usually search for information regarding make-up, gaming, fitness and so on – this indicates that the younger users receive other YouTube-users as competent mentors of information, as they perceive them as peers (Ibid.). Concurrent, this is a significant reason to why YouTube has attained an inordinate commercial value over the years (Ibid.).

With this notion, statistics from Google uncover that an aggregate amount of people are accessing YouTube with the purpose of retrieving product reviews, which entails an emergent trend of information search of products on YouTube

(Medium, 2018). Here, the prevalent and popular category of product view is unboxing of items, where the amount of time people spent viewing unboxing videos is correspondent to watching a movie more than 200 million times (Ibid.). Whereas some product reviews are facilitated on the creators' own incentive, other reviews are often assisted in collaboration with brands, where the companies send the specific product to the creators on YouTube, which exhibits that creators are effective intermediates on YouTube in order to reach consumers (Ibid.).

2.4 Visual content

Visual content denotes the usage of visuals that involve videos or images in collaboration with information, which conveys the information to employ in a valuable visual format (Brown, 2018). As individuals process visual content 60,000 times faster than plain text, people are thus considered to be visual beings, which indicate that graphical content is widely more efficient (Harman, 2017). Thus, information combined with visual features causes people to recollect information up to 65%, whilst information consumed by reading merely retains between 10 to 20%, which suggests that information facilitated through visual content grasps a person's attention to a greater extent (Ibid.).

This notion infers that people on social media are more disposed to engage with visual content, as 40% of online users are able to offer a complimentary response to visual content in contrast to any content that is textual (Ibid.). Therefore, video content is considered as being a significant aspect, as online consumers prefer to view videos than reading a text – this is underlined by the fact that four times as many consumers favour to watch and retrieve information about a product through a video than to read about it (Ibid.). Hence, visual content, which involves images, info-graphics, videos and much more, are unquestionably more desired by online users and consumers, as it entails an engagement and draws the attention from the audience (Ibid.).

3

Research Methods

3.0 Research Methods

This section will present an account of the choice of the data collection method, a presentation of the informants interviewed, and an account of the chosen analysis method. In relation to the analysis method, a presentation and explanation of the analysis tool will appear, which should lead to a response to the research questions:

> *"What significance do nationality and language have when 22-27 year-old Danes seek and receive information retrieved from the global platform YouTube?"*

> *"How can this group's understanding of nationality and language contribute to the debate concerning international marketing?"*

3.1 Research design

Within our research design, we have chosen to apply a single case study design, which facilitates us to examine with an in-depth approach with our case (Bryman, 2016, p. 61). By using a single case study in this thesis, we will thus be able to conduct an intensive and detailed analysis of our case of YouTube (Ibid., p. 60). We have therefore chosen to explore YouTube as our single case study and as our typical case, as it is an international online platform, which can demonstrate a typical case of the dilemmas of international marketing - as Bryman clarifies the term: "*The objective is to capture the circumstances and conditions of an everyday or commonplace situation*" (Ibid., p. 62). Thereby, the notion of a typical case described as a chosen case that is capable of exemplifying a broader category within its particular field and thus the notion of exemplification implies that the chosen case is a epitomize of a broader category (Ibid.). Hence, the global platform YouTube, is a typical case of an international medium, which provides information to users of many nationalities.

3.2 Qualitative research

This thesis will be instigated with qualitative research methods, as our research questions require a profound understanding of a particular phenomenon. The focus of qualitative research emphasizes in-depth understandings of opinions and words (Bryman, 2016, p. 374). The thesis aims to explain the certain phenomenon and thus give an in-depth and meaningful interpretation from the individuals' perspective rather than exploring statistical generalizations (Ibid.).

The purpose of this study is to investigate and understand the importance of nationality and language in regards to YouTube and international marketing. This confirms the choice of a qualitative approach as a suitable method, as it enables us to conduct a single case study, which commemorates depth, context and richness. In our thesis, the collected data are particularly central in defining the results of our research, as we will conduct semi-structured interviews and a focus group interview, which will provide us data for our analysis (Ibid., p. 21-24). Moreover, the thesis will apply a thematic analysis on the conducted data with the purpose of categorizing, understanding and explaining the complexity of the data. The reflections regarding both of the interviews and the strategy of the analysis will be elaborated further on in the thesis.

The research follows an inductive approach, as the aim is to deepen the understanding of our studied phenomenon. As suggested with an inductive approach, the data that has been collected partakes a significant role in the research (Ibid.). Nonetheless, Bryman proposes that an inductive approach is not exclusively or fully inductive as it can be challenging to apply a solely inductive approach without having relevant literature on beforehand, which can construct some ideas concerning one's research field. If our research questions aimed to explore and investigate how general or widespread a phenomenon would be, a qualitative approach would have been more suitable (Ibid., p. 169)

3.3 Ontological stance

From the ontological perspective, our research operates within the constructivist's tradition as the thesis's research questions seek to examine the group's

understanding of nationality and language in relation to the information they receive on YouTube and how this can contribute to international marketing. The stance of constructivism enables us to investigate this field, as the practice of constructivism claims that social phenomena are not solely produced through social interactions, but they are in a constant state of revision (Bryman, 2016, p. 29-30). The stance of constructivism does not see social phenomena as an external reality but rather as something that is in a state of continuous construction and reconstruction - which we as researchers acknowledge and accept, as we propose that the world is endlessly changing with globalization (Ibid.). As our position is of from the constructivist's tradition, we wish to explore and to interpret in-depth research of the group's understanding, which requires a qualitative method. The use of a qualitative approach can provide us with a profound and deeper understanding of our data that contains in-depth reflections and thoughts, which can help us answer our research questions. The choice of our research design where we have applied the case of YouTube, as our single case study supports our position from the constructivist's stance. Throughout the thesis, we seek to obtain an in-depth understanding of the significance of nationality, which the single case study of YouTube enables us to do so. Thus, our position of constructivism supports our choice of research design. Moreover, the choice of applying a single case design enables us to conduct qualitative research, which confirms the stance of constructivism. This is supported by the purposive of our research, as we wish to explore and understand the deeper and behind-lying meanings (Bryman, 2016, p. 23). Furthermore, our ontological stance confirms our choice of analysis due to the purpose and approach of a thematic analysis, which is to conduct an in-depth analysis of our data in order for us to gain the group's understanding.

3.4 Epistemological stance

Our epistemological position throughout the research is interpretivism, as we rather wish to understand our research than to explain. The stance of interpretivism proposes that social scientists must grasp an understanding of the subjective meanings of social action (Bryman, 2016, p. 26). Within interpretivism, the subject

matter and its purpose is to understand and thus interpret the meaning in human behaviour. The tradition of interpretivism sees the individuals as complex beings, and the stance suggests that different people experience and comprehend the same objective in different and diverse ways, which explains why people have individual reasons for their own actions (Ibid.). Our stance of interpretivism has thus affected our choice of applying qualitative data and our choice of research design in order to answer our research questions. Since we wish to explore the influence of online video content on consumer patterns in relation to YouTube, we seek to comprehend the subjective meanings behind the answers from the interviews - this particular notion supports the tradition of interpretivism, as the stance requires that social researchers grasp the subjective meaning of social action (Ibid.). The purpose of our research is to understand how the chosen interviewees perceive and understand YouTube, which our stance within interpretivism will allow us to. Additionally, our semi-structured interview and focus group interview as our research provides us with understandings, reflections and perceptions regarding our case. This supports our position within interpretivism, as the concept and purpose of interpretivism are to achieve an understanding of the meanings behind the answers from the interviews.

3.5 Data collection

The thesis consists of two sets of data, which involves individual interviews and one focus group interview. The two sets of data are not collected in order to compare the results, but the purpose of collecting through two laps is to use the focus group interview in order to elaborate on issues and understandings appeared during the individual interviews.

3.5.1 Individual interviews

Qualitative interviews were chosen, as our research questions aim to gain a deeper understanding of the importance of nationality and language when the specific group retrieve information and YouTube and in relation to international marketing. Here, the individual qualitative interviews can contribute with an understanding of

the group's perceptive, opinion, experiences and feelings, with is consistent with the research questions (Bryman, 2016, p. 466). Qualitative interviewing is usually seen as being flexible; the interviewer adjusts and responds to the interviewee, there is a great interest in the respondent's point of view, detailed and rich answers are desired, the interviewer is allowed to depart from any schedule that is being utilized, new questions may arise due to respondent's replies and the order of questions may be revised (Ibid., 466-467). There are different approaches to qualitative interviewing; unstructured and semi-structured interviewing (Ibid., p. 466). The approach taken by the interviewer varies a great deal. In the unstructured interview, the researcher might start the conversation with a single question and then actively listen to the respondent who talks freely. (Ibid., p. 468). Without individual semi-structured interviews, the interviewer follows a checklist of issues and questions that the researcher wishes to cover during the session (Ibid., 468). Questions that are not included in the guide may be asked as the interviewer picks up on interviewee's replied. However, all the questions will be asked, and a similar wording will be used from interviewee to interviewee (Ibid.) Thus, individual semi-structured interviews have been chosen as a method in this thesis.

3.5.1.1 Informants

The sampling method applied in this thesis is purposive sampling. This type of sampling is directly linked to the research questions, as it should give an indication of which interview participants needs to be sampled. This way the sampling is conducted with reference to the goals of research, so that interview participants are selected in terms of criteria that will allow the research questions to be answered (Bryman, 2016, pp. 416-418). Purposive sampling is a non-probability form of sampling, which means that samples are selected based on the subjective judgment of the researcher, rather than a random selection. The goal is to find participants in a strategic manner so that those sampled are relevant to the research questions. A more specific designation of the purposive sampling approach, which is applied in this thesis, is the one being referred to as criterion sampling. This approach implies that all participants have to meet a particular criterion (Ibid., p. 410; 419). The

purposive sampling is a nonprobability sampling approach, it is not possible to generalize the findings to a population (Ibid., p. 418). We have sampled the participants for the individual interviews from our circle of acquaintances, as the aim was to promote flow in the conversations (Blichfeldt & Heldbjerg, 2011, p. 12). Furthermore, the argument of using known participants ensures that the interviews not solely simulate interpersonal relationship, as they, in fact, assure that advantages are drawn of the interpersonal relationship due to trust and openness (Stebbins, 1972, p. 88).

As mentioned earlier, the largest age groups of Danish YouTube-users are 16-24 years old and 25-34 years old (DR Medieforskning, 2018, p. 36), we have chosen to narrow the age segment we wish to explore to 22-27 year-old users. The reason for doing so is because we considered the age groups of the largest segments to be too broad. The chosen informants are thus sampled all studied and live in Aarhus, as we assumed that people who are studying to a greater extent are influenced by globalization since they are educated in international studies. Here, the presumption is that the participants have encountered international aspects in relation to what they study and the people they meet throughout their education. We, therefore, assume that this specific group of participants have the most evident understanding and opinions of globalization, different nationalities and languages.

The participants consist of four males and four females, as we have tried to explore whether there was a difference in relation to the subject of matter. The participants are also native Danish-speaking, where we are aware that there may be a great difference in media usage in different countries and segments - therefore, our research relates to our chosen target group. We have chosen people who at one time or another have used YouTube for the purpose of seeking for information, and by doing so, we ensure that they have some knowledge and understanding regarding the platform YouTube where they can familiarize themselves with the situations we are asking for through the interviews. Throughout the individual interviews, we began to see a pattern where we did not gain new results than those we already had conducted. Thus, we have reached a situation, which is defined as "data adequacy" (Morse, 1995, p. 147).

following table represents the participants who participated in the individual interviews.

Name	Age	Occupation
Kirsten	26 years old	Studies in Aarhus
Mette	25 years old	Studies in Aarhus
Peter	26 years old	Studies in Aarhus
Anna	27 years old	Studies in Aarhus
Jens	22 years old	Studies in Aarhus
Louise	24 years old	Studies in Aarhus
Henrik	22 years old	Studies in Aarhus
Christian	23 years old	Studies in Aarhus

3.5.1.2 Interview guide

The interview guide applied throughout the eight individual interviews are accessible in appendix 1. The interview guide is based on semi-structured questions, as the method aims to ask more descriptive questions in order to gain the informants' reflections and understandings (Bryman, 2016, 468). The overall structure of the questions in the semi-structured interview guide was divided into four fields, in which we aimed to receive the informants' expressions in relation to each field of questions. The first part concerned the informant's consumption on YouTube, secondly, we asked the informants to reflect upon the importance of the language in the videos, thirdly they were asked to express their attitudes regarding the videos' cultural background where lastly, the fourth field aimed to gain the informants' reflections in relation to the visual aspect.

3.5.1.3 The settings of the individual interviews

The eight individual interviews had duration between 19 minutes and 44 minutes and are conducted at informants' workplace or privately to accommodate the informants' calendars. The eight individual interviews were conducted between 27th of March and 5th of April. Since we had to adapt our interviews with the informants' calendars, it has also meant that we both were able to participate in each interview. Thus, we were each present at three interviews unattended, whereas we both conducted two interviews together. We undoubtedly considered it as an advantage when both of us as interviewers participated in all eight of the interviews, as one interviewer could bid with questions the other might have overlooked.

3.5.2 Focus group interview

After a thorough analysis and discussion of the results from our semi-structured interviews, it became clear that the informants reflected upon areas, which we had not discovered and therefore we did not get the reflections elaborated by the informants during the interviews. Additionally, the informants expressed conflicting attitudes, in which we wished to have confirmed. For that reason, we chose to supplement the results from the individual interviews with a focus group interview in order to sufficiently answer our research questions. By doing so, we were able to explore issues or reflections that had emerged during the analysis and discussion of the individual interviews (Morgan, 1997, p. 21-22). Focus group interviews have been chosen as a method of collecting empirical data for this thesis due to several reasons. Firstly, the choice of a focus group interview as supplementing interviews techniques lies in its ability to observe interaction on a topic. Group discussions provide direct evidence about similarities and differences in the participants' opinions and experiences (Morgan, 1997, p. 10-13). Another advantage of the focus group interview is exploiting the fact that several interviewees are sitting together. When they listen to each other, new perspectives can appear, and the participants can be inspired by the others' opinions and maybe perceive aspect in new ways, which would not be the case with individual interviews (Halkier, 2009, p. 10). The characteristics of focus groups are the combination of group interaction and a

researcher determined topic focus (Ibid., p. 9). These characteristics construct a suitable setting for collecting empirical data that says something about meaning construction in groups since the informants create their views through the interaction with the other participants (Bryman, 2016, p. 501). The frames of a focus group potentially create a possibility for the participants to express, the otherwise silent, meaning construction in their interaction with each other. It furthermore enables the participants to come up with disagreements or confirm similar views that they might not have reflected upon if they were interviewed individually (Ibid., p. 502).

As the participants often will challenge each other's attitudes (Ibid.), and furthermore have the opportunity to in some way force each other to take a position on the given subject, the focus group interview is a method that can produce data about assessments, negotiations and practices (Halkier, 2009, p. 10).

A disadvantage of focus group interviews is that it is impossible for the researcher to ask each participant carefully about their understandings and experiences in regards to the particular subject (Halkier, 2009, p. 13). Further, one unique ethical issue in focus groups is the fact that what participants tell the researcher is inherently shared with other group participants as well (Morgan, 1997, p. 32). The social control in the group can prevent that all the different perspectives will appear and therefore, atypical individual aspects might be undermined (Halkier, 2009, p. 13). This raises serious invasion of privacy concerns and effectively limits the kinds of topics that the researcher can pursue. Such limitations are actually practical as well as ethical: It is not a productive use of focus groups to ask people to talk with discussion partners with whom they are not comfortable. (Morgan, 1997, p. 32).

3.5.2.1 The participants of the focus group interview

The sampling technique and the criteria of the informants from the focus group interview were similar to the technique applied in the individual semi-structured interview. However, when selecting participants for a focus group, a choice involves whether the participants should know each other or not know each other beforehand. There are advantages and disadvantages to both forms. People that do not know each other shall not be held accountable for their opinions afterwards and

can maybe therefor speak more freely. If the participants know each other, there might be established dominance relations between them, which can affect the conversation (Halkier, 2009, p. 30). On the other hand, it is easier to get people to take part in the conversation if they know the other participants beforehand because it feels safer. Moreover, participants who know each other can easily elaborate on each other's perspectives due to shared experiences (Halkier, 2009, p. 30).

Focus group interviews cause the interviewees to take a role in order not to appear inaccurate in the exact context (Morgan, 1997, p. 10-13). In our context, we considered that discomfort could arise when the informants share their attitudes towards nationality, including language, ethnic appearance and cultural expression, as the informants might be afraid to appear to be judgemental by commenting on other nationalities. Therefore, we chose to interview people who somehow know each other, assuming that they are more confident in expressing their personal attitudes and dare to challenge each other's perceptions.

The size of the focus group is of importance in relation to the subject that is to be discussed. Sensitive or personal subjects are ideal to be discussed in smaller groups of three to four participants, while bigger groups of ten to twelve participants can be used if the researcher wishes several different perspectives on the subject and the aim of the project is more explorative (Halkier, 2009, p. 34). The bigger groups are also well suited if the focus is not to analyse the social interaction processes but rather the actual content of the interview. Additionally, the bigger groups work well when the subject is not sensitive or personal. A disadvantage of the bigger groups concerns the role of the moderator. It can be difficult to control that dominating participants do not take over the conversation and undermine the more quiet participants (Halkier, 2009, p. 34). According to Kvale and Brinkmann (2009, p. 170), a focus group consists ideally of six to ten participants, which the researchers used as a guideline for the focus groups (Kvale & Brinkmann, 2009, p. 170). Inspired by Kvale and Brinkmann, we aimed towards a focus group size of six to ten participants, wherever it was possible for us to gather six people who knew each other.

From the single interviews with the eight informants, we discovered that there was no difference in the attitude when it comes to gender. We have, therefore

estimated that 50/50 gender division was not necessary, but we have nevertheless chosen to include both. The interview there involved two male participants and four female participants. The age of the informants in the focus group was within the same age group as the informants from the single interviews and as our research questions suggests. The following table represents the informants of the focus group interview:

Name	Age	Occupation
Ida	22 years old	Studies in Aarhus
Oliva	23 years old	Studies in Aarhus
Josefine	22 years old	Studies in Aarhus
Isabella	24 years old	Studies in Aarhus
Sebastian	26 years old	Studies in Aarhus
Johan	22 years old	Studies in Aarhus

3.5.2.2 Interview guide

The interview guide for the focus group interview was made within the qualitative research tradition, where the interview is a fairly unstructured setting for the extraction of their views and perspectives (Bryman, 2016, p. 501). An aspect we became aware of in analysis and discussion Nationality and language I was that the informants' reflection revolved around the importance of language and nationality - here, we discovered that their perception of information from YouTube depended on the field of product in question.

It, therefore, became clear to us that it was difficult to code differences and similarities among the informants' reflections, as the informants of the eight individual interviews reflected from different contexts. To address this problem, we narrowed our focus group interview guide to a more specific context in which all participants were asked to reflect from the context: information search concerning mobile phones.

As mentioned at the beginning of this section of the method, we choose to supplement our research with a focus group interview based on the findings from the

individual interviews. The interview guide, see appendix 10, was therefore compiled based on our research questions and findings from the eight semi-structured interviews. The questions in the interview guide for the focus group interview consisted of open questions, statements derived from the semi-structured single interview in which we aimed to receive reflections about, and lastly, we involved a task which withdraw the elements of audio and visual elements in a video. The interview guide itself was divided into four main sections. The sections were accordingly divided as following:

<u>Section one - Language</u>: The purpose of this section was to confirm that English is the preferred search language. The informants were asked to do a task where they wrote their answers on a piece of paper without having discussed or conversed on beforehand. The other purpose of this section was to confirm statements from the single interviews, which concerned whether Danish or English language was preferred in the video and what associations were assigned to the two languages.

<u>Section two - Origin</u>: The aspiration in this section was to have the information to reflect upon whether ethnic appearances have importance when receiving information on YouTube.

<u>Section three - Appearance versus audio</u>: The aim was to explore the ratio between ethnic appearance and the language. The information was put into a task, in which they had to select an image with a person based on ethnic appearance. The purpose was to discover if they changed their choice or attitude when the audio and the person's accents and dialects were revealed - and moreover, what mattered most for our informants.

<u>Section four - Cultural expression</u>: The purpose was to examine whether the informants could declare the cultural expression in the video and thus which importance it had.

3.5.2.3 The settings of the focus group interview

The interview itself was conducted on the 8th of May 2019 and lasted 1 hour and 5 minutes, consisting of an introduction, question and closing of the interview. Optimally, both of us as researchers had been present for the interview, where one had the role of moderator and another helper. The challenges were getting the participants of focus group interviews to participate at a time where they all could meet, which consequently meant that we had to compromise, in which solely one of us as the researcher was present. We, therefore, had to settle for a moderator whose role was to control the interview, present the project, explain the purpose of the study and other practicalities.

The approach of the interview of the focus group interview is characterized by a non-controlling moderator who asks questions about a certain subject. The objective is to get various opinions and views on the subject (Kvale & Brinkmann, 2009, p. 170). The moderator's job is to present the subjects that are to be discussed and to make the conversation flowing. Furthermore, a non-judgemental atmosphere, where personal and conflicting opinions can be expressed, should be created. The focus group is not intended to reach an agreement but to present different views on the matter (Ibid.). In order to explore a certain topic fully, the role of the moderator is very important. It is essential that the moderator has a sense of propriety and knows when it is suitable to ask to follow up questions. To accommodate this issue, the participant was throughout the interviews, asked several times if they agreed or disagreed upon the given statement. The phrasing of such a question can, for instance, be: "*I have heard several of you mention... what do the rest of you think about that?*" (Halkier, 2009, p. 59). Another important role of the moderator is to involve silent participants. It can be advantageous to keep an eye on indications such as nodding or shaking of the head and then ask the participants about why they have this reaction to the subject (Ibid., p. 60).

All of the informants participated actively in the interview, and there was a place for everyone to express their opinions and reflections. The participants know each other upper secondary school. The acquaintances amongst the group was clearly

expressed, as they seemed relaxed with the situation and had a good dynamic where they could comment and discuss each other's attitudes (Ibid., p. 49)

3.5.3 Ethical considerations

The ethical considerations cover both sets of data concerning the individual interviews and the focus group interview. When considering the ethical aspects when conducting interviews, it may occur that the informants do not express openly. As we asked our informants about national stereotypes, the consideration was thus that reflection and understandings from the informants might have been personal, in which they did not feel to express freely about the topic. Therefore, we were partly concerned that the informants would not openly express their thoughts, as they did not wish to be perceived as judgemental. We have thereby chosen to ensure that both the individual interviews and the focus groups by conducting them in closed areas, without the possibility for others to overhear the conversation. Another way of accommodating this possible limitation, we have followed Barne's recommendation in which the general rule of thumb is that data should be presented in a way where the informants can recognize themselves - however, the readers should not have the opportunity to identify them (Barnes, 1979, p. 39). Consequently, we have chosen to use pseudonym names to anonymize the informants, where age and occupation are stated correctly.

3.5.4 Our role as interviewers

The reflection we have made upon our roles as interviewers applied to both the individual interviews and the focus group interview. YouTube is a platform we as researchers both use, and we are thus aware of that our acquaintances used as informants also use the platform. The disadvantage of this notion is that we as researchers have knowledge about the subject - therefore, we are aware of we must override our own experiences and reflections during the interviews and throughout both analyses. We have been aware of being objective and open to the informants' reflections, as they may be different from ours and we have therefore been very careful not to interpret their opinions based on our reflections, but merely rely on

what is said in interviews. Knowing about the field, as researchers can also be an advantage as we have some knowledge regarding the field of research and thus capable of understanding the context.

3.5.5 Recording and transcription

Both the individual interviews and the focus group interview were recorded with an app on our mobile phones. In order to avoid disturbing noises on the recordings, the interview settings have taken place in a quiet environment. In addition, all informants have been made aware that the interviews have been recorded, in which they gave their consent. After the eight individual interviews and focus group interview was conducted with our informants, where the empirical data had been obtained, we had to consider which processing method of the data we should apply. The aim of this process was to gain a full overview of our empirical data; therefore, we chose to transcript our eight recorded individual interviews and our focus group interview. The advantageous elements of transcribing the interviews were contemplated, and the compelling arguments were the fact that a transcript of interviews would permit us to repeat the examination of the informants' answers and moreover that a transcript opens up the data to public scrutiny by other researchers, who are able to evaluate the analysis that is carried out (Bryman, 2016, p. 479). Several distinctive transcribing systems have been developed over time, where are in different degree detailed in terms of including the volume of the recorded voice, pitch, pauses and much more (Tanggaard & Brinkmann, 2010, p. 43). Although the is various systems which suggest ones' way to transcript, we chose to simplify the process as the importance of our interviews was to capture the essence and meanings of what was being told by the informants. However, in the light of all transparency, we chose to contain when uncertain answers occurred from the informants, which were expressed as "Uhm" and by "…" in the case of incomplete sentences, as some of these uncertain expressions exhibited pauses of thoughts and considerations (Halkier, 2009, p. 72). In order to achieve wholesome transparency and to obtain the credibility of the research, we have chosen to include references to the appendix, in which the transcript of the interviews, and the statements from of each

informant are visible. Moreover, we have integrated unspoken actions by the informants in the transcriptions which we marked as [ ], as it demonstrates unspoken actions, meanings, and movements from the informants. During the transcript, we were allowed to immerse ourselves with the data - however, this notion and its importance will be elaborated in 3.6 – Strategy of analysis.

Within the transcript of the focus group interview, we discovered that it was more time consuming than with traditional interviews, as one must keep track of what each informant expresses and clarifies, which can be challenging as it is not always simple to separate the informants' voices. However, we chose both to participate in the transcription of the focus group interview, as we considered that we to a greater degree were able to distinguish the informants' voices and to ensure that we transcribed the statements correctly. In spite of that, the informants often talked simultaneously, which made it difficult to separate the statements (Bryman, 2016, p. 503)

3.5.6 Translation of the interviews

Both the individual interviews and the focus group interview were conducted in Danish, as it is the native language of all of the participants in both interviews. Thus, this benefited us as there was no avoidance or limitations from the informants when expressing their attitudes due to language barriers. The coding process was conducted in Danish, and afterwards, key quotes were translated to English. The aim of the translated quote was to be as close as possible to the wording in the original quotes. Although it is inevitable that some minor details expressed in Danish will be lost in the translation process, we aimed to obtain the essence and meaning of each statement when translating. The Danish transcriptions of the individual interviews are available in appendix 2-9, and the transcription from the focus group is accessible in appendix 11.

3.6 Strategy of analysis

We have chosen to analyse our data with a qualitative thematic analysis, which will be used for both data sets, including the individual interviews and the focus group interviewed.

Our data from the interviews must be coded and analysed in order to make sense of it. The data analysis is thereby fundamental to credible qualitative research since such research seeks to define and interpret experiences and perception in order to uncover meanings in particular circumstances and certain contexts (Maguire & Delahunt, 2017, p. 3351). Thematic analysis as a method is used to identify, analyse and report themes or patterns in the collected data, which are considered to be significant or interesting. The themes are then used to address the research or in order to make a statement regarding an issue (Braun & Clarke, 2006, p. 79). The method of a thematic analysis consists of more than merely summarizing and specifying one's data, as it is a necessity to interpret and make a sense out of the data in order to achieve a wholesome and adequate thematic analysis (Maguire & Delahunt, 2017, p. 3353). It is disputed that thematic analysis differs from methods such as grounded theory due to the fact that it does not rely solely on pre-existing theoretical literature or frameworks, which makes thematic analysis a more accessible approach (Braun & Clarke, 2006, p. 80). Braun and Clarke propose that thematic analysis is rather a method than a methodology (Ibid., p. 81). This notion underlines that thematic analysis is not clenched to a certain epistemological stance or a theoretical perspective, which is dissimilar various other qualitative methodologies. The thematic analysis applied in this assignment will be used within a constructivist method, as we seek to study the ways in which experiences, realities, occasions and meanings are the repercussion of discourses operation within society (Ibid.). Thematic analysis is a commonly used method in qualitative research, although there is no well-defined nor clear understanding of what a thematic analysis in de facto is and how it should be conducted (Ibid.). Braun and Clarke's six-phase framework will be applied in this research since it proposes a defined and operational framework for undertaking a thematic analysis. We will use the six-phase framework in an organized approach in order to explain the process of the analysis.

However, we are aware that the six-phase framework does not necessarily have to be a linear process. The following figure displays the structure of the framework:

1. Familiarizing oneself with data	Transcribing data; reading and re-reading; noting down initial codes
2. Generating initial codes	Coding interesting features in systematic fashion across the data set. Collating data relevant to each other
3. Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme
4. Reviewing the themes	Checking if the themes work in relation to the coded extracts and the entire data set; generate a thematic 'map'
5. Defining and naming themes	Ongoing analysis to refine the specifics of each theme; generating clean names for each theme
6. Producing the report	Discussion of the analysis; relate back to research question or literature; produce report

Figure 2: The framework of thematic analysis – own creation

As mentioned earlier, we have chosen to apply Braun and Clark's framework with the six phases for both sets of data. The below review of the six steps contains details of the process, which we have reviewed with both data sets. However, the following review contains examples from the process with the first set of data concerning the individual interviews, in order to give a better overview of the process.

Step one: *Becoming familiar with the data*
The first phase in the framework is familiarization with the data. This phase consists of the researcher becomes familiar with their collected data by reading and re-reading the data, which is most common and widespread in various forms of qualitative analysis (Braun & Clarke, 2006, p. 87).
As proposed in Braun and Clarke's framework, this step consists of becoming familiar with our collected data by immersing ourselves. Our interviews are

considered to be verbal data, which have been transcribed – this particular practice can be argued to be a sufficient way to become familiar with the data (Ibid.). A further and yet significant note is that by having transcribed data can be argued to be a way of analysing within a qualitative interpretative methodology (Bird, 2005, p. 227). In this case, this is consistent with our stance of interpretivism, where the meanings are created. Our approach to the thematic analysis is thus from an inductive bottom-up approach, which is rather more driven by our collected data (Braun & Clarke, 2006, p. 79). It can be argued that can be an advantage of applying an inductive approach to the analysis, as it is open to the participants' experiences rather than searching for aspects on subjects or themes informed by the evidence base. Nonetheless, there are no specific or rigid guidelines to follow when transcribing the data, albeit we have been true to originalities of the respective interviews. Moreover, Braun and Clarke suggest that the time spent in transcription leads to a thorough understanding if our data (Ibid., pp. 79-80). By doing so, we can thus argue that our familiarisation has been completed during the transcriptions as the process required our close attention. Throughout our transcript, we have engaged in our data, which also causes to gain some prior knowledge of the data with some initial thoughts to the analysis (Ibid.). The initials thoughts have occurred due to the reading and re-reading of our data in order to achieve immersion and becoming familiar with data, which can be argued to have constructed and shaped possible meanings and patterns throughout the reading of our data before the step of coding has begun. During this phase of transcription, reading and re-reading data, we have thus gained initial concepts of codes by having close attention to the possible patterns in our data, which has led us to the following first impression of our data:

The concept of visual content exhibits that there is a general tendency in the group of informants with similar attitudes. However, there is also a presence of differentiated and even conflicting attitudes within the group regarding what is preferred.

Step two: *Generating initial codes*

In the second step, the researcher must begin coding. This particular phase is a commonly used step in numerous approaches within the qualitative analysis, which is a central element in data analysis. The purposiveness of coding is to define what the collected data is about, which is achieved by identifying and recording one or even more fragments of a text or other data items that in some way exemplify or characterize the same theoretical or descriptive data. The fragments that have been identified throughout this phase are then linked together with a conjoint title that describes the fragments, which then appears as a code (Braun & Clarke, 2006, p. 88). Thereby, within this step, we chose to structure and code of our data with our initial ideas from the first step. The purpose of doing so was to reduce our data into concepts and meanings. The codes consist of our data, which have been interesting to our analysis and thereby organized in a meaningful way regarding our field of research and research questions. The initial and temporary codes are presented in appendix 12. Here, we chose to code the most interesting fragments of the data, as we discovered that parts of the data were irrelevant for our analysis and the parts were thereby excluded in the process of coding. One could possibly argue that it is inevitable that we on beforehand have gained initial thoughts for the codes during the first step, which caused us to discuss the particular initial codes during the second step where we furthermore produced other codes as well. This step enabled us to reduce and contract our data into codes in order to shape a greater overview of our data. As suggested on beforehand, we chose to produce a data-driven coding as we have an inductive approach in our research; however, it is a crucial note that there is a presence of elements from a concept-driven coding. The approach of concept-driven coding is defined as the categories of codes that may have occurred from the researched literature or previous studies, which will give some thematic ideas to the researcher, where they have been derived from the literature (Graham, 2007, p. 44). Nonetheless, it is suggested that within a concept-driven coding, a researcher must amend the list of the codes throughout the analysis, as new ideas are revealed (Ibid.). Data-driven coding is in contrast to concept-driven coding, as there is no given list of codes. The approach is defined by simply reading the text and lure what is happening (Ibid.). The data-driven coding thus

involves that the researcher should try to pull out from the data what is going on where one's' interpretation of the data is not based on existing literature nor previous studies (Ibid.). Our process of coding consisted of highlighting interesting remarks, reflections and arguments that were both repeating and even conflicting with one another. The comments from our informants were thus transferred into meaningful groups of codes where some of the codes were initial ideas from the first step, and others were newly produced during this step.

Step three: S*earching for themes*
The third step consists of the researcher codes the codes in order to identify similarities in the data. According to Braun and Clarke, searching for a theme is an active and dynamic process since the themes are rather constructed by the researcher than concealed in the data and waiting to be discovered (Braun & Clarke, 2006, p. 89). Moreover, the themes in the data can be identified in two ways, in which the first way involves applying a theoretical analysis – however, this way of identifying tends to provide less rich description of the data as the analysis might be driven by the researcher's own theoretical or analytic curiosities within the field of research. Secondly, another way of identifying themes is by doing an inductive analysis, which contains a process of coding the data without trying to force it onto pre-existing coding frames. Thus, this particular way of identifying is data-driven coding (Braun & Clarke, 2006, p. 79). The purpose of data-driven coding is to be open-minded and simple-reading the texts in order to try to tease out what is happening. Though it is improbable that any researcher is able to start this process without having any ideas beforehand (Gibbs, 2007, p. 41). Thereby, there can occur elements of concept-driven coding within the data-driven coding, where the concept-driven consists of themes that quite possible represent codes from the other empirical literature or even from other pre-existing interests that did not appear in the data. Nonetheless, we chose to use a data-driven coding as this assignment follows an inductive approach, and since we are open to our data by coding accordingly to what the data have expressed. Consequently, we did not have any predestined codes that would affect our way of coding our data. Even so, we found it crucial to reflect on the fact that we have used elements from concept-driven

coding, as we have reviewed relevant literature on beforehand, which have given us some ideas for some themes, which we wish to study and explore further (Ibid., p. 42). Throughout this step, our aim was to capture a pattern in our data that could exhibit and display some significant information regarding our data and in relation to our research questions. This process required us to construct themes through the detected patterns. A significant requirement is to define the relationship between the themes and the codes, as there is a significant difference between the two concepts and as there is a difference in level. The function of the codes is to describe the substance in the themes, and thus, the themes are created on the basis of the codes. The function of the themes is thereby to embrace the substance and essence of the codes, hence; the respective themes are a brief, yet the clear presentation of codes' substance.

We examined the codes where we collated and organized them into themes. The respective themes contain and embrace the context of the codes where the particular codes were in the position to say something relevant, interesting and even crucial about our research questions. As the codes can provide us with an in-depth explanation of our data, we can thus propose that the codes are descriptive. A lesser number of the codes fitted into one respective theme, however, some of the codes had also been arranged and organized under several themes as the context of these specific codes were set to be relevant for more than one theme. This step allowed us to refocus our analysis from a broader perspective with the produced themes, which has been carried out into a fuller overview in the form of a temporary thematic map as seen in appendix 12.

As stated before, some of the codes are present under more than one theme as the codes' context and what they are able to tell us about our data is relevant in more than one particular theme. A crucial notion is that we are aware that there is a risk of the codes overlapping one another; however, we argue that the relevance of some of the codes is connected to more than merely one theme and that some elements of the themes are related to each other.

It is thus highlighted and exhibited in appendix 12, that e.g. the code "*Able to reflect more in something that is culturally similar*" appears under the theme "*The cultural background of the video*" as well as the theme "*The origin of the video*" and

the theme "*Able to relate*". The placement of the code in the three mentioned themes is due to the context of the code, which has a relevance to the themes. Nonetheless, we chose not to compromise the three themes into one overall in this step, as we considered them to have elements that differed to one another.

On the contrary, the code "*English terms used by the informants during the interviews*" was considered to have one specific context, which is why we chose to produce a respective theme as we found to the code and what it could tell to be crucial and relevant for our research questions. Thus, this step enabled us to have a tentative overall of the individual themes yet bearing in mind that rearrangement and refinement should be considered in the next step.

Step four: *Reviewing the themes*

When the themes are created, the research has to conduct the fourth step in the framework, which is reviewing the themes. The purpose of doing so is to examine whether or not the themes, in fact, are telling something convincing or credible about the data. In addition, the researcher has to review and evaluate each theme separately and even the correlation among them. It can become a necessity to conjoin two themes or divided one theme into two when reviewing all of the themes. This can result in the process of starting over with creating themes and re-reviewing them (Braun & Clarke, 2006, pp. 91-92).

The purpose of this step was to consider and explore if the themes, in fact, can tell us something regarding our data set, which additionally also should be relevant in relation to our research questions. Firstly, we began with defining each theme with the aim of exploring the collaboration among the themes and even the dissimilarity between them. When reviewing the themes, we viewed if they essentially did support the context of our data set. This review of themes meant that we had to explore if the themes were coherent and yet consisting of varied context, so the themes would not be repetitive understandings of our data. By doing so, we observed and considered whether or not they made sense and if they, in fact, were capable of telling us something substantial. As an example, the initial themes "*Long video content*" and "*Video content*" were deselected as respective and independent themes, as we did not consider them to have sufficient codes of data. Therefore, we

expunged the particular themes and categorized and collated the codes under the main theme "*Visual video content*", as we considered this rearrangement to make greater sense. Furthermore, we changed the placement of a number of other preliminary themes from the third step, by categorizing them under other main themes due to the context and relevance. However, we chose to create sub-themes under the main themes "*Visual video content*", "*Language preference*" and "*The cultural background of the video*", as we sought to differentiate some of the codes into the sub-themes as their context in some of the codes stood out and yet contained a relevance to the associated main theme.

Additionally, we had to review whether there was enough data under each theme since a theme consisting of enough sufficient data would not have been comprehensive - the consequent thereby could be that a reduced amount of data would not be capable of supporting the specific theme. With this particular notion and consideration in mind, we chose to remove the preliminary theme "*Get caught in the many videos*" as it was not contemplated to be adequate enough in saying something regarding our research questions and our field of research. Another review we conducted was regarding the codes from the initial themes "*A third language*" and "*Understandable English*", which we chose to categorize as subthemes under the main theme "*Video language*", as the codes were repeated and thereby consisted of the same quintessence in their context. The consideration behind this particular rearrangement was the fact that the sub-themes combined were able to tell us more about the data rather than maintaining them separately.

Another consideration that we had to take into account for when reviewing the themes was the particular themes that were on the contrary to one another. An example was the theme "*The cultural background of the video*" and "*Language preference*", to which we contemplated to be separate main themes, as they were capable of telling us something distinguish, and they were thus not in relation to each other. The consideration behind this choice was that we found the codes to behold sufficient data to support each of the particular themes; however, we chose to divide the codes into sub-themes since each sub-theme could tell something particular and yet diverse from one another with clear relevance to their associated main theme. The overall substance of the main theme "*The cultural background of the*

video" differed from the other main theme "*Language preference*" as the last mentioned concerns the language of preference when searching on YouTube, the preference of the spoken language in the videos and so on, whereas the main theme "*The cultural background of the video*" addresses, e.g. the cultural aspects when preferring a video, hence: clear and respective main themes were created.

The table exhibits our final and reviews main themes and subthemes with their own respective codes. The final changes and adaptations that we undertook during this step are present in the two analyses in section 5.0 and 7.0.

Step five: *Defining themes*

The fifth step involves defining and naming themes. Here, the researcher must conduct a comprehensive and detailed analysis of each theme, which explains the essence of each respective theme by defining and naming them (Braun & Clarke, 2006, p. 92). The fifth step involves our final results with the conclusive themes, which are visible in the first and second analysis. The first analysis can be seen in section 5.0 which involves the data set from the eight individual interviews where the second analysis is visible in section 7.0, which contains the set of data from the focus group interview.

Step 6: *Producing a report*

The last and sixth phase of the framework consists of the researcher *producing a report* of the study. This phase is achieved by telling the reader a convincing story concerning the data and by contextualising it in relation to pre-existing literature (Braun & Clarke, 2006, p. 93). The sixth step is our discussions, where discussion one and two aims to answer our first research question regarding the group's understanding of nationality and language when seeking and receive information on YouTube, which can be seen in section 6.0 and 8.0. The third discussion of the research aims to answer our second research question concerning how the group's understanding of nationality and language contribute to the debate concerning international marketing, which can be seen in 9.0.

3.7 Trustworthiness and authenticity

It is a necessity to evaluate the chosen methods applied in any given research or study, which is why validity and reliability are the most commonly considered concepts within any methodology. The concepts suggest that an objective acknowledgement of what is being studied can be achieved (Daymon & Holloway, 2004, pp. 78-79). This claim is not applicable in this assignment as it is interpreted from a subjective perception. Qualitative research can be considered to be a subjective study as the researcher's involvement is personal in contradistinction to an open study. Within the concepts of thematic analysis, the researcher undertakes a dynamic and active role by recognising the patterns in the empirical data – Moreover, the researcher selects the patterns and themes by the interest which thus are presented to the reader (Braun & Clarke, 2006, p. 72). For that reason, this assignment will apply Guba and Lincoln's concepts of *trustworthiness* and *authenticity* instead of validity and reliability, as Guba and Lincoln's concepts are to a greater extent adequate when ensuring the quality of our method. The principle of *trustworthiness* and *authenticity* ensure the quality in a study by measuring the researcher's documentation and furthermore the decisions that one has chosen throughout the process (Guba & Lincoln, 1989, p. 236; p. 245). It is claimed that a study is authentic when the applied strategies are applicable when wishing to explore and find the "true" meaning of the participants (Ibid.). In order to ensure that the authenticity of our assignment is preserved, we have chosen to apply the data collection and method of analysis that in an adequate way would describe what understandings and interpretation the target group has in order for us to answer our research questions. The authenticity is ensured by our semi-structured interviews with our individual selected informants and by our focus group interview since the data is retrieved directly from both settings. However, the authenticity can be challenged, as the individual informants have not been in their own intimate settings during the semi-structured interviews and due to the possible influence of the interviewer. Moreover, the authenticity in the focus group interview can be discussed, as the statements from the informants may have been influenced by the presence of the other informants in the group.

The principle of trustworthiness consists of four requirements, which are *credibility, transferability, dependability, confirmability* (Guba & Lincoln, 1989, pp. 238-240). Credibility is obtained if both the researcher and the readers are assured about the truth of the findings in the research. This notion can be achieved when input from different sides are applied. As the empirical data that has been collected is conducted from two respective interviews, it can be possible feasible to repeat the process, which aids to increase the credibility of our research. Additionally, we have chosen to apply triangulation by supplementing with a focus group interview after analysing the previous data from the semi-structured single interviews, which enables us to have made an in-depth analysis of the data (Daymon & Holloway, 2004, p. 85).

Transferability is achieved if our findings are pertinent to other contexts. The thesis contains a single case, in which we wish to apply to the discussion regarding international marketing - moreover, our results from our data has been described adequately with the purpose of allowing readers to compose their own informed judgement about how our research might connect with their experiences and thus create their own conclusions. Additionally, our section regarding previous studies have been highlighted and clarified, whilst comparing the findings from the empirical studies to our own data, which causes the transferability to be obtained in our research (Guba & Lincoln, 1989, p. 241).

Dependability is attained when there has been presented a thorough explanation of the methodological and theoretical prospects in relation the research questions - the aim of doing so is so other researcher is capable of repeating the research, and so the findings will be coherent (Ibid., p. 242). The framework of Braun and Clarke's six phases in thematic analysis has contributed the thesis with a clear clarification of the six phases. By doing so, the reader will be led through the process in which each choice has been illuminated (Ibid.).

Confirmability is obtained if we as researchers assure that the thesis' conclusion derived from the analysed data with no presence neither possible personal motivations nor bias. The collected data and the applied literature are available for the reader, which are visible in the appendix and in the list of references, in order to obtain the thesis' findings neutral. Likewise, the section of thematic analysis has

been clarified with each step, in order to portray the informants' statements and expressions accurately (Guba & Lincoln, 1989, pp. 242-243)

4

Theory and literature review

4.0 Theory and literature review

In order to explore our research questions, we wish to review relevant empirical literature with the purpose of understanding of how our field of research should be investigated and examined. This section of theory and literature review is divided into four main fields where each field provides with a respective theoretical framework that aims to explain and define the concepts within the concerned field. The associated reviewed literatures are empirical studies that are related to the theories described. Thereby, this section of theory and literature review contains both a theoretical framework and empirical literature. Figure (x) illuminates the arrangement of our literature review and the field they operate in, in order to give an overview:
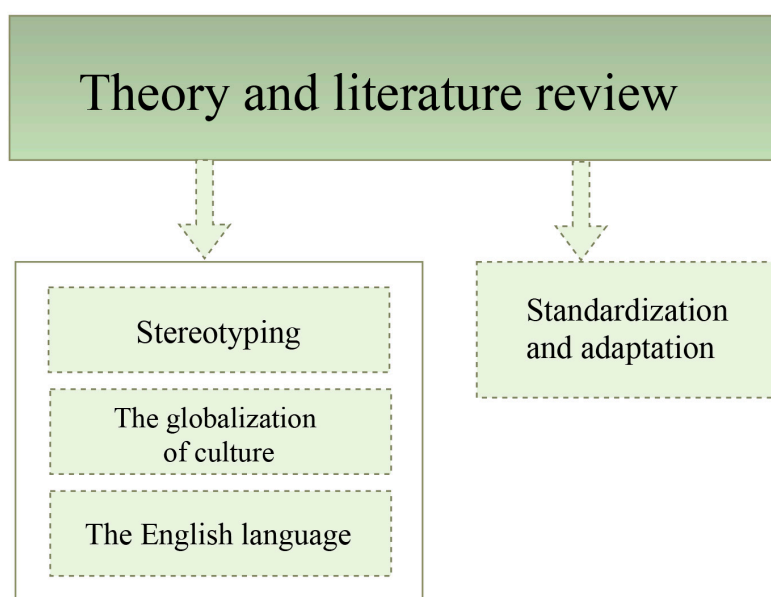

Figure 3: The structure of theory and literature review

As the structure visible in the above model suggests, the fields of stereotyping, the globalization of culture and the English language aim to provide us with knowledge, which will aid us to answer the first research question:

"What significance do nationality and language have when 22-27 year-old Danes seek and receive information retrieved from the global platform YouTube?"

Moreover, the model exhibits the field revolved around standardization and adaptation, which provides us with insights concerning the field, which thereby will facilitate us when answering the second research question:

"How can this group's understanding of nationality and language contribute to the debate concerning international marketing?"

The theory and the reviewed literature will thus be applied throughout the thesis with the aim of illuminating and clarifying our empirical data. The empirical literature we wish to review will, therefore, provide us with knowledge and comprehension concerning our research questions. We then will provide with further findings through our conducted and explored research in this thesis. The aim is to identify the relevant literature within our research field, where we wish to describe how findings within the field have evolved by pinpointing which studies already have been conducted by other researchers. The purposefulness of this review will help us to identify any gaps in research that yet remains unexplored.

4.1 Stereotyping

One of the first to apply the theory of stereotypes was the journalist Walter Lippmann in his book *Public Opinion* in 1922, arguing that stereotypes are images appearing in people's heads, which are related to specific occasions and groups of people (Lippmann, 1922, p. 3). Lippmann argues that because of the vast complexity of the actual surroundings, we are creating certain imaginations to manage the complexity that the outside world is holding. However, these imaginations are not the absolute truth about occasions and people but the foundations for our behaviour (Lippmann, 1922, cited in Hinton, 2000, p. 8). Lippmann's theory of stereotypes has been the foundation for discussions on stereotypes in many well-known scholars ever since and are still present in today's literature (Hinton, 2000, p. 9).

Within psychology, there is a general agreement about the key features of a stereotype being. Nevertheless, differences occur in the explanation of how and why stereotyping takes places (Hinton, 2001, p. 6). The definition of stereotypes used in this thesis is one of Hinton (2001), who defines a stereotype as having three important components.

At first, a group of people are identified by a specific characteristic, which can be anything from ethnicity, gender, age, nationality or any other characteristic that has meaning to the people doing the attribution. By identifying people in a certain nationality, we are separating them from people who do not belong to that nationality - as in identifying a group as English, we are distinguishing them from other national groups, such as Danes, Germans and Chinese (Hinton, 2001, p. 7).

Secondly, the particular identified group and all its members are linked to additional characteristics, as in English are seen as tradition loving (Ibid.).

Finally, when identifying a person as having the significant identifying characteristic, we discover someone belongs to a particular social group, here English. After this discovery, we attribute the stereotypical characteristics to them, in which we will infer that this English person, like all English people, is tradition loving (Hinton, 2001, p. 8)

Most significant about the concept of stereotypes are the features that are equally applied to all individuals in the group, which means that the individual is evaluated based on the respective social group they belong to rather than their own personality (Hinton, 2000, p. 4-5; Pickering 2001, p. 73).

Each individual is stereotyped into one or more social groups such as age, gender, nationality and others (Hinton, 2000, p. 24). The person who is stereotyping about another person belongs to a social group as well, and for that reason, we can talk about the distinction between in-group and out-group (Tajfel & Turner, 1979, p. 34-36).

The in-group is defined as the social group to which the person who is stereotyping is belonging to, whereas the out-group is the opposing group to which the person who is stereotyping does not belong to (Ibid.). When differentiation of in-group and out-group is made, it is made upon one main characteristic, such as nationality when it is the case of national stereotypes, whereby any other nationality forms the

out-groups, and one own nationality forms the in-group. The belonging to a group and the identified belonging of others have an impact on the evaluation of these groups and their individuals (Hinton, 2000, p. 107).

An essential attribute for defining stereotypes is the adjective cognitive (Hinton, 2000, p. 121; Fiske & Taylor, 2013, p. 308). Considering that our cognition is restricted, we need to structure the world with all the facts and figures that it contains in an easy way, in order to be able to comprehend and understand it, in which the concept of categorization becomes essential (Hinton, 2000, p. 55). Categorization means that we are structuring our surroundings in categories, like other people or items that are similar to each other (Tajfel & Forgas, 2000, p. 49). The study of Allen (2001) argues that people categorize other people based on their past experiences, in which the sum of a person's past experiences can result in a stereotype of certain people, occupations and/or physical characteristics (Allen 2001, p. 11).

The study of Augoustinos and Walker (1995) argue that stereotypes are not just a side effect of our restricted cognition and the consequent need of structuring the world to make it easier to understand. Stereotypes are shaped within a cultural group or the society and are not just a result of our personal opinion (Augoustinos & Walker, 1995, p. 222), which give us two sides of looking at stereotypes (Stangor & Schaller, 2000, p. 64). First, a stereotype can be seen as mental representations of individuals and secondly, they can be seen as collectively communicated by people who belong to one certain culture (Stangor & Schaller, 2000, p. 64). The first one claims that we are personally interacting with each other, and hence, we are gaining knowledge about the ones who are interacting with us; we create certain stereotypes about them. The second one claims that we are learning, conveying and possibly modifying stereotypes through the communication with other people within the same culture such as our parents, teachers, politicians or the media (Stangor & Schaller, 2000, p. 68; Ruscher, 2001, p. 45). Through this cultural view, we are able to hold stereotypes about groups of people even if we never interacted with any member of the group (Stangor & Schaller, 2000, p. 71).

According to Pickering's study (2001), stereotypes are overstating the description of features that are perceived to be typical for a specific group. These typical features are associated with all members who belong to a respective category

(Pickering, 2001, p. 10). If we are applying stereotypes of a specific group, we are associating this group with permanent sustaining features and thereby are organizing and constructing more order around them (Pickering, 2001, p. 4).

As a result of categorizing, which leads to stereotypes, the ones that become stereotyped is affected (Pickering, 2001, p. 5), even though stereotypes quite often are described as not correct or faulty (Pickering, 2001, p. 10). The study of Ruscher (2001) argues that there are three concepts related to each other, which are stereotypes, prejudice, and discrimination (Ruscher, 2001, p. 4). Fiske & Taylor's research supports that both stereotypes and prejudices can be seen as a sort of biases between groups of people (Fiske & Taylor, 2013, p. 282). The difference is that stereotypes arise from a cognitive approach and prejudices from an affect approach (Fiske & Taylor, 2013, p. 282). Affects or emotions can have impacts on stereotypes as cognitive biases and are applicable features within the concept of prejudices and discrimination (Smith & Mackie, 2010, p. 131). Hence, prejudices are rather resulting in discrimination than stereotyping (Fiske & Taylor, 2013, p. 311). This means that stereotypes can be seen as characteristics that are equally applied to all individuals in the group (Ruscher, 2001, p. 4), whereas prejudices can be seen as negative feelings associated with a particular group (Ruscher, 2001, p. 4), and discrimination signifies treating people unjustly because of their group membership (Ruscher, 2001, p. 4).

The study of Czopp et al. (2015), discuss how stereotypes can be positive and in which positive stereotypes, more so than negative stereotypes, may contribute to and perpetuate systematic differences in power and privilege (Czopp et al., 2015, p. 451). Positive stereotype refers to a subjectively favourable belief held about a social group. Common examples of positive stereotypes are Asians with better math ability and African Americans with greater athletic ability. As opposed to negative stereotypes, positive stereotypes represent a "positive" evaluation of a group that typically signals an advantage over another group. As such, positive stereotypes may be considered a form of a compliment or praise (Ibid., p. 152)

The research of Grosby (2005) suggests that If the identified attribute of the social group is the shared nationality of its members, it concerns national stereotypes and belonging to a certain nation can be achieved through two different ways

of origin (Grosby, 2005, 13). Mostly, our nationality is assigned at our birth and therefore related to the specific state territory where we are born in (Grosby, 2005, pp. 7, 13). But national belonging can also be viewed in terms of kinship in relation to the parents' nationality (Grosby, 2005, p. 7, 13). Nations and nationality can be viewed in terms of in-group and out-group whereby their own nationality is the in-group and people with other nationalities belong to out-groups (Grosby, 2005, p. 5). From the out-group's perspective, which means to look at other national groups, a nation can be described as "certain section of mankind having certain characteristics which have become stereotyped in the passage of generations". But from the in-group's perspective, looking at the own national group, there exist various opinions within one nation about what the own nation stands for (Grosby, 2005, p. 5). This means that there are different beliefs among one national group about various issues due to diverse people with different ethnic, religious, or political beliefs within it (Grosby, 2005, p. 5).

Pickering (2001) has researched how national borders are very much characterizing a nation, but those borders are not directly influencing the national identity (Pickering, 2001, p. 83). It is the symbols that are related to the national borders that are responsible for the feeling of national identities (Pickering, 2001, p. 83). He further explains that National belonging not only is applying to a nation state, which means to a territorial clear defined country (Pickering, 2001, p. 85). It also exists for example within some cultural groups like the Basques or Jews, to which some kind of local boundary is referred to, but not a clear national border (Pickering, 2001, p. 85). A corresponding example that underlines this notion, which is current, can be seen with Catalonia in which there exists a Catalan culture that is considered to be national and universal in Catalonia (Gencat, 2016). This clarifies that nations can be defined with people who have the same culture, but people with the same cultural belief do not necessarily have the same nationality and form a nation (Pickering, 2001, p. 99). But then again, a nation is having a respective common culture (Pickering, 2001, p. 99).

Within the field of stereotyping, the empirical studies have been described, which we aim to discuss in order to outline any coincidences or disparities in the notions of the studies. In regards to Tajfel and Turner's study (1979), it is argued

how stereotypes are defined within the concepts of in-group and out-group where they dispute that affiliation to one's group and the identified belonging of others have an influence on the evaluation of these groups and its individuals. However, neither Hinton's (2000) definition of how stereotypes occur nor does Tajfel & Turner's concepts of in-group and out-group take into account where the different characteristics emerged.

Here, the study of Allen (2001) suggests that categorization and stereotyping are based on people's past experiences, which can result in having stereotypes and moreover individual attitudes. In contrast, Augoustinos and Walker (1995) propose that stereotypes are created within the cultural or groups and consequently not based on personal opinions. In relation to this, where the notions of Allen conflict with the study of Augoustinos and Walker's study on how stereotypes occur, Stangoer and Schaller (2000) argue that one should include both arguments. Here, Stangoer and Schaller propose that both arguments enable one to look upon stereotypes in both ways, as they argue that stereotypes are both based on individual opinions and collective attitudes created by people belonging to a certain culture giving the possibility to stereotype persons one has never encountered. Additionally, the studies of Pickering (2001), Ruscher (2001), Fiske & Taylor (2013) and Smith & Mackie (2010) all discuss how stereotyping can lead to negative bias and prejudice of the person. Nonetheless, as stereotypes have commonly been studies in the context of negativity, the study of Czopp et al. (2015) argue that stereotypes also can be perceived as a positive bias concerning a specific group.

Grosby (2005) argues in regards to national stereotypes, where he argues that the identified characteristic of a social group is the shared nationality of the group in which he refers to the notions of in-group and out-group based on Tajfel and Turner's studies. Therefore, the notions of Grosby's study supports and confirms the arguments of Tajfel and Turner's studies. Nonetheless, Pickering disputes that national borders do not explicitly influence the national identity, as he argues that the feeling of national identities are related to beliefs and thus not based solely on national borders as Grosby suggests in his study.

The empirical studies in relation to stereotyping provide us with an understanding of how stereotypes occur and which importance and meaning they can have.

This understanding is highly relevant for our research, as the purpose is to explore how stereotyping influences the understanding of nationalities, including how nationalities are defined in relation to stereotypes.

4.2 The globalization of culture

The study of Li and Jung concerns the concept of the networked audience as a subject in order to comprehend the dynamic of cultural globalization (Li & Jung, 2016, p. 1). Their study thus discusses the cultural imperialism and homogenization within digital globalization and online networking in relation to the networked audience (Ibid.). Their findings suggest that the nation-state no longer should dominate the studies of globalization as they formerly have since the nation-state is currently adjusting and responding to global processes (Ibid., p. 8). Li and Jung thus argue conclusively that cultural globalization is characterized as rather fluid and dynamic, which opposes the concept of cultural imperialism and empowerment, as people are vigorously interacting with each other on the digital networks (Ibid.). Conversely, the study of Li and Jung also dispute that the dominant position of Western media is yet obtained within globalization since large media corporations and Internet companies are mostly US-based (Ibid.).

Raikhana et al. have researched the impact of changing culture due to globalization and its processes within the exchange of arts and trends (Raikhana et al., 2013, p. 8). As they suggest in their research, globalization contributes to the expansion of cultural ties among people, which negatively leads to the youth no longer participating in an interest to own culture (Ibid.). Although their findings suggest this, Raikhana et al. propose that globalization subsidizes to the exchange of cultural values and traditions of different countries and they moreover propose that globalization converge the progress of international communication (Ibid., p. 11). Their results imply that globalization of culture leads to the increase of individual national cultures in the world and yet they suggest that international cultural phenomena might promote and displace of national values due to the emergence of international ties (Ibid.)

The research of Ladhari et al. explored the assumptions of cultural homogeneity within nations in a global context by applying respondents from Canada, Japan and Morocco where the purpose was to investigate their cultural values (Ladhari et al., 2015, p. 235). Their findings suggest that there are some changes present in the cultural values within the three studies countries, thus proposing that culture is vigorous and evolving and moreover, that one should not measure cultural values with pre-existing classifications of countries and cultures (Ibid., pp. 243-244). Ladhar et al. thus argue that the emergence of global culture has a profound impact on national cultures, which they consider to be the development of a new global culture, as their findings imply that culture is dynamic and evolving within and across countries and regions (Ibid.).

The research by Bird and Stevens revolves around the impacts of globalization and the emergent new global culture and how this might influence national cultures (Bird & Stevens, 2003, p. 395). Their findings suggest that global culture is over-whelming national culture, as their observation implies that the current globaliza-tion of the world overpowers national cultures (Ibid., pp. 405-406). Bird and Stevens thereby argue that this shift of globalized culture might result in a homogenizing effect of a one-world culture with implications of a loss of national and regional cultural diversity due to the prodigious impacts of globalization (Ibid.).

The empirical studies as regards to the globalization of culture have been out-lined in which we seek to discuss any similarities and differences in their notions and findings in order to explore what the studies suggest in relation to each other.

Li and Jung (2016) outlined in their study that people interact more due to digital globalization, which causes culture being flux, which in they argue to minimize cul-tural imperialism and that national state is being decreased. These findings have similarities to the notion of Raikhana et al.'s proposal (2013), where they also argue that globalization has changed cultures where it reduces national cultures. Further-more, it is implied in their study that the decrease of national culture is due to international communication, which is supported by Li and Jung's notion of people interacting to a greater extent due to digital globalization.

The suggestion of a global culture and that national culture is diminished due to globalization is also supported by Ladhari (2015), which moreover have

resemblances to Bird and Steven's notion (2003) in which they outline that global culture has arisen because of globalization. Furthermore, Li and Jung particularly stress out that the bond between the national state and culture is rather reduced, which the other studies do not point out.

Thus, there are drawn some parallels between the studies which find similar results where the arguments are that the national culture is increasingly blurred to a global culture caused by globalization. The studies revolved around the field of globalized culture is relevant for our research as we wish to explore the globalization of nations and culture, where the globalization of culture is insignificant aspect in which the studies have aid to provide us with insights to.

4.3 The English language

The aim of this section is to clarify and explain the concept of the spread of English, as it is a necessity to understand the spread and the diverse levels of English in a global world. The amplification of the concept will provide us with a basic understanding of how English is spread globally and why.

The language of English is increasingly being spoken by a great number of people, and although is it difficult to specify the accurate number, approximately 1.5 billion people are speaking English worldwide (Lyons, 2017), although is it difficult to specify the accurate number. However, it is significant to clarify the spread of English and the varieties of the language across the world.

The linguist Braj Kachru created a model in early 1985, where he suggested it represented: "*The type of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages*" (Kachru, 1985, p. 12). According to Kachru, the model of "World Englishes" falls into three categories, which are visible in figure 4:
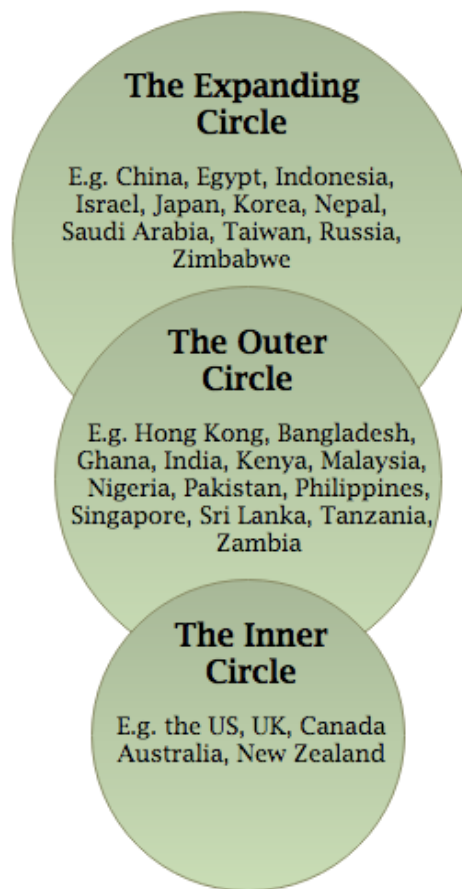
Figure 4: Kachru's three circles of English – Own creation

Kachru explained the model with the three circles, where the inner circle consists of countries where English is the native language – countries such as Australia, Canada and USA are considered to be within the inner circle (Kachru, 2006, p. 196-199). The outer circle obtains countries, which applied English as an additional institutionalized official language, which however is not their native language. The population of these countries are able to use English assuredly, which includes countries such as Africa, India and Kenya (Ibid.). The expanding circle signifies countries where English is considered to be a foreign language. The countries are, e.g. China and Russia, that are included in this particular circle. As Kachru argues, the model represents the spread and varieties of English due to, e.g. historical and political factors, and moreover, it implicates the spread of English and thus how it globally is used (Ibid.).

The study of Schmitz revolves around Kachru's three circles of English and explores the currency of the model's inner circle (Schmitz, 2014, p. 373). Schmitz argues throughout his findings that the nations in the inner circle are increasing becoming more similar to both the outer circle and the expanding circle (Schmitz, 2014, p. 404). As he proposes, the movement of people from one place to another, both languages are people are mixing, which can be found in all of the three circles (Ibid.). Additionally, Schmitz suggests that the movement of people also results in them taking their culture with them, and thereby different impacts of cultures can be found in the circles; thus, he argues that the circles are becoming progressively indistinct, where not all people have national roots as they rather have international or transnational identities (Ibid.). Park and Wee conducted a study in relation to Kachru's three circles of English, where the purpose was to reinterpret the model, as they consider the model to restrict local creativeness and the value of English in the world (Park & Wee, 2009, p. 389). Throughout their study, they have defined some critical arguments regarding the model, as they propose that Kachru's model emphasizes national boundaries, and as they state, the model ignores the complex and dynamics of English that takes place across and within the boundaries (Park & Wee, 2009, pp. 402-403). Park and Wee propose that globalization studies imply that English increasingly plays the role of a global medium for communication and thereby, they do not suggest that there is a tie between language and its nation-state (Ibid.).

Kuppens' study concerns the spread of English as a part of globalization with notions from the globalization of media and culture (Kuppens, 2013, p. 327). The aim of the study was to shed light on the parallels between cultural and media globalization and the globalization and spread of English, where similarities are argued to be present (Ibid.)

The findings in Kuppens' study implicates that the global spread of English has constantly been impacted by cultural globalization, where he suggests that the globalization of culture and media and the spread of English are linked, as this connection is created by the fundamental interconnection between culture and language (Kuppens, 2013, pp. 337-338). Therefore, his research argues that language is not solely a medium where culture is communicated through, but rather a part of the

culture (Ibid.). Furthermore, Kuppens suggests that the spread of English is not only reinforced by people's' ability to understand English, as he emphasizes that the cultural associations and transcultural aspects also have an important impact, whilst the media strengthen and produce these connotations (Ibid.)

Gandal's research explores the correlation between the native language and the use of the Internet, which has been revolved around users in Quebec (Gandal, 2006, p. 25). Throughout his findings in his study, he clarifies that a majority of the users in Quebec are using the web intensively in English; therefore, he proposes that English will obtain its position as a common language on the Internet (Gandal, 2006, p. 38). Gandal furthermore argues that this conclusion can be rationalized by the fact that the younger generation drives the dynamics of the Internet, which he enlightens to be a generation that uses English to a greater extent in their everyday life (Ibid.)

Flammia Saunders have conducted a study that concerns English as the dominant language of the Internet, where they have explored the cultural propositions and the position of English as being the language of the Internet (Flammia & Saunders, 2007, p. 1899). They argue that although the number of people that have English as their first language is decreasing, the language is nonetheless the most spoken language globally, as it is increasingly used as a second language in many countries (Flammia & Saunders, 2007, p. 1901). Flammia and Saunders stress out that English has become a global language due to the combined effect of the American military power and its economics, which has led to English being considered to be the language of empowerment (Ibid.). Their notion in their findings suggests that due to the massive numbers of countries that have English as their mother tongue and countries that officially use English as their second language, the spread of English around the world has reached to a point where English is considered to be the primary language of the Internet, which they also propose to be current in the future (Flammia & Saunders, 2007, p. 1902).

Rózsa et al. suggest throughout their study regarding online searching that searching online in English as a foreign language, as it at times can be necessary due to the lack of content in other languages, which are underrepresented (Rózsa et al., 2015, p. 875). Their study has explored a particular group of users' behaviours

in Hungary in order to clarify or argue that they resort to search in English whilst searching for information (Ibid.) Their study showed that that the Hungarian participants combined their search with their native language and English as they argued to be complementary and that some information and content could only be found in English (Rózsa et al., 2015, p. 876). However, Rózsa et al. clarify that their findings implied that there was a set of uncertainty when searching in English rather in there own native language when the participants were searching for content or information online (Rózsa et al., 2015, p. 877)

The study of Lev-Ari and Keysar was aimed to investigate if the presence of a foreign accent affects credibility judgments in a negative manner whether or not it leads to stereotypes of prejudices against non-native speakers (Lev-Ari & Keysar, 2010, p. 1093). They explored the field by involving native English speakers and non-native English speakers in order to examine the degree of credibility evaluated by the participants heard the statements (Lev-Ari & Keysar, 2010, p. 1094). Their results exhibit that the participants recognise and perceive statements as less credible when it is spoken by non-native speakers (Lev-Ari & Keysar, 2010, p. 1095). As they argue, the processing fluency is reduced when people listen to an accented speech where they thus perceive the statements more difficult to understand, thus less trustworthy, which Lev-Ari and Keysar argue to result in non-native speakers being considered to be less credible (Ibid.). Although their results of the study implicated that there was lesser credibility present from the non-native Speakers, they suggest that a heavy accent is considered to be less truthful than a mild accent (Ibid.). Their findings moreover suggest that stereotyping of non-native English speakers emerges due to the reduced perception of credibility found in the accents (Ibid.)

Wang et al. have through their research explored the effects of accent stereotypes within the field of call centre situations where they explored British, Indian and American accents (Wang et al. 2009, p. 940). Their findings exhibit that accent stereotypical influences the customers' satisfaction and their judgement, and that the negative bias towards those with Indian accents was so significant that it affected the information the customers received (Ibid.). Furthermore, Wang argues that the most favourable groups of accents where British and American as they performed

well according to the survey from the customers and that the performance from the unfavourable group of the Indian accent performed poorly (Ibid.). Thus, their study suggests that there is a more positive bias against British and American accents and a convincing negative bias toward the Indian accent as the customers made stereotype-consistent attributions in relation to the service outcomes (Ibid.).

A study by Hjarvard proposes that the effects of the media contribute to increased communication among people and thus, new uses of the language (Hjarvard, 2004, pp. 75-76). He argues that the media has been influenced by globalization and hence: The spread of English has had an impact on the Danish language (Hjarvard, 2004, p. 95). His findings also imply that greater use of English in the media contributes to a linguistic diversity that impacts different national languages, such as the Danish language, and as he elaborates that the global society is a mediated society due to the presence of online communication through online networks (Ibid.). Hjarvard proposes throughout this exploration of his findings that the media are where people meet and converse and that the English language may be considered the dialect of globalization, thus resulting in local varieties of language being replaced by global varieties such as English (Ibid.)

The study of Preisler revolved around exploring the mechanisms behind the influence of English on the Danish language and how English has manifested itself in the Danish language and culture (Preisler, 2003, p. 110). Preisler's results exhibit that English is having a strong impact on the Danish language due to the American youth subcultures that are present in Denmark (Ibid., p. 125). He thus suggests that these subcultures are a value symbol, which is expressed with styles of, e.g. clothing and music as the youth relates to American subcultural practices, which thereby results in English being integrated into the Danish language (Ibid.). Preisler survey of his research moreover implies that there is a preference of respectively American English in the general Danish population and that terms from the American English are increasingly integrated into the Danish language (Ibid.).

Whilst the relevant empirical studies regarding the spread of English have been presented and clarified, it is moreover important to discuss and highlight the correlation, similarities and divergence in the findings of each study.

The studies of both Schmitz (2014) and Park & Wee (2009) criticize Kachru's three circles of English as they argue that it is no longer relevant due to globalization since people move and thus both language and culture is mixed, dynamic and influenced by each other. English is spread to a greater extent due to globalization and is no longer tied to national states. This notion is supported by the study of Kuppens (2013) as he proposes that the spread of English have parallels as the globalization of culture, where globalization has led to English being spread even more and that there is a connection between globalization of culture and English. Both Gandal (2006) and Flammia & Saunders' (2007) studies imply that English has become the predominant language both globally and, on the Internet, due to globalization has spread English worldwide, which results in greater use of English on the Internet.

These suggestions furthermore support the notions of Schmitz and Park & Wee's studies regarding the spread of English. The study of Rózsa et al. (2015) argues that it is a necessity to search in English for information online as most content is in English, which supports the notion of Gandal and Flammia and Saunders, as their studies argue that English is the dominant language on the Internet. Hjarvard's (2004) study suggest that the effect of media and the increasing online communication influence languages and that it has affected the Danish language, as media and online communication to a higher extent is in English - this notion supports the arguments of Gandal and Flammia & Saunders and furthermore Rózsa et al.'s notion. The notion in Hjarvard's study has similarities in Preisler's (2003) argumentation, in which he proposes that the English language has influenced the Danish language due to the impact of the American culture - this suggestion underlines the studies of Schmitz and Park & Wee, where the dispute is that culture is rather fluxed where culture is influenced across.

Lev-Ari & Keysar's (2010) study argues that accent impacts the credibility of a person, leading to prejudice and stereotypes, where these findings are equivalent to the study of Wang et al. (2009), as they also suggest that accents can cause negative bias and stereotyping. However, the studies revolved around English being spread globally does not take the notion of accent into account.

The empirical literature each consists of notions, which are relevant for our field of research, as our first research question aims to explore the importance of language. The studies are thus related together, as they support each other notions, and yet they aid to contribute with diverse aspect for our research within the field of globalized language and the spread of English.

4.4 Standardization and adaptation

In order to understand the concepts of standardization and adaptation, one must look upon the rudimentary and necessary clarifications made, as they have been the basis for later studies concerning the concepts. Additionally, the interpretations of the concepts will help us as researchers to gain an understanding of what standardization and adaptation consist of. The description of the basic understandings of the concepts is done with the aim of creating a broad and yet accurate clarification of the terms.

In the late 1960s, marketing was in the early days where Robert D. Buzzell encouraged various firms to endorse and apply standardization, which in the early 1980s was supported by the economist Theodore Levitt (Levitt, 1983, p. 88)

Buzzell thus proposed that by doing so, the firm would meet the consumers' need, which was driven by globalization (Buzzell, 1968, p. 105). According to Bodo B. Schlegelmilch, the approach of standardization leads to a uniform and constant image globally, which he argues to be profound as the is an increase of multinational customers (Schlegelmilch, 2016, p. 88). As he elaborates, the consumers are progressively becoming more mobile, which gives the firms an unyielding purpose to produce and create a coherent homogeneous image and uniform approach to the consumers of the location (Ibid.). Additionally, Buzzell has argued that standardization should be applied, as great ideas are unusual, which, therefore, should be exploited at a supreme scale (Buzzell, 1968, p. 113).

Nonetheless, Schlegelmilch suggests that there is a presence of other aspects, which the approach of standardization fails to accommodate. In an extent, the suggestion of adaptation is clarified. According to Schlegelmilch, legal factors require distinctive modifications of the firm's' products or services (Schlegelmilch, 2016, p.

89). He thereby argues that a standardized product might not meet the local requirements, which can result in lower sales (Ibid.). An example of standardization can be seen with the brand Apple, in which the firm have a standardized their products worldwide, as, e.g. their iPhones are not modified or adapted to certain market segments or countries (Hovivian, 2017). In contrary, Schlegelmilch emphasizes that the approach of adaptation is able to meet the different requirements of the specific market at all levels (Ibid.). An example of adaptation is demonstrated by McDonald's as their approach to India with their products has been to adapt to the local culture, which explains why vegetarian menus are offered to the Indian consumers (Kannan, 2014)

Furthermore, he proposes by employing an approach of adaptation; the firms are able to meet the consumers' needs as it calls for products that are adapted to the specific needs (Ibid.). As Ilan Alon and Eugene Jaffe clarifies, the premises of standardization regards a product that is sold globally exclusive of any adjustments, whereas, on the contrary, the approach of adaptation consists of accustomed global products, which are created to target different segments (Alon & Jaffe, 2016, p. 28-29)

The research conducted by Papavassiliou and Stathakopoulos was aimed to create a depiction of standardization when advertising and to which degree adaptation should be used in international marketplaces (Papavassiliou & Stathakopoulos, 1997 p. 523). Their results exhibited variables within different fields of determinants that can be influenced, which they propose to have a predictive role in shaping ways or degrees of adaptation (Ibid.). Papavassiliou and Stathakopoulos' key notion within the field of standardization and adaptation is that advertising strategy continuum is considered to move from a massive scale of advertising towards a rather niche advertising based on their findings (Papavassiliou & Stathakopoulos, 1997 p. 521-523). Thus, through their research, they suggest that there are numerous adaptation components, which are considered to be appropriate to the different situation regarding international advertising (Ibid.).

The results within the study of Apetrei et al. exhibit that significant factors determine the balance of standardization and adaptation (Apetrei et al., 2015, p. 1519). They argue that ones' knowing of the host country means that adaptation to

the local environment will appear, however, their research is referred to firms of entrepreneurship, which they argue do not always adapt to local culture nor employing a strategy of adaptation (Apetrei et al., 2015, p. 1520-1521). Apetrei et al. furthermore suggest that ones' business activity also have an influence on which standardization the entrepreneurs should adopt. As they elaborate, they argue that firms that deal with local customers are in necessity to adapt to the local environment if they wish to succeed (Ibid.). Yet, they suggest that the approach of standardization is more appropriate in the case of IT firms since the customers within this field are international and since the IT firms deal with a universal language of computer science where there is no need of adaptation (Ibid.). Their study illuminates another aspect of standardization and adaptation, as their results indicate that customer relations also have an impact, to which they argue to be an essential factor that should be further researched (Apetrei et al., 2015, p. 1521).

The study of Alashban et al. revolves around the antecedents of a firm's brand name within the strategy of standardization and adaptation (Alashban et al., 2002, p. 22). Through their results, they suggest that firms adapt their brand names when the factors of market structure such as competition, buys and distribution increases (Alashban et al., 2002, pp. 41-42). Thus, Alashban et al. argue that the results exhibit that the firms consider market structure factors when choosing international branding strategies, as they wish to adapt their brand names in order to improve their competitive standing (Ibid.). Moreover, the results in their study show that by obtaining the same brand name to a greater number of customers might have a negative impact on the brand (Ibid.). Thereby, they argue, that a larger number of customers requires the firms to adapt their brand name in order to satisfy a greater variety of market segment across countries, as some products or services might be culturally bounded and since there might be some environmental forces that require an adaptation (Ibid.). However, Alashban et al. propose that their results reveal that standardized brand names are applied by the firms, as it leads to lower costs, which are in contrary to modified brand names – they argue that the reason for standardized brand names is due to the increasing number of tourists that travel across countries, which results in international customers that are more

able to recognize and purchase products from a brand name that is global and uniform (Ibid.).

The study conducted by Hatzithomas et al. revolves around the concept of standardization versus adaptation in relation to international corporate social media strategy in Facebook (Hatzithomas et al., 2016, p. 1098). Their conclusion of their study suggests that the strategy of international communication should not solely rely on the approach of neither standardization or adaptation, as their results exhibit that a key factor in this particular field that one should take in account for is the role of personalization (Hatzithomas et al., 2016, p. 1104). Hatzithomas et al. argue that the findings imply that by enhancing a personalized communication strategy will create a cultivated dialogue, which will then lead to familiarity among the consumers (Ibid.). Thereby, they propose that firms should shape its communication at three levels: global, local and personal – as they argue that a global brand image can remains whilst the firm continuously adapts to local factors and furthermore personalize the communication to the specific personal needs of the consumers (Ibid.). Thus, Hatzithomas et al. argue throughout their study that ones' firm is able to obtain a global brand image whereas the communication should at all time be highly adapted to a personalized local strategy which is not solely based on cultural and national attributes (Ibid.).

Dimitrova and Rosenbloom have conducted a study in relation to channel strategy, where their results implicate that there are three underlying phenomena in global markets, which restrain a firm's possible to achieve a standardized channel strategy (Dimitrova & Rosenbloom, 2010, p. 157). Thus, Dimitrova and Rosenbloom argue through their results that the three forces, which are culturally distant distribution behaviour, distributive institution rigidity and international functional fragmentation requires forms to implement an approach of adaptation (Dimitrova & Rosenbloom, 2010, pp. 169-170). As they propose, the cultural differences, distribution structure present in many countries and diverse marketing intermediaries call for a channel strategy that is need for adaptation in order to accommodate the three underlying phenomena or forces that are present in global marketplaces and in order to produce products that are available to the consumers in the particular countries (Ibid.).

Hartmann and Apaolaza-Ibánez have studied the images of nature in global advertising with the purpose of exploring whether the strategies should be conducted through an adaptive approach to the targeted audience or if the strategy is able to the conducted through a globally standardized approach (Hartmann & Apaolaza-Ibánez, 2013, p. 917). Their findings suggest that the individuals neither preferred advertisements exhibiting natural habitats that they had grown up in nor did the findings suggest a global and universal preference (Hartmann & Apaolaza-Ibánez, 2013, p. 927). Yet, Hartmann and Apaolaza-Ibánez argue that their results imply that the perception of beauty in a landscape is universal, and thus, the preferences are parallel with the universal perception (Ibid.). Thus, they propose that an effective global strategy should be standardized when the perceptions of certain features are universal and global as it implicates that the preferences are alike (Ibid.).

The study conducted by Theodosiou and Leonidou revolved around the concepts have led to the conclusion that there is still an underlying question concerning which strategy is appropriate for firms to apply (Theodosiou & Leonidou, 2003, p. 142). However, the notion of their study suggests that the question is not relied on whether or not firms should apply adaptation or standardization, as they emphasize that the focus should be on applying an appropriate co-alignment between the international marketing strategies in the context where the strategy is implemented (Ibid.). Theodosiou and Leonidou dispute that the context-specific environmental factors, conditions or circumstances present in the specific market, in which the firm is confronted by (Theodosiou & Leonidou, 2003, pp. 166-167). Thus, they propose and challenge the basic approach of standardization and adaptation, as their findings imply that firms should apply an approach where the strategy can range between adaptation and standardization and not solely using one approach (Ibid.). They argue that greater performance will be achieved when taken in account for the circumstances of the specific markets, which at some times can require some degree of standardization and some degree of adaptation depending on the circumstances of the specific market (Ibid.). Thus, Theodosiou and Leonidou propose that greater performance will occur when one is able to properly match the particular settings of circumstances and the specific context of the specific market the firm wishes to enter (Ibid.).

Ryans et al. have explored the former studies carried out concerning the concepts of standardization and adaptation (Ryans et al., 2003, p. 588). Their conclusive findings entail that the standardization-adaptation debate remains unsolved, as many studies do not have a solid theory to support their notions in their research (Ryans et al., 2003, p. 596). Thus, Ryans et al. argue that previous studies have merely researched the field rather than creating conceptualized research to support their findings (Ryans et al., 2003, pp. 596-597). Their notion in their study indicates that the former researchers have solely explained the firms' wish to adopt some degree of standardization due to the scale of economies, as the assumption is that standardization results in lower costs (Ibid.). However, Ryans et al. dispute that theories that not merely rely on efficiency and scale rationale should be considered, like other fields of theory may be appropriate for further research of standardization and adaptation (Ryans et al., 2003, pp. 598-599). Thus, the significant notion of the study implicates that further research should be conducted, as the former studies regarding standardization and adaptation lack of greater insights (Ibid.).

The study of Papavassiliou and Stathakopoulous (1997) argue that there are some components that speak for an approach of adaptation and that this approach is more appropriate to use for different situations in international marketing. This argument is supported by Apetrei et al. (2015), which suggest that adaptation arises from the company knowing the host country and that it is necessary to adapt when having local customers.

This notion is similar to the suggestion from Alashban et al. (2002) but according to brand names, where the argument is that brand names should be adapted and adjusted if the market structure so requires. Dimitrova and Rosenbloom (2010) also argue for adaptation, on the other hand, suggesting that it is due to cultural or structural differences, which requires an approach of adaptation to the specific country. The argument is similar to Theodosiou and Leonidou's study (2003) where the dispute is that there are some factors, such as diverse market structure and culture, to which firms must take into account and hence apply an adapted approach to the specific context. This notion has similarities with Alashban et al. suggestion, which explains that the market structure may require a modified and adapted marketing approach.

On the other hand, Theodosiou and Leonidou also argue that standardization should be used if the context so requires, where Alashban et al. suggests that this approach should be used to the firm's product or brand becomes more easily recognizable globally. Here, Hartmann & Apaolaza-Ibánez (2013) suggest that standardization should be applied based on another argument, which is that if a preference or point of view within a particular area is universal, then standardization should be applied. In relation to the entire field of standard and adaptation, Ryans Jr. et al. (2003) suggest that the previous studies do not support their arguments sufficiently enough with their results. This notion can partly be seen in Apetrei et al.'s study, as they emphasize that customer relation is also a crucial factor, which should be investigated more, as it has not been taken into account in previous studies. The notion of Ryan Jr. et al. 's study is moreover to some degree similar to Hatzithomas et al.'s study (2016) where they dispute that there focus should not rely solely on whether adaptation or standardization should be applied, but personalized communication strategy is likewise a factor that should be taken into account and explored more.

The empirical studies regarding standardization and adaptation are highly relevant within the field of international marketing, as they provide us with insights, which will aid us to answer the second research question.

Throughout the review of the empirical literature of the four fields of research, it has become clear that literature concerning the field of the English language addresses the globalization of culture and stereotypes of accent. Thus, some of the research fields correlate with each other, wherein, on the other hand, there is no correlation or connection among the field of the English language, the globalization of culture and stereotyping in relation to the empirical studies revolved around standardization and adaptation. This suggests that there is a gap of research that remains unexplored, which we wish to explore in our thesis.

5

Analysis I

5.0 Analysis I

Within the section, we aim to present our conclusive findings from the analysis one, which is conducted by the process of the framework of thematic analysis. Thus, this section displays the findings from the fifth step of the framework. By doing so, the most significant and relevant results are entailed in this section, which thus is presented table xxx, which provides an overview of the final themes, sub-themes and their associated codes that aim to describe our essential findings from the single interviews with the eight informants. The following table 1: Table of final themes of analysis one, provides an overview of our conclusive themes drawn from the first analysis:

Themes	Sub-theme	Codes
Language preference	Search-language	o The use of English words that have the same global meaning o A bigger expectation of the range of videos when using English words o English words are used because YouTube is an international platform o Deliberately searching for international content o Deliberately searching for national content o The use of Danish words due to a better understanding o The range of videos are limited in Danish
	Video language	o No preferences due to the equal understanding of English and Danish better understanding in Danish o English as a preferred language o Sceptical if a third language is applied o Indifferent if there are subtitles o Indifferent to video's origin as long as English is the spoken language.

	Accent and dialect	o Accent and dialect has greater significance than the video's origin o Indifferent to the accent and dialect as long as it is understandable o Greater preference of American dialect
The cultural background of the video	The significance of the cultural background	o Indifferent to video's origin as long as English is the spoken language o Prefers videos from culturally different backgrounds o Indifferent to the video's origin as long as the right content is found o Authenticity due to the video's origin o Stereotyping o Videos from a similar culture have a greater trustworthiness o Greater credibility if the content is consistent with one's notion of stereotypes o Lack of credibility due to one's notion of stereotypes
	What is relatable	o Able to relate to American videos o Finding videos from a similar culture more relatable o Able to relate more to persons from Western countries o Able to relate more to certain Western countries than other countries in the west o Prefers videos from America due to the idea of the country
Other significant impacts of the choice of video		o Greater credibility to content from a trusted channel or person o Views and comments generate higher trustworthiness o The settings have a great significance o Poor sound and poor quality in the video are deselected

Table 1: The table of final themes of analysis one

The aim of the fifth step was to conclusively identify the substance and essence of each theme by clarifying what they, in fact, are telling us; thus this section aims to present our findings. An important notion in this step was to identify what the themes consist of and what and why is interesting in each theme. Furthermore, it was central for us to reflect upon, e.g. how the sub-themes interact with the main themes and how each sub-theme differs from each other and yet relate. The following clarification displays the characteristics of the different themes where there are defined accordingly:

5.1 Main theme: Language preference

A large part of the interviews was centred on language. The essence of the main theme, "*Language preference*" concerns how language is strategic chosen, used and preferred. The main theme embraces the overall reflections and attitudes concerning language preference; however, sub-theme was generated to separate the different contexts that have an impact on language preference. The associated sub-themes are thus described accordingly:

5.1.1 Sub-theme: Search language

This sub-theme concerns the informants' reflections on the language used in searching for videos on YouTube. There is a difference present in which language the eight informants prefer and why they prefer the specific language. The code *"The use of Danish words due to better understanding"*, which is within this sub-theme indicates that one of the informants prefers to use Danish as search language. In this case only, one out of eight informants would prefer to search in Danish, as the informant wishes to gain the full understanding of what is being said and anticipate that she might lose some important information. Another reason for searching in Danish can be found in the code *"Deliberately searching for national content".* In some cases, the informant uses Danish search words, as they are looking for national content, for instance, a recipe on the Danish food "frikadeller"[1].

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[1] Frikadeller is a traditional Danish dish.

Seven out of the eight informants prefer to search in English. Within the group of informants preferring English search words, we discovered different reflections with their reasons to prefer English search words. The code *"The use of English words that have the same global meaning"* indicates that English sometimes is used since the term only exists as an international concept and a national search is therefore not possible. Another crucial attitude within this sub-theme is that YouTube, as an international platform, can provide more results if one searches in English. Codes, such as "*English words are used because YouTube is an international platform"* and *"A bigger expectation of the range of videos when using English words"* indicate that the informants propose that the English language has become a natural part of their everyday life through work, study and friends. For that reason and the fact that YouTube is an international platform, the informants expect to reach the full potential of YouTube if they search in English. The informant Jens explains that searching for Danish football highlights is more likely to be found when searching in English:

> *"When searching for videos in general, I use English search words, but that is also because I know that my chances of finding results when I search in English, within the field I search for, is 1,000 percent bigger than if I use Danish words (…) I did a search for Denmark and highlights after the last national game; however, I did a search in English because I just know that… and I found it in English, but it was not there in Danish." (Appendix 5)*

There is a common notion that equivalent results cannot be found in Danish compared to English within the topics that the informants find interesting. It can be within the topic of gaming as well as electronic devices. Jens continues his argument by explaining how he does not expect to find mobile phone reviews sufficient enough in Danish due to Denmark being a smaller country:

> *"I believe a big part of it is me not being able to imagine that Denmark can make such a sufficient mobile phone review. I do not know who could be*

the sender? I know that each time there is someone, such as Buzzfeed, they do it each time a new product arrives or once a year, then they choose the phone of the year in their opinion and then it is tested and commented by each employee and test persons who need to navigate it and give it an evaluation. I do not expect to find such included reviews in Denmark, which I understand since we are much smaller." (Appendix 5)

In other cases, English is used with the purpose of finding international content, as informant, Louise proposes: *"If you take a look on the Danish influencers, I do not find them as good, because they cannot get many of the products you can get in foreign countries." (Appendix 7).* This statement is in relation to the code *"Deliberately searching for international content", which supports the code "The range of videos are limited in Danish",* which indicates that searching in Danish can confine the search results and forces the informants to search in English for results that one has not already seen - if a result is found at all. In some instances, results cannot be found if searching in Danish, as informant Louise continuously explains:

"I use self-tan and that is not something many others do [Danish people], but they do it a lot in foreign countries. That is why I use their product recommendations and so on... because they have more knowledge regarding the topic, and they do it every day. I do not really have someone I can relate to at home [in Denmark]." (Appendix 7)

5.1.2 Sub-theme: Video language

The essence of this sub-theme concerns reflections regarding the language being spoken in the videos. The above sub-theme indicates that most of the informants prefer to search in English; however, the preferred language being used in the video may be different. The code *"No preference due to the equal understanding of English and Danish"* describes that a common notion among the informants is that the language being spoken is of no importance if Danish or English is accessible either written or spoken. It is furthermore suggested that English has become a part of

the everyday language, which results in the informants not knowing or remembering if they have watched the video in Danish or in English. Most important is the fact that the video, regardless of the language, can provide the information that the informant is searching for. Informant Peter suggests:

"It depends on the information I seek. I do not care how I get it, as long as I get the information. I understand English perfectly fine, so it is a product review or a review regarding a product I would like to buy, I may be looking for specific information and if I can get that through an English review – that is equally fine for me as if it was a Danish video" (Appendix 9)

However, in the end, most of the informants conclude that they somehow prefer one language to another. Only one of the eight informants prefer to watch the videos on YouTube in Danish, which covers the code *"better understanding in Danish".* Informant Mette suggests:

"I believe that I do understand English very well, however, I believe that I will get a greater understanding by watching in Danish over English – maybe because one U understand the main essence of the video by watching it in English, but some parts might get lost. " (Appendix 8)

Five of the informants have equal preference for Danish and English, and two definitely prefer English. The code "*English as a preferred language"* captures these reflections. The informants describe Danish videos as boring and that the Danish language even at times bothers them, as informant Anna reflects:

"I can watch something in Danish, but I have tried, and it gets so boring somehow, and then the way they talk starts to annoy me (…) English is a more pleasant language to listen to for a longer period of time than Danish. With my ears." (Appendix 2)

Informant Louise supports Anna's attitude by reflecting on the English language with:

"In general, I find that English is more pleasant and the USA… it just sounds nicer. And I feel, I can relate more to the English language, but that is also because I constantly watch English – also in movies and magazines and whatever, I always watch it on English, and for that reason, I relate more to the English language (...) It is just the fact that it is more common to me that things happen in English more than in Danish, even though I live in Denmark (…) however it is a funny fact, because in my everyday life with my family, we speak Danish. At work as well. But anything else is happening in English" (Appendix 2)

Six of the eight informants do not necessarily have a bad association with the sound of the Danish language; however, they use English search words, which result in English speaking videos, which they gladly watch. Common for all informants is as mentioned, some sceptical if a third language is applied. The codes "*Sceptical if a third language is applied*" and "*Indifferent if there are subtitles*" concern the reflections as to how understandable language is necessary, where it is proposed that there is a requirement of subtitles if a video is able to provide the needed information, but the language spoken in the video is the third language.

5.1.3 Sub-theme: Accent and dialect

The sub-themes "*Search language*" and "*Video language*" indicate that the informants to a greater extent search and prefer watching videos in English. However, the accent and dialect are not without importance. Among the informants, an overall attitude is, that the English being spoken must be without too much accent, dialect and slang, which may result in lost information. The code "*Indifferent to the accent and dialect as long as it is understandable*" covers the reflections, which argue that the English being spoken needs to be pleasant and easy to code. The concern about accent and dialect is not necessarily about the sounds but the fact that it can be difficult to understand. As mentioned before, the ability to intercept the information quickly is very significant for the informants. Informant Kirsten reflects upon the fact that the English being spoken needs to be easy to code*:*

"I will, for sure find a reasonable English-speaking video most pleasant, compared to one [a video] who needs concentration. It is just as much about it being easily accessible. We do not want to use too much time in order to understand things." (Appendix 6)

If the accent and dialect become too difficult to understand, it will be disturbing and result in a dismissal of the video. Informant Jens reflects on a disturbing accent he once encountered:

"For me, it was disturbing, like background noise. Instead, I found a similar video with a person talking, in my opinion, 'normal English'" (Appendix xxx). Informant Louise gives an example of why the accent can become a disturbing factor when she is asked: *"Well, I do not know. I believe it is because I speak English very well myself, and for that reason, it irritates me that one cannot speak proper English."* (Appendix 5)

According to the informants, proper English is defined as American English rather than British English as the code *"Greater preference of American dialect"* concerns. It is a common attitude that British dialect is challenging to understand, particularly Scottish and Irish. These dialects are for the informants so difficult to understand that some information gets lost when trying to understand the video. The informants rather prefer an American dialect, which they define as 'easy understandable English'. Informant Anna argues why she prefers American-English rather than British-English:

"(…) if we take the British, it just has a dialect, that makes it hard to understand. On the contrary, the American-English is so lazy that everybody can understand it, in most cases" (Appendix 2).

Despite the American-English being considered being a lazy language, according to informant Anna, the informant Kirsten suggests that American-English is preferable, as it is the kind of English that we are used to hearing in Denmark. There is an overall reflection about dialects and accents being nationally defined; however, informant Anna clarifies an example of different dialects within countries that can

affect the acceptance. This applies both to Denmark and America. Within American dialects, she prefers the Californian dialect, while a Texan dialect is impossible for her to understand. During the analysis, we discovered that the informants used the terms "dialect" and "accent" in various ways and thereby with no clear definition. In order to divide the two terms, as they consist of distinguishing meanings, we will clarify the two terms, how we understand them, and how we will apply them throughout the assignment. The term dialect describes any distinct variety of a language where different dialects are spoken within the same language. Thus, the language within the country is the same, where different variations of dialects are present in specific parts of the country (Matthews, 2014, p. 4). The term accent revolves around how one pronounces a language that is not one's native language and where the accent is defined by its phonetical pronunciation (Matthews, 2014, p. 47).

Regarding Danish dialects, Anna reflects that one of the reasons why she does not watch Danish videos is because she only encounters Copenhagen dialect, which she does not find pleasant. For that reason, she prefers American videos rather than Danish videos. Finally, the code *"Accent and dialect has greater significance than the video's origin"* includes reflections regarding the fact that the accent becomes the first impression a video gives. If the video's dialect does not correlate with what is considered as being understandable English, the video will thus be discarded, regardless of the content and place of origin.

Thereby, the main theme "*Language preference*" and its belonging sub-themes "*Search language*", "*Video language*" and "*Accent and dialects*" are characterized as being consisted of different attitudes and reasons towards why and how the informants search on YouTube. Some of them apply English terms, as they cannot find sufficient results of videos when searching in Danish. Others argue that they use English terms simply due to the fact that they wish to watch video, where the language is spoken, is English. This fact is also current when the informants reflect upon why and how they watch the videos. Some of them explain that they search for videos by using English words as they wish to find and watch videos with English as the applied language. Some of the other informants clarify that there are indifferent with the language, and yet watch videos with the English language as

they use English words when searching - this is reasoned by the fact that they believe that a greater result of videos will occur when searching with English words. Another notion within this main theme and sub-theme that was revealed is that a seven of the informants prefer an American dialect as they consider it to be easy to understand, and yet they argue that they are indifferent when it comes to the dialects or accent as long as it is understandable.

5.2 Main theme: The cultural background of the video

This main theme consists of reflections that affect the cultural aspects, which are considered by the informants. The different aspects in relation to the cultural factors have been divided into respective sub-themes, as each sub-theme consists of distinguishing reflections and attitudes.

5.2.1 Sub-theme: The significance of the cultural background

Earlier themes have shown us that language is an essential factor. The codes "*Indifferent to video's origin as long as English is the spoken language*" and "*Indifferent to the video's origin as long as the right content is found*" expresses that the informants by their initial reflection do not have any considerations regarding the cultural background of the video. However, the right language and the right information are critical when choosing video content. When the informants are given the opportunity to further reflect about the significance of the cultural background, it is revealed that the informants have an opinion, and knowingly or unknowingly choose a video based on place of origin. Part of the informants sometimes chooses videos based on the cultural background, which, without complications, can be culturally differentiated. This relates to the code "*Prefers videos from culturally different backgrounds*". These videos can, for example, originated from America, although identified as the West, America contributes to a more ''over the top'' vibe and Americanization, which one cannot find in Denmark. The international videos are argued by the informants as general opportunities to get insights about other cultures. This could be on how special holidays are celebrated and how everyday life is lived

in other cultures of countries. The codes "*Stereotyping*" and "*Authenticity due to the video's origin*" are expressed by the necessity of a not too unfamiliar culture from one's own, since stereotyping regards specific geographic areas can affect one's perception of videos from these origins. Two of the male informants share that they would not choose videos from India, especially if seeking information about electronics. This is justified by the fact that India is known to be the origin of spam calls trying to fraud in order to achieve sensitive information. These spam callers talk with a distinct Indian accent and as Jens shares his negative view towards India:

> "*I think I give more credit to Western countries, maybe and it is just as much a bias due to being called up by someone who just had to fix a problem with a computer, and the person has been a scammer or something, and the person might have spoken Indian-English. And that is something I subconsciously; I think I have been affected by. Without having to hold it against people from India. And then I connect it somehow to Indian YouTuber, where I connect the person with like a scam type, and I will probably also look away from that I could imagine.*" (Appendix 5)

Furthermore, it is shared that if one is seeking news content, then videos from China and the rest of Asia are considered to be fake news. Fake news is defined as disinformation, which are either false or created with the intention of inflicting harm towards a person, social group, organisation or a country (Unesco, Fight Fake News, 2019). When choosing videos based on the place of origin, the place often is connected with a stereotyping of the place, as it is the case when deselecting videos. When opting for these kinds of videos, it is due to trust in knowledge. This can, for example, be within the makeup business, where countries like America and Australia enjoy high status, as it is expected that they obtain a great amount of knowledge of the products. When it comes to food, informant Henrik explains that there can be situations where the place of origin is critical for the trustworthiness of the video. He elaborates:

> "*Well if it is French gastronomy, then I search with the purpose of finding a French chef (...) This is because I have - maybe a bit of a conservative opinion – but I have the idea that a Frenchman, who is taught how to cook*

the French way, is more qualified than an American for example." (Appendix 4

Informant Peter shares Simons opinion and says:

Maybe if I seek information where it is important that it is someone who knows what they are talking about. For example, if I need to replicate frikadeller, then it is an obvious advantage if the video is from Denmark because this is where the dish originates. Staying with the food genre, it is just as important when it comes to sushi or stuff like that. It is a stamp of approval for me in that case that it the person teaching me how to make sushi is from Asia. This is because I know it is a part of their culture more so than it is the case in Denmark. So, at all times, when I need to find something of cultural authenticity, I go back to the source." (Appendix 9)

In summary, the place of origin has a certain importance, but even more so when it is a question of whether or not the cultural background coincides with the perception one has about the subject in question.

5.2.2 Sub-theme: What is relatable

This sub-theme relates to the fact that it with certain searches, it is important to be able to relate to the content of the video. The informants primarily use videos about academic studies and makeup as examples when regarding relativity. Being able to relate to the place of origin is decisive when it is determined whether or not a video is trustworthy. The codes "*Videos from a similar culture have a greater trustworthiness*", "*Finding videos from similar culture more relatable*", "*Greater credibility if the content is consistent with one's notion of stereotypes*" and "*Lack of credibility due to one's notion of stereotypes*" contain reflections on whether or not stereotypes and a similar culture has significance when deciding if a video is relatable, and if one can get the information one seeks. In relation to the academic videos, the informants argue that Americans and Englishmen are more easily relatable and thereby more trustworthy than if it was a professor from Asia. Regarding academic videos, the

informant Mette explains that she would be sceptical if she saw a video of academic nature with a professor from Asia, rather than a professor from Oxford. Mette afterwards confirms again that she finds a Western professor from Oxford more trustworthy than a professor from Asia. Informant Henrik confirms Mette's statements by saying: *"If you view it with the lessons I mentioned…then I can more easily relate to it if it is an American who is giving the lecture rather than an Indian talking about programming." (Appendix 8).* Among the female informants, it is primarily within the theme makeup that the reliability becomes clear. They can more easily relate to the West due to appearances and as informant Anna says:

> *"If it is makeup, then it is important that I can see myself when I look at the person. Especially if they have the same shape… the same eye shape and the same lips, and roughly the same face shape, hair colour, eye colour, then I relate more to that person because I can picture myself wearing the makeup more easily."* (Appendix 2)

When talking about makeup, Mette explains*:*

> *"I think that once again, it is the fact that you reflect yourself in someone you feel is similar to yourself. This means that if I saw a video with an Asian putting makeup, I would probably search something else because the Asian people maybe have other beauty ideals than me"* (Appendix 8)

The importance of reliability depends on the topic being searched. In case of makeup, it is important for the female informants to be able to image the product on themselves and it must, therefore, be a person who biologically resembles one and culturally has the same taste in makeup.

Common for the informants is that they categorize stereotypes and reliability into continents, in which the Westerns countries are most related and credible, as reflected in the code "*Able to relate more to persons from western countries*". Jens explains that for him, videos from the West are more credible, but he reflects upon the fact that people from the East most likely prefer videos from the East. Similarly, the informant Mette suggests that she relies more on videos from the West than videos from Asia. The reflection from the informant Jens does not suggest whether

he separates the different countries of the West when it comes to relating, but he suggests that he can fully identify with a YouTuber he follows from America, as he elaborates:

> *"Even though he is on the other side of the world, he has a very similar upbringing as the one I have had, where you go to school and then at some point you finish and must take it from there, and I know that there may be many others places in the world [who do the same], but then I feel like that could be me in some way, and then it just becomes more credible. One might think, well, this is not a person far from what you could imagine yourself as, like upbringing and his attitudes and values and the things he emphasizes." (Appendix 5)*

Several of the informants tend to relate to American videos, which is what the code "*Able to relate to American videos*" contains. Despite the fact that the informants describe Western countries as a common entity that can be related to, it is nevertheless seen that there is a difference in the Western countries when it comes to being able to relate, as seen in the code "*Able to relate more to certain Western countries than other countries in the West*". Informant Louise points out that she identifies herself with the West, and yet she states that there is a difference between places in the West when it comes to reliability. Throughout the reflections, she finds out that she possibly can identify with people from Great Britain in a greater extent, as it is more geographically similar to Denmark. This being the rainy days, but also the products, which in this case are makeup products that are available in the countries. She reflects: *"Really, I can mostly relate to the UK because they have the same weather, the same opportunities as me - namely not being able to get some products. I think I, to some extent better, can relate to the UK (...)".* (Appendix 7) However, Louise likes to watch American and Australian videos. She continues to reflect:

> *"But I like to watch, for example, American or Australian videos, because it is a bit of a dream scenario, I think (...) I prefer to watch videos from the US and Australia. I believe it is the dream about... like, I watch the videos from the UK, but you know, they have the same products as I do, and they live the life I do. In these cases, it is the YouTuber I enjoy watching because*

they do not live that wishful life I would wish to live, like the ones from the United States". (Appendix 7)

The overall essence of the main theme "*The cultural background of the video*" and its associated sub-themes "*The significance of the cultural background*" and "*What is relatable*" are thereby that the cultural background has significant importance. The informants attach a stereotype to each cultural background they mention and that the specific stereotypes are crucial to whether the video is trustworthy or not. The themes indicate that the informants search for videos that are consistent with their notions of stereotypes, as they believe that particular cultural backgrounds obtain more knowledge about the topic, regardless of which part of the world the video originates from. However, the reflections within these themes also suggest that the informants search for videos with what they, in their own opinion, associate as being a similar culture to their own, as they believe and propose that they can relate more and thus determines whether the information is trustworthy or not. In these cases, it is important for them to be able to relate. Nonetheless, there is a disagreement in whether all Western countries are equally relatable.

In continuation with the above description of cultural background and the ability to relate, follows a question regarding trustworthiness. Features that become important for the trustworthiness of the video have been an on-going theme. This specific theme will clarify the reflections about trustworthiness. The code "*Greater credibility if the content is consistent with one's notion of stereotypes*" and "*Lack of credibility because one's notion of stereotypes*" can be seen in which the trustworthiness to a great extent can be found in the specific stereotypes one associate with a specific geographic area. Most informants argue that they most likely will find trustworthiness in videos from Western countries, as they are able to reflect themselves in the culture and values, as well as their biological appearance. Opposite, if the informants are consciously looking for something geographically determined, the trustworthiness can be found in the person's origin from the specific culture. For instance, the informants find it trustworthy if a person from Australia talks about surfing, a Japanese talking about sushi and a Dane talking about frikadeller and so on.

5.3 Main theme: Other significant impacts of the choice of video

A common reflection is that language and culture alone cannot provide trustworthiness. Reviews, comments, settings and video quality have an enormous impact on the trustworthiness, which codes such as *"Views and comments generate higher trustworthiness"*, *"The settings have a great significance"* and *"Poor sound and poor quality in the video are deselected"*. The informants understand that YouTube consists of multiple videos, which requires a critical reflection. For that reason, it is seen as a seal of approval if the video has many views and the comments concerning the video have an accepting association. Likewise, it provides trustworthiness if the video seems professional in its creation and setting. The informant Jens reflects upon the topic with:

> *"I choose the first available video, also because it is in most cases, the video with most views and for me that is a bigger indicator for the quality and trustworthiness than other factors. That is some of the factors I notice at first, views and comments, while the video is loading in the beginning, I scroll down and watch how many views, and which comments it has and chose based on that if it is trustworthy or not"* (Appendix 5)

Informant Henrik supports the reflection by telling that he deselects the videos if the settings and quality are not acceptable in his opinion, which also is included in the sub-theme "*The impact of visual content*":

> *"I opt out of videos, well if it is too hard to understand if there is a bad sound if it is poor quality ... and YouTube is created to create some visual stuff in the form of these videos, so it is not just an audio file. So of course, if it is a poor quality of or poor resolution or whatever it is called, then I opt out. It is not due to anything cultural"* (Appendix 4).

Another factor that can affect the trustworthiness in a negative way can be the fact that some YouTube channels for some instances are compensated to say something specific about a topic. However, the code "*Greater credibility to content from a*

trusted channel or person" concerns reflections suggest that the person or channel behind the video can provide some trustworthiness. If the person or channel behind the video is trusted from the informants, they will find the information trustworthy in an extent that is equal to language and cultural background.

The first analysis has thereby exhibited that there is a preference in language and that the cultural background of the video moreover has an importance in relation to what is relatable and whether the content is credible.

6

Discussion of nationality and language I

6.0 Discussion of nationality and language I

As described in section 3.6 regarding our research method, this section of discussion of nationality and language I, derives from the sixth step of the framework from our thematic analysis. The aim is to contextualize the themes concerning the cultural background and language preference from the first analysis by applying relevant literature in order to enlighten and discuss our findings. The purpose of the discussion Nationality and language II is to contextualize our findings, which aims to contribute when answering the first research question:

> "*What significance do nationality and language have when 22-27 year-old Danes seek and receive information retrieved from the global platform YouTube?*"

6.1 Language preference

Our results exhibit within the main theme "*Language preference*" that there is some compliance with former literature in regards to language. Previous relevant literature suggests that English has been globalized and spread to the extent where it has influenced the Danish language (Hjarvard, 2004). This notion in particular supports and enlightens our results within this main theme and its associated sub-theme "*Search language*", as our findings demonstrate the tendency, as seven of our eight informants prefer English when searching online for content. In the highlight of the same sub-theme, it became clear that a majority of the informants mostly applied English terms when searching for content on YouTube. This tendency can be clarified by former notions from previous literature, which suggest that the globalization and spread of English have influenced the Danish language (Hjarvard, 2004). It can thus be argued that the same notion can clarify why our informants have a preference in searching in English on YouTube, as it is proposed that the spread of English has impacted the Danish language to the extent that our informants apply English when searching.

Additionally, the findings within the sub-theme "*Search language*" exhibited that the seven out of eight informants prefer to search in English on YouTube as they anticipated to get better and greater results of the content they wished to find. This specific notion is supported by former literature, where the same perception of tendency in relation to searching in English with the expectation of finding greater results was argued to be an essential aspect (Rózsa et al. 2015).

In addition to the informants seeking in English to get a wider selection of results, our results correspondingly demonstrate that the informants also seek to find content on YouTube that is English. This leads us to the language preference that is spoken in the videos.

According to sub-theme "Video language" our results show that it is not an absolute preference that the informants wish to see videos that are in English, but it is rather to due to their anticipation of finding larger results in English. For some of the informants, English is not ineludibly a preference in the content they watch, however, they argue that is it a necessity in order to get the content they are looking for and thus resulting in watching English spoken videos. This notion can be argued and highlighted by the suggestions from previous literature that imply that English is considered to be a dominant and common language on the Internet and globally (Flammia & Saunders, 2007), (Gandal, 2006). Their perceptions of their literature support our findings within this sub-theme of "*Video language*", where we can argue that the informants consider the English language is being a common and dominant language on YouTube, which results in the informants searching in English and therefore watching English-spoken videos.

Our results in this sub-theme demonstrate that merely two out of the eight informants expressed that prefer videos in English. Therefore, we cannot argue with certainty that English content is preferred over Danish content, however, since five out of the eight informants clarified that they are indifferent with the language they receive, we argue that the English language is prevailing and that the line of what is preferred between Danish and English is to a greater extent vague.

This tendency and notion are confirmed by Schmitz, whose study exhibits and argues that we no longer have national roots but that we rather have gained more international and transnational identities as cultures are influenced across each

other (Schmitz, 2014). This notion is furthermore supported by Kuppens, who proposes through his literature that there is a gap between the spread of English and globalization, as he argued that English is influenced by the increasing globalization and cultural changes (Kuppens, 2013).

Thereby, we can argue that this notion of people and languages are being mixed is confirmed, as seven out of eight of the informants either prefer English in the videos or that they are indifferent to the language spoken in the videos. Schmitz and Kuppens notions are therefore able to describe and confirm the tendency of the sub-theme of "*Video language*" with the attitudes from the informants, as our findings demonstrate that the informants' use of YouTube is dominated by the English language.

Moreover, our results within the main theme "*Language preference*" demonstrates that English is to a greater extent a part of the informants' everyday and that they also have the expectation that YouTube as a global platform is international, in which they have expressed that one will thereby achieve the full advantage of the platform by using English. This notion is confirmed and supported by the literature of Gandal, as he proposes that English is predominantly used on the Internet instead of one's native language (Gandal, 2006). Moreover, Gandal predicts that English will be a common language on the Internet, as it is the younger generation that drives the dynamics of the Internet (Ibid.). As our results are confirmed by this notion, one could thus argue that English is increasingly being used, even though the informants are Danish and where English is not their native language.

In relation to the sub-theme "Accent and dialect," it was clearly revealed that the preferred accent in the videos on YouTube is an American accent as the informants explained that they associate the preferred American accent with the English language, as they are used to hear the American accent. This notion is in particularly confirmed by the literature of Flammia and Saunders (2007), as they suggest that English has become a global language and due to the consideration of American-English as a language of empowerment, which supports the preference of the American accent by our informants

This tendency in the sub-theme "Accent and dialect" is furthermore confirmed by Preisler's argument, in which he clarifies that the English language has manifested

itself in the Danish language and where it has been reinforced by the American subculture and media cultivated in the Danish youth (Preisler, 2003). One could argue that this notion can explain the tendency in the sub-theme "Accent and dialect", as our informants express that the American dialect is preferred due to the influence of American media, which is in accordance with Preisler's explanation.

In addition, our results in the sub-theme "Accent and dialect" showed that the informants have some stereotypes of accents since two informants stated that they find it less credible if there is an Indian accent. This notion suggests that there is a negative stereotyping of the Indian accent, as it affects the informants' perception of credibility (Lev-Afri & Keysar, 2010). This remark is moreover consistent with Wang et al.'s dispute of a correlation amongst the accent and the stereotypes that occur (Wang et al., 2009). It can, therefore, be argued from the results we have from this sub-theme and from what our informants have expressed that a stereotyping occurs based on accent, which affects the credibility of the information they receive, thus leading to a stereotyping of the accent (Lev-Afri & Keysar, 2010).

6.2 The cultural background of the video

Walter Lippmann described in his theory that stereotypes are images appearing in people's heads, which are related to specific occasions and groups of people (Lippmann, 1922). All of our informants were during the interviews asked to reflect upon whether nationality has had or currently has an impact when they deselect or select videos on YouTube. Within the main theme "*The cultural background of the video*" and its associated sub-theme "*The significance of the cultural background*" it was clearly demonstrated that all of the eight informants have different degrees of national stereotypes in their considerations when choosing a video on YouTube and when evaluating the trustworthiness of the information from the video.

Within our research, we chose to focus on the national stereotypes where it was revealed that seven of our informants connect the people in the videos on YouTube with the nation they originate from. The results from the sub-theme of "*The significance of the cultural background*" has exhibited that three of the informants have a clear initial idea or assumption that people of India are neither credible or

trustworthy when it comes to the field of technology. The findings in this theme thus displayed that the informants have some associations revolving around the individuals' belongings to the social group. As a result, the three informants considered all people from India that posts videos on YouTube, do not have much trustworthiness due to the stereotyping of Indians. The informants argued that the stereotyping is present as they consider people from India being scammers in relation to technology. This form of stereotyping was also revealed when two of the informants reflected upon food inspiration when searching for videos on YouTube. An example that was explained from the informants was that when searching for inspirational videos regarding French food, the informant would often always choose a video with a person from France. The argument and thereby assumption from the informant were that every person from France must have some qualified knowledge in relation to French food rather than people from any other country. Although a French dish might originally come from France, French cuisine is widely used throughout the world and is made in many different countries - nevertheless, every person from France was thus expected to be an expert in French food, which demonstrates a stereotyping of a national group. These notions from the sub-theme of "*The significance of the cultural background*" are confirmed by the proposal of Hinton's literature, in which he suggests that stereotyping regards the identification of a social group through a specific attribute, such as nationality (Hinton, 2000), which is in accordance with the arguments from our informants when expressing their attitudes toward Indians and. This suggestion also supports the notion regarding the informant's anticipation and stereotyping of the French people, as the perception of French people is made homogeneous by our informant, and due to the assumption that all French people are experts in the field of French cuisine. This is in particularly explained by the term "stereotypical characteristics" (Hinton, 2000), as the informant defines all of the French people having great knowledge in French cuisine.

Through our informants' explanation of the stereotypes in which they assign to people, it is seen that the stereotypes have arisen for various reasons. Where three out and eight informants create stereotypes about Indians from their own experiences, others have created stereotypes that they have not necessarily been

confirmed in by experience, and yet they continuously apply the particular stereotypes when defining or characterizing people. Likewise, Augoustinos and Walker suggest that stereotypes are not only based on their one's own individual experience, but stereotypes can be created culturally and are assumptions without necessarily having been confirmed or even encountered a person from a specific nationality (Augoustinos & Walker, 1995). This particular dispute confirms and supports our notion from the sub-theme "*The significance of the cultural background*", as it exhibits various reasons of how stereotypes within our group of informants have emerged.

As we have described earlier, three out of the eight informants based on personnel have created a stereotype about Indians, which is negative in terms of technology based on personal experience. This notion is confirmed by Ruscher and furthermore Fiske and Taylor, as they suggest that one can find the concepts of prejudice and discrimination in relation to stereotypes (Ruscher, 2001; Fiske & Taylor, 2013). The suggestion of the concepts of prejudice and discrimination can thus be seen in our informants stereotyping toward Indians, as their prejudice can be seen as a negative association and as the informants generalize Indians as a particular group - this is furthermore supported by Ruscher's notion of how stereotypes are schemas revolving around members of a group (Ruscher, 2001). Therefore, the clarification of prejudice within the stereotypes can explain that our informants use different stereotypes when being on YouTube, and as for their perception of the Indians, the informants' prejudice is created, which can be argued to be negative associations they have regarding the Indians.

Stereotypes are however not always negative, as the term also can be used in a positive context where it can give other social groups credit for obtaining more knowledge than one's own social group (Czopp et al., 2015). This notion supports our results from the sub-theme "*What is relatable*", as the theme demonstrates a tendency within the informants where they have expressed a positive stereotyping toward Americans, and they thereby connect videos from America with some trustworthiness or credibility. Likewise, the main theme "*The cultural background of the video*" from our analysis exhibits a tendency or notion in relation to the informants' attachment of positive stereotypes towards people from the country, which the

video originates from. Furthermore, it can be argued that the formerly mentioned example of the informant's stereotyping of French people can be considered to be a positive stereotype, as the French people are credited with positive characteristics and trustworthiness in relation to French cuisine.

Within the sub-theme "*What is relatable*" it is demonstrated that seven of the informants put some credibility in the Western countries and thus consider the West altogether as a nation against other nations that are not in the west. This perception and attitude can be explained in relation to the terms of in-groups and out-groups (Tajfel & Turner, 1979), whereas an in-group is when a person connects and identifies as being a member of the group and thus stereotypes others outside the group - conversely, an out-group is described as the social group that the person does not belong to (Ibid.). In continuation of our research field and our informants, the sub-theme "*What is relatable*" exhibits that our informants perceive themselves as being an in-group within Denmark but also an in-group belonging to the Western countries. The notion regarding out-groups can, therefore, be argued to be any other nationalities that the informants do not consider to belong in the out-groups. Nonetheless, it can be discussed whether the informants solely perceive Denmark as an in-group or that they might also consider the whole western world and in particular America as an in-group with Denmark. The sub-theme "*What is relatable*" moreover demonstrates that the informants argue that their in-group is considered to be the Western countries when it comes to relating to videos - and the informants suggest that they can relate to videos from what they consider to be an in-group and thereby perceive videos from the West as more trustworthy.

The notion of national belonging is argued not only to define a national identity (Pickering, 2001). This suggestion can describe the informants' perception of common culture within the Western countries, as Pickering argues that same cultural belief is not necessarily connected to nationality, which supports the informants' argument of relating and having the same culture as other countries in the west. The results from the sub-theme "What is relatable" can thus be enlightened by the notions from Pickering's literature, as our informants express their consideration of having a respective common culture within the west and that they perceive the

whole Western continent consisting of a common nation of values in contrary to non-western countries.

Merely one out of the eight informants argues that the west cannot be considered as a gathered nation with consistent values, as America rather is something one might idolize or dream of when watching videos on YouTube from America. The informant moreover argues that videos from England are easier to relate to in case of watching English-spoken videos.

We can thus argue that the informants apply national stereotyping in both a negative and positive bias in relation to receiving information on YouTube. The negative stereotypes regarding India and technology results in the informants deselect videos from India in the particular category due to the national background of the video. Conversely, we can argue that a positive stereotyping of nationality can increase the credibility of the information from the video. The informants' stereotyping of out-groups is dependent on the in-group, which they choose to belong to. In some cases, the informants tend to have stereotype French people and thus distinguish themselves from the French, whereas in other contexts they perceive the West as an in-group and thus all other non-Western countries as out-groups. In these instances, the informants perceive themselves as being from the same social group as the French and the remaining Western countries. Therefore, we can argue that the informants' choice of in-group they choose to perceive themselves as being a part of depends on what information they seek.

6.3 Other significant impacts of the choice of video

The reason for has included the main theme "Other significant impact of choice of video" is to emphasize that stereotyping and languages cannot stand alone within the field of visual content. Our informants have expressed that nationality and language have some influence when choosing a video on YouTube and how they receive the content of the video, but other factors such as settings, views and comments also have an essential role, and therefore the factors of nationality and language cannot be the only decisive aspects in the context of visual content on YouTube.

The field does not merely revolve around culture and language, however, we will not go into depth with the main theme "Other significant impact of choice of video", the purpose is solely to emphasize that we are fully aware of other factors and that language and stereotyping are elements among several other elements, which are all crucial to the choice of visual content and the credibility of the information provided.

6.4 Sub-conclusion

The sub conclusion is drawn from the discussion Nationality and language I, and thus by discussing the themes, it has provided us with perceptions, thoughts and wonders. The notion that was in particularly accentuated was the examples of stereotyping of the Indians and technology, where the informant, in fact, had not visually seen the person, and yet it was demonstrated that the accent was sufficient enough to determine that the persons were from India, hence: the notion drawn from the discussion of the main themes and the associated sub-themes exhibited that the accent leads to national stereotypes. Additionally, it was revealed that the informants in several instances prefer the Western countries and therefore perceive persons from the western continent as more credible and trustworthy. It was also illuminated that the informants in some cases identify the western continent and the countries within as an in-group, which thus led to the discussion of the accent as being an element that separates the western countries from each other. Consequently, we consider it to revolve around the accent when the informants express their attitudes and perception in relation to national stereotypes. When the informants talk about national stereotypes, we consider it to a great extent to be based on the accent and dialect. For that reason, we wish to explore the importance the accent and dialect has in relation to national stereotypes when seeking information on YouTube. In order to comprehensively answer the first research question: "*What significance do nationality and language have when 22-27 year-old Danes seek and receive information retrieved from the global platform YouTube?"* we will thus move on to second analysis.

7

Analysis II

7.0 Analysis II

This section aims to present our findings from our focus group interview. The purpose of this section is to present the most important results, where we among other things have confirmed and elaborated some themes derived from the first analysis and discussion of nationality and language I, however, the section will also include a presentation of new themes that have emerged on the basis of the new empirical data, which have been collected from our focus group interview.

As mentioned in our section Strategy of analysis 3.6 the findings in this analysis are derived from the fifth step in the framework of the thematic analysis, where the final and definitive themes and correlated codes are visible in following table:

Theme	Sub-theme	Codes
Main theme: **The English language**	*Sub-theme: Search language*	o A bigger expectation of the range of videos when using English words o English words are used because YouTube is an international platform
	Sub-theme: The American-English language	o Greater preference of American dialect o Consider English as being more professional o Prefer plain American dialect o The preferred American dialect is influenced by the American content o Danish-English is considered to be less intelligent
Theme: **Accent and dialect perceived as more significant than ethnic appearances**		o Ethnic appearance is difficult to locate nationally o National stereotyping occurs o Other forms of stereotypes, not related to nationality, occurs o People are stereotyped based on accent and dialect o Stereotyping accent and dialect overrule national stereotypes

Theme: The cultural expression of the video		o The cultural expression of the video should be relatable. o American culture is not always relatable. o The American dialect is preferred but not always the American cultural expression.
Theme: Country of origin		o The product is crucial for which nationalities are considered being credible.

Table 2: The table of final themes of analysis two

Each theme is described in which the contents of the main theme and sub-themes are explained based on the essence and characteristics of the themes. Therefore, each main theme and sub-theme is outlined with statements and expressions of the informants from the focus group interview. This provides an in-depth insight into what the themes consist of, which presents the main findings of this analysis. The themes are thus described in the following:

7.1 Main theme: The English language

In this main theme, we are presented with statements from the informants, where certain statements and reflections are related to the aspect of the English language. This particular main theme goes more in-depth with the field of the English language, which was also presented in the first analysis - however, in this second analysis, the explanations from the informants from the focus group interview are more in-depth and detailed, which moreover have confirmed some of the illuminating findings and aspects from the first analysis and discussion of nationality and language I. Thereby, our findings from the focus group interview with the informants' attitude, expressions and reflections are presented in the respective sub-themes.

7.1.1 Sub-theme: Search language

The results from our first analysis, main theme "*Search language*" demonstrated that the informants in the single interview do to a larger extent search in English on YouTube. We will therefore aim to explore and confirm whether English is the

language that the informants in the selected target group use when searching for information on YouTube, which the codes "A bigger expectation of the range of videos when using English words" and "English words are used because YouTube is an international platform" clarify. The informants were assigned to write their answers on a piece of paper separately, where they wrote down how they search for information on YouTube concerning a mobile phone. Through this task, it was confirmed that all of the six informants would search in English on YouTube or that they merely search by the product name - examples were such as "*iPhone review*", "*iPhone pros and cons*" and "*iPhone unboxing*". The informants quickly agreed on that there is a general tendency for people in their target group to search in English, as they anticipate to find more results.

As the informant Ida explains:

> "*I would probably almost always search in English on the Internet because I feel that I will gain more from it. So, it is very limited how much content there is generally about a thing in Danish versus English. So, I think I do to a great extent search in English, also in relation to products*". (Appendix 11)

This notion is also confirmed by the informant Olivia, which expresses:

> "*But a video, where someone is standing and talking… I would definitely choose English. But that is rather because I believe that there will appear more results when I search.*" (Appendix 11)

Thereby, the results that were revealed from the first analysis and discussion of nationality and language I, regarding the search language where English is preferred while finding information on YouTube is confirmed and supported by the informants in the focus group.

7.1.2 Sub-theme: The American-English language

This sub-theme revolves around how the informants perceive the English language in relation to videos and reviews and in contrast to their native language, Danish. Within this theme, Josefine expresses:

> "*But I also feel like as if a Danish person goes in and makes a recommendation or a review… then I think that the person will do it in Danish. Just because it seems more professional (...) I also associate it with more credibility, I know it is irrational, but I feel it is more credible or professional [the English language].*" (Appendix 11)

The code "*Consider English as being more professional*" clarifies a general perception within the group of informants, where they agreed on that English-speaking videos seems more professional and credible than Danish-speaking videos when watching videos on YouTube. In addition, the sub-theme has exhibited a general consensus from the informants that the English language is preferred, but the preferred dialect is American-English, which was also emphasized in the theme "*Accent and dialect*" in the first analysis, as previous informants also expressed. To this notion, informant Sebastian explains:

> "*I do not know, for me, there are also several layers in it because if I have just to compare two completely identical videos where the only difference is the accent, then I would prefer a regular American accent.*" (Appendix 11)

This attitude is furthermore supported by the informant Ida, who explains:

> "*But it can also just be harder to follow… you cannot just sit and relax if you have to sit and concentrate on what is being said because Danglish or Indian accent is hard to understand.*" (Appendix 11).

The accent Danglish, as Ida mentions, is defined as a form of Danish that is highly imprinted by English word and pronunciation (Den Danske Ordbog, 2019).

A common agreement among the informants is that though American accent is preferable, there is a difference in which American dialect they prefer - as informant Olivia expresses:

> "*But there may also be a little accent... one thing is that if it is American, where I really like plain American. But, some kind of a thick Southern state accent, I would not consider that as being credible at all.*" (Appendix 11)

This attitude was supported and elaborated by the informant Isabella: "*It may be like something you encounter [American dialect], I think, like in advertising and on the news.*" (Appendix xx). Thus, the general attitude within the group of informants is the preferred American dialect is not any American dialect but rather a dialect they are used to hear in their everyday life, such as whilst watching American TV-shows or movies, which the code "*The preferred American dialect is influenced by the American content*" aims to describe. The common expression from the informants demonstrates that the preferable American language should not be one with too much dialect, as a rather plain dialect is perceived to be more relatable. Additionally, the informants attach an attribution of empowerment to America and its culture rather than to England, as Johan clarifies:

> "*I just think that the American culture has just so much more power than the British have... so it is natural that every brand and everything, all such subcultures and all such things derived from the United States. I just think it also comes naturally through series and movies.*" (Appendix 11)

The notion in this statement is that it is not solely due to American TV-shows and movies that influence the informants' common attitude and perception of the American dialect, but also their perception of America's culture as being powerful due to their position. Furthermore, a general agreement among the informants is that they connect the American dialect to the American culture, as they argue that various brands and products derive from America - here the informants propose that this factor also has an impact on their perception of the American dialect. The sub-theme has moreover exhibited a common perception from the informants where they have expressed that there is anticipation present in relation to accents.

The anticipation they have explained is toward persons who speak English in a video, although the English language is not the person's native language. Here, the informants argue that there is an expectation to the person that the accent should be vivid, clear and distinct and the person should thus master the American-English language to the same extent that a person who has American-English as their native language. The informants have thereby argued that the American - English dialect becomes a predominant factor in relation to what they perceive as trustworthy, knowledgeable and professional, whereas they perceive the person as less professional and trustworthy if the accent does not accommodate the informants' expectation. As informant Ida clarifies:

> "*I do also ponder a bit about uhm... without sounding judgmental... that it also connects a bit with intelligence. If I hear a person speaking very well English, with almost no accent, and then there is one who has a distinctive Danish accent, and the one with Danish accent says something that is much more useful, I will still think the one without accent sounds smarter in that sense. So... and you cannot do that, but it is a bit related to credibility, it just sounds like the person has more control over it because the person has more control over the language.*" (Appendix 11)

This attitude is moreover consistent with the description from informant Isabella, who explains:

> "*It is not that better than American-English, but it is better than Danish-English ... such a Danish-English, where it quite thick [accent]... I think that will be the least credible for me... it would, therefore, be better if it just was in Danish.*" (Appendix 11)

Thus, the overall main theme "The English language" with the associated sub-themes "Search language" and "The American accent" has demonstrated that the informants from the focus group interview confirm that English is used when searching on YouTube. Moreover, the sub-theme "The American-English language" has exhibited findings that suggest that the informants consider the English language as being more professional than the Danish language when viewing products

review videos on YouTube. In this instance, the informants have expressed that they believe that there is greater credibility in the American-English language since they associate a positive value to the dialect. The informants have explained that this is particularly due to the fact that they are used to hearing the American-English language through TV-shows, movies, and so on and due to the influence of the American culture. However, the sub-theme has also revealed a common attitude regarding the American dialect, as the informants prefer what they perceive as a plain American dialect, which they are used to hear through American TV-shows and movies, which they consider as being more relatable and credible than an American dialect that is highly imprinted. Lastly, the sub-theme has also revealed that the informants perceive accents, such as Danish-English – or Danglish – as being less trustworthy, as they form negative stereotypes toward the person, which consequently leads to the persons are judged on the basis of their accent.

7.2 Theme: Accent and dialect perceived as more significant than ethnic appearances

As mentioned in the section of methods, see section 3.5.2.3 the informants in the focus group interview were asked to select a video based on four images of the persons from the videos, where the images were solely based on ethnic appearances of the persons, see Appendix 10 for focus group interview guide. For a better understanding of the below conversations and results, the images are visible in the following:

The task clearly displayed that it was not easy for the informants to locate people's nationality merely based on ethnic characteristics of appearance, which is reflected by the informant Johan:

> "*So, I would want to think that in the United States, for example, if that is what one can relate to… well, it might as well be an Indian or a Chinese who have grown up in the United States. So I do not think I will deselect due to appearances. One could of course consider, well if it is an Indian… who speaks such extremely poor Indian-English, then I would opt out.*" (Appendix 11)

Even so, national stereotyping occurred when the informants argued for their choice of which person in the video they would prefer. The informant Isabella expresses her thoughts in relation to the task:

> "*We just sat and agreed on, for example, that we associate scamming and something negative with an Indian accent, because it is India. So obviously an Indian appearance will have the same effect, I think… that if you connect the ethnicity or the country where the person comes from with some kind of something negative, I think that it will have an influence.*" (Appendix 11)

The following discussion among the informants displays their choice of video, where they express their reflections and attitudes concerning the persons from the four videos:

Sebastian: "*A hundred percent I would choose number one. It is going to sound a bit dramatic, but I think that he looks like someone who has a pleasant voice… him over there [pointing at person number two], I think he looks too rigid, it kind of becomes too German for me… and I could not imagine that I would… I do not think he would be good at delivering the message, he looks like some kind of sports presenter [pointing at person number three], and she looks like an anchorwoman [pointing at person number four]. If I were to see someone unboxing an iPhone whilst telling something about it, then I would choose number one.*"

Johan: "*I would choose number three… I think he looks kind of… cool, yes. I think he looks credible. I think that number two kind of looks like he is unkempt and annoying. I just think that it will be a tedious video.*"

Josefine: "*Yes, I think that I would also choose number three.*"

Isabella: "*I would say number two or three, I think. Definitely not number one our four.*"

Ida: "*No, number four looks really annoying. She kind of looks like an annoying blogger.*"

[The group of informants consistently agree]

Ida: "*She reminds me of that American newsreader who compared Denmark with Venezuela.*"

[The group of informants consistently agree]

Ida: "*And the way she talks is just really unintelligent.*"

Isabella: "*If it were some kind of skin care product, then I would choose her.*"

Sebastian: "*Yes, she looks like someone who works in Matas.*"[2]

Ida: "*I think it is the appearance. And number two just radiates that he is boring, I think.*"

Josefine: "*But he also radiates that he knows something. I think that he most likely looks like one I would meet in Humac. He is just most relatable for me, and he looks like an expert.*"

Isabella: "*Yes, I feel that too.*"

Ida: "*I would choose him [points at person number three] seems more young, fresh, and he knows something about the product, which is the modern iPhone.*"

[The group of informants consistently agree]

Interviewer: "*So what I hear you say it that the colour of skin and country of origin does not matter?*"

Isabella: "*No, not for me. I do not like to say that the skin that it is the skin color, but he looks like [point at person number two] or I feel like he is one that I would*"

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[2] Matas is a Danish store chain that offers beauty supplies

> *most likely meet if I went down the street or in a store in Denmark, which I trust... he looks like one that I would most likely run into.*" (Appendix 11)

As it is demonstrated in the above discussion among the informants, several considerations were present. The informants' considerations were solely based on the visual content that we presented to them and through the visuals, the informants clarified diverse aspects, which they argued to have an impact on their choice of video. The general attitude from the informants demonstrated that the persons from the video are judged on the basis of national stereotypes - however, it was also revealed that the informants judge and have stereotypes based on other aspects, as the code "*Other forms of stereotypes, not related to nationality, occurs*" proposes. Thus, the informants have stereotypes or expectations of which area the people work in or represent based on their attributes that do not concern ethnic characteristics - the attributes the informants suggest are such as the person's charisma or clothing which all forms a stereotype of the person in the video. In addition, the discussion shows that the informants do not agree with their choices, as they prefer different videos based on the person's appearance. The informants moreover confirm some stereotypes about the persons when they are presented to the audios of the video, in which the person's accents or dialect are revealed, where the code "*People are stereotyped based on accent and dialect*" embraces and describes this notion. Even so, the informants also express how surprised they are at how the accent or dialect changes their view and perception of the persons in contrary to the perceptions they had before they heard their voice.

The following conversation among the informants exhibits their reflection after they have been exposed to the audios from the four respective videos:

Interviewer: "*Has it changed anything in relation to who you would choose?*"

[The group of informants consistently agree]

Sebastian: "*Can I get a mix of one and three?*"

Josefine: "*That was also what I expected.*"

Johan: "*I am still on number three.*"

Isabella: "*I am too.*"

Josefine: "*Yes, number three, it was good.*"

Sebastian: "*I would also choose number three due to his voice… because it is more comfortable.*"

Interviewer: "*Okay, so in terms of the look, does the voice overrule?*"

Sebastian: "*Yes, the voice I thought the number one had, that is…*"

Interviewer: "*But what would you choose? The appearance or voice?*"

Sebastian: "*The voice.*"

Interviewer: "*So you would choose video three?*"

Sebastian: "*As the video started, then yes, then I think I would opt out of video number one… and I do not think I would deselect number three.*"

Ida: "*I just think it is because we have heard so much more American than British, so I just think it is more pleasant to hear American… I think it seems more natural.*"

Isabella: "*I also think British in some way… I think, or I do not think it is forced, but I can think that it sounds a bit forced… or a bit exaggerated.*"

Josefine: "*But that is just because we are not used to hearing it [British]. And probably also because… well, I do not know, maybe because when we speak English, we speak with an American accent.*"

Isabella: "*He should just stick to Danish. That was just terrible.*"

[The group of informants consistently agree]

Johan: "*Yes, that was the worst case.*"

[The group of informants consistently agree]

(Appendix 11)

The above discussion gives an insight into how the addition of audio and hence the different variations of the English language of the people make the informants reconsider their views on the persons and thus their choice of video.

Within the theme of "*Accent and dialect perceived as more significant than ethnic appearances*" it was demonstrated that there was disagreement in the choice of video, where the informants were solely presented with visual images in the task. However, a clear agreement occurred on which video the informants would choose after being presented to the video with audio and thus the person's dialect or accent. Stereotypes that were based on solely the visuals lost their meaning as soon as the dialect or accent were revealed – here, the person in video number three became the ultimate favourite in the group of informants, as they argued that his American dialect was the most preferred one. Although the persons in image number one and two were favourites for some of the informants, the language, which was respectively British-English dialect and Danish-English accent, was deselected as the informants perceived the British dialect as disruptive, whereas they considered the Danish-English accent as an expression of unprofessionalism. The informants quickly agreed that dialect and accent are significantly crucial for the choice of video and the credibility of the video.

7.3 Theme: The cultural expression of the video

The informants were asked to reflect upon how they would feel if every content on YouTube was American based on their preference of American-English dialect spoken in the videos. The informants reached a quick agreement that they would be concerned that the cultural expression would be dominated by the American culture and consequently being over the top and not relatable. The overall common attitude from the informants expressed that they prefer a cultural expression in the videos that are rather low-key, which according to the informants is perceived as being more objective and less superficial as they previously have encountered with videos with an American cultural expression.

The following discussion clarifies what the informants grasp as negative in relation to the American cultural expression:

Olivia: "*They are not so credible when it is so exaggerated … so one might think "Okay he thinks it is cool but is it really true that is it so cool? No, I do not think so"… so, it is like the unbiased approach, I really do not associate "Hello! This is the new iPhone" with that… it seems more like a scam… or like a salesman.*"

Josefine: "*Yes, kind of like a setup.*"

Ida:"*I also think that we Danes often opt out when we feel like someone is scamming us.*"

[The group of informants consistently agree]

Ida: "*if one tries too much to convince, then I think… that those over exaggerated American, that there is a culture for it, and then I will opt out.*"

Isabella: "*Yes, one must have that authenticity, so it has to be genuine.*"

Interviewer: "*So what do you think the American would choose? Do you think they would attach any value to whatever that is over the top?*"

Josefine: "*Yes, because they perceive it differently than us.*"

Ida: "*Yes, I believe so too, Isabella and I were out travelling, and there was one… I can't remember her name but she was absolutely an over exaggerated type, and Isabella and I thought that it was terrible and we spoke with some Americans who thought she was alright. But I think it is because they are used to it. And we could just feel that the other Europeans and we felt like it had to be slightly dimmed, whereas the other Americans thought it was normal or natural.*"

Olivia: "*Is it not a bit the Jante Law we have?*"

Sebastian: "*Yes, I think so.*"

Isabella: "*Yes, I think so too.*"

Josefine: "*We may think they have to calm down a bit [the Americans], where they just do not have that culture at all.*"

Olivia: "*But I also experience that with my mother's husband, who is an American. When we have had a visit from their family - it is also just a whole other way of being and the way of speaking and also… the way to represent oneself, well… than*"

> *we are used to, uhm… and then, well I can remember my mother always being like "Brad's sister will arrive now, just so you know, and she is just such a California girl". Just so one is aware… that when Addison then arrives, then it is like "Hello girl!". But his family does not notice it, that is just how it is."* (Appendix 11)

The discussion among the informants illustrated a common attitude that the cultural expression in the video should rather not be too American based on their stereotyping of the American culture, which is within the code of "*American culture is not always relatable*".

Thus, the general bias from the informants is that the preferred expressed culture in the video should rather be Scandinavian or European, which they describe as being more relatable and down to earth in contrast to the perception they have of the American culture. As informant Josefine expresses:

> "*I think, when it is American culture, then it seems like they have more control over the language. But if it is revolved around the whole setup and attitude, then I think I would rather prefer the German [culture] (…) well… the United States, low-key. Where one is not too superficial … because I also do think that will give less trustworthiness*" (Appendix 11)

In this statement Josefine clarifies that she does, in fact, prefer the American-English dialect as it implies a certain control, and yet she explains that she does not opt for an American setup if it exudes some form of superficiality. It is also divulged throughout this theme that the element of dialect and cultural expression becomes the most significant attributes in relation to video content, where the common understanding within the group of informants from the focus group interview preferably opt for a plain American dialect. However, the informants also clarify that the American-English language should preferably not be embossed with an American dialect they are not used to, whereas the cultural expression in the videos should preferably be a Scandinavian or European as they can relate to it to a greater degree. As informant Ida depicts:

"But it is not even a lie. I have a lecturer who is German and who has lived in the United States for many years and taught in Chicago… she has a very enjoyable accent, that is, an American accent, but her teaching, her style and how she conveys everything - I think she is very pleasant… and then her charisma and yes her way of being maybe a bit closer to what I am used to than the American way of being but… she does have a nice accent, an enjoyable voice to listen to. So yes, a good mix." (Appendix 11)

Lastly, in the focus group interview, the informants come to the realization that the American videos, which were otherwise preferable in the beginning, are ultimately too culturally different from theirs - as Josefine explains her reflections:

"But it is actually noticeable because we all start off with choosing American, but as we go more into depth with it, we then prefer our own values and behaviour, which is what we actually prefer. What I really do miss is that sound [American accent]." (Appendix 11)

Despite the fact that the informants have expressed their preference for American videos, it is still imperative that the videos do not become too American. Here, the informants describe a "too American expression" in the video as overplaying and, to some extent, dishonest or not genuine. The informants have expressed that they would prefer the cultural expression in the video to be comparable to their own, in which the common attitude is that a Scandinavian or a German cultural expression is considered as being more relatable. The final common notion in the group of informants revealed that they conclusively prefer videos with a relatable cultural expression in which the spoken dialect is American-English with a well-known plain American dialect, which the code "*The American dialect is preferred but not always the American cultural expression*" aims to embrace and describe.

7.4 Theme: The importance of the product

Within the theme of "*The importance of the product*" it becomes clear that the role of the national stereotypes is reflected in the specific product or product category

in question. Nonetheless, it is important to stress out that this main theme is less reflected by the informants, and yet it is important to include the theme and its reflections as it also impacts on what is perceived as trustworthy. The product or product category is thus of great importance to which nationalities the informants attribute credibility to. When the participants in the focus group interview attribute credibility to American videos, it is because they have been asked to reflect upon information regarding a mobile phone, where credibility in information from Denmark is not granted - as Josefine explains:

> "*Well, when I think of the product, that is, mobile phones, then I cannot come into thought of any Danish brands within mobile phones. I think so... that it is not something that is connected to Denmark.*" (Appendix 11)

The informant Isabella supports the notion that the products' country of origin becomes preeminent for which nationality one will find most suitable for providing information, where the code "*The product is crucial for which nationalities are considered being credible*" aspires to describe this specific attitude. As informant Isabella explains: "*I think it is because I associate the brand [Apple] as being international. And then I think that it would be kind of amateurish to talk about it in Danish.*" (Appendix). Thereby, the informants attach certain credibility to all American, as they anticipate that every American has knowledge regarding mobile phones and in particular knowledge about the brand Apple, as Apple among several other mobile brands is derived from America. Thus, the informants assume that the Americans have a strong culture within mobile phones, which informant Isabella elaborates and confirms: "*Well, it might also be a question of how strong the culture is within the field (...) we do not have a Danish culture of technology or a Danish culture of mobile phones.*" (Appendix 11)

The second analysis has therefore confirmed attitudes, expressions and reflections, which we wished to get elaborated from analysis I and discussion of nationality and language I. Additionally, analysis II has revealed and divulged some newly created themes based on new and more in-depth reflections and perspectives from the informants from the focus group.

8

Discussion of nationality and language II

8.0 Discussion of nationality and language II

This section of Discussion of Nationality and language II is based on our findings from the second analysis, where this discussion aims to illuminate and highlight the findings by involving relevant literature. This discussion is based on the discussion Nationality and language I, hence; the Discussion of Nationality and language II consist of confirmations from the Discussion of Nationality and language I, as well as a discussion of our new findings that have occurred from the second analysis. Therefore, this discussion addresses the findings concerning globalized language and nationality, where the intent with this section is to answer the first research question:

> *"What significance do nationality and language have when 22-27 year-old Danes seek and receive information retrieved from the global platform YouTube?"*

8.1 Globalization and ethnic appearance

The results from the second analysis demonstrated that the informants from the focus group are indifferent with the ethnic appearances of the persons presented in the task, which was undoubtedly revealed during the interview and the informants' internal conversation. This indicates that what visually within ethnic appearances should separate nationalities has been mixed together. This might imply that the informants have difficulty separating, which can be clarified by the suggestion of Bird and Stevens (2013), where it is argued that the emergence of global culture has influenced national cultures. Although, Bird and Stevens' literature proposes that globalization of culture causes a decrease in national cultures, one could thus argue that this suggestion relates to not only culture but also the ethnic appearance of people, as it becomes more challenging to locate peoples' ethnicity, which was revealed to be current within the group of informants. Furthermore, the notion suggested by Li and Jung (2016) that digital globalization and online networking has

led to dynamic cultural globalization, which can explain that the informants are accustomed to multiple and various ethnic appearances due to online networking and communication where people from diverse cultures and countries meet and converse. The notion from Ladhari et al. (2015), which suggests that national cultures have become rather blurred, in which we argue that it also can explain why it is challenging for our informants to separate the persons in the four videos based on merely ethnic appearances. The results moreover demonstrated that the informants initiate and create stereotypes of the persons based on other elements or characteristics of the person that are not revolved around the ethnicity - although the informants were asked to select the person they would choose based ethnic appearance, the informants chose to justify their choice from other elements that the person displayed, which shows that the stereotyping is not based on nationality.

On the other hand, we argue that the empirical studies in relation to cultural globalization are not able to explain why the informants do not categorize the persons in the videos based on ethnic appearance. This might indicate that globalization has caused people to spread and that stereotyping of nationalities cannot be based on the person's ethnic appearances. Consequently, it can be disputed that there is a lack of specific studies that can comprehensively explain this specific result, which we argue to be an absence of research within this field.

8.2 Accent and dialect

In the discussion of nationality and language I, it was argued how the English language is spread and used by the informants, which has been confirmed in our second analysis by the informants from the focus group.

As the results have suggested that the English language has become the common global language of the people and as our findings have demonstrated that it is challenging to assign people to nationalities based on appearances, we can thus argue that the accent and dialects become a crucial notion and attribution in categorizing people. A common attitude within the group of informants showed that if non-native English speaking person does not master the American-English language and thus have an accent, the perception was consequently that the person would be

considered as less professional and less intelligent. This perception suggests that the informants have a stereotype of an accent in the case of the person speaking poor American-English language (Lev-Afri & Keysar, 2010). This perception was in some way equivalent to the attitude from the informants from the second analysis - however, the informants from the focus group clarify that they perceive persons with poor skills within the American-English language as less intelligent and less professional, whilst the informants from the analysis I emphasized that it influenced the credibility of the person. In spite of two perceptions, one could still argue that both groups of informants create a stereotype of the accent, which also can be explained by Wang et al.'s notion that the stereotyping of accent leads to negative prejudice and bias of the person. (Wang et al., 2009)

Additionally, the results from our second analysis revealed that a specific American dialect was preferable; as the informants argued that it was a type of dialect they had encountered and thus have been used to. We have disputed that the informants from both analyses have stereotypes in relation to accent where the common attitude is that the preferred dialect is an American-English. However, it was revealed during the second analysis that it is not just a preference of any American dialect, as our informants from the focus group elaborated that it should be a specific dialect, which has shown some new results. Here, the informants argue that the preferred American dialect derives from being accustomed to a specific common dialect from American TV- shows and movies - this notion can be explained by Preisler's suggestion of the Danish language being influenced by the American-English language, as the youth subculture in Denmark are accustomed to American movies, music and so on (Preisler, 2003) . Similar results were emphasized in the first discussion as if it emerged that the informants from the first analysis preferred the American-English dialect, but it can also greatly explain why the informants in the second analysis so thoroughly explain that it is a plain American dialect they prefer, as this is what they are used to.

8.3 Positive stereotyping based on the product

Based on the terms in-group and out-group (Tajfel & Turner, 1979), the informants conversed in relation to national stereotypes in discussion of nationality and language I were a clear impression was that Denmark and America often were considered as in conjoined in-group. The informant argued that Denmark and America are two western nations and thus have similar culture and values. Contrary, it was exhibited that the out-groups were countries in other parts of the world outside the west continent, such as Asia. Even so, the results from the first analysis showed tendencies, which implied that the western countries were put into respective groups; thus, the informants also perceived America as an out-group, whereas they consider themselves as being a part of a Danish in-group. However, it was merely a few informants from the first analysis that perceived America as an out-group, whilst there is a common agreement of this perception within the group of informants in the second analysis. New results from the second analysis exhibit that the informants have categorized America as an out-group based on two diverse stereotypes.

One of these stereotypes is based on the product the informants' search information about, of which we have asked them to think of a mobile phone. As Czopp et al. (2015) suggest, stereotypes can equally be perceived with a positive bias, as the informants attach power to America, thus advantageously attributing the country as having the greatest knowledge within the field of mobile technology – this implies that the informants provide the out-group, America, an advantage over the other out-groups. The informants' stereotyping of America, as being a country with great knowledge of mobile technology is not mentioned as being stereotypes based on their own experiences, but rather based on what the informants perceive as common knowledge. It can, therefore, be argued that this particular stereotype of America can be explained by Stangor and Schaller's notion (2000), as it can be seen as a collective communication among the informants and what they perceive as common knowledge in their in-group. The specific product thus becomes crucial for how the informants categorize their in-group and ou-groups.

8.4 Negative stereotyping based on the cultural expression

As Americans are credited with many prospects in the field of mobile technology and language, as well as specific American dialect is preferable, it may seem straightforward that the videos with information on mobile phones should be produced exclusively in America and by Americans who master the American-English dialect. However, the findings from the second analysis have also shown a presence of stereotypes of the Americans, where they are perceived as an out-group with a negative bias, as their way of conveying information is grasped as less credible.

As one of the informants in analysis two argues that the American culture can, in some instances be superficial, thus leading to less trustworthiness, in which the other informants express a common agreement in this attitude. These perceptions of negative stereotypes can be argued to be a negative prejudice from the informants, as they express negative feeling associated with America as an out-group (Ruscher, 2001; Pickering, 2001; Fiske & Taylor, 2013; Smith & Mackie 2010). Therefore, we can dispute that the cultural expression comes into play, where it is preferred by the informants that the cultural expression should rather be Scandinavian, as they to a greater extent can relate to an adjacent culture and with a similar endurance. Nonetheless, how results from the second analysis further demonstrate conflicting tendencies, as the informants do not consider the cultural expression has been globalized sufficiently enough for it to be irrelevant. The results show that the informants preferably must be able to recognize Scandinavian cultural expression or other European cultures in the disclosure of product information.

The positive stereotyping is crucial for which videos are selected and deselected, as the informants express, they are more likely to choose American videos rather than videos from other countries at first instance. Conversely, the negative stereotyping of America will not lead to rejection until the informants have been confirmed in their perception of the American stereotype through the video. As Czopp et al. (2015) suggest, positive stereotypes can to a greater extent contribute to power differences than negative stereotypes, where the informants have a positive stereotype of America, in which they consider Americans as experts in mobile

technology. This positive stereotype thus overcomes the negative stereotyping of America as being false and superficial in information sharing, according to Czopp et al.

8.5 Sub-conclusion

The discussion regarding the globalization of culture is in accordance with our results that exhibit that the informants are challenged when categorizing the persons in the videos merely based on ethnic appearance. However, as argued before, there is a lack of studies, which to which degree and how globalization has affected some elements within a nation more than other elements. This argument is due to the results that have revealed that globalization has influenced language to a higher degree, whilst the perception of ethnic appearances has been affected more than the perception of cultural expression.

The findings thus suggest that credibility in a video is according the informants achieved if the spoken language is American-English with a plain dialect and with a relatable cultural expression.

As discussed and argued, the informants prefer an American dialect, which they are used to hear thru American TV-shows, movies and so on. The cultural expression in the video is the preferable one they can relate to, in which the informants have expressed that American culture does not always manage to be and that they to a greater extent can relate to an adjacent culture - despite the discussion has demonstrated that there is a presence of cultural globalization. Another significant notion from the discussion that has been revealed is that the informants are indifferent in regards to ethnic appearances, thus making the American-English dialect a crucial factor in the perception of what the informants consider to be trustworthy.

9

Discussion of standardization and adaptation

9.0 Discussion of standardization and adaptation

The findings drawn from the first two discussions regarding nationality and language will, therefore, be put into perspective with a discussion in relation to standardization and adaptation. Therefore, we have discussed our results in relation to the fields of cultural globalization, stereotyping and the English language in a conjoined discussion. The notions will then be argued in regards to standardization and adaptation, where relevant empirical literature will be applied throughout the final section of the discussion of nationality and language II. The purposefulness of doing so to answer our second research question:

> *"How can this group's understanding of nationality and language contribute to the debate concerning international marketing?"*

There are some essential factors that play a role in relation to the debate on standardization and adaptation, which we have discovered from the above discussion. The informants have a belief the majority of the content is in English, as YouTube is an international platform and by searching in English, the informants believe that they will achieve a wider selection of results, but also the greatest results. Because YouTube is an international platform, all content is shared between all members worldwide. One can, therefore, never be sure that one's content on YouTube reaches the desired or specific target audience. Apetrei et al. (2015) argue that the approach of standardization is appropriate if the consumers are international and where the language thus also is international. With this notion, we can argue the approach should be standardized, as YouTube is an international medium and given that our results have demonstrated that the informants prefer to search in English on YouTube and have no preferences in ethnic appearance due to their perception. Through our previous discussion, we have argued that globalization has made it challenging for our informants to distinguish persons on the basis of ethnic appearances, which makes them indifferent to what they prefer in relation to the

person's ethnic appearances. This further suggests a standardized approach, as no specific ethnic appearance is desirable or required by the informants in relation to the person in a YouTube-video.

However, when going more into depth with our results, it is demonstrated that the results revealed elements that argue for the approach of adaptation, as our informants express clear preferences for both accents, dialects of the English language as well as the cultural expression in the video. In regards to the approach of adaptation, our results have shown that the content of the video on YouTube should be culturally relatable for our informants. Here, they have clarified that the person present in the video should preferably have a cultural expression that is toned down. As Theodosiou & Leonidou (2003) and Dimitrova & Rosenbloom (2010) suggest that, e.g. culture is an essential factor that one should take into account when entering a market place thus resulting in an approach of adaptation. Therefore, we can argue the content should be modified and adapted in order to accommodate the informants' preference, as there is a preference in the cultural expression in the video. However, the notions of Theodosiou & Leonidou (2003) have suggested that besides culture, there are other significant components in the diverse marketplace that overall forms a content where the approach of adaptation is appropriate to apply. As Dimitrova & Rosenbloom (2010) argue, the, e.g. structural and cultural differences in the countries require an adapted approach in order to accommodate these differences. We argue, on the other hand, that it is not only these factors that create the context, as our results also provide additional important factors that should be taken into account in the approach of adaptation. Here, we have discussed that culture plays a significant role as the notions of Theodosiou & Leonidou (2003) and Dimitrova & Rosenbloom (2010) also confirms, as it was demonstrated that not any cultural expression is preferable by the informants. Additionally, our results have exhibited that language is an important factor, which previous empirical studies have not elucidated as being a factor within the field of adaptation. Therefore, we argue that it is the correlation between language and culture that suggests another context, in which we dispute as being essential elements and that one should take these factors into account in relation to adaptation. This argument is supported by our results show that our group of informants

have expressed that these particular elements are important to them when watching videos on YouTube and from this, it has been emphasized that the language and the cultural expression in the video are essential.

However, there are also some conflicting preferences, as the informants prefer the American-English dialect in the videos, although they argue that the American cultural expression is not always relatable. Conversely, the prefered American-English dialect is argued to be influenced by American TV-shows and movies that they are accustomed where their preference in dialect has been influenced by this, and yet there is a presence of reservations and stereotyping of the American cultural expression. These paradoxical preferences within the group of informants suggest that the videos of YouTube should be aimed to be adapted, as it is exhibited that they merely prefer the American-English dialect in the video but not necessarily the cultural expression due to their negative stereotyping of the American culture. It can moreover be discussed that some of the factors have to a greater degree been influenced by globalization, such as the informants' perception of people's ethnic appearances, which had a minor or even no role when choosing videos on YouTube. This tendency within the group of informants could suggest an approach of standardization, as there are no preferences to accommodate. As discussed earlier, the factor of language has, to some degree also been globalized in which the approach of standardization is appropriate. However, as we have discovered that the informants have a preference of a specific American-English dialect suggest that dialect is another factor that should be taken into account and thus might be included in the approach of adaptation. The results have also demonstrated that the preferred American-English dialect is not sufficient enough if the content has a cultural expression that is not relatable. These specific and yet conflicting preferences of the factors language and culture propose a context, which the video should be modified from and adapted to in order to meet the preferences.

9.1 Sub-conclusion

As discussed earlier, the factor of language has, to some degree also been globalized in which the approach of standardization is appropriate. However, as we have

discovered that the informants have a preference of a specific American-English dialect suggest that dialect is another factor that should be taken into account and thus might be included in the approach of adaptation. The results have also demonstrated that the preferred American-English dialect is not sufficient enough if the content has a cultural expression that is not relatable. These specific and yet conflicting preferences of the factors language and culture propose a context, which the video should be modified from and adapted to in order to meet the preferences. The third discussion thus suggest the tendency that international brands should be aware of that people's usage of online media is greater than traditional media, which includes the platform, YouTube. This is due to the fact that YouTube is the second largest search engine, where a growing tendency is that consumers seek for products information, as the visual aspect of the videos captures the consumers' awareness more than textual content. Moreover, the tendency proposes that the purchase behaviour of the consumers is influenced after viewing a product review or product information. The impact of Web 2.0 further implies that the consumers can search for and retrieve information as they wish, which makes the understanding of how videos are perceived in a globalized significant. The research of this thesis has looked upon videos the informants seek for by themselves, which indicates a "pull"-dimension. The informants included in the Danish age group, which uses YouTube to a larger extent, has shown that the approach within YouTube speaks for an adaptation. This is due to the informants have specific criteria that must be fulfilled when receiving information from videos on YouTube. Likewise, the results have suggested that an absence of adaptation might also lead to rejection and deselection of the video before the informants watch the complete video and before receiving all the information. Nevertheless, the fact that the videos can be found on YouTube may question whether adaptation leads to the right audience being satisfied. YouTube, as mentioned earlier, is a global medium where people freely are able to find and select videos from around the world. Thus, a video adapted to the audience that our thesis deals with can easily be viewed by people from anywhere in the world, who would prefer the video to be adapted on the basis of other factors. Our findings and discussion might indicate a propensity on a international level, which companies can benefit from.

The fact that these trends in relation to the case of YouTube can give an idea of how information search of products on international platforms is influenced by globalization and thus can cause challenges for companies. The challenge can be argued to be when companies wish to target a certain segment of consumers when applying an approach of adaptation through videos, while at the same time it might not always be beneficial to apply a standardized approach. The content available on YouTube and various other international medias can be troublesome for companies to control, as YouTube is an international platform where users are able to retrieve content from around the world.

10
Conclusion

10 Conclusion

There is an expanding trend in using online international media within the age segment 16-34 year-olds in Denmark where the online media is widely used to search information, whether it is information regarding products, services or anything else. This pinpoints that consumers themselves determine which information they are in need of and which information they wish to seek that may affect them when purchasing a product. The importance of this aspect was questioned and examined in relation to how our target group, in fact, prefer to search information on the global platform YouTube and how their understanding of nationality and language has an impact on the received information. The consideration and understanding of the selected target group were put into perspective in relation to a debate of standardization and adaptation within the field of international marketing. The purpose of doing was to explore how it might be challenging for companies to enter a market or to reach a specific segment of consumers in regards to consumers having the prospect to seek information as they wish. With this thesis, we aspired to investigate YouTube as our case, since it is an international medium, which among other things is used for information search of products. Our first research question was to examine the importance of nationality and language when Danish users between the ages of 22-27 years old are searching for information on YouTube regarding products. The intention was thus to answer the first question of the research:

> *"What significance do nationality and language have when 22-27 year-old Danes seek and receive information retrieved from the global platform YouTube?"*

By conduction eight individual interviews with informants within the target group, we discovered that language, and in particular, the cultural background of the video had an impact on how they receive the information from the videos. Furthermore, we wished to elaborate these contemplations and understandings by conducting an

additional focus group interview with five informants, which provided us with some supplementary results that aided to gain insight into the group's understanding of language and nationality.

The research has displayed that national stereotyping plays a significant role in searching for information on YouTube. The people present in the videos are categorized by the informants in a national category, which is defined by diversified factors, such as language, ethnic appearance and the cultural expression in the video. The findings moreover exhibit that stereotypes concerning the nation the person in the video is assigned might be decisive for whether the information is credible or opted out. The research has also shown that the group applies English words and terms when searching on YouTube, as they have the understanding of that they will gain wider and greater selection of videos than searching in Danish, as YouTube is an international medium. The findings suggest that the group of informants have been influenced by globalization, and yet it was revealed that globalization has merely influenced some fields more than others. Thus, globalization has impacted the group of informants to such a degree that they were challenged when categorizing people into nationalities based on ethnic appearance.

Likewise, our study has shown that the language used in the video is of decisive importance since globalization has affected the group of informants to such an extent that they almost exclusively use and prefer the English language in their videos. The research, however, has shown that the accent or dialect used in the video has importance, as the group through globalization has become accustomed to the American-English dialect.

The American-English dialect must not be influenced by national dialects, as the group due to what they have been used to through American TV-shows and movies prefers a plain dialect.

An English with an accent from non-native English speakers is moreover not endorsed, as it is perceived as unprofessional and even less intelligent, in which they expect the American-English language should be mastered. Globalization has not to the same extent, impacted the group's cultural values in terms of cultural expression. Here, the research has exhibited that the informants in the group must be capable of relating to the cultural expression in the video, which does not always

correspond to the American culture. Instead, the group has a stereotyping of Americans where they perceive the Americans as being exaggerated at sometimes, which they do not find trustworthy when receiving information. Concurrent, the group has a stereotype of the Americans, in which they grasp America to be the nation that obtains the greatest knowledge regarding mobile phones. Therefore, despite the negative stereotyping, the American videos are preferred by the group, if the negative stereotype does not comply. Here, the group maintains that the cultural expression in the video must be relatable, which indicates that globalization has not influenced this element to the same extent.

By examining the understanding of nationality and language when the group receives information from YouTube, we can thus conclude that the factors of language, accent and dialect have a prevalent impact on the groups understanding. Moreover, we can conclude that the factor of nationality has an influence, as the group associate stereotypes with a certain country. However, the group form stereotypes the persons in the videos based on the spoken language, dialect and accent more than stereotyping the persons' nationalities - this might be due to the fact that globalization has made it difficult for the group to separate and stereotype the persons based solely on the ethnic appearances. Moreover, globalization has also meant that the English language is used to a greater extent in the group, in which they prefer the information retrieved from YouTube is in English, even so, it has further led to a specific dialect being preferred by the group. Following, we explored the group's understanding drawn from our findings and from the first two discussions with the intent of answering the second research question:

> *"How can this group's understanding of nationality and language contribute to the debate concerning international marketing?"*

The conclusion aims to answer the research concerning international marketing and our case of YouTube by involving the group's understanding in perspective within the field of international marketing and our case of YouTube.

The research has demonstrated that if the group is to seek product information on YouTube, it thus requires an adaptation of the videos in order to accommodate the

group's preferences. Although globalization has spread the English language, the group is, as mentioned, influenced to such an extent that it dialect must an American-English, which they have encountered through American TV-shows and movies. The group's understanding and their expressed preferences, therefore, strive for an approach of adaptation, as other dialects and accents might cause to a rejection of the video. Furthermore, the findings have shown that the cultural expression in the video is required to be relatable for the group, and thus there must be no presence of confirmed stereotypes they have of the American, as they will perceive and understand the information as being less credible. These specific and conflicting preferences of language and culture create a context in which the video should be adapted and modified to accommodate the preferences.

Conversely, the fact that YouTube is an international medium may question whether the adaptation approach has any purpose whatsoever, since the companies ultimately can determine which segment it reaches and which persons view the video - moreover, it might be challenging for companies to know if their adapted content reaches an audience that has other preferences or requirements of the information they receive. Thereby, our results can point to a dilemma that international as well as national companies, should take into consideration.

Thus, if the group's preferences do not comply, the group might opt out and deselect the information from the video due to the "pull"-dimension, as it ultimately is up to the group which information they wish to seek and receive. Moreover, we can conclude that the credibility of the information the group receives is important, which is only achieved if the preferences, derived from their understanding of language and nationality, are accommodated. The companies are thereby in a better position if they choose to adapt and modify their video content where they might be more capable of targeting and reaching the desired segments of consumers with information of products, which the consumers will perceive as more credible. Lastly, we conclude from our research throughout thesis that the information in the videos that the group retrieves from YouTube can be challenging for companies, as they cannot always control which segments of consumers in the world it reaches and since there are some specific requirements and preferences to what the segments grasp as trustworthy in relation to the information they receive.

11
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