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Is English the Be-All and End-All?: A Survey About the
Everyday Usage of English among Young Danes and their
Attitudes towards the English Language

Abstract

This paper aims to investigate the everyday usage of the English language by young Danes, primarily between the ages of 17-21. Four research questions are established in order to underpin the problem formulation, centring around encounters of English, assessment of English abilities, English in relation to other foreign languages, and preference for English. The paper utilises a mixed methods approach, combining a quantitative survey questionnaire with a qualitative thematic analysis. The survey questionnaire takes inspiration from the 1995-1996-survey by Bent Preisler that studies how different groups of Danish people experience the presence of the English language in their everyday life (*Danskerne og det engelske sprog* 11). Similarly, the paper seeks to explore this aspect, but in relation to adolescents. An extensive literature review is provided in order to give a local context to the thesis. Jacob Thøgersen and Henrik Gottlieb are used to highlight the influence of the English language in Denmark, in connection to Danish vocabulary and grammar. Studies conducted by Dorte Lønsmann, Janus Møller and Pia Quist, as well as Bent Preisler, respectively, help contextualise the English language and Danish youth culture, particularly in terms of the interconnection between identity construction and language choices. Some critical standpoints regarding linguistic purism and domain loss, among others, are also presented in the literature review by Pia Quist and J. Normann Jørgensen as well as Michael Herslund. These criticisms illustrate concerns regarding the influence that English has on Danish, which underpins the analytical discussions of the data findings. The paper utilises a theoretical framework that explains English as the main global language and how language functions as a social phenomenon between individuals. David Crystal is employed to foreground the reasons behind English becoming a lingua franca as well as the multitudes of the English language that exist globally. Language theories presented by Jørgensen and Quist are utilised, with particular focus on sociolinguistics, as this emphasises the social aspects of language, which the thesis revolves around. Jørgensen and Quist are also used in relation to the specific language habits of young people. The paper uses the theoretical concepts of belonging, community of practice, and imagined community by Bonny Norton and Kelleen Toohey as well as Rita Tamara Vallentin in order to establish the relation between language and social life. The theoretical framework and literature review is utilised in the analysis in the form of constructing themes and subthemes in the thematic analysis design. The analysis explores the ways that young Danes encounter the English language in their everyday life and establishes that they mostly encounter English in their media consumption, on social media, in online games, and around their friends. The paper then considers that the media and communities

influence how and why young Danes use English. The analysis connects the encounters with English to young Danes' assessment of their own English abilities as well as the English abilities of others. Moreover, the analysis reveals that young Danes regard English as the most important language in the world, thereby valuing it higher than other foreign languages. Lastly, the analytical findings establish that English is a preferred language for young Danes in various ways, both in terms of being the preferred foreign language, but also in terms communicating and consumption. The paper concludes that young Danes consider themselves most skilful at Danish, but utilise English in many aspects of their everyday life. The English language has an impactful effect on young Danes' life, in relation to language. It has become a natural occurrence for them in a way that suggests that other foreign languages may become irrelevant for young Danes in future. Lastly, the paper concludes that even though young Danes do not view English as a threat to the Danish language or culture, it may still negatively affect Denmark's linguistic, and thus, cultural, orientation.

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Introduction

Language is seen as something that is unique to the human race and inherently part of us, in some form or another (Jørgensen & Quist 40-47). Thus, researchers have been interested in the relationship between individuals and language for many years. One of the ways to understand how language develops and where language is headed is to analyse young people's language usage, however their way of using language is also often subject to criticism (Jørgensen & Quist 67, 58-61; Herslund 19-23). This criticism is also found in Denmark, where English is a second language known and spoken by a majority of Danes (Preisler "English in Danish" 112).

Some fear that English will dominate the Danish language, or that (young) people's Danish skills will deteriorate because of the English influence, or that or that Danish culture/cultural heritage cannot be properly communicated by a generation using a foreign language (Jørgensen & Quist 67, 58-61; Herslund 19-23). Others also criticise that true bilingualism cannot exist and English is threatening Danish as well as Danes' native language skills (Herslund 21). Since English is a lingua franca and considered the main world language at present, these types of concerns are not a new phenomenon (Gottlieb 57-59), however, this does not make them less valid and relevant.

While these criticisms are usually correlated with the older generation (Jørgensen & Quist 9, 58). I have also experienced this concern. As an adolescent myself, I experience myself codeswitching to English, expressing myself in English, using English loanwords etc. I have also encountered this phenomenon among my friends, who are 20+ years old. As such, I have gained concern over this trend, both on the basis of my educational background, but also by people close to me, who use English less frequently than myself. However, this is not a recent experience; the intertwining of the English language has been part of my life (and my friends') for a long time. Because of my generation's experience with and knowledge of new media channels and ways of communication, the English language has now become evident across various social media platforms and gaming communities, where internationality and interculturality often coincide. Thus, this personal awareness of the issue as well as an interest in language attitudes have motivated and inspired this thesis.

Many studies have been made in regards to the role of the English language in Denmark, both in relation to young people and adults. It is recognized that English does influence the Danish language in terms of codeswitching, loanwords, and frequent use among certain communities and spheres, all of which has been seen before in relation to other popular languages, such as Latin and French etc. (Crystal 7) Nonetheless, as with all dominating foreign languages, while some people

embrace the linguistic multitudes that English add to Danes' language, others remain sceptical of the impact of the English language on Danish and how it affects the Danish population (Jørgensen & Quist 140-141). Some of the studies refer to Bent Preisler, whose 1995-1996-survey illustrated Danes' English skills and how it affects their everyday life. It is also Preisler's survey that has partly inspired the thesis. While Preisler's study was concerned with Danish adults, the thesis survey is interested in young Danes. The thesis takes an interest in youths, as they are developing their identity, both on an individual level and in relation to other people around them (Preisler "English in Danish" 122, 125). Moreover, young people's language functions as a window into the future of language (Jørgensen & Quist 67), and as such, young people's way of talking provides insight into a language. As a young Dane who has experienced – and is experiencing – the influence of English in Denmark, the subject matter illuminates a relevant issue that affects people on a sociolinguistic level.

In order to observe how English affects young Danes, in terms of language behaviour, social behaviour, and identity construction, a quantitative method in the form of a questionnaire survey was chosen in combination with a qualitative method of thematic analysis. The thesis survey was inspired by Preisler's survey, the aim of which was to describe how different groups of Danish people experience the presence of the English language in their everyday life (*Danskerne og det engelske sprog* 11). In order to study some similar aspects, a quantitative survey method was chosen as well. This makes comparison to Preisler's study more viable, though the two surveys differ enough to make an unconditional comparison unfeasible. For instance, the thesis survey considers modern progression in relation to the inclusion of social media and online gaming; social platforms that engage many youths worldwide (Harrison & Thomas 110). Moreover, the thesis survey also takes into account the theoretical background and previous literature and therefore incorporates this as well in the questions. As such, an analysis of the differences and similarities will be made as well as of the thesis survey's distinctive questions.

Thus, the problem formulation is the following:

- The thesis sets out to investigate the everyday usage of English among young Danes and their attitudes towards the English language.

Of particular concern will be popular culture, (imagined) communities of practice, and identity construction. In order to help answer the problem formulation, the following four research questions are presented:

- How do young Danes assess their own English skills as well as other's English skills?

- How often do young Danes encounter English in their everyday life, and how do they participate in the language encounter?
- How do young Danes comprehend and value English in relation to other foreign cultures and languages?
- How do young Danes prefer the English language in relation to Danish?

Through the various perspectives that the research questions cover, the problem formulation will be answered through the analysis and made explicit in the conclusion of the thesis.

The thesis will firstly present a review of the literature within the subject area of English and Danish, particularly in terms of the lexical, cultural, and social influence of English in Denmark. The literature review will first focus on Anglicisms in the Danish language, including their various identifications, uses, and their role in the Danish language. The connection between the English language and Danish youth culture is then presented, exemplified with various studies related to this issue. Different types of criticisms of the English influence on Danish will also be illuminated.

Subsequently, the theoretical background is outlined, including English as a lingua franca, the complexities of the English language, and the sociocultural connection between language and identity formation. The history of the English language in Denmark will be outlined and related to other languages that have influenced Danish as well. The term ‘Englishes,’ will be explained in relation to how people utilise English as their second language. The sociolinguistic theory is presented as the thesis’ groundwork. In connection to this, an explanation and definition will be given of the terms ‘community of practice’ and ‘belonging,’ with additional theoretical background being given in relation to young people and their language usage.

The thesis then presents the methodological framework, which covers the inspiration from Preisler’s survey, data collection, thematic analysis, mixed methods, and considerations in relation to limitations of the survey. Similarities and differences between the thesis survey and Preisler’s survey will be described, in terms of updates, additions, and omissions.

The study will then analyse the thesis survey’s data by way of coding and a final thematic map that is based on interesting themes and subthemes. The coding process and thematic maps can be found in Appendices C, D, and E. Interesting results from the data will then be presented before an analytical discussion is established, where subthemes relating to each research question are examined. Thus, underlying processes will be scrutinised and discussed in connection to the theoretical framework.

Literature Review

Multiple researchers have investigated the influence of English on the Danish language in terms of codeswitching, linguistic purism, morphology, phonology, and orthography as well as the sociolinguistic and sociopsychological use of English for Danish speakers. This literature review outlines a selection of important related research that will help contextualise the thesis and the research questions.

The Use of English Loanwords

Jacob Thøgersen and Henrik Gottlieb discuss the many types of English loanwords within Danish as well as their impact on Danish and Danish speakers. As Thøgersen says, “The influence from English is apparent both in vocabulary and grammar, as well as in more general societal levels” (293). However, this power of the English language is not only applicable to Danish, but to multiple languages on a global scale. Gottlieb argues that the presence of Anglo-American culture has a major impact on the way that national cultures as well as languages change at present (39). Thus, the impact of English is not only visible on a linguistic level, but also on a cultural and social level.

The word ‘loanword’ is itself described as “words containing at least one lemma of non-native origin” (Thøgersen 293). Within this category, there exists different types of loans, which Thøgersen states as the following:

“‘simple loans’ such as computer, ‘hybrid loans’ such as computertaske (‘computer bag’), and ‘pseudoloans’ such as bigshopper, a neologism for a canvas bag used for carrying groceries which is composed of two English lemmas. ‘Loan translations’ such as skyskraber (lit. ‘cloud scraper’ for English ‘skyscraper’), which are composed of native lemmas or lemmas registered before 1945” (293).

These types of loanwords are defined on the basis of the MIN project (Moderne Importord i Språka i Norden)¹, which also features other types of vocabular and grammatical influence, such as proper names, codeswitching, the plural form -s instead of the Danish plural form -er (e.g., tamagotchis), syntactic constructions, and phonological changes (Thøgersen 293-294).

Gottlieb outlines how Danish is less susceptible to linguistic purism compared to other Nordic languages. English loanwords undergo minimal Danish orthographical adaptation, as they often retain their original spelling and their plural -s. Gottlieb argues that this may be a reason that

¹ Modern Loanwords in the Nordic Languages (Thøgersen 292)

modern Danish texts ‘look’ more English than texts in Norwegian and Swedish (39-40). In her paper, Margrethe Heidemann Andersen investigates issues similar to this. She correspondingly concludes that the reason some Danes consider the English influence on Danish to be strong, and even threatening, may be due to English loanwords being eye-catching, either graphically or because of their news value, and because they are not adapted for Danish orthography and phonology, which make them seem out of place. Andersen asserts that other foreign loanwords, such as French or German, are often adjusted for Danish orthography, which in turn makes them seem less incongruous and foreign in a given text. Because English loanwords are frequently used to get people’s attention and have informational importance, they obtain a prominent place in language users’ consciousness (30-31).

In his paper, Thøgersen enquires into the notion of language consciousness, which he describes as “inscribed in romantic notions of language and national culture” (294) and that has an indirect relation to linguistic purism and protectionism. Language purism concerns “the attempt to remove from a given language elements that are foreign or deemed to be foreign and replace them by elements of a native, national character” (Thøgersen 295). Thøgersen presents two tables that display Denmark as being the least linguistically conscious as well as least linguistically purist. He explains that Denmark, as an older and established nation, has never had to fight for its political, cultural, and linguistic independence in contrast to the other Nordic countries. In fact, Denmark has a tradition of acceptance when it comes to cultural and linguistic influence, which is evident through German. Some estimates state that around 30-40 per cent of currently used Danish words originate from Low German (Thøgersen 295-296).

In relation to German influence, Gottlieb also states that Danish has been influenced by other languages before in a similar manner, one of which is German. He expresses that:

“Danish has much more in common with German than with English. Not only are the roots of modern Danish closer to those of modern German; Danish language history in the last 800 years tells of an almost constant impact on Danish from its big, ever-watching brother south of the border” (57).

Despite the above statement, German no longer has the same linguistic and cultural influence on the Danish language. As Gottlieb asserts, “German holds no influence on present day Danish, a fact recognized by all and lamented by some of those who worry about the seemingly perpetual Anglo-American dominance” (58). However, German was once under the same scrutinization that English experiences today. Gottlieb quotes a Danish linguist, who in 1942 wrote that German was the most

dangerous language for Danes. However, this linguist was ultimately proven wrong, as Anglification intensified post-war. Gottlieb also quotes the famous Danish cultural figure N. F. S. Grundtvig, who in 1849 wrote that “It will be just as beneficial for us to associate with the English now as it has been disastrous for us to associate with the Germans”² (58). Ironically, Grundtvig’s quote continues to say that English will never threaten the Danish language, which is one of the concerns today when it comes to English influence on Danish (Gottlieb 59). As such, it is not a modern phenomenon that a contemporary domineering language affects smaller languages and that this effect is both negatively and positively acknowledged by the smaller language’s population.

However, Thøgersen asserts that languages are political, historical, and social constructs. As such, there is no unnecessary use languages, including when Danish speakers use English words: “Language users ... may choose to use different words at their disposal, sometimes because words carry certain indexical values, sometimes simply because they are the words available” (292). Nonetheless, Gottlieb concludes in his paper that “language death in Scandinavia should by no means be ruled out” (61). He exemplifies that Denmark has witnessed dialects dying out as well as English being more prominent in certain spheres, e.g., in business. He ends with a final assessment: “If the present tendency to lose certain domains ... gains momentum, the Scandinavian languages will lose so much prestige among their own users that they deteriorate into folklore and cease functioning as all-encompassing vehicles of communication” (61). Maybe Gottlieb’s warning is worth heeding. In his paper, Thøgersen draws upon an agree/disagree question from the MIN project, “It would be better if everybody in the world spoke English as their mother tongue,” which illustrated that 22 per cent of Danes would give up Danish in favour of English as their mother tongue. Thøgersen’s own interview posed the same question and displayed similar numeric results (298). However, Thøgersen also exemplifies some of the answers to his qualitative interview. In term of the abovementioned question, Thøgersen states that the question may have been interpreted differently by the participants. One of the respondents discusses whether to adopt German or English, instead of the question of English as a world language. It also seems like the respondent interprets the notion of mother tongue differently than suggested in the question. As such, Thøgersen underlines the importance of interpretation of the questions by the respondents.

In his paper, Thøgersen also discovers some interesting constructions of English by his interview participants. First of all, many of the respondents talk about English as if it is the default foreign language for Danes and therefore also as the language which all other languages are

² Translated by Gottlieb

compared with (321). To illustrate this, the respondents talk about other foreign languages like they need an explicit reason to be learned, while English is seen as a given (311). Thøgersen makes an interesting observation regarding this attitude:

“It is even more striking to see how English is treated when other languages are foregrounded. Almost universally English is used as the asserted or presupposed yardstick, and constitutes a starting point for any discussion of foreign languages or languages in international communication ... A significant reason for the high score for English is the perception of it as the only truly global language, whereas the others are somehow geographically restricted” (306).

The second construction concerns how English is seen as a sign of modernity and internationality, even non-boringness, among other things (316, 321). Thøgersen points out that these constructions, or presuppositions, function as “the predetermined or fixed points that respondents use when they negotiate their positive or negative attitudes” (321). These presuppositions together with the concept of linguistic purism is what creates the attitudes of being either pro- or anti-English, according to Thøgersen. He concludes his research paper by suggesting that researchers need to step away from this either/or viewpoint and instead recognise that both English and Danish can play the roles of linguistic diversity and linguistic uniformity (321-322).

The English Language and Danish Youth Culture

However, because the use of English among Danes is also socially constituted, it is also worth noting the research done on the sociolinguistic use of English, especially in youth culture. Dorte Lønsmann, Preisler as well as Janus Møller and Pia Quist have in their papers researched youth culture in relation to English in Denmark. The use of English among Danes is well documented, which Lønsmann exemplifies through Preisler’s 1999 survey, from which she sums up how 90 per cent of Danes see and hear English every day or every week (1139). Thus, the English language is part of Danish society, especially among young people.

Lønsmann’s study is based on observations and recordings of the gaming subculture and a focus group interview with four young gamers (1139). Preisler’s research is based on a large-scale investigation which focuses on language use and the sociolinguistic and sociopsychological factors behind the use of English among Danish speakers (“English in Danish” 109). Lønsmann also focuses on Anglo-American subcultures, codeswitching, and the concept ‘English from below’ (1139). Preisler also discusses the concept ‘English from below’ together with ‘English from above.’ He defines the former as “a desire to symbolize subcultural identity and peer-group

solidarity” (“English in Danish” 122), and underlines that subculture, especially Anglo-American subculture, is a major part of the concept. Activities such as watching English-speaking TV and listening to English-speaking music are part of young people’s daily life, which is the age group that the two concepts concern (“English in Danish” 122, 120-121). He describes ‘English from above’ as the attitudes and skills relating to English usage due to English being promoted by multiple institutions, e.g., the educational system, trade, and tourism (“English in Danish” 110). In relation to ‘English from above,’ Preisler discusses the possibility of language policies, as other researchers and officials have done before, and asserts that English cannot be regulated in Denmark as the ‘English from above’ ideology completely ignores the social function of language (“English in Danish” 111). Language has a social role, where young people can shape their identity and find group solidarity. Preisler concludes:

“In a nonlocalized status hierarchy where most young people are wanna-bes in relation to one or more Anglo-American subcultural practices, this makes the use of English an integrated (and integrative) aspect of youth language in Denmark, uncontrollable by any government agency” (“English in Danish” 125).

Lønsmann studies this social function of the ‘English from below’ concept and also seeks to confirm Preisler’s theory in the 2003 article concerning:

“(1) how the collective discipline in a subculture functions to spread and maintain the subcultural language style, in this case dominated by frequent codeswitching to English, and (2) how this language style is spread to speakers who are not performers of the subculture, thereby becoming part of everyday language use for other young Danes” (1140).

Lønsmann also asserts that subculture is not localised in time and space, but rather, in relations to systems of meaning, i.e., a person’s relation to the subculture depends on their mastery of the subculture’s system of meaning (1141). The participants of Lønsmann’s study explain their subculture’s language style as a mix between Danish, English, and ‘gamer language,’ where the latter is defined as English words with specific computer gaming-related meaning (1142). One of the interviewees is demonstrated to be higher up in their language hierarchy, as he points out the others’ correct and incorrect terminology. Lønsmann’s focus group interview with them illustrate that they are aware of their subculture’s language system and consequently their need to learn it in order to be accepted into the subculture (1145).

In relation to language and youths, Møller and Quist’s research investigates different perspectives that former linguistic studies of Danish adolescents have taken, and thus focus on the

‘cultural- identity perspective’, which they find most studies belong to (45). The cultural- identity perspective concerns “studies of language use in youth subcultures where language becomes an important part of identity construction” (46). Studies that focus on this perspective commonly emphasise people’s experiences, assumptions, and understandings (46). Møller and Quist summarise two studies on bilingual youths that illustrate that young people will use every available linguistic tool when it comes to linguistically creating a group and self-identity. The studies display how language can help with adolescents’ ethnic identity and their identity as young people (51-52). Møller and Quist conclude that the majority of the studies they examine adheres to the cultural- identity perspective: a prevalent feature among the studies is that the groups of adolescents as well as subcultures symbolically utilise languages in order to construct a youth identity that functions to position them in relation to the adult world. As such, Møller and Quist use the phrase “youth language as a marker of identity” (53) as a way to define the cultural- identity perspective.

Lønsmann also discusses two concepts called convergence and divergence, of which Lønsmann focuses mostly on convergence. This concept revolves around individuals adapting their communicative behaviours to others in order to gain social acceptance and group solidarity. It is a response to a need for social identification or integration. Lønsmann exemplifies this through her research subjects, who often codeswitch within their subculture group, which creates and maintain solidarity and status. Moreover, she discovers that the gamers use codeswitching in terms of single words for the most part, but also resort to long codeswitches. As such, the participants have a language uniformity, where they follow patterns and an established system (1146-1147).

However, the language within a subculture can also spread to mainstream youth culture and non-performers of the subculture. The interviewees in Lønsmann’s paper describe how their subculture-specific language has spread to their friends and classmates, and thus exemplifies how words and expressions can spread to mainstream youth culture, something that Lønsmann refers to as linguistic entrepreneurs. This concept describes how high-status individuals from a subculture is able to spread words and expressions to people outside the subculture, thus functioning as a bridge between social networks. However, language change also requires external impulses and prestigiousness. External impulses may be when one of the gamers encourage their classmates to use their language style or when English is heavily present in Danish media. Moreover, because English is encouraged to be learnt in educational institutions and has a high status in Danish society in general it can be said that it is prestigious. Additionally, linguistic entrepreneurs are no longer

confined to face-to-face interaction: modern interactive media forms enable the spread of language styles and thus convergence (1147-1149).

Nevertheless, some resist the spread of a language style: which relates to the concept of divergence: this focuses on the distinctiveness of one group compared to other groups. By accentuating their idiosyncratic language style, these types of group members are also creating an identity. Lønsmann explains, it is well documented that teenagers use symbols and specific language styles in order to contrast themselves with the adult world. Codeswitching to English is for instance a marker of youth identity and culture (1149-1150).

Lønsmann concludes her paper by stating that she has successfully given examples of Preisler's theory of how English enters Danish society 'from below' and not 'from above.' Her study illustrates this in two ways: one is how the semantic meaning of a subculture-specific word or expression can be widened to a more general one; the second is how a subcultural language style can be spread beyond the subculture and into a mainstream culture. Lønsmann points out that earlier research has emphasised local networks as well as face-to-face interaction. She ends by asserting that her article exemplifies the social and technological development the world has seen, which plays a central role in the way that English is spread today (1150).

Going back to Quist, she has also written a book with J. Normann Jørgensen about young people's language. They also discuss the influence of English on Denmark and young Danes. Firstly, Jørgensen and Quist argue that there are two main factors following the wake of globalisation that affect young people's language: first of all, they have access to information technology, the internet, and smartphones, which they integrate in their daily life, and second; young Danes inevitably meet other languages throughout their lives, which they constructively and creatively use in their linguistic behaviour (112).

Jørgensen and Quist state that all young people in Denmark today meet the English language one way or another. In the same manner as Lønsmann, Preisler, and Møller and Quist, they also assert that English is a linguistic opportunity that young Danes can use in practice as well as stylistically in different contexts. They argue that the combination of Danish and English unlocks a third manner of expression, which is displayed through music, graffiti, computer mediated communication, and everyday speech. Young people will use whatever linguistic resources they have, regardless if other language users dislike the combination of these resources. The result is a type of Danish that has supplements of traits that are normally not considered Danish (Jørgensen & Quist 112-113).

In his analysis, Michael Herslund discusses domain loss, the misuse of English, and Danish as a secondary language, rather than the mother tongue, among other things. It is argued that domain loss is a threat to Danish as a cultural language, i.e., a language that comprises all aspects of the world, such as personal, commercial, cultural, social, religious, scientific, and political aspects etc.

While he concurs with Thøgersen that Danish has never been oppressed as a national language, as Preisler discussed, he takes the stance that Denmark has a societal responsibility to both uphold and develop Danish as an institutional and cultural language. He uses the example of Irish and Catalan, which have been subject to systemic oppression from foreign establishments, and argue that it is not unimaginable that Danish could be headed the same way. One manner that Denmark is experiencing domain loss, he argues, is the unilateral fixation on English; other foreign languages do not experience the same prioritisation. He uses the example of German, which young Danes do not speak fluently anymore, and while these young people could speak English with Germans, Herslund argues that they lose an important key to understanding the German culture and society. As such, he argues that such a focus on English will lead to a unilateral direction towards the UK and the US (19-21). Thus, he touches upon some of the same issues concerning English as the default foreign language that Thøgersen discusses.

Herslund also discusses bilingualism: he disagrees that all Danes should be bilingual. He poses the question, “Does that mean we should all be good at English?” (translated, 21), which he promptly argues is non-sensible as it is unreasonable to expect every person to be good at learning foreign languages, whether the language is English or another foreign language. He asserts that such a scenario would cause a substantial part of the population to be unable to express what they mean, only what they can say. Furthermore, he argues that a society cannot truly be bilingual, as one language would inevitably dominate the other:

“All officially bilingual states that I know of have had to solve this problem by either letting one language dominate at the expense of the other (Ireland) or resort to separating language and population groups through some federal arrangement (Belgium, Switzerland, Canada).

A bilingual society with two in practice equal languages does not exist” (translated, 21). As such, Herslund stresses that bilingualism in Denmark will result in disparity between English and Danish: one will become a low-status language, while the other will be prestigious. He continues to assert that this scenario will result in Danish becoming the low-status language, as the emphasis on internationalism will make Danish seem unnecessary, and thus make Danish ‘the

second language' (21-23). Thus, Herslund takes a more critical standpoint when it comes to the influence of English on Danish culture and society.

Jørgensen and Quist discuss criticisms concerning English influence on Danish, some of which relates to Herslund's evaluation. They outline three viewpoints that are typically used in discussion when arguing against English influence on the Danish language. The first standpoint concerns young people's use of English. Jørgensen and Quist argue that the opposition to Danish adolescents using English comes from a wish for linguistic purism and the perception that Danish can be preserved as it is. They argue that Danish has always been borrowing from other languages (140), which Andersen (30) and Thøgersen (296) also state, and other cultural influences as well, such as Christianity, which originates from the Middle East. As such, they assert that other cultural and linguistic influences are inevitable. The second point of view does not mind the use of codeswitching or English loanwords, but rather domain loss: it opposes entire groups of people using only English in job functions and substituting Danish for English. Jørgensen and Quist argue that this standpoint is exaggerated, as Danish has historically never been the dominant language in the spheres of research and education. However, they agree that there is a real risk of young Danes losing some Danish words, but they state that it is impossible to control and also that the Danish language has survived worse. The third standpoint concerns language policies and criticises that English is the only language Danes can manage on an international level, and not other widely spoken languages, such as Arabic or Mandarin. As such, it is a threat to Denmark as a country when English is the only applicable international language from an educational point of view: it makes Danes linguistically narrowminded (Jørgensen & Quist 140-141).

Jørgensen and Quist conclude that English is currently the language that provides most loanwords to the Danish language. They argue that the amount is exaggerated, but the phenomenon is real. Moreover, they argue that while young Danes may experience domain loss and favour English in future, it is also doubtful that English will completely take over their everyday speech (Jørgensen & Quist 141-143). Thus, while several other researchers are in disagreement with Herslund's viewpoints, their concerns are still relevant for the subject and interesting to study, as well as the standpoints that Jørgensen and Quist present.

Summary

The literature review illuminates the lexical, cultural, and social influence of the English language in Denmark. It also provides a more localised context to the thesis topic, thus enabling an understanding of the various reasons behind the use of the English language in Denmark. However,

in order to elaborate on the subject, a theoretical foundation needs to be made, where the focus is wider, thereby relating the topic to general sociocultural issues.

Theory

In order to study the relationship between the English language and the Danish youth, some theoretical background is needed. While the above section provided a more thorough and localised context to this connection, the following section will present an understanding of the global role as a lingua franca that English has, language as a social phenomenon, the concept of belonging, community of practice, and the link between young people and language.

English as the Global Language

It is widely recognised that English is a global language and the main lingua franca in the world (Crystal 2; Haberland 254-255; Thøgersen 304). However, a language does not become a lingua franca overnight. “A language achieves a genuinely global status when it develops a special role that is recognized in every country. This might seem like stating the obvious, but it is not, for the notion of ‘special role’ has many facets” (3). This is how David Crystal initiates his description of what makes a lingua franca.

Crystal argues that the ‘special role’-status is achieved when the language is embraced by other communities and countries. This can then be manifested either through the language becoming an official language in a country or through the language being prioritised in a country’s foreign-language teaching. In relation to the former, he elaborates that a language can be official in several manners: it can be an official language of a country, either solely or together with other languages, or; it can be ‘semi-official’, where it is only used in certain domains. In terms of the latter, Crystal explains that there are different reasons for a country to prioritise a certain foreign language, such as political expediency, historical tradition as well as cultural, technological, and commercial contact (4-5).

When a language becomes global, it has more to do with the people speaking it, rather than how many speak it: “Language exists only in the brains and mouths and ears and hands and eyes of its users” (Crystal 7). Crystal asserts that language dominance has always been closely connected to economic, cultural, and technological power. He exemplifies that Latin was once an international language because of the Roman Empire’s military and educational power, despite the Romans being fewer in number than the peoples they subjugated. Crystal makes a point to state the link between

language dominance and language users, as there are several misunderstandings concerning international languages:

“It is quite common to hear people claim that a language is a paragon, on account of its perceived aesthetic qualities, clarity of expression, literary power, or religious standing.

Hebrew, Greek, Latin, Arabic and French are among those which at various times have been lauded in such terms, and English is no exception” (7).

Crystal elaborates, saying that there exist misconceived beliefs that English is easier to learn and that its grammar is simpler compared to other languages. However, Crystal argues that grammar and ease of learning is irrelevant. He uses Latin as an example again, asserting that Latin has many gender differences and inflectional endings, and he additionally says that all children learn a language in more or less the same time regardless of the grammatical differences between their languages. Nevertheless, Crystal recognises that English contains linguistic elements that makes it appealing for international use, such as its familiar vocabulary. However, he simultaneously points out that these appealing properties are incidental and should be weighed against less appealing traits, such as the many irregularities in the English spelling system. Thus, Crystal deduces that a language becomes a global language because of the language users, not because of the language’s structural qualities, vocabulary, or its past cultural and/or religious associations (7-9).

The reasons English has become a global language have to do with both a geographical-historical context and a socio-cultural context. The former concerns how English achieved superiority, while the latter explains how English remains superior (Crystal 29). The geo-historical context starts in the fifth-century at a local level, where English spread throughout England and the British Isles, and later throughout the Middle Ages, where it spread to the Scottish Lowlands and Ireland. The English language expanded increasingly between Elizabeth I and Elizabeth II, mainly in North America (Crystal 30-31), but also in Canada, the Caribbean, Australia, New Zealand, South Africa, former colonial-Africa, and various places in Asia (Crystal 31-59). English particularly flourished during the expansion of the British Empire, which culminated in the nineteenth century, and later on in the twentieth century in the US, when they became the world’s leading economic power. The latter continues to be a reason why English is a worldwide language today (Crystal 59).

However, the geo-historical context is not the only reason for the English language’s pre-eminence; the socio-cultural reason plays a role as well. Crystal outlines some major cultural events that illustrate the English language’s ability to be “in the right place at the right time” (78), mainly

colonialism and the Industrial Revolution. As mentioned, English spread through British colonialism, and English thus became a political symbol of unity. Having a common language between the Empire and a colony established a linguistic unity, reflected the bond between the colonial power and the colony, and also brought access to a culture that were at the helm of the Industrial Revolution. Britain's role as the *primus motor* in the Industrial Revolution also meant that other countries needed to learn English in order to understand and benefit from Britain's innovations. By the end of the nineteenth century, the US had surpassed Britain as the world's fastest growing economy (Crystal 78-81). Crystal argues that the British and American research and inventions made up "about half of the influential scientific and technological output in the period between 1750 to 1900 would have been written in English" (81). As such, Crystal asserts that English became the unspoken natural choice for progress (83).

In relation to the role of English is the issue of Americanisation, a concept that got established in the twentieth century. American culture was viewed as a sign of modernity and togetherness, and the US had a "responsibility to spread 'great American ideals'" (Campbell & Kean 330). However, as the twentieth century developed, it became clear the Americanisation was a much more complex and ambiguous concept (Campbell & Kean 330). Neil Campbell and Alasdair Kean describe Americanisation as "the presence of the United States has been felt, over time, in the lives of peoples beyond its borders both through military might, economic power and cultural influence, as well as through reflection on the very idea of America" (332). Elaborating on the cultural aspect, Americanisation also entails the "worldwide invasion" (Campbell & Kean 332) of American films, music, magazines, books, comics, advertising, shopping malls, fast food, and TV shows (Campbell & Kean 332). Campbell and Kean assert that while American culture was consumed globally, it also caused distrust and suspicion: America's identity is not only a construction made by Americans, but also by the interactions that other peoples and cultures around the world have/have had with the country (330-331).

Thus, English became the language for industries that impacted all aspects of society: the press, broadcasting, cinema, popular music, travel, transportation, and communications. Moreover, English became the leading world language in relation to political, academic, and community meetings. The development and spread of the internet, which started in the US, further advanced the English language on a global scale. While Crystal states that computer languages are not identical to natural languages, much of the computer and internet lingo uses English vocabulary and syntax

(120-121). As such, English has a special role on a global scale, which enables it to be world leading language and the largest lingua franca presently.

Englishes: The Complexities of the English Language

Crystal states that a central characteristic of a true global language is the loss of ownership: “that its usage is not restricted by countries or ... by governing bodies” (141). The extensive spread of the English language warranted its inevitable change, resulting in variations across the world. There are varieties such as American English and British English (Crystal 142), but also national dialects (Crystal 144) and local adaptations, which includes loanwords, collocations, word-meanings, word-formations, and idioms (146).

In relations to codeswitching, which Crystal defines as “the process in which people rely simultaneously on two or more languages to communicate with each other” (164), he outlines that varieties involving English are now found everywhere globally, with correlating nicknames, e.g., *Franglais*, *Tex-Mex*, *Spanglish*, *Denglish* or *Angleutsch*. Crystal states that codeswitching has been subject to criticism, such as *Tex-Mex*, which has been referred to as ‘gutter-speak,’ but underlines that codeswitching is a complex linguistic tool that allows for subtle expression (165). Moreover, Crystal asserts that in communities where English is the second or foreign language it is utilised in various manners by the speakers:

“At one extreme, a sentence might be used which is indistinguishable from standard English; at the other, a sentence might use so many words and constructions from a contact language that it becomes unintelligible to those outside a particular community. In between, there are varying degrees of hybridization, ranging from the use of a single lexical borrowing within a sentence to several borrowings, and from the addition of a single borrowed syntactic construction (such as a tag question) to a reworking of an entire sentence structure” (166).

Codeswitching not only exists in a local, face-to-face interaction: it can also take place virtually. Computer Mediated Communication (CMC) enables other types of codeswitching. CMC varies from conventional written communication in that it “tends to be more informal with less deliberate planning than other types of written communication” (Feldman et al. 792). It also differs from spoken language, as e.g., turntaking may be less visible (Feldman et al. 792). Adlin Nadhirah Mohd Roslan et al. explain that “code-switching revolutionises and enhances the creativity in expressing feelings. Code-switching also plays an important role in achieving a successful communication as it helps to emphasize the key in a sentence” (43). This applies to both face-to-

face and online interactions. As the thesis also considers the language that happens in online spaces, CMC is relevant to include, as it widens the linguistic horizon that the young Danes use beyond what happens in local interactions.

Karen Bennett also talks about codeswitching in connection to hybridisation, as codeswitching is a type of hybridisation, which is for instance found in lingua franca situations. She argues that hybridisation has existed “for as long as mankind has been tempted to extend the borders of his world and venture out into the unknown” (1). Though hybridisation is an old concept, Bennett maintains that there are new attitudes towards the phenomenon. As she points out, hybridisation is common in this day and age, appearing in spheres such as politics, media, literature, music, cinema, and education (1-2).

Indeed, both Bennett and her co-editor Rita Queiroz de Barros as well as Ikram Ahmed Elsherif and Piers Michael Smith refer to English as ‘Englishes,’ when scrutinising it as a complex world language. Elsherif and Smith state that English is not a standardised homogenous means of expression, but has evolved into a language of ‘others;’ ‘a speakings in tongue’ (viii). According to Marta Maria Tryzna, regardless of what type of non-standard variety of English one might grow up speaking, Standard English still remains the language of education, especially in places where English is taught as a second or foreign language. However, second language input plays a role in determining how second language English speakers adhere to the rules of Standard English: if the second language input is lacking, it will manifest in the speaker’s communication as e.g., fragmented sentences, repetitions, backtracking, redundancies, and slips of the tongue. Moreover, second language speakers deal with interference from their first language as well as receive grammatical input from the classroom, while also receiving non-native-like input from outside the classroom, the latter of which is provided by other second language speakers, whose grasp of the English language is not consistent (Tryzna 194-196).

Sociolinguistic Language Theory

In their book, Jørgensen and Quist outline multiple language theories that try and describe the connection between people and language, especially the acquisition of learning the rules of a language and how to use it. The thesis will present the study of sociolinguistics, as it focuses on language as a social phenomenon.

Sociolinguistics maintains that language is a human phenomenon that takes place between individuals: “Every single meaning, every single rule, every single word is the result of an interaction between people” (translated, 47), as Jørgensen and Quist assert. As such, they state that

the point of the theory is that language is something shared between people; thus, there would not be a language if it was not the work of several persons. Moreover, the theory focuses on the aspect of how people use language, both in terms of similarities and differences in individuals' language use. Researchers within this field do not consider it coincidental that language is used differently by people, since language always serves a social purpose. Thus, sociolinguistics studies the linguistic variation that occurs between social classes and groups as well as language change (Jørgensen & Quist 47-48). This theory is also what Bonny Norton and Kelleen Toohey determine the poststructuralist language theory. As already asserted, a poststructuralist perspective asserts that speakers negotiate meaning when in dialogue with others, i.e., that language is situated within the social sphere. Norton and Toohey also point out that within this understanding, speakers are also seen as being able to express their own meanings, e.g., in terms of custom and innovative language use (415-416).

Jørgensen and Quist underline that while some language changes come and go, others spread to more and more language users, eventually becoming permanent. As they explain, some language changes become permanent because they meet a linguistic need or because people need simple ways to describe phenomena without going into detail all the time. Jørgensen and Quist also state that wordplay is also part of language change (47-50). This relates to Norton and Toohey's point of innovative language use (416). Young people are especially susceptible to wordplay: the more a young person is original and creative with wordplay, the higher their status will be among their peers. Because language is a social phenomenon, it is used to treat and manage social relations between people (Jørgensen & Quist 50-52): "We use language to build, negotiate, develop, maintain – and possibly terminate – our social relations" (translated, Jørgensen & Quist 51). Thus, language plays a part in people's self-image: the variation between language usage signals who people are or who they want to be (Jørgensen & Quist 52).

While the other language theories outlined in this chapter will not be utilised in the thesis, they function to give context to the many understandings of language. The poststructuralist approach is the approach of choice among researchers when it comes to investigating the connection between identity and second language learning (Norton & Toohey 413), which the thesis seeks to explore as well. Because of this, the focus will be on the poststructuralist, sociolinguistic theory in relation to language and identity. In terms of identity, the following section will explain the multiple terms connected to this concept, including how language factors in.

Language and Identity: Belonging, Community of Practice, and Imagined Community

The field of sociolinguistics has long been interested in the concept of identity, because of the interrelation between people and language (Djenar et al. 1; Vallentin 15-16; Jørgensen & Quist 12). Identity can be achieved in various manners, e.g., through the concepts of belonging, community of practice, imagined community, and imagined identity. Bonny Norton and Kelleen Toohey assert that contemporary identity theories regard the individual language learner as being situated in a larger world. For instance, descriptors such as introverted/extroverted are argued to be constructed in social contexts, and are thus variable over time and space, and can sometimes co-exist in contradictory ways within the individual. Therefore, identity is seen as a site of struggle because of its multiplicity and changing nature (414).

As Rita Tamara Vallentin explains, “it is hard to imagine sociological, political or linguistic research focusing on how people perceive and make sense of themselves and others in the social world without reference to – or variations of – the term identity” (16). However, Vallentin differentiates between the terms identity, identification, and belonging. Vallentin describes identity as a person’s sameness or possessed characteristics, thus something stable. However, she argues that since identity is scrutinised as something that is achieved through interaction it should be viewed as a process, i.e., identification. While identity denotes a thing, identification denotes action, which corresponds to the perspective that identity is something a person does (Vallentin 16-17). As such, Vallentin maintains that identity “can only be understood as a “depiction” or “snap-shot” of a never-ending process” (18). Vallentin describes the term belonging as a multi-relational concept that “refers to people’s processes of making sense of themselves as part of a group in terms of social, spatial and temporal dimensions ... and as sharing specific practices with that group” (15). While she argues that belonging encompasses more than the term identification is able to (15), the two concepts are linked in that the three dimensions of identification (social, spatial, and temporal) fall under the umbrella term belonging (41). Moreover, Vallentin argues that belonging is grounded in language practice and that language in relation to belonging has a double function:

“On the one hand, it is a bearer of specific representations ... or associated boundaries ... and hence, it functions as a symbolic and shared property of a speech community ... That is to say a language (variety) itself – or more accurately, its speakers – are attributed with certain features. For example, speaking K’iche’ in the Guatemalan highlands is usually directly attributed with indigenouness. On the other hand, language is a means of

expressing belonging in its spatial, social and temporal dimensions. A speaker can use words in K'iche' to explicitly express that she is a member of the Ladino community" (39-40).

In terms of the first function and the social identification dimension, Vallentin states it is a symbolic means "to be identified by others *as* somebody, *as* belonging *to* a specific social group" (40) as well as a way to express non-belonging (41). In relation to the first function and the spatial identification dimension, Vallentin asserts that social groups and their language variety are often associated with specific national boundaries or geographic region. As such, language is not only an indicative of a speaker's behaviour, but also their potential spatial placement (40-41). The last dimension of temporal identification concerns how a speaker's temporal belonging can be deduced through their language. Vallentin argues that this can be demonstrated either in times of transformation, when languages change in correspondence to political and/or social changes, or as a relation to a certain age group, since language develops in correlation to a person's age and life. In connection to the second function, Vallentin argues that language can be utilised as a means of communication for explicitly or implicitly defining or expressing categories, imaginations, experiences etc. beyond the representations that may be associated with a language variety (41-42).

As mentioned, Vallentin explains that the term belonging includes sharing specific practices with a group. This connects to the concept community of practice (Vallentin 14), which was formulated by Jean Lave and Etienne Wenger (98). Community of practice describes a group of people united by an activity for which they develop practices, such as beliefs, values, and ways of talking, in order to jointly engage in said activity (Eckert 35). Every individual is a member of multiple communities of practice (Eckert 36, 39; Jørgensen & Quist 73). Penelope Eckert argues that this is because "People's access and exposure to, need for, and interest in different communities of practice are related to where they find themselves in the world, as embodied in such things as class, age, ethnicity, and gender" (39). Communities of practice are also closely connected to the concept of identity, as they emphasise identity as a process. Thus, within a community of practice an individual can construct their/an identity that is recognised through the relationships with other members: "Identities develop through repeated acts performed by individuals and groups as they participate in communities of practice, and hence constantly shift and are contextually bound" (Djenar et al. 6). In relation to age, young people have a certain way of talking in their community of practice, which will be explained in a later section.

Closely related to community of practice are the concepts of imagined communities and imagined identities. Norton and Toohey explain the former almost identical to how Eckert defines

community of practice, i.e., “In modern daily life, people interact directly with members of many communities: they may be involved in neighbourhood, workplace, educational, medical, and religious communities” (422). However, they emphasise that people also interact with imagined communities, which are communities that exist across time and space, and thus go beyond local sets of relationships. Within an imagined community, an imagined identity can also be constructed. Norton and Toohey give the example that a nation can be considered an imagined community, since its members will never know, or even meet, most of their fellow members, but despite this, they will still in their mind be part of a community. Norton and Toohey also underline that imagined communities and imagined identities have realities that are as strong as a local/physical community’s reality. Thus, an imagined community and identity should be considered when exploring language learning (422).

While the thesis does not focus on language learning in terms of classroom learning etc., the thesis is interested in the correlation between language and identity, thus making these concepts relevant. The concept of imagined community is particularly important in connection to the survey’s enquiry regarding other nations, social media, and gaming communities, as these communities are non-localised and exist beyond time and space. The two latter communities are also relevant for young people. Richard Harrison and Michael Thomas underline that the popularity of online/virtual communities demonstrate the appeal of these communities across cultures and generations, particularly to teenagers and students (110). The popularity of these types of communities combined with Norton and Toohey’s emphasis that imagined communities are significant to consider, the thesis includes this concept in order to explore as many communal aspects of young Danes’ lives as possible, when it comes to their identity formation and language usage.

Young People and Language

Jørgensen and Quist emphasise that young people value linguistic creativity, as mentioned above by their frequent use of wordplay. This creativity gives rise to new expressions that are at first characteristic for specific youth groups, before potentially spreading and becoming common. Young people intentionally change language in order to display their distinctiveness and that they belong to a specific group/community (Jørgensen & Quist 73). Jørgensen and Quist state that groups have a linguistic hierarchy, similar to the language system that Lønsmann discusses in her paper. Thus, some group members are more experienced with the linguistic norms than others, and as Jørgensen and Quist underline, it is important for the members to understand the norms in order

to be accepted in the group. Corresponding to Lønsmann's study, the more a member knows of the language style, the higher status the member will have in the group (Jørgensen & Quist 80-81).

The manner in which young people talk is characteristic for their age group. As Jørgensen and Quist state, young people will not continue to talk in the exact same way when they get older. As such, these linguistic characteristics are distinct for this specific age group in a specific time of their lives. Jørgensen and Quist stress that young people's talk is interesting because it is a way to trace how language has developed historically as well as a way to observe the future of language (67). A definite trait of young people's talk is loanwords (Jørgensen & Quist 69). As mentioned, young people have a tendency for loanwords, particular English loanwords at present, because the status of English as a lingua franca as well as Anglo-American influence (Gottlieb 39; Lund *Sprog og sprogbrug* 62).

Jørn Lund outlines that many of the English loanwords that have entered Danish vocabulary primarily derive from the US. Though 'English' incorporates both British English and American English, the Anglo-American influence in the Danish language is more apparent because of the cultural impact from the US. Thus, English loanwords in Danish can be found in regards to music (blues, rock and roll), entertainment (quiz, showbusiness), clothing articles (shorts, t-shirt), fabrics (tweed, nylon), as well as trade and advertising (marketing, PR) (Lund *Sprog og sprogbrug* 62-63). Lund states that loanwords are a way to increase a language's vocabulary. As such, Lund argues that Danish cannot be described as poor in words. Moreover, he stresses that Danish cannot be defined as a 'small' language either: as of Lund's 2005 book, he states that Danish ranked no. 90-100 among the world's 5-6000 languages in terms of how many speak it (*Sprog til salg* 50-51). In 2011, the ranking was no. 70 (Schjønning "Dansk er et af verdens stærkeste sprog").

Though young people, including young Danes, have a certain way of talking, including the use of loanwords, young people's language have long been criticised. Jørgensen and Quist give an example from 1800 BCE in Babylon, where a source includes grievances concerning children's awful language. Indeed, children and adolescents' language is always seen as worse than ever before, no matter the time period (Jørgensen & Quist 60).

Methodology

The following chapter contains the methodological framework and considerations regarding the project and its survey. As the project survey is derived from Preisler's survey, the chapter will explain the variations that were taken into account in order to update and contextualise the survey questions. The collected data will also be outlined, including their weaknesses and limitations.

Moreover, in relation to data analysis, the chapter will give a presentation of quantitative method and thematic analysis method, and subsequently of mixed methods, which highlights how the project is a of quantitative and qualitative research.

Quantitative Research Design

The project employs a mixed methods approach, as it uses both quantitative and qualitative practices, thus bridging the two types of methodological approaches. The quantitative method is manifested in the project survey, while the qualitative method is displayed through thematic analysis, an approach that will be elaborated on in a later section. When the project takes a quantitative approach, it employs measurement in the collection and analysis of data (Bryman 35), which takes the form of a questionnaire survey. The method of quantitative research is a dominant strategy when it comes to conducting social research (Bryman 160), which the project revolves around in relation to young people and language. The project survey consists of 44 questions, including sub-questions.

Though the project utilizes a quantitative approach, the project takes a less typical approach to the quantitative aspects of the survey questionnaire in relation to analysis of its data. The project is less interested in the numerical perspectives of the survey and more interested in the statements, assumptions, ideas, and implications that exist between the English language and young Danish people. Thus, the survey seeks to uncover how young Danish people experience the English language and what attitudes they have towards it on multiple social and cultural levels in a measurable manner. Thus, the project survey is interested in correlations between responses to statements, opinions etc., which have been pre-defined by me on the basis of Preisler's survey and my theoretical framework. However, with that said, the numerical aspects are also important, as they assist in determining the percentage division of the respondents' answers.

Thematic Analysis Method

In terms of analysing the project survey's data, the method of thematic analysis has been chosen. In the version developed by Virginia Braun and Victoria Clarke, thematic analysis (TA) is a method for identifying, analysing, and interpreting patterns of meaning, also called themes, across a data set (Clarke & Braun 297; Braun & Clarke "Thematic analysis" 57; Braun & Clarke "Using Thematic Analysis" 81). By looking for meaning across a data set, the researcher is able to find shared meanings and experiences. Braun and Clarke emphasise that the identified themes need to relate to the subject matter and research questions (Braun & Clarke "Thematic analysis" 57).

In order to identify themes, codes must be made. Clarke and Braun call the codes “the building blocks for themes, (larger) patterns of meaning” (17), and function to give a label to interesting features of the data that are relevant to the research topic (Braun & Clarke “Thematic analysis” 61). Coding can be done at either a semantic or latent level. The former level focusses on codes (and eventually themes) at a surface level, where the researcher only looks for what a given participant has said or what has been written. The latter level goes beyond this and investigates the underlying assumptions, ideas etc. that are theorized as shaping the semantic content of the data (Braun & Clarke “Using Thematic Analysis” 84). The project’s analysis will identify codes and themes primarily on the semantic level, as this is what the quantitative method allows for. Still, the analysis will also use the latent level, however minimally. Together, the levels will allow for an analysis and discussion on young Danes’ attitudes towards the English language.

After the coding process, the researcher establishes themes. A theme constitutes “something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set” (Braun & Clarke “Using Thematic Analysis” 82). Thus, themes are identified by reviewing the codes and finding similarities that overlap, i.e., broad topics and issues. Also involved in the process of identifying themes is generating subthemes; they are the subcomponents of a theme that function to cluster together unifying codes (Braun & Clarke “Thematic analysis” 63). Through a process of reviewing codes, subthemes, and themes, the researcher establishes first an initial thematic map, followed by a developed thematic map, and then concluding with a final thematic map. This process allows for refinement and adequately capturing the story that the data tells (Braun & Clarke “Using Thematic Analysis” 90-92).

The coding process for the project survey was done twice. In the first table, the questions/answers were chronologically presented, and the categorisation was essentially based on the way the questions were formulated, e.g., likert-scale and statements, and their topics, e.g., geography and practical use. The second, and final, table was refined so that the questions/answers are more topically connected, thus they do not appear chronologically in the table. Appendix D illustrates this final table with the reviewed categorisation: turquoise represents demography; light green is assessment of Danish/English usage; dark green represents media; yellow is education and academics; orange stands for advertisements; red is assessment of the English usage and presence in general, for the respondents themselves as well as others; purple represents the use and assessment of other foreign languages; pink is identity and communities; light blue represents cultural issues, and lastly; dark blue stands for the connection between English and the global. In terms of the

thematic maps, the correlations that were analysed through the codes created subthemes that illuminated already known connections as well as new ones. The final thematic map can be seen below (image 1). The whole process of the thematic analysis can be seen in Appendices C, D, and E.

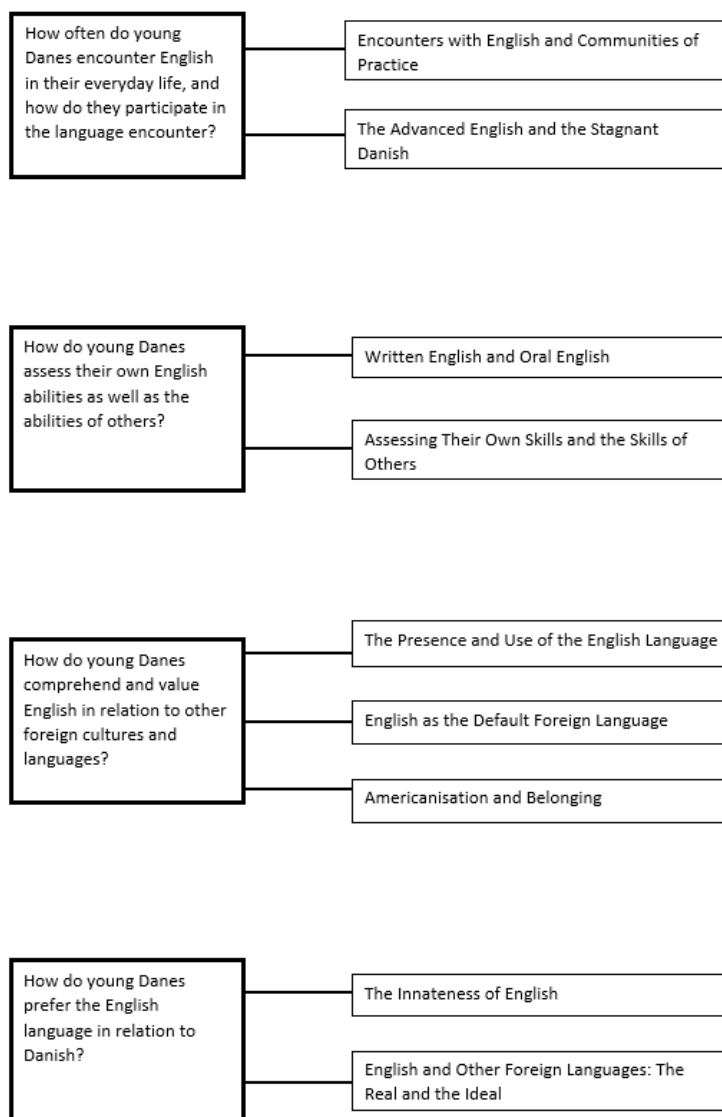


Image 1 Final thematic map

Mixed Methods

Bryman explains that mixed methods is a shorthand term to describe research that incorporates both quantitative and qualitative research within a single project (628). Bryman also outlines different manners in which these two types of research can be combined, including what he calls ‘process’ (633). The style of process argues that quantitative research illustrates a static image

of social life, whereas qualitative research enables processual analysis. Thus, the static image of social life allows for regularities to be uncovered, and it is often through these identified regularities that processual analysis can be done (638).

In the project survey, the quantitative research is found in the survey design, as it is a questionnaire that creates numerical and frequency results, which account for the static image. The questions regarding where, how often, and what type of engagement the respondents have with the English language account for the social aspect. However, the survey design, in terms of the nature of the questions and the answers, also have qualitative aspects: the questions and answering options have been reviewed from Preisler's survey so they are updated, meaning that better wording and more comprehensive closed answers have been provided. Thus, the project survey employs elements of what Bryman refers to as the 'instrument development'-style, where qualitative research is used for the design of questionnaires (634). However, the project follows 'process' the most, meaning that the project survey results enable an analysis that dives into the processes that lie behind the results.

Bryman additionally gives an example of a study that combined a questionnaire with thematic analysis: similarly to that study, the project survey results point to various understandings and experiences of the English language, in terms of encounters, skills, sociocultural issues, and preference, and the thematic analysis was designed to illuminate correlations between these understandings and experiences, thus exploring the underlying processes that the responses revealed (Bryman 640).

There is a focus on themes both in the design of the thesis survey as well as in the analysis of the responses. Thus, there is an iterative process, where the theory and analysis has been scrutinised back and forth, in order to refine the thematic design as sufficient as possible (Bryman 26, 566). Some of the themes are based on the theoretical background and literature, having served as inspiration in the first place. However, new themes also emerged, based on interesting and unexpected correlations between the survey questions and their answers. While thematic analysis is usually associated with qualitative research, Braun and Clarke state that it can also work with quantitative research ("Using Thematic Analysis in Psychology" 98), while Terry et al. also underline that TA often acts as a bridge between qualitative and quantitative research (20).

As such, I am mixing methods in my project, being in a methodological cross field between positivism and interpretivism. Through my mixed methods approach, I wish to attempt to generalise a broader segment of the population, which quantitative research enables, instead of only a small

segment of a few people, which a purely qualitative approach would only allow. On the other hand, I also wish to incorporate thorough questions that allow for analysis and themes, which are based on the theory and literature review, which qualitative research then enables. By incorporating both quantitative and qualitative research, the project benefits from both approaches.

Data Collection

For the project, a questionnaire survey was chosen in order to gather data for analysis. This type of method enables flexible and timesaving data collection that can be distributed fast and comprehensively. The questionnaire survey presumes measurement, which is why the questions within the survey have to reflect the research questions and problem formulation (Bryman 12). The questionnaire questions were developed with Preisler's survey questions in mind; however, the problem formulation and the related research questions are the driving force behind the project's survey questions. Thus, the survey questions aim to establish a manner of measurement towards some statements and attitudes concerning the English language in relation to Danish, cultural factors, globalisation, other foreign languages, media, literature, education etc.

The survey was made through the platform SurveyXact, with access provided by Aalborg University. SurveyXact provided an overview of the questions and the respondents' answers, creating frequency graphs for all variables and responses. The survey consists of a combination of question types. There are single-answer questions e.g., in relation to the demographic questions (see image 2), questions regarding their opinion on English in media (see image 3), as well as questions enquiring about the participant's need for English in foreign countries (see image 4). There are also multiple-choice questions (see image 5) as well as numerous matrix questions. The latter consists of answering options that ask about the extent the participant experiences something, how often they experience something, as well as to what degree they agree with some presented statements (see image 6).

Hvad identificerer du dig som?

☐ Mand

☐ Kvinde

☐ Andet

Hvilket år er du født?

☐ Før 1990

☐ 1990-1995

☐ 1996-2000

☐ 2001-2005

☐ 2006-2010

☐ Efter 2010

FORRIGE NÆSTE

6%

Image 2 Example of single-answer questions

Hvad synes du om at møde engelsk i reklamer, annoncer og opslag fra danske institutter, virksomheder og organisationer?

☐ Jeg er ligeglad

☐ Jeg synes, det gør teksten spændende eller løjnefaldende

☐ Jeg synes, det er aktuelt, fordi engelsk er et globalt og internationalt sprog

☐ Jeg synes, det er fint, for så kan endnu flere forstå det

☐ Jeg føler, at nogen udelukker mig fra at forstå dele af, hvad jeg hører eller læser

☐ Jeg synes, det virker arrogant, selvom jeg forstår det engelske

☐ Jeg synes, det er unødvendigt, når man lige så godt kan bruge dansk

☐ Ingen af ovenstående/Andet

FORRIGE NÆSTE

41%

Image 3 Example of single-answer questions

Bruger du ofte andre sprog end engelsk, når du er ude at rejse i ikke-engelsksprogede lande?

☐ Ja

☐ Nej

FORRIGE NÆSTE

20%

Image 4 Example of single-answer questions

Hvis/Når du bruger engelske udtryk, hvad er grunden så typisk? (Brugen af engelsk her kan både være enkelte ord, talemåder eller hele sætninger)
(Sæt 1 eller flere kryds)

- ☐ Fordi jeg ikke kan finde det tilsvarende udtryk på dansk
- ☐ Fordi det lyder bedre på engelsk end på dansk
- ☐ Fordi det er nemmere at sige på engelsk end på dansk
- ☐ Fordi det er en reference (f.eks. TikTok, meme, litteratur, intern joke, film/serie)
- ☐ Ingen af ovenstående/Andet

FORRIGE NÆSTE

51%

Image 5 Example of multiple-choice questions

Hvor ofte...

	Dagligt	Flere gange om ugen	Ca. én gang om ugen	Mindst én gang om måneden	Sjældnere
Ser du engelske film/serier?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ser du danske film/serier?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læser du engelsk faglitteratur?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læser du dansk faglitteratur?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læser du engelsk skønlitteratur?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læser du dansk skønlitteratur?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hører du engelsk-sproget musik?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hører du dansk musik?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FORRIGE NÆSTE

44%

Image 6 Example of matrix questions

The data was collected from six Danish high schools as well as two Danish higher education student organisations, who agreed to participate and distribute the project survey to the participants through their respective channels. In order to get Danish high school students to participate, the principal of the school was contacted. To get Danish higher education students to participate, different student organisations were contacted. The student organisations that were contacted are currently organisation members of The National Union of Students in Denmark (“Medlemsorganisationer”). The contacts were then provided with a link and a QR-code to the survey. All the respondents are anonymous, a feature that was enabled through SurveyXact. The participating high schools are: Aalborg Katedralskole, Hjørring Gymnasium, Hasseris Gymnasium,

Aarhus Gymnasium, Varde Gymnasium, and Kalundborg Gymnasium. The participating student organisations are: De Studerendes Råd ved Designskolen Kolding and Students at Copenhagen Business School (CBS). As described in the next section, there was an issue with distribution time for each high school and organisation. Contrary to expectation, it was difficult to obtain participants for the survey. As such, the distribution time was prolonged, thereby making the survey active for four weeks, from February 8 to March 8. This was done to ensure as much answering time for all the high school students and higher education students while simultaneously taking into account the additional deadlines the project involves.

Brent Preisler's Survey

The project's survey is primarily based on Bent Preisler's quantitative questionnaire survey from his 1999 book, *Danskerne og det engelske sprog*, see Appendix A. His purpose for the book is to describe how different groups of Danes experience the presence of the English language in their Danish everyday life. Preisler emphasises that the Danish people in question can be either good at English or not: the main point is to get a representation of Danes and their encounter with English (*Danskerne og det engelske sprog* 11).

Preisler's survey data collection took place from October 1 1995 to April 1 1996. It was answered by 856 participants, who were 18 years of age and older. Preisler states that his survey reflects an expected mutual correlation between the attitude people have towards the English language and their personal view on how good or bad they are at English. Preisler's survey includes background knowledge of the participants such as age, gender, education, language background, occupation and subcultural sense of belonging. This enables multidimensional connections to be established between language attitude and certain population groups in regards to the background knowledge. Preisler's survey was a site visit interview, meaning that an interviewer from the Danish National Centre for Social Research³ visited the participant at their residence, read the questions aloud and filled in the questions for the participant (*Danskerne og det engelske sprog* 19-20).

Preisler also underlines the most important ethical, technical and scientific theoretical limitations of his survey. This weak point consists of the answering options being predominantly defined beforehand in order to be statistically manageable. Preisler exemplifies this as follows: if a participant wishes to answer differently than the e.g., five answering options provided, they either have to settle for the "other"-option or choose an option that does not accurately represent their

³ Translated from "Det Nationale Forskningscenter for Velfærd", which is the updated name for "Socialforskningsinstituttet" that Preisler references (Rasmussen; Preisler 20)

viewpoint. As Preisler states, the first scenario does not make the researcher any the wiser, while the second scenario gives misleading results. Thus, Preisler emphasises that his survey underwent thorough preparation for two years before being distributed. However, he states that the survey may still contain a slight uncertainty margin in terms of the answering options sufficiently representing the population's attitudes (*Danskerne og det engelske sprog* 21).

The Project Survey

The questionnaire survey is a broad online survey that aims to examine young Danes' attitude towards the English language. The survey represents a segment of the Danish population, primarily between the ages 17-21, with 430 participants being within this age gap. Two respondents were born before 1990, one between 1990-1995, five between 1996-2000, one between 2006-2010, and finally one after 2010. The survey was distributed from February 8, 2022, to March 8, 2022. There was a total of 440 responses, both in terms of partially completed and completed. There was 177 partially completed responses and 263 completed responses, thus a response rate of 39 per cent and 58 per cent, respectively (see Appendix B). The initial plan was to only get respondents who were high school students, however, in the process of contacting Danish high schools this proved a challenging task, and therefore the target group was widened to include adolescents from higher education as well. This issue will be elaborated on in the section concerning limitations.

Inspiration from Bent Preisler's Survey

The project's questionnaire survey is inspired by Preisler's survey. Many of the questions and their related answers are duplicated from his survey, though many questions have been altered or left out. As can be seen in Appendix A, Preisler's survey has 66 questions, including sub-questions, making it a long survey, which is warranted given the survey's preparation and distribution time as well as analytical work.

Preisler's survey provides depth in terms of questioning people's viewpoint on the English language, asking about cultural aspects, personal background etc. As such, the survey covers many areas and enables thorough analysis of the answers. In order to also consolidate an analysis of quality, I have based my survey on Preisler's. However, my survey is shorter due to limitations on preparation and distribution time as well as difference in research design. My survey has 44 questions, including sub-questions. Moreover, the project survey focuses on a smaller, more specific population group, but still attempts to find multifaceted correlations that connect to language attitudes.

Though many of my questions are duplicated from Preisler's survey, most of them have been altered to some degree. For example, I have updated the language use to a more contemporary style, as I noticed that Preisler used the formal Danish addressee form "De," which is not a popular method of addressing someone anymore. There is also a difference in layout of the two surveys, which has also affected my survey's design in terms of presenting the questions and their answers: while Preisler's survey was made physical on paper, mine was made digitally. Thus, in order to comply with the design restrictions in SurveyXact, my survey is set up differently in terms of which questions appear together/alone per page. For some of the duplicated questions, I have also updated the answers to now include social media communication and gaming communities, in order to better reflect the time period and thus the relevancy of my survey's data.

For example, Preisler's question 8, "How often do you encounter the English language?", (see Appendix A) does not consider computer/video games, while my duplication of that question does (see Appendix B). Computer games and video games were not a common thing in the 1990s, both in terms of being produced and being played (Egenfeldt-Nielsen 1, 109-110). I decided to include the answering option "In computer games/video games," as technology has developed a great deal, and because gaming has become a common pastime (Egenfeldt-Nielsen 172), including for myself. Because of my knowledge on this area, I considered it appropriate to include it as an answer, as I encounter English in my own gaming communities and therefore presume other people do as well. As such, I have included a similar answering option in my non-duplicated question, "Do you agree or disagree that "the use of English makes me feel part of the community..." (see Appendix B), as online communities include gaming communities (Hsiao & Chiou 292). For the same reasons, I also included "Social media" as choices, as this is another type of online community (Cotter & Perrin 191-192).

Furthermore, my rendition of Preisler's question 8 is also shortened and altered in terms of the answering options. For example, I have separated his first answer "In the home, family and/or social circle" (see Appendix A) into two answers, "In the home/family" and "At friends and/or social circle," (see Appendix B), as I presume the participants do not necessarily speak in the same manner when they are with their family versus their friends. Moreover, I also left out some of the answering options to this question, either the whole option itself or parts of it. For example, I decided to leave out mentions regarding TV ads, magazines, and radio ads, as these means of communication are not as relevant now as they were in the 1990s, especially for young people, which is the target group (Marchi 246, 249). I also left out answering options, such as "In English

non-fiction books,” “In English fiction books,” “In English music lyrics,” etc., as I considered these answers possibly confusing for my survey participants, as the question itself already incorporates English explicitly. Thus, I was concerned that the participants could interpret those answering options in different manners, risking that the responses would misrepresent the participants’ viewpoints. Instead, I opted for another solution, where I made a separate question, asking how often the participant watches English and Danish movies and TV-series, reads English and Danish non-fiction and fiction books as well as listens to English and Danish music. Additionally, I added questions about whether the participant prefers English or Danish literature, movies/TV-shows and music.

Preisler’s question 10, “How do you feel about meeting the English language in e.g., ads?” (see Appendix A), is a follow-up to question 8, which I also incorporated into my survey. I duplicated his answering options, but also built on it by adding an additional choice. I did not regard the options to properly cover multiple attitudes towards the question, as I myself did not find a representative answering choice in Preisler’s options. Thus, I added the choice “I think it is unnecessary, when you can use Danish just as well” (see Appendix B). This type of modification is evident throughout my survey. Therefore, I have taken into account the development in technology and media as well as the wording of the questions.

Limitations and Variables of the Survey

Similar to Preisler’s survey, my survey also experiences the limitation of the answering options being properly representative for the participants’ viewpoints. However, I have tried to manage this limitation by having multiple related questions that verify the participant’s attitude towards a specific subject. Another limitation to the project’s survey is the time of distribution in terms of having respondents answer the survey. The initial plan was to have an established arrangement with a handful of Danish high schools, whose students would constitute the participants. However, many of the high schools who were first contacted were not able to participate. As such, contact to additional high schools all over Denmark was established, ending up with six participating high schools. Furthermore, because of the lack of participants, it was decided that higher education students should also be part of the survey’s target group in order to ensure sufficient respondent quantity. As such, the age group was extended, however still within the range of young adult. There were two participating higher student organisations. Because of the irregular contact, not all high schools and organisations were able to have the survey at their disposal for an equal amount of time. The issue with the distribution time also applies in this case.

Another variable to consider for the project survey is the answering percentage. The project survey had 177 partially completed responses and 263 completed responses, meaning that at the end of the survey not as many responses were able to be collected as in the beginning. Therefore, these declining numbers need to be considered when percentages are presented in the analysis. The number of respondents for each question can be seen in Appendix B, as SurveyXact provides this numerical detail.

Because of the limitations regarding the participants, the survey's target group has a different age span than originally anticipated. However, this is not to say that they do not still represent the Danish youth; it is only a broader measurement of the demographic 'young Danes.' Thus, the target group's age is one of the variables of the survey. In connection to the respondents' age and their institutional background, another limitation is their level of education: this issue furthermore concerns other variables, such as social class and English proficiency. Not all Danish people possess the same English proficiency, which arguably relates to their social class and type of education, as there is a connection between low-prestige social groups and low educational achievement (Winch 1). Moreover, not all upper secondary education and higher education in Denmark have the same emphasis on English, as they are not tailored towards internationalism, globalism, etc. As such, these limitations conclude that the survey participants are arguably part of the Danish population that is adequate at English proficiency.

Another variable is the participants' geographical location. Originally, I aimed for high schools in Northern Jutland to be involved; however, because of the aforementioned difficulty in getting high schools to take part, I widened the geographical location by asking high schools and higher education organisations from all over Denmark. As Penelope Eckert argues, too miniscule of a population sample will decrease the results of the quantitative research. However, she also states that too large of a sample will lead to superficial understanding of the population (69). Unfortunately, I did not manage to get the same number of respondents as Preisler, affecting the survey's reliability and validity in comparison to Preisler's survey. However, the differences between my survey and Preisler's survey already exclude an unconditional comparison of the two.

Moreover, though Northern Jutland is primarily represented in terms of involved schools and organisations, it is not possible to determine which geographical area is majorly represented in relation to actual survey responses. However, after I provided the survey links to Hasseris Gymnasium, the survey gained numerous responses. Thus, I take into account that this particular high school is over-represented, so to speak, in my survey, as the students there seem to have been

efficient at answering the survey. This is therefore another variable of the survey that affects the generalisation and validity.

However, this does not necessarily mean that a generalisation for all young Danes cannot be made. Eckert explains for her own ethnographical research that a certain speech community shares norms with other speech communities, linking them to other geographical areas and ultimately to all of the respective country (33). As Eckert states, “no community is isolable; the description of a speech community is most importantly an account of that community’s linguistic place in the wider society” (34). Therefore, even if the project survey includes uneven geographical sampling, it can still, along the lines of Eckert’s reasoning, be argued that the survey is sufficiently representative of young people in Denmark.

Analysis

In order to explore the problem formulation, an analysis is needed of the different research questions. By investigating the various topics and perspectives that the research questions present, a closer elaboration and illumination on the problem formulation is provided. Therefore, the analysis brings to light the results of the thesis survey and attempts to highlight and discuss the processes behind the results. The analytical process also involved thematic analysis in order to establish themes and correlations that foregrounded the problem formulation. The analysis includes a presentation of the data results and discussion of the findings, where the interesting subthemes are manifested in the subheadings, thus acting as an analytical guideline through the final thematic map.

Encountering English and Participating in the Language Encounter

Presenting the Data Results

The thesis survey investigates different occasions, where the English language can be met, such as in: communities of practice; i.e., with family, friends, when gaming online, and; in consumed media, such as listening to music, reading fiction, when watching films and TV series, and; in advertisements, both in relation to consumed media and out in the public sphere, and lastly; in terms of education, e.g., reading and understanding non-fiction literature as well as writing a school project. The thesis survey also asked in terms of social media, which implicitly implies a combination of communities of practice and media channels, where advertisement may also occur. As such, social media is a more fluid option, though the thesis will consider it a place for communities of practice first and foremost, as the name itself implies social interaction but through a digital media channel.

In terms of communities, people more often encounter English when gaming and in the company of their friends than in the company of their family. The two first instances measure 63 per cent and 62 per cent daily encounters with English, respectively, while the latter measures 32 per cent daily encounters. When with their family/in their home, the respondents meet English more rarely: 42 per cent responded between anything from approximately once per week to less than once per month. When asked if English helps them feel part of the given community, 63 per cent agree they do when gaming online, 48 per cent agree in relation to their friends, while only 11 per cent agree when it comes to their family. These numbers correlate with the previous enquiry regarding encounters with English. However, an interesting connection in terms of friends is that even though the respondents encounter English almost as much with their friends as they do gaming, they do not feel that English functions to make them feel as much a part of a community as it does in online games. Moreover, the survey also asked regarding part-time jobs and leisure activity, where 26 per cent agreed that English makes them feel part of the community, while 40 per cent felt neutral, and 34 per cent disagreed. As such, English occurs mostly around the respondents' friends and gaming community(ies).

In terms of media, music as well as films/TV series score the highest in terms of frequency. For the former, the responses displayed that 91 per cent listen to English-language music daily, while the latter shows that a total of 85 per cent watch English-language films and TV series daily and multiple times a week. Furthermore, 97 per cent responded that they are able to follow along the English lyrics when only listening, while 96 per cent are able to follow English-language films when no subtitles are provided, and lastly, 90 per cent are able to read and understand an English-language fiction book. The respondents do not as frequently listen to Danish music and watch Danish films/TV series: only 34 per cent assess that they listen to Danish-language music on a daily basis, while 30 per cent watch Danish-language films/TV series either daily or multiple times per week. In relation to fiction literature, the percentages between English and Danish fiction literature are very similar, with 24 per cent reading English fiction daily to multiple times per week and 22 per cent reading Danish fiction daily to multiple times per week. However, an interesting aspect to these numbers is that 58 per cent prefers to read Danish literature in general. In relation to the preference of music and films/TV series, 94 and 93 per cent prefer English-language music and films/TV series, respectively. Lastly, only 23 per cent encounter English in Danish newspaper articles daily or multiple times a week, though the respondents still assess that they encounter English in newspapers either once a week or less than once per month 77 per cent of the time.

The survey also enquired about social media, which both implies media channels and communities of practice. However, as previously stated, the thesis considers ‘social media’ mostly related to communities of practice. In connection to how often the respondents assessed they encounter English on social media, 92 per cent assessed it occurs daily, 7 per cent answered multiple times per week, while 1 per cent answered at least once a week. As such, English is frequently encountered on social media by young Danes, illustrating that it happens on a weekly basis at the least and most often on a daily basis. In terms of social media as a place for communities of practice to transpire, 86 per cent agree that English makes them feel part of a community, with only 5 per cent disagreeing. Social media is therefore a large part of the English language encounter, and also measures a considerable amount when it comes to feeling part of a community through the English language.

Encounters with English also happens in advertisements, even though the purveyors are Danish. The questions enquired how often the respondents encounter English in otherwise Danish advertisement across different multimedia platforms, and English in this sense can be anything from an individual word to phrases and whole sentences. 70 per cent of the respondents assessed they encounter English daily and multiple times a week in otherwise Danish ads out in public space. In relation to Danish ads on TV-channels, Facebook and YouTube, 85 per cent have encounters with English on a daily basis or multiple times a week. When asked what they thought of the use of English in ads provided by Danish institutions, organisations, and businesses, 49 per cent of the respondents identified most with the answer ‘do not care,’ while 24 per cent thinks it is relevant because English is a global/international language. Very few respondents were critical: only one per cent think of it as arrogant even though they understand English, two percent feel that they are being excluded, and five per cent think it is unnecessary to use English when Danish could be used. According to the responses, English is a popular language when advertising, even though the business behind the ad is Danish.

Concerning education, the respondents also encounter English in this area. The survey enquired about encounters with English-language non-fiction books. While English-language fiction books are also used in educational institutions, the language differs from fiction to non-fiction, as the latter follows academic values and norms in terms of writing. Thus, the language difference between the two types of literature is the level of formality. The respondents assess they encounter English-language non-fiction books more often than English-language fiction books. This may be due to the respondents being students and the use of non-fiction books in their high school

or university. Moreover, the respondents estimate that they read Danish non-fiction books more often than English non-fiction books, with a frequency of 37 per cent and 27 per cent of reading daily and multiple times a week, respectively. Again, this is probably due to their institutions being primarily taught in Danish, therefore requiring Danish books.

The survey also asked about the respondents' use of the English language, in relation to their writing and speech, which included questions concerning using individual words, phrases, and/or sentences. This will help establish an illustration of the respondents' practical participation in their encounter with the English language. While the previous section outlined where the encounters happen and how often, this section will focus more on the practical usage of English. However, references to the aforementioned social and media settings etc. will occur, as they also help illuminate the usage of English, particularly in the next section, where the survey results will be discussed.

Firstly, the survey asked if the respondents felt they needed to learn more English. The results were 55 per cent and 45 per cent for yes and no, respectively. In relation to their own English skills, the respondents were also asked to what extent they can use English for everyday use, e.g., ordering a cup of coffee, asking for directions, etc., as well as to what extent they can have a discussion with a native English speaker. 93 per cent assessed they were able to use English for everyday use, while 81 per cent assessed they could have a discussion with a native English speaker. The respondents were then asked to assess how often they use English when they talk and write, both in terms of single words, phrases, and/or sentences. 62 per cent answered they use English in their speech daily, while another 31 per cent use it multiple times a week. In terms of writing, the daily use of English is slightly less, with a 53 per cent using English daily and 37 per cent using it multiple times a week.

The survey then enquired about the reasons behind the use of English in their speech and writing, with the option of choosing multiple answers. From the pre-defined answering options, many of the respondents related to all the options (excluding the "None of the above/Other"-option), indicating that the English language has different usages and associations when it comes to young Danes expressing themselves. 71 per cent responded that when they use English it is because they cannot find the equivalent word in Danish, 64 per cent responded that they use English because whatever they are saying/writing sounds better in English than in Danish, 31 per cent responded that it is easier to say/write in English than in Danish, 79 per cent answered that they use English because it is a reference to something, e.g., a meme, literature, film, TV series, and/or an inside

joke. The survey then asked how often the respondents use English words that already exist in Danish, to which 77 per cent of the respondents answered they do daily. The respondents were then asked if it was a conscious or unconscious choice when/if they combine English words, phrases, and/or sentences in their otherwise Danish speech/writing. The majority answered that it was something they did both consciously and unconsciously, with 57 per cent choosing this option. Only 11 per cent assessed that it was a conscious choice, while 28 per cent assessed it as an unconscious choice. The survey also enquired about expressing oneself, asking the respondents if they felt it was easier to express themselves by including English words, phrases, and/or sentences in their otherwise Danish speech/writing. 51 per cent answered yes, while 40 per cent answered sometimes, illustrating that the majority feel that combining English when talking and/or writing helps them to express themselves.

As such, when the respondents feel that English can help them in an interaction, they use it, whether consciously or unconsciously. They participate in the language encounter by using English as an asset to communicate in their social life, whether it concerns replacing Danish words or referencing a joke. The respondents encounter the English language in many aspects of their otherwise 'normal' Danish life, both in their social circles, in advertisements, in media etc. The following section will try and illuminate the connection between the encounters with English and the usage of English.

Analytical Discussion

Subtheme: Encounters with English and Communities of Practice

Young Danes often encounter and use English in their communities of practice and imagined communities. English thus functions as a communication tool that is used in both face-to-face interaction and online interaction. The respondents mostly encounter English when in contact with their friends, online gaming and social media. A correlation between these three social spheres is that they are gathering points for common interests.

Mutual interests and activities work as a centre for a community of practice, including imagined communities. When engaging in these activities, a certain way of communicating is required in order to participate and belong in the community (Eckert 35). As such, the results from the survey illustrate that the respondents often engage with the English language when participating in their community, whether English functions as the primary language or as convergence/divergence for the group. In terms of online gaming and social media, the fact that English is encountered here is a reflection of English being the largest lingua franca presently. A

lingua franca does not only exist in face-to-face interaction, but also in virtual interaction: English has a cultural impact across music, business, marketing, clothing, entertainment, etc., which is not only encountered on a personal, physical level, but also on a non-physical level, e.g., in virtual space (Lund *Sprog og sprogbrug* 62-63).

Online/virtual communities are particularly popular with the younger generation (Harrison & Thomas 110), which may be because this group of people have grown up with modern technology and internet access, which include an early introduction into the world of social media and online gaming (Jonsson 55, 64). These two types of virtual spaces enable engagement with various imagined communities that are not necessarily dependent on participation in real-time as well as physical participation at any given point. As such, identity formation can now take place across space and time, allowing for a greater search for identity; something that young people wrestle with throughout their adolescence. Linked to communities of practice and identity is language: in this instance, the English language is the interesting aspect, both in relation to how often they encounter it and how they use it. As English is not the respondents' mother tongue, they are thus accommodating their identity formation to the English language in order to engage with others about a specific activity. As such, the English language plays a role in creating the respondents' identities, even though Danish is the mother tongue for most of the respondents.

The majority of the respondents also feel that English helps them feel part of the communities they participate in on social media and online gaming. The reason that English helps them feel this way may be because English is also the lingua franca in virtual spaces, thus indirectly forcing the respondents to use English. Using Danish or another language may still enable participation in virtual communities of practice, but on a smaller scale. In relation to this, the majority of the respondents also assess that they use both spoken and written English often, many on a daily basis and multiple times a week. While this may account for both educational and leisurely usage of English, it does give an insight into how popular English is for young Danes, especially when compared with how often they encounter English on social media and in online games – spaces that they often engage in.

Another place where the respondents often encounter English is with their friends. This may also be connected to social media and online gaming, as the former allows for communicating with friends instantly and the latter allows for playing with friends. This also means that the notion of 'friends' can be understood as friends the respondents see physically on a daily basis or friends they have only ever interacted with online. Both contexts are important, as both types of friends allow

for engaging in a community with people that shares interests with oneself. However, while the respondents assess that they encounter English almost as much around their friends as when they are gaming online, they feel less strongly that English makes them feel part of their friend community. This may be because the respondents differentiate between friends they see face-to-face and friends they may have online. If they interpreted the question as regarding friends they strictly see in real life, this may explain the lesser percentage. However, another option may also be that having friends online is less common than having friends ‘in real life.’

While people may be involved with imagined communities online, this does not mean that they recognise the community members as friends. Since an imagined community is non-localised, the respondents may not have counted eventual imagined communities when answering the question, since it is a different type of relationship that can be seen as atypical and thus not like a typical friendship. If the case is that the respondents think of their friends they see personally, this may explain why the frequency of encountering English is less than on social media and in online gaming. While social media and online games functions on a global scale, where everyone (or most) need a common language in order to communicate as effectively as possible, physical friendships are much more localised. As such, it can be argued that the respondents encounter English less with their friends because Danish is a large part of their communication; or presumably the largest part, since Danish is their mother tongue. Arguably, young Danes encounter English less frequently when in contact with a localised social circle because a lingua franca is less needed, since one’s mother tongue suffices.

However, the respondents still encounter English more often with their friends than with their family/in their home. In the same vein, the respondents do not feel strongly that English helps them being part of the community when with their family. This may point to a generation gap. While young people are known to be linguistically fashionable, the older generation use less wordplay and do not create and update their language in the same way as younger people do (Jørgensen & Quist 50). However, the respondents’ families are of a younger generation than the older people in Preisler’s survey. Moreover, Preisler did not account for the difference between people interacting with their family as opposed to their social circle. However, the thesis survey takes these relationship differences into account, not only in terms of age gap, but also in terms of the type of relationships: people act, and thus communicate, differently when with their friends than with their family. Arguably, the respondents have different identities in terms of how they act around their family and how they act around their friends, as members of communities of practice

align themselves with their respective community (Swann et al. 10). Bearing in mind that the respondents are young people, their identities are still under construction, and different sources are impacting the identity formation, including their friends and family, which also involves their manner of communicating.

However, when it comes to the English language, it is most common that the respondents encounter it when in the presence of their friends compared to in the presence of their family. This indicates that because their friends are similar in age, they utilise English in similar ways as well. Considering that social media and online gaming is also mostly popular with the younger generation, this also illuminates that young people encounter English more frequently when they are not only interacting face-to-face with other young people, but also engaging in activities that other young people engage with.

Subtheme: The Advanced English and the Stagnant Danish

However, despite young Danes encountering English rather frequently on a day-to-day basis, they still consider themselves most skilful at Danish. Furthermore, more than half of the respondents estimate that they use English daily, including words, phrases, and/or sentences, both when talking and writing. When asked about the reasons for using English words, phrases and/or whole sentences, 79 per cent of the respondents identified most with the answer concerning reference. Thus, most of the young Danes use English in their speech and writing when they are referencing something that can only be referenced in English, presumably. The question exemplified 'reference' as reference to an inside joke, TikTok, literature, film, TV series, or meme. These types of references would probably be used in the respondents' social circles, as they represent concepts found in media, which functions as common interests. When compared to how often the respondents encounter English in terms of different media and when in the company of their friends and online communities, it correlates with the reference usage. It indicates that the respondents are influenced by the media they consume in their manner of talking and writing. This also relates to Jørgensen and Quist's notion that young people are trendy when it comes to their language (Jørgensen & Quist 48, 50). As such, the language encounter with English happens most often in relation to media and friends; both on an independent level, but arguably also on an interrelated level.

Despite the respondents using English words in connection with a reference, many also use English because they cannot find the equivalent word in Danish: there is only an eight per cent difference between the former reasoning for using English and the latter. The reason that the

respondents do not know or cannot find the same word or phrase in Danish may be related to the issue of reference: if the word, phrase, and/or sentence they say in English is already related to an English-language piece of media, it may be easier to stick to the English expression instead of ‘wasting time,’ so to speak, thinking about what it is called in Danish. If this is a reason, it would relate to the linguistic concept of ‘effektivisering’ (efficiency in communication) that Jørgensen and Quist mention. This concept involves communicating more efficiently, e.g., in terms of pronunciation or creating words that express a phenomenon in a simple manner. Jørgensen and Quist also exemplify how ‘whine’ entered the Danish vocabulary, even though the Danish equivalent of the word already exists (48-50). However, another option may be that the respondents’ Danish skills are lacking in the manner that critics have pointed out when it comes to the influence of the English language in Denmark. As such, it could indicate that young Danes have been so affected by English in their everyday language that it negatively impacts their Danish abilities. As such, young Danes may have a misguided view on their native language abilities, when so many of the respondents admit that they resort to English words instead of Danish.

However, the issue may also stem from the fact that English is such a popular language, i.e., the main global language. Since English has entered so many people’s vocabularies, the reason that the respondents experience difficulty finding the Danish words may be because it has become so common to use English words. For instance, 77 per cent of the respondents estimate that they use English words daily, even though these words have Danish counterparts. But because English is the main global language currently, and has been for some time, the English words may have become natural for the respondents to use, thus an unconscious linguistic choice. This correlates with the fact that the majority of the respondents assess that their English use happens unconsciously: 28 per cent estimate that it is a purely unconscious choice, while 57 per cent estimate that it is a combination of a conscious and unconscious choice.

If English has in fact become a natural occurrence in their manner of communicating, the reason that the respondents use English may be because it helps them express themselves. Because of this, they then do not feel the need to stop and think of the Danish translation for the words they are using and/or they are so used to using English words that it has become an unconscious choice. The respondents do in fact feel that including English in their communication helps them express themselves: 51 per cent gives a definite yes, while 40 per cent says sometimes. Since the majority of the respondents, 81 per cent, also agree that English helps widen Danish people’s linguistic horizon, it corresponds with the issue of them feeling that using English helps them express

themselves. However, this may also relate to the fact that the respondents are young people, and young people are the most linguistically creative and up to date (Jørgensen & Quist 50). Additionally, 47 per cent of the respondents also feel that English possesses more words, idioms, expressions, etc. than Danish. While Lund points out that Danish is not a language that is poor in words, he also asserts that English is a way to increase one's vocabulary (*Sprog til salg* 50-51). As such, the respondents may have the sense of English being a richer language, because they encounter and use it so often.

While the issue of increased expression may represent the viewpoint of young Danes, it does not necessarily exclude the criticism that Danes, particularly young Danes, are engaging with the English language to such an extent that they are becoming unfamiliar with their native language (Herslund 23). As mentioned, this criticism would correlate with the fact that the respondents admit that they often use English words because they have trouble finding the Danish equivalent. However, the survey also reveals that young Danes engage with English-language media much more than Danish-language media. Since people's language are affected by what they surround themselves with, e.g., friends and media (Jørgensen & Quist 73; Vallentin 41-42), this is an important feature of the survey data. Thus, the respondents' participation with the English language arguably evolves concurrently with the media they consume, the communities they are part of, etc., which are subject to the English language. While their English abilities are thus expanding, their Danish skills are arguably becoming more stagnant, as they rarely consume Danish media compared to English media. Thus, how often and how much people encounter a language translates over to their participation of the language as well.

However, the respondents still consider themselves better at Danish overall, but this may be because it is their native language. As such, Danish remains their primary language and the language they use the majority of the time, with English being added whenever suitable for the speaker. Even though the respondents assess that their Danish abilities are better in a general sense, this does not necessarily exclude that they are better – or have better opportunities to – grasp and use new English words as well as wordplay with English, since it is the English language that evolves rapidly in terms of fashionable words, phrases, etc. when compared to Danish. Because English is the lingua franca of the world, many people globally engage and interact with it. Thus, a large amount of people influences the English language all the time, creating many Englishes and ways of utilising English, including what is popular to say and write. This constant input/output of Englishes is found in various types of media, between different communities of practice, out in

public, in the home, etc. Thus, since the respondents assess that they most often participate with English-language media and encounter English often when around their friends, on social media, and in online gaming, it is not surprising that they often, and unconsciously, use English words in their otherwise Danish interactions. They are, whether consciously or unconsciously, detecting and picking up on English words and sayings from their surroundings. Because young Danes are exposed to and consuming much and various types of Anglo-American media, English is a constant in their lives, and this is evident in their language patterns. However, as will be discussed in a later section, the respondents do not view English as a fashion trend primarily, but they do acknowledge that English is connected to Anglo-American influence.

In a similar vein to the issue of using English because of a reference and the problem of finding the proper Danish words, 64 per cent of the respondents also estimate that they use English words instead of Danish words because it sounds better in English. To reiterate, this may be caused by the English-dominated media that the respondents consume and which they engage with when participating in their communities of practice. However, as mentioned, they also acknowledge that they use English words that already exist in Danish. Critics may argue that young Danes are lazy when it comes to Danish. However, the popularity of English makes it common in everyday language. Some words may just be most common to say in English for some groups of people because of the linguistic fashion at present that that is what makes it sound better in English than in Danish. However, another correlation could also be in relation to the issue of reference. If the respondents are referencing something from an English-language movie, it makes sense that they think it sounds better to say in English than in Danish. Moreover, 31 per cent of the respondents also feel that they choose English words, expressions, etc. because it is easier to say in English than in Danish. This may again relate to the already discussed issues of media and reference. If they often hear certain words or sayings in English because of the media they consume or the people they surround themselves with, this could be why they feel it is easier in English. Furthermore, if the given words are heard enough times, this may relate to the respondents using English on a mostly unconscious level, where it then becomes natural, or easy, to say in English instead of Danish. Since the respondents had the option to choose multiple answers, all these issues are arguably interrelated with each other.

Assessment of English Abilities

Presenting the Data Results

The survey covers multiple ways of enquiring about the respondent's judgement of their own English skills as well as other's. The questions are intertwined with questions regarding their media habits, social habits, etc. Thus, the survey enquires about assessment of skills through a combination of more direct question as well as hypothetical statements. However, as will be discussed later, people's encounter with the English language may also influence their view on their competence. As outlined above, they encounter English in various social settings as well as use it to express themselves their social life. Thus, young Danes use English in practice often. However, the survey also asked questions directly linked to their abilities and the abilities of others of the English language.

In terms of their own capability of the English language, the respondents were almost equally split when it came to evaluating if they felt like they needed to improve their English skills. Thus, the respondents are divided when it comes to whether they need to improve their English. However, as mentioned above, they also estimate that their English comprehension is adequate in relation to comprehending English music, literature and films/TV series. Nevertheless, the majority of the respondents assess that they are still better at Danish when it comes to writing as well as talking, with the results being 71 per cent and 85 per cent, respectively. In relation to this, the survey asked if the respondents think that English grammar is easier to learn/understand than Danish grammar as well as if they think that English pronunciation is easier to learn/understand than Danish pronunciation. The answers for these questions were similar, with the former being split between 66 per cent saying no and 34 per cent saying yes, while the latter had 69 per cent saying no and 31 per cent saying yes. Thus, the results indicate that while the respondents estimate that they possess the sufficient English skills, they are unsure whether their skills suffice when confronted with the question if they need to improve their English abilities. Moreover, they feel that Danish, their mother tongue, is still the language they control the best, as well as generally not being more difficult to learn and comprehend when compared to English.

Regarding education, the respondents have a high comprehension of English. 94 per cent are able to write an English assignment, e.g., for school, and 87 per cent are able to read and understand an English-language non-fiction book. The survey also proposed if there should be an equal amount of English and Danish classes in state school, where the respondents could choose if they agreed/disagreed. There was an almost even amount of agree and disagree: 37 per cent agreed and

34 per cent disagreed, while 28 per cent felt neutral about the proposition. The survey also presented a statement asking if there should be more English classes than Danish classes in state school, and the respondents strongly disagreed: 73 per cent disagreed, while only 7 per cent agreed, and 19 per cent felt neutral about the statement. While the first statement has a similar ratio across agree/neutral/disagree, the second statement displays a strong opinion against it. Thus, while the respondents are dissident about the first statement, they do not feel there is a need for more English classes than Danish classes in school.

In connection to evaluating other people's English skills, the respondents were presented with some statements where they had to declare agreement/disagreement. When confronted with a statement saying that every adult Dane should be able to speak English with no problem, 70 per cent agreed. In relation to this, 67 per cent agreed that every adult Dane should be able to read English with no problem. 76 per cent of the respondents agreed that every adult Dane should be able to understand spoken English with no problem, and 57 per cent agreed that every adult Dane should be able to write English with no problem. As such, the respondents evaluate that adult Danish people should be able to comprehend the written and spoken English language, particularly the latter.

The respondents were then confronted with statements concerning the English language compared to the Danish language. Firstly, 47 per cent of the respondents agreed that the English language encompasses more words/expressions/idioms than Danish. Though this number was almost half of the respondents' opinion, many felt neutral about this statement, with 42 per cent declaring themselves neutral. The respondents were then asked to agree/disagree with a statement claiming that written English is easier than written Danish. The respondents were rather split on this statement, with 27 per cent agreeing, 29 per cent being neutral, and 44 per cent disagreeing. The same statement was then presented, but this time regarding spoken English and spoken Danish. The results were similar to the previous statement's results, with 21 per cent agreeing, 29 per cent feeling neutral, and 50 per cent disagreeing. Thus, while the majority expressed disagreement with these two statements, many of the respondents were also split between agreeing and being neutral on the subject. The respondents were then presented with a statement saying that the presence of the English language in everyday life makes Danish people better at English, which 91 per cent agreed with. A statement claiming that the presence of the English language in everyday life makes Danish people worse at Danish then followed, with 63 per cent disagreeing. Lastly, 81 per cent of the

respondents agree that the presence of the English language in everyday life expands Danish people's linguistic horizon.

Though the respondents often come into contact with the English language, they do not necessarily find it easier than Danish. Furthermore, though they do evaluate themselves to be able to follow the English language in certain instances, they are still unsure whether they need to be better at English. Additionally, while the respondents overall feel they are better at Danish in comparison to English, the percentages that do think they are better at English feel they are better at written English than spoken English. However, when it comes to other people's abilities of the English language, the respondents feel that adult Danes should be able to grasp English, in terms of speaking, reading and writing English, as well as understanding spoken English; the respondents particularly feel that other people should be able to speak English and understand spoken English. The following section will analyse and discuss the possible connections between the encounters of the English language and the respondents' assessment of their and other's skills, as well as highlight the difference in opinion in relation to oral and written English.

Analytical Discussion

Subtheme: Written English and Oral English

The young Danes in the survey answered almost 50/50, when asked whether they thought they needed to better their English skills. There may be multiple reasons for this. For one, the answer was exactly 50/50, when asked whether they had current plans for working abroad someday. This would correlate with the first question in the sense that they could feel like they still need to improve in order to be able to work at a level high enough to go international. A survey from 2018 by The Boston Consulting Group that included more than 4000 Danish participants concluded that 55 per cent of Danes would be willing to leave Denmark for an attractive job abroad, if the opportunity presented itself. The study showed even more positive results regarding the younger Danish generation, with 77 per cent saying they could see themselves working abroad (Hansen "Off they go"). However, The Boston Consulting Group investigated the same issues in 2021, where the study then showed that Danes have become less willing to move abroad, with only 27 per cent being willing. However, because of the Covid-19 pandemic, more Danes are willing to work remotely, with 58 per cent of Danes answering affirmatively (Jørgensen "Decoding Global Talent 2021"). As such, while Danes have generally been willing to work abroad in the last couple of years, the pandemic has also shown an alternative in the form of remote working, which does not require moving in order to work for an employer/business that is based abroad. This may also have

affected the way the thesis survey respondents answered the question. The 50 per cent who are currently planning on working abroad are thus representing the same positivity towards this possibility as the 55 per cent and, especially, the 77 per cent from the 2018 study as well as the 27 per cent from the 2021 study. On the other hand, the 50 per cent who are not currently planning on working abroad could result from the fact that the possibility for remote work has seen an increase across various work places, and thus no need for moving abroad, or because they simply have no interest in working abroad. Either way, the doubt regarding this topic that the thesis survey results illustrate correlates with the study results from The Boston Consulting Group.

However, in Preisler's survey, the answers differ from what he says can be expected logically. He underlines that asking people to evaluate whether they feel the need to improve their English skills is often more guided by emotion and personal background than by acknowledgement of the usefulness of English. In Preisler's survey, 60 per cent feels they need to learn more English, while 40 per cent do not feel this way (*Danskerne og det engelske sprog* 41). As such, there is not a large difference between Preisler's respondents and the thesis' respondents. The aspect of the international usefulness of English will be discussed more thoroughly in a later section.

Based on the pre-defined survey questions and answers, the respondents have interesting opinions when it comes to assessing their own English abilities and how they expect other's English abilities to be. In terms of their own language skills, the respondents consider themselves best at writing and speaking Danish, though of the respondents who picked English in this regard, the percentage was 29 for written English and 15 for oral English. Thus, when it comes to English, the respondents assess that their written skills are better than their oral skills. Similar questions were posed later in the survey as statements, saying that written English is easier than written Danish and oral English is easier than oral Danish, respectively. While many both disagreed with the statements and were neutral, the respondents who did agree agreed more concerning the statement about written English; 27 per cent against 21 per cent. Similarly, the survey asked if the respondent thinks English grammar is easier to learn/understand than Danish grammar as well as if English pronunciation is easier to learn/understand than Danish pronunciation. While most of the respondents again disagreed, the small percentages who did agree were agreeing a bit more concerning English grammar; 34 per cent against 31 per cent. While mostly marginal differences, the respondents feel more positive towards their written English capabilities than their oral English capabilities. However, when the survey enquires about all adult Danes' English abilities, the

respondents do not attach as much importance to written English. This may be related to the issue that Preisler raised concerning emotion and lack of logic.

The respondents may feel most uncertainty towards their English oral skills because these skills are tied to informal language. When it comes to the respondents' media consumption, they mostly consume English-language music and films/TV series. As these things are part of the entertainment industry, it can be presumed that the language is informal in these types of media, not prioritising academic language and standard English, but instead using casual and spontaneous language. Moreover, the respondents arguably listen to the music more than they read the music lyrics. Similarly, if the respondents are primarily watching films and/or TV series with Danish subtitles, they are not being exposed to the English language through what they both see and hear, but only what they hear. Thus, through these types of media forms the respondents may not develop their academic oral English skills, which may make them feel more doubtful in their oral skills. The thesis survey does not take this perspective fully into account, since it does not enquire about informal versus formal language or music lyrics or subtitles. This should have been considered in the survey, but only came to light through the analysis in the form of a new subtheme. Thus, since the thesis survey has illuminated this issue, this should be considered for future studies researching this area.

Furthermore, the respondents are presumably also mostly exposed to written English in some of their communities of practice. As established, the respondents encounter English most frequently when with their friends, on social media, and when gaming online. The two last instances especially incorporate English in its written form, in terms of posts, blogs, forums, and chat messages. Social media particularly integrates writing: the Facebook homepage consists of sponsored messages, people's Facebook posts, videos with subtitles; YouTube has community tabs and comment sections; Instagram also has posts and often uses hashtags; various types of blogs can include many written paragraphs; fanfiction sites have whole written works, etc. Thus, when 92 per cent of the respondents encounter English on social media daily, they are presumably subject to various types of English writing. Again, since there is no need or requirement for formal language and because they moreover encounter a lot of written English, the respondents may feel that they are not as skilful at speaking English as they are at writing English.

In relation to the issue of media and communities is the concept of learning English 'from below' that Preisler talks about ("English in Danish" 122). Thus, while the respondents then may learn English, or Englishes, from the media they consume and the communities they participate in,

it is from a ‘below’-perspective, meaning that they learn English in a casual manner that is not completely comparable to scholarly English. This corresponds to Preisler’s argument concerning how young people engage in English-language media, which is a major part of Anglo-American subculture (“English in Danish” 120-122). If the respondents weigh academic English as much as casual English, or even higher, this might explain their answers in the survey. Thus, they may be aware that they know different types of Englishes, where one type is appropriate for one situation, and another type for another situation. If they know that they mostly encounter and use informal English as “a desire to symbolize subcultural identity and peer-group solidarity” (Preisler “English in Danish” 122), they may think of themselves as worse at English because they do not possess the same finesse at academic English. To iterate, this may also be why respondents feel they need to know more English in general, not just when it comes written English.

Subtheme: Assessing Their Own Skills and the Skills of Others

Though the respondents in general consider themselves most skilful at Danish, when it comes to English, they regard themselves as being more competent at written English. However, when proposed with various statements in the survey, the respondents do not evaluate that all adult Danes ought to be as competent at written English as they ought oral English.

In terms of Danish people in general, the respondents consistently agree that adult Danes should be proficient at the English language. However, an interesting aspect is the fact that they prioritise spoken English, both in relation to adult Danes speaking English and understanding spoken English, even though they themselves are most proficient at written English. 70 per cent of the respondents agreed that adult Danes ought to be able to speak English without problem, which is only three per cent more than the statement related to adult Danes being able to read English with no problem. However, a larger percentage difference can be seen in two other statements. Regarding if adult Danes ought to be able to understand spoken English and write English, the result was respectively 76 per cent agreement and 57 per cent agreement. Thus, according to the respondents, adult Danes should be more capable of understanding spoken English than speaking it themselves as well as more capable of reading English than writing it.

One argument for the respondents’ differing points of view concerning spoken and written English could be that since they are themselves most unsure about their speaking abilities, these abilities are what they weigh the highest. Whether consciously or not, the respondents may be aware of their lacking speaking skills, thus evaluating that all adult Danes ought to be better at these skills in particular. However, through their answers, it is not clear whether or not the respondents

interpreted the statements as including themselves; the majority of the respondents were born between 2001 and 2005, meaning that some of them are (turning) 17 this year, denoting that not all of them are adults yet. If these respondents do not think of the statements as including them, it could mean that they expect themselves to be able to understand spoken English, speak English, write English and read English without problem when they become adults. In the relation to this, the survey does not find a correlation between this and the question of whether the respondents think ought to know more English, which could have made logical sense. When applying the variables for this question and the specific age gap, the results for the statements were almost identical in terms of answers. However, since the age gap-variable includes people who are 18+ as well, these variables would have been difficult to utilise either way in relation to the statements, as they do not specifically shine light on the 16-17-year-olds. Thus, as Preisler also underlines, there may be an emotional rather logical reasoning for the responses.

The respondents particularly estimate that understanding spoken English and being able to read English with no problem is important. An interesting aspect to this is the fact that understanding spoken English and reading English involves other people's English skills. While speaking English and writing English also suggest an active role in participating with other people in the language encounter, the other two statements involve what other people express, e.g., their feelings, thoughts, occupation, interests, etc. As such, it not only includes the respondents' own ability to be understood by others, but also them understanding other people, including their communities of practice and their identity.

By being able to comprehend what other people are saying and writing, it suggests that the respondents value Danish people being able to be active participants in the anglophone world. Even though the respondents assess themselves as being less proficient at spoken English than written English, they apparently recognise that speaking English and – particularly – understanding spoken English are better skills to have. This correlates with the fact that the respondents assess that they talk more English in their everyday life than they write English; 62 per cent estimate that they talk English to a certain extent one or more times a day. Thus, there may be a difference in what type of skill the respondents have when it comes to spoken English and written English, respectively. On the one hand, the respondents assess that their written English skills are better, but on the other hand, they speak more English themselves and value spoken English higher when it comes to Danes' English abilities. Thus, the respondents' respective skills may be emotionally related in terms of how they evaluate their own and other people's skills.

The respondents may associate their skills differently, which can correlate to the issue of encountering English. This aligns with Preisler's perspective on how there is a connection between encountering English and assessing one's skill as well as emotion. As previously stated, the respondents appear to be sufficient at academic English: 87 per cent assess that they are able to read and comprehend an English-language non-fiction book, while 94 per cent assess that they are able to write an English-language assignment. Thus, the respondents arguably associate their written English skills with their educational background, i.e., a predominantly formal language based on academic values and code of practice. On the other hand, while the respondents estimate that they are slightly less proficient at spoken English, they are still adequate and can comprehend it. For instance, 93 per cent assess that they are able to speak English for everyday use, while 81 per cent estimate that they are able to have a discussion with a native English-speaker. As such, the respondents may associate spoken English with socialising, which in turn may be related to social connection on a global scale. Following this argument, the respondents may then value spoken English higher because it enables them (and other Danes) to engage with people, both within and outside of Denmark. Thus, formal articulation is not as important as being able to 'just' communicate, even if it is only on a casual level. However, being skilful at understanding other people speaking English is still the most important aspect for the respondents. This may be because of the various Englishes that exist, meaning that the respondents expect Danish people to be aware enough of the varying aspects of the anglophone world that they are able to engage with as much of it as possible.

Comprehending and Valuing English in Comparison to Other Foreign Languages and Their Cultures

Presenting the Data Results

The thesis survey also investigates young Danes' viewpoints in relation to other foreign languages and culture, both on an individual level and in connection to English. Furthermore, the survey also enquires about the respondents' perspective on the global role of English and its influence. As such, the survey seeks to cover multiple angles on the subject of English as the de facto global language.

Much like in Preisler's survey, the thesis survey asks about culture specific influence in relation to the US and Great Britain. In Preisler's survey, five per cent of the respondents agree that the use of English is especially due to influence from Great Britain (*Danskerne og det engelske sprog* 88), which is highly similar to the thesis survey respondents, where two per cent agree with

this statement. However, a large difference can be seen in the statement regarding influence from the US: while only 37 per cent of Preisler's respondents agree with this statement (*Danskerne og det engelske sprog* 88), 62 per cent of the thesis survey respondents agree with it, which is almost double. In direct relation to these two statements, both surveys also proposed the statement that the use of English is mainly due to the need for a world language. This last statement is what Preisler's respondents agreed with most, with 56 per cent being in agreement (*Danskerne og det engelske sprog* 88). However, only 36 per cent of the thesis survey respondents agree. This displays that in the last 26-27 years, people's perception of the influence of English has shifted: the viewpoint that it was caused by the need for a global language is now less popular and instead the Anglo-American standpoint has been reinforced.

In a similar vein, the survey presented the statement that the presence of the English language in everyday life is a consequence of a larger contact with the rest of the world. Preisler also enquired about this, where 92 per cent agreed (*Danskerne og det engelske sprog* 68). 60 per cent of the thesis survey respondents agree. Thus, this again shows that people currently do not link globalism and the English language together as strongly as previously. However, almost an equal amount of the thesis survey respondents agree that English and Anglo-American influence are interconnected as they agree that English and global contact are interconnected. Accordingly, the respondents for the thesis survey are divided when it comes to the reasoning for the English influence.

In terms of culture and English, the survey also enquired about the presence of the English language in everyday life. A similar statement as those mentioned above proposed that the presence of English is a fashion phenomenon, which the respondents are divided about, though most disagree: 29 per cent agree, 33 per cent are neutral, and 38 per cent disagree. As such, the respondents are not firmly determined whether the English presence is a fashion phenomenon, i.e., something that is only popular for a certain period of time and occupy a lot of people, in this case globally. However, most either disagree or feel neutral about the subject, thus indicating that they do not see English as a trendy phenomenon that can come and go at any time. Additionally, the survey asked if the English presence is threatening Danish culture to which the majority of the respondents disagree with. Similarly, the survey enquired if English is widening Danes' cultural horizon, which the majority of the respondents agree with; this correlates with the previous question, meaning that the respondents see English as a cultural advantage. Lastly, the survey asked

if language is way of understanding a society and its culture, to which 91 per cent of the respondents answered yes.

When asked if the respondents had any friends and/or family members where they use English in order to communicate, 62 per cent answered no. For the people who answered yes, another question was presented, asking if those friends/family members had English as their mother tongue: for 35 per cent of the respondents, their friends/family members are native English speakers, for 40 per cent this did not apply, and for the remaining 26 per cent some of their friends/family are native English speakers, while some are not. This means that many of the respondents (and their respective friends/family) turn to English as their mutual communications tool even though their mother tongue is not English. Comparably, the survey asked if the respondents often use other languages than English when travelling in non-English-speaking countries: the majority of the respondents use English, with 71 per cent choosing this answering option. These results reinforce English as the main global language, as Crystal argues (2).

The survey also enquired more specifically about other languages and the respondents' viewpoints of them. One of the questions asked how many other foreign languages than English the respondents can communicate in, both on a casual level and at a high level. The respondents could choose multiple answers. For the former: 64 per cent answer German; 29 per cent answer Norwegian; 21 per cent answer Spanish; 20 per cent answer Swedish; eight per cent answer French; while 11 per cent answer other and lastly, 16 per cent say none of the above. For the latter it is: 16 per cent for German; seven per cent for Norwegian; five per cent for Spanish; three per cent for Swedish; two per cent for French; while eight percent say other and 69 per cent answer none of the above. Thus, there is relatively close connection to other Scandinavian languages, though the respondents manage Norwegian the best; they even manage Spanish better on both levels than Swedish. However, this may be due to their education: Spanish is offered as an A-level subject at various types of high schools ("Spansk på de gymnasiale uddannelser"). Moreover, Norwegian in writing is much more similar to Danish than Swedish is, which the respondents may have considered as well when estimating their degree of understanding. German had the highest percentages, which again may be due to education, as many Danes learn German from a relatively young age, as it is offered in state school ("Folkeskolens fag"), and some may continue learning it in high school. Common to all the languages is that the respondents are most competent on a casual level, even though 83 per cent of the respondents wish they were better at these other foreign languages than they currently are. Likewise, 67 per cent of the respondents think that it is relevant

to learn other foreign languages than English. Nevertheless, 76 per cent evaluate that English is the most important language in the world. However, what type of importance is not made explicit in the survey, which is a weakness in the survey, as that could have made interpretation easier.

In relation to the aforementioned foreign languages, the survey enquired about the respondents' affiliation. One question asked what people the respondents feel most connected to, where they could choose up to three answering options. 53 per cent say Norwegians, 41 per cent say Swedes, 31 per cent say Americans, 27 per cent say Englishmen, and another 24 per cent say German. Spanish and French people only had one-digit answers, five and three per cent, respectively. 15 per cent say they feel connected to other people, while 10 per cent say none. Again, the connection to Scandinavia is illuminated. However, the relation with 'The Big Two,' i.e., the US and UK, is also highlighted. Thus, the respondents feel a connection to other English-speaking people, particularly Americans, which correlates with the Anglo-American influence. Moreover, the respondents were asked which geographical areas they felt most affiliated with. The majority feel most connected to Denmark, whether as a whole or on a more localised level: 29 per cent answer Denmark, 27 per cent answer town/local area, and 22 answer region. However, though small, there is an even split of six per cent divided across the answers 'the Nordic countries,' 'Europe,' and 'the world.'

The survey also enquired about bilingualism. The survey proposed the statement that all adult Danes need to be bilingual, which almost half of the respondents agree with, with 48 per cent being in agreement. Another 34 per cent are neutral on the topic. The survey did not specify what languages should be included in the term 'bilingualism,' however, it may correlate with the respondents' answer of English being the most important language in the world. The survey then asked the respondents whether they think two languages can exist equally in one nation, which 68 per cent agree on. Correspondingly, the survey asked if English should be an official language in Denmark alongside Danish, which 85 per cent proclaimed disagreement with.

The most interesting features that these interrelated questions brought to light is the Anglo-American influence, including a possible correlation with bilingualism as well as emotional connection to other countries, and also the perception of English as the most important language in the world. These highlighted topics will be discussed below, as they illuminate interesting perspectives that young Danes have on other foreign languages and cultures.

Analytical Discussion

Subtheme: The Presence and Use of the English Language

When presented with different questions regarding the English presence and usage, the respondents were almost equally connecting it to the US influence as well as contact with the rest of the world. This elicits some various considerations as to how to interpret their viewpoints. On one hand, it may suggest that the respondents primarily think of the US with the phrase ‘the rest of the world,’ as they also acknowledge the extent of the US influence. On the other hand, it may be related to the issue of natural versus required presence: the question regarding contact with the world focuses on the ‘presence’ of English as a ‘consequence’ of a greater contact with the rest of the world, while the question concerning the US focuses on the ‘use’ of English and its ‘influence’ from the US. As such, there exist different arguments to the interpretation of these answering results.

In relation to the former, the respondents do almost not consider influence from Great Britain relevant, but rather influence from the US as a determining factor for English usage. This correlates with Gottlieb’s notion regarding the strong Anglo-American influence that exists (39), which Lund supports, as he notes the influence is so pervasive that it has resulted in the majority of the English loanwords in Denmark being American (Lund *Sprog og sprogbrug* 62-63). Thus, because of the worldwide American influence, it may suggest that the respondents also think of its influence in other countries. As such, this would mean that the respondents do not only include Denmark in the question, but also other countries where the Anglo-American influence is profound. However, this may not be a strong argument as the question was grouped together with the question of English being a trend in the survey: therefore, it may mean that the respondents perceive English more as a consequence of a greater contact with the rest of the world than they perceive it as a trend. Thus, the respondents may recognise that the English presence is both caused by globalism and the language’s role as a lingua franca as well as the influence from the US.

Nevertheless, it is still interesting that the respondents declare themselves unanimous with both the contact-issue and the US influence-issue. As mentioned, the reason may be related to how English is understood as being manifested, since the questions differ slightly in this semantic manner. This phrasing may be a weakness of the survey, as it can affect interpretation, especially in regards to the word ‘consequence,’ which may be construed as being the result of an active decision, which is not necessarily the correct interpretation. As such, the respondents arguably interpret that English in Denmark has more so to do with an organic development than a deliberate

choice. However, either way, a need was met. As Crystal points out, there are multiple reasons for why English became – and still is – the main global language (29, 59). Nonetheless, the progress of English becoming a lingua franca seems to be a natural occurrence that has led to active choices being made in order to underpin its role as a global language, such as educational initiatives. Correspondingly, this could correlate with the fact that more of the respondents agree with the question with the phrasing choice of ‘influence,’ rather than ‘consequence.’

Subtheme: English as the Default Foreign Language

Another compelling feature of the survey is how 76 per cent of the respondents assess English as the most important language in the world, while 48 per cent of them agree that adult Danes should be bilingual. The interesting aspect is that the latter question does not specify what the other language besides Danish should be, however, it is implied that it is English because of the context of the survey and also because of the role English has in the world. While the survey does not explicitly state the language as English in this question that does not mean it should: this and the other question follow the same principle that Thøgersen investigates in his study, illustrating that Danes see English as a given and the default foreign language (311). However, the survey could have underpinned this aspect by including another question making the English-detail more explicit; thus, through the analysis of new themes this is established as a limitation.

The respondents arguably perceive English as the most important language in the world, presumably more important than Danish, their mother tongue, and other foreign languages. To reiterate, this may be related to the role of English in popular culture, business, politics, economics, etc. worldwide, thus making it a paramount language. Thus, when a majority of the respondents agree that English is the most important language, it can be presumed that when confronted with the question of bilingualism that they assume English should be the other language that Danes master. This also correlates with their answering results concerning the question whether they think it is relevant to learn other foreign languages than English: here, only 67 per cent agree. Thus, the respondents estimate that English is a more important language than it is learning another foreign language than English. Therefore, the respondents value English higher than other foreign languages.

Another issue regarding bilingualism is the question of whether English should become an official language in Denmark. Though 85 per cent answered no, 68 per cent also answered yes in response to the question asking if they think two languages can exist in one nation on equal terms. Moreover, as already established, almost half of the respondents also think all adult Danes should

be bilingual. As a result, the respondents want bilingualism as an unwritten rule, but not as an official rule. Moreover, while they think two languages can exist on an equal footing, they do not want it for themselves. This may be related to the fact that Denmark only has Danish as an official language, and, as Herslund points out, have not experienced linguistic oppression (20). Therefore, the respondents cannot, or will not, fully comprehend how an additional official language in Denmark would take place. They are arguably sympathetic towards other countries who have more official languages, and this may also be the reason why they assess that two languages can exist equally; because it is happening to other nations, not their own. As such, the respondents' cultural context may cloud their judgment on this specific issue.

If this argument is genuine, it would correlate with Herslund's notion of how there exists a high prioritisation of English, while other languages are downplayed (20), which in turn corresponds with Thøgersen's argument of English being the default language (311). Moreover, the respondents' assessment of bilingualism in terms of official languages, Herslund's argument is relevant to bring up: his critiques highlight how two official languages cannot be equal in a nation, since one language will be high-status and the other low-status (21-22). The respondents' answers seem to confirm his concern. Through their answering results, they clearly assert that English is an important language, in fact the most important one. Moreover, if the interpretation about English being understood by the respondents as the default foreign language is correct, it could mean young Danes prioritise English much more than other foreign languages, even their own native language. This also touches upon a critique that Gottlieb underlines, in terms of language death being a potential risk in Denmark. As he argues, "If the present tendency to lose certain domains ... gains momentum, the Scandinavian languages will lose so much prestige among their own users that they deteriorate into folklore and cease functioning as all-encompassing vehicles of communication" (61). Therefore, the high prioritisation of English among young Danes correlates with it becoming low-status and non-prestigious among the Danes themselves. Thus, in the scenario where English is an official language in Denmark, Gottlieb and Herslund's fears could be realised, as Danish could become the low-status language, and worst-case scenario, die out.

However, the respondents do not want English to become an official language in Denmark. Thus, it seems that the historical context of Danish affects young Danes' perspective on bilingualism, but mostly in relation to political decisions. Nevertheless, the survey results also illuminate the high prioritisation that English has in young Danes' mind. Thus, English can be considered the default foreign language for young Danes, if not just the default language in general.

Subtheme: Americanisation and Belonging

In connection with English being considered the most important language, the respondents also highly prioritise both the US and the UK, when asked about their connection to other countries and peoples. When the respondents were asked what other people, excluding Danes, they feel connected to it illustrates that they feel the closest connection to their Scandinavian neighbours, Norwegians and Swedes, with an answering ratio of 53 per cent and 41 per cent, respectively. However, directly subsequent to these numbers is Americans and Englishmen, with a result of 31 per cent and 27 per cent, respectively. Thus, another neighbouring country, Germany, scores lower than two English-speaking countries that are both farther away as well as being linguistically less related. As such, the respondents feel a relatively strong affiliation with the two exemplified, and arguably most socio-culturally important, English-speaking countries.

The influence from the anglophone world becomes obvious with these results, particularly in terms of Anglo-American influence. It illustrates how the US has affected countries worldwide in relation to social, economic, cultural, political issues etc, including the language use within these areas (Campbell & Kean 332). This arguably illustrates how the US influence is so pervasive that a given nation's people relate more to the US than their neighbouring countries, maybe even their own country, which would correspond with the concept of imagined communities (Norton & Toohey 422). Thus, young Danes feel a type of membership with the UK and the US, particularly the latter, where their imagined identity in turn is also linked to these English-speaking countries. As such, young Danes feel a sense of belonging in relation to the US, which could be because of language practices (Vallentin 39-40) that relate to the Anglo-American cultural influence.

Furthermore, the thesis survey also shows a shift in Danish people's connection and perception of the English influence. In Preisler's survey, only 37 per cent connected the English usage to the US (*Danskerne og det engelske sprog* 88), while in the thesis survey it was 62 per cent. These results thus underpin the previous results concerning what other countries young Danes feel most connected to. It again illustrates the influence that the US have on young Danes in terms of how they associate the English language. One difference between the thesis survey and the Preisler survey is that Preisler's respondents included adult Danes, while the thesis survey only includes adolescent Danes. However, the thesis survey's respondents are still relevant, as they are the most connected with language, in terms of tendencies, slang, wordplay, codeswitching, etc., as Jørgensen and Quist point out (50). As such, they are an appropriate group to confront with questions like

these, particularly in terms of Americanisation, as this age range are especially subject to these types of criticisms (Jørgensen & Quist 67, 69; Gottlieb 39; Lund *Sprog og sprogbrug* 62).

To elaborate on the Americanisation issue, though it can maybe be of some comfort that Norway and Sweden are still young Danes' closest connection outside of Denmark, the fact that they feel closer to both Great Britain and the US than they do Germany can still be seen as a confirmation of some critics' concerns about language death (Gottlieb 61), domain loss, and linguistic narrowmindedness (Jørgensen & Quist 140-141). However, the respondents do not seem to evaluate the situation as such. The majority disagree that English is a threat to both the Danish language and culture: rather, they assess that English widens Danes' cultural horizon. This can be correlated with the fact that English is a lingua franca and thus connects a lot of people across the globe: as such, English helps Danes be part of the world.

However, 91 per cent of the respondents also assess that language can be a way to understand a society and its culture. This therefore suggests that the respondents still appreciate other languages other than English, and understand that language can function as a gateway to learn about other cultures. However, their focus is still primarily on the English language and culture. This is shown through their consumption of English-language media, their numerous encounters with English in their everyday life, their frequent utilisations of English, and their acknowledgement of the American influence. The latter issue can arguably also be seen as the respondents' acknowledgement that the media they consume and the English words they say etc. are of American origin and/or influence. Especially considering how low the response percentage was in terms of British influence. Furthermore, the respondents also view English as the most important language, and while a large majority want to be better at other foreign languages than English, a lesser percentage think it is relevant to learn them. Moreover, the majority of the respondents are not able to communicate in these other foreign languages beyond casual level. As such, it can be argued that while the respondents wish to master other foreign languages, which would make them better understand the respective cultures and societies, they are too engaged with English and the Anglo-American influence to do so.

However, this is not necessarily a conscious choice on their part. Since the English language possesses the global status as a lingua franca, it has worldwide reach and pervades many societies and cultures; correspondingly, this also applies to American influence. Nonetheless, this Americanisation illustrates that young Danes seemingly have trouble learning other languages; whether it is because of time constraints, (lack of) motivation, resources, etc. Thus, when young

Danes do not learn other foreign languages, they do not gain the benefit of learning the given country's society and culture; which is an advantage that the respondents recognise as existing. As such, the Americanisation issue illuminates that young Danes may potentially lose their feeling of 'neighbourliness' towards their neighbouring countries, alongside their ability to let language be a source of learning in order to gain knowledge about other people, cultures, media, societies, etc.

Preference of the English and Danish Language

Presenting the Data Results

In the thesis survey, the respondents were presented with questions directly asking their preference for English-language media, but also questions that were more indirect and implicitly implies their preference or partiality towards the English language. The questions and their results have already been presented in relation to the other analysis issues, however, they will be concisely reiterated in order to discuss the respondents' preference in general.

As mentioned, when asked whether they prefer English or Danish media, the respondents' answers reveal that they prefer English media overall. With a response percentage of respectively 93 and 94, English-language films/TV series and music are clearly the preferred media. Moreover, they also watch English films and TV series and listen to English music much more often than they do Danish films/TV series and music. A small majority of the respondents do prefer Danish literature over English literature. However, the respondents still read English fiction more often than Danish fiction.

In terms of writing and speaking English, the respondents utilise English often. They use English words where they could be using Danish words, writing and talking in English multiple times per day and week, etc. Moreover, they often encounter English: a large majority meet English daily on social media, while more than half encounter English daily when with their friends and when they game online. In addition, when they encounter English in these communities, it helps them connect to the respective community. However, the respondents overall consider themselves most skilful at Danish in terms of both writing and speaking, with the percentage being 71 per cent and 85 per cent, respectively. Nevertheless, their frequent use of English illustrates their partiality towards English, especially in relation to how the respondents also assess that using English helps them express themselves. Moreover, 28 per cent of the respondents use English in their language unconsciously, while 57 per cent use English both consciously and unconsciously, indicating that English is instinctively used by the respondents. Furthermore, the respondents also evaluate that English widens Danes' linguistic horizon, meaning that English is a positive for Danish people.

In relation to English and other foreign languages, the respondents prefer English. 76 per cent of them assess English as the most important language in the world, which possibly correlates with the role that English has around the world, which other languages do not possess. Furthermore, while 83 per cent of the respondents wish they were better at other foreign languages than English, the respondents are mostly only able to communicate in other foreign languages on a casual level: 69 per cent of the respondents assess that they cannot communicate in other foreign languages at a high level. Moreover, 71 per cent of the respondents only use English when travelling in non-English-speaking countries. Thus, this indicates that English is their preferred language in comparison with other foreign languages.

Furthermore, 91 per cent of the respondents agree that language is a way to understand a society and its culture. However, the respondents do not seem to be as skilful at other foreign languages as they are English, thus they are not as able at understanding other non-English-speaking societies as they are English-speaking societies. Moreover, 65 per cent of the respondents agree that English widens Danes' cultural horizon, however, because of the aforementioned issues, English is mostly widening Danes' cultural horizon on English-speaking cultures. Additionally, though the respondents use English as much as they do and also acknowledge the global role of English, 69 per cent do not perceive English as threatening Danish culture.

Thus, while the respondents generally prefer their native language, Danish, they also favour English in various manners. In addition, when it comes to English in comparison to other foreign languages, the respondents gravitate towards English, though they want to improve their competence at the other languages.

Analytical Discussion

Subtheme: The Innateness of English

The previous analysis sections have outlined and examined the ways that the respondents connect with the English language. In terms of preference for either English and Danish, the respondents' answers illustrate a fondness for both languages. As such, it is less a discussion of either/or and more of how they prefer the two languages.

In connection to media, this is an area where the respondents clearly prefer English, particularly in terms of music and films/TV series. These two types of media are seemingly the most popular for young Danes, since a large majority of the respondents listen/watch them on a daily or weekly basis. Arguably Americanisation also plays a role in this, since making music/films/TV shows in English provide access to a wider global audience. Thus, when young

Danes engage with these English-language media, they are able to participate with people worldwide and being up to date on the newest media. As such, this preference may illustrate that young Danes are competent and interested in following the newest pieces of media that they know other people around the world are going to be discussing. This may connect with social media, where English particularly helps the respondents feel part of a community: they are able to connect with people and feel part of the world.

The only type of media where the respondents explicitly state they prefer Danish is literature. However, a small majority read English-language fiction more often than Danish fiction. Additionally, a small majority read Danish-language non-fiction more often than English non-fiction. Thus, as already discussed, it may be that young Danes interpreted 'literature' as both fiction and non-fiction, and since non-fiction is typically more academically weighted, the respondents may prefer Danish literature as it is easier to comprehend the scholarly texts in their own language. However, it would be interesting to dive deeper into the issue of literature in terms of language, as the survey illustrate some slight incohesive results.

As briefly mentioned before, the respondents also utilise English in their communities of practice. The survey results indicate that when interacting with other people around their own age and who share the same interests, the respondents use English more often. Moreover, it also helps them feel part of their community. Thus, English is arguably a way of coming together and communicating. This furthermore illustrates how English functions as a lingua franca, both in terms of people being able to interact with each other, but also in terms of how many places and spaces English has penetrated. As such, young Danes' preference for English in these scenarios are not necessarily active choices on their part, but more reliant on the way the world works: in order to keep up with trends, interests, news, business, social life, etc., they have to be adequate at English, otherwise they risk missing out on these things. Thus, the interconnection between the English language and globalism creates a dependency, and implicitly a preference, for the English language.

However, as already discussed, a majority of the respondents do not view English as being a threat to the Danish language and culture. But as Gottlieb underlines, language death in Scandinavia is not an impossible scenario (61). Though this scenario may seem unlikely at present, it is still relevant to be aware of the innate preference that exists for the English language. Grundtvig's notion about English never being able to threaten the Danish language seems relevant here (Gottlieb 59): throughout the analysis, a continual subject matter has been highlighted that shows how young Danes prefer English in various manners: through their media consumption, their social life, their

speaking/writing habits, etc. As such, the respondents may not be aware of what constitutes a threat to the Danish language and culture, or they may favour the presence of English in their everyday life. Thus, it may not be as much of a question of either Danish or English, but more a question of how young Danes use the two languages and how both can benefit them. Nevertheless, the innate preference for English needs to be a forethought, when considering its effect on the Danish language.

Subtheme: English and Other Foreign Languages: The Real and the Ideal

The respondents also acknowledge the global role of English when compared to other foreign languages. For instance, they assess that English is the most important language. Moreover, they recognise that Americanisation contributes to the use of English and also that globalism is instrumental to the presence of English. Because English is currently the main global language, other foreign languages cannot be expected to be prioritised by young Danes in the same manner. However, the way in which they value English over other foreign languages also establishes that there is a preference for English in this regard.

While the respondents evaluate English as the most important language in the world, a large majority still wish they were better at other foreign languages, and a lesser percentage, though still a majority, think it is relevant to learn other foreign languages than English. However, it can be argued that this is wishful thinking: the respondents may not have the mental resources, time, money, motivation, etc. required for them to be competent at a high level at other foreign languages. As they assess themselves, they are only capable at other foreign languages at a casual level. Thus, something is keeping them from improving their language skills. Since English is the main global language, and therefore the main foreign language, sociocultural issues are also implicitly preventing them from pursuing this wish. For example, it has become more common to use English between Scandinavians instead of using one's own native language or switching to Norwegian or Swedish, and being able to understand each other and communicate together (Lund "Nordisk sprogsamarbejde" 107). The same issue exists between Danish and German, where instead of switching to German, Danes use English instead (Suurballe & Sandemand "Dansk Industri slår alarm"). Thus, it is becoming less of a requirement to know other foreign languages than English, furthering the argument that English is the preferred foreign language.

In relation to knowing other foreign languages, or lack thereof, is the fact that the respondents agree that language is a way of learning about a society and its culture. As such, the problem of English being the preferred foreign language is being furthered, when young Danes are

less competent at other foreign languages: since they are less skilful at other languages, they are also less capable of knowing non-English-speaking societies and their cultures. Their lack of linguistic knowledge intercepts their possibilities of understanding other societies and cultures through the way of language. Thus, the respondents are arguably mostly able to understand English-speaking societies and cultures, which only substantiates Americanisation.

Another thing that underpins Americanisation is how the respondents feel a close connection to the US and the UK. They feel more affiliated with these two English-speaking countries than Germany, which is a neighbouring country. This connects with the abovementioned issue concerning understanding a society and its culture; since young Danes are not required to know German anymore at a high level, they are losing their feeling of connection to the country, even though Denmark and Germany share many historical events and linguistic traits (Gottlieb 57). Thus, young Danes' imagined communities in terms of nations have moved farther away, now being mainly Scandinavia and the UK and the US. This illustrates how young Danes still appreciate their own nation as well as Scandinavia, but also how English-speaking countries are affecting their feeling of connecting to another society and culture.

Thus, while the respondents wish to better their skills at other foreign languages than English, they face some challenges to do so; whether these challenges are primarily personal or sociocultural is hard to outline here. What can be established though is that the overall preference for English overshadows the other foreign languages. As such, while the respondents have an ideal of their own language skills, the reality is somewhat different, as English continues to be the preferred foreign language.

Analysis Conclusion

Arguing that the respondents represent young Danes, they assess that they encounter English often in their daily life, whether it be with their friends, on social media, in online games, through public advertisements, etc. It seems that English has indeed invaded every sphere in society beyond its native countries (Campbell & Kean 322). Young Danes typically encounter English around people presumably their own age, i.e., friends, as well as on social media and in online games. Thus, their communities of practice, whether imagined or not, functions as sites of English usage.

Furthermore, the young Danes evaluate that they often use English words, even though these words already exist in Danish, meaning that they opt for the English equivalent, whether by active choice or not. However, the results reveal that when young Danes do utilise English words/phrases it is typically a combination of a conscious and unconscious choice, though the latter has a larger

answer percentage when isolated. Thus, English seemingly comes naturally to young Danes when communicating.

In relation to English being instinctive, young Danes also utilise English because they cannot find the same word/phrase in Danish, thus codeswitching to English instead of ‘searching’ for the Danish words. Moreover, they also use English words/phrases because they think it sounds better in English than in Danish. Looking at this with critical eyes, such as Herslund does, young Danes are arguably losing touch with their native language and/or becoming lazy with their Danish usage (19-23). It can be argued that they are exercising their linguistic skills more when it comes to English than Danish. As such, the thesis argues that English is a language subject to progression to a larger extent than Danish, both in terms of how many people engage with the language as well as how frequently.

Another way in which young Danes participate in the language encounter is when they use English because of a reference. Accordingly, young Danes often encounter in English-language media and on social media, thus engaging with popular culture that creates references for people to use in social situations. As such, this has arguably less to do with laziness or language death, and more to do with Anglo-American influence and English being a lingua franca. Thus, it makes linguistic sense to refer to English-language popular culture in English, and illustrates how much English media young Danes engage with.

When it comes to assessing their own language skills, young Danes consider themselves best at their native language, Danish. However, the thesis argues that young Danes are better at informal English than academic English based on the answering results. This correlates with their media habits as well. Correspondingly, the thesis argues that young Danes may consider themselves ‘bad’ at English because their academic skills are not as well developed – and used – as their informal skills.

In terms of others’ skills, young Danes expect adult Danes to be more sufficient at oral English skills than written English skills. The thesis argues that this is because speaking English is particularly connected to social interaction, meaning that young Danes expect adult Danes to participate in the English language encounter as much as possible.

In relation to English and globalism, young Danes acknowledge that English is caused by a mainly American influence and because of a wider contact with the rest of the world. From the survey results and the historical context, the thesis argues that these two reasons correspond with the progression of English becoming the main global language and having cultural influence in

other countries around the world. Thus, English in Denmark is based on a natural progression, which correlates with how young Danes instinctively utilise English in their everyday life.

Additionally, English is seen by young Danes as the default foreign language. While they assess that they want to improve their other foreign language skills, they also assess that they are only able to communicate in these languages on a casual level, not a high level. Moreover, they also evaluate that English is the most important language in the world. Thus, English is valued high in comparison to other foreign languages. This also correlates with the Anglo-American influence, which is also seen in young Danes' evaluation of connection to other countries outside of Denmark: while they feel a connection to Scandinavia, they also feel a connection to the UK and the US, more so than to Germany. Thus, the thesis argues that young Danes are so affected by Americanisation that they are feeling a stronger affiliation with societies that are farther away than with their neighbouring countries. As such, they are losing their connection to cultures that are not only physically closer, but also closer on a historical and linguistic scale.

The analysis ends with an analytic discussion of young Danes' preference of the English language and Danish language. While young Danes consider themselves most capable of Danish, they still appreciate English in various areas. Thus, it is established that English is a staple in young Danes' language habits, and while this can be interpreted as a preference towards English rather than Danish in all regards, it may also read as an issue concerning the benefits of including English in their language habits. However, their preference for English is more visible when compared to other foreign languages, which correlates with English being viewed as the default foreign language.

As such, the analysis illuminates correlations that interconnect young Danes' encounters with English, their assessment of their and other's English skills, their estimation of the worth of English, and their preference for English. These correlations illustrate young Danes' attitude towards the English language: while they use and prefer Danish in certain instances, young Danes are undeniably connected to the English language and the Anglo-American influence, both in terms of culture and language.

Conclusion

Throughout the thesis, the aim was to investigate young Danes' attitude towards the English language and their use of it in their everyday life. In order to do this, four research questions were established, in addition to a mixed methods approach that entailed a quantitative survey questionnaire and a qualitative analytic design. The research questions each had a focal point:

encounters of English; assessment of English abilities; other foreign languages and culture, and lastly; preference of English. Through the thesis survey and the thematic analysis with the research questions functioning as the fundamental groundwork, the thesis was able to find correlations between various factors, such as media habits, communities of practice, educational background, Americanisation, etc.

The thesis survey has illuminated different ways that young Danes use the English language in their everyday life and how they perceive various aspects of it. The analysis underlines the popularity of English-language media in comparison to Danish-language media as well as social media: these genres of popular culture are therefore majorly affected by English, which means that young Danes encounter and engage with English on a day to day basis. They are becoming influenced by and accustomed to the English language and its pervasive presence. This is also evident from the fact that young Danes are indifferent to English being used in advertisements made by Danish companies. Moreover, young Danes' consumption of English-language popular culture is also seen in their usage of English, as they most often use English words, phrases, sentences, etc. in relation to references to popular culture. As such, English-language popular culture affects young Danes' everyday language, enabling them to participate in their communities of practice by way of language usage that reflects activities and common interests.

Young Danes also perceive English as the most important language in the world and acknowledge its status as a *lingua franca*, in terms of it being a global and international language. Because of this status, young Danes evaluate that it is an important language to learn, something they also expect from other Danes. Thus, young Danes want Danish people to be sufficient at English to such an extent that they can engage in the English language without problem. This means that young Danes want Danes in general to be able to participate in the Anglophone world and have English be a part of their everyday life as well.

In relation to young Danes viewing English as the most important language in the world, they also subscribe to the idea that it is the default foreign language. Though young Danes have a wish to improve their language skills at other foreign languages than English, they are not able to do so. Moreover, while young Danes agree that language is connected to identity as well as being a way to understand a society and its culture, the analysis reveals that when it comes to foreign languages they prioritise English, thus also prioritising English-language societies and cultures. Because of young Danes' assessment of the importance of the English language and culture, they

risk losing touch with other more historically, culturally, politically, and linguistically related societies and cultures.

In terms of the problem formulation, it seems that English has a tight grip on the Danish youth. The language and its cultural roots have created an innateness, where English always seems to be the go-to option. Young Danes still use their native Danish and still consider themselves most skilful at Danish, but there is a preference for English, whether it be in relation to popular culture, expressions in communication, or other foreign languages. Young Danes are identifying with English and Anglophone societies, thus having their imagined communities being farther away, not just geographically, but also socio-culturally, politically, etc. However, their English usage is also connecting them to the world, enabling them to interact with people on a larger scale.

While there are societal and social benefits to being adequate at the main global language English, there is also a risk of young Danes becoming out of touch with the Danish language, Danish culture, as well as neighbouring languages and cultures that share history and linguistic traits with Denmark; even if the young Danes themselves do not comprehend the situations as such. The inherent partiality towards English is able to both benefit and overlook the Danish language. The potential threat towards the Danish language and culture should be critically scrutinised by young Danes; they should be included in the debate, rather than being an object in the debate. If the wish is to strengthen young Danes' connection to their mother tongue, there needs to be continual focus on this issue. Afterall, these young Danes will sooner or later become the future of Denmark, and thus Denmark's linguistic direction and development.

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Appendiks 2: Spørgeskemaet

Tekst 1: Vi vil spørge Dem om bl.a. engelske film. Men først noget om Dem selv

1. Er De:

Mand

Kvinde

1

2

2. Hvornår er De født?

år og

måned

3. I hvor høj grad er De i stand til at:

(Ikke om IP gør det, men om IP er i stand til det)

I høj grad

I nogen grad

I ringe grad

Slet ikke

(En ring i hver linje)

Følge med i de engelske sangtekster, når De lytter til musik?

1

2

3

4

Følge med i en engelsk film uden at kigge på de danske undertekster?

1

2

3

4

Læse og forstå en kort brugsanvisning på engelsk?

1

2

3

4

Læse og forstå en bog på engelsk?

1

2

3

4

Skrive et brev på engelsk?

1

2

3

4

Vise vejen til den nærmeste bus og fortælle, hvor den kører hen, på engelsk?

1

2

3

4

Diskutere Deres holdninger med en engelsktalende?

1

2

3

4

4. Hvor ofte hører De det engelske sprog?

(Kun én ring)

Én til flere gange om dagen

Én til flere gange om ugen

Én til flere gange om måneden

Én til flere gange om året

Aldrig/andet

1

2

3

4

5

5. Hvor ofte ser De det engelske sprog på skrift?

(Kun én ring)

Én til flere gange om dagen

Én til flere gange om ugen

Én til flere gange om måneden

Én til flere gange om året

Aldrig/andet

1

2

3

4

5

6. Hvor ofte taler De engelsk?

(Kun én ring)

Én til flere gange om dagen

Én til flere gange om ugen

Én til flere gange om måneden

Én til flere gange om året

Aldrig/andet

1

2

3

4

5

7. Hvor ofte skriver De på engelsk?

(Kun én ring)

Én til flere gange om dagen

Én til flere gange om ugen

Én til flere gange om måneden

Én til flere gange om året

Aldrig/andet

1

2

3

4

5

246

247

8. Hvor ofte møder De det engelske sprog? Jeg vil gerne spørge til forskellige sammenhænge:

(En ring i hver linje)

Dag-Flere gange ligt

Ca. én gang om ugen

Mindst én gang om ugen

Spæld nære den

a. I hjemmet, familien og/eller omgangskredsen:

1

2

3

4

5

b. I engelske musiktekster:

1

2

3

4

5

c. I engelske film og fjernsynsprogrammer med skandinaviske undertekster:

1

2

3

4

5

d. I engelske film og fjernsynsprogrammer uden undertekster (satellit tv):

1

2

3

4

5

e. I danske fjernsynreklamer:

1

2

3

4

5

f. I danske aviser, tidsskrifter og ugeblade:

1

2

3

4

5

g. I reklameblade og lokalradio-annoncer:

1

2

3

4

5

h. I skiltning, reklamer og annoncer uden for hjemmet (fx i supermarkeder og på busser):

1

2

3

4

5

i. I engelsksprogede computerprogrammer eller andre tekniske produkter med vejledning skrevet på engelsk:

1

2

3

4

5

j. I fagbøger på engelsk:

1

2

3

4

5

k. I skønlitteratur på engelsk:

1

2

3

4

5

9. Har De brug for at kunne noget mere engelsk?

I høj grad

I nogen grad

Nej

1

2

3

10. Hvad synes De om at møde engelsk f.eks. i reklamer?

(Vis kort A)

(Kun én ring)

Jeg er ligeglad

Jeg synes, det gør teksten spændende

Jeg er vred over, at nogen derved udelukker mig fra at forstå dele af, hvad jeg hører og læser

Jeg finder brugen af engelsk i orden, men ærgrer mig over, at jeg ikke selv kan noget mere

Jeg synes, det er noget knukket, selv om jeg selv udmærket forstår det engelske

Andet

1

2

3

4

5

6

11. Bruger De engelsk, når de mindre børn ikke skal kunne forstå, hvad der tales om?

(Både egne og andres børn)

Ja

Nej

1

2

11.a Hvorfor ikke?

(Gerne flere ringe)

a. Så god er De ikke selv til engelsk

b. Så gode er Deres samtalepartnere ikke til engelsk

c. Det bryder De Dem ikke om

d. Andet

1

1

1

1

Tekst 2: Nu kommer der en række udsagn, hvortil De kan svare *meget enig, overvejende enig, overvejende uenig eller meget uenig*.

12. Er De enig eller uenig i, at:

(En ring i hver linje)			
	Meget enig	Overvejende enig	Meget uenig
a. "Alle voksne danskere burde kunne <u>tale engelsk</u> uden problemer"	1	2	3 4
b. "Alle voksne danskere burde kunne <u>læse engelsk</u> uden problemer"	1	2	3 4
c. "Alle voksne danskere burde kunne <u>forstå talt engelsk</u> uden problemer"	1	2	3 4
d. "Alle voksne danskere burde kunne <u>skrive engelsk</u> uden problemer"	1	2	3 4
e. "Der bør gives lige så mange engelsktimer som dansktimer i skolen"	1	2	3 4
f. "Der bør gives flere engelsktimer end dansktimer i skolen"	1	2	3 4

13. Er De enig eller uenig i, at "de ældste klasser (8.-10. klasse) i folkeskolen også bør undervises på engelsk i andre fag, f.eks. geografi"

Enig	1
Uenig	2

→ Gå til spm. 14, s. 8

13.a Hvorfor?

(Kun én ring)			
	Meget enig	Overvejende enig	Meget uenig
Det vil gøre undervisningen i de pågældende fag ringere	1		
Dansk ender med kun at være fritidssprog	2		
Andre grunde	3		

14. Er De enig eller uenig i, at, "vi burde kunne fjerne de danske undertekster med fjernbetjeningen, når vi ser udenlandske film i fjernsynet"

Meget enig	1
Overvejende enig	2
Overvejende uenig	3
Meget uenig	4

15. Er De enig eller uenig i, at "vi bør gå over til at sætte dansk tale på udenlandske film i stedet for undertekster"

Meget enig	1
Overvejende enig	2
Overvejende uenig	3
Meget uenig	4

16. Kan De nå at læse de danske undertekster på TV? (Ikke om IP gør det, men om IP kan nå at læse dem)

Ja	1
Ikke altid	2
Nej	3

17. Er De enig eller uenig i, at "det engelske sprogs tilstedeværelse i hverdagen...

(En ring i hver linje)			
	Meget enig	Overvejende enig	Meget uenig
a. Truer dansk sprog	1	2	3 4
b. Truer dansk kultur	1	2	3 4
c. Er et ligegyldigt modefænomen	1	2	3 4
d. Er en praktisk konsekvens af et større samkvem med resten af verden	1	2	3 4
e. Gør danskene bedre til engelsk	1	2	3 4
f. Udvider danskernes kulturelle horisont	1	2	3 4

18. Er De enig eller uenig i, at det er vigtigt, at der gives statsstøtte til danske forfattere?

Meget enig	1
Overvejende enig	2
Overvejende uenig	3
Meget uenig	4

19. Er De enig eller uenig i, at det er vigtigt, at der gives statsstøtte til dansksprogede film?

Meget enig	1
Overvejende enig	2
Overvejende uenig	3
Meget uenig	4

20. Hvilke af følgende tre udsagn er De mest enig i?

(Kun én ring)			
	Meget enig	Overvejende enig	Meget uenig
"Brugen af engelsk skyldes især indflydelse fra Storbritannien"	1		
"Brugen af engelsk skyldes især indflydelse fra USA"	2		
"Brugen af engelsk skyldes især behovet for et verdenssprog"	3		

21. Hvem kan De bedst lide, amerikanere eller englændere?

(Kun én ring)			
	Amerikanere	Englændere	Jeg kan lide begge lige meget/lidt
	1	2	3

22. Hvilket samfund ville De helst bo i, hvis De var tvunget til at vælge mellem Storbritannien og USA?

Storbritannien	1
USA	2

23. Mener De Dem i stand til at høre forskel på: britisk-engelsk (som det tales af f.eks. Sherlock Holmes, James Bond og af de engelske personer i "Hæloj på badhotellet"; og amerikansk-engelsk (som det tales af f.eks. Perry Mason og personerne i serier som "Dollars" og "Beverly Hills 90210")?

Ja	1
Nej	2

→ Gå til spm. 27, s.

24. Kan De bedst lide britisk-engelsk eller amerikansk-engelsk?

Britisk-engelsk	1
Amerikansk-engelsk	2
Jeg kan lide begge lige meget/lidt	3

→ Gå til spm. 26, s.

25. Hvad er Deres begrundelse?
(Vis kort B)

(Gørne flere ringe)

- a. Sproget er mere kultiveret 1
b. Sproget er mere naturligt 1
c. Sproget repræsenterer
fremskridt og individualisme 1
d. Sproget repræsenterer
traditioner og åndelige værdier 1
e. Det andet sprog er grimt 1
f. Det andet sprog er sløft og forældet 1
g. Andet 1

26. Vil De foretrække amerikansk-engelsk eller britisk-engelsk:

(En ring i hver linje)

Amer. Brit. Ingen
eng. eng. forskel

- a. I engelskundervisningen 1 2 3
b. I film og TV-serier om
kærlighed og romantik 1 2 3
c. I film og TV-serier med
spænding og action 1 2 3
d. I film og TV-serier med
slø og komedie 1 2 3
e. I dokumentarprogrammer 1 2 3
f. I sangtekster (f.eks. pop, rock) 1 2 3
g. I reklameindsatser 1 2 3

27. Har De nogensinde haft en engelsklærer, der ikke accepterede brugen af amerikanske ord og amerikansk udtale?

- Ja 1
Nej 2
Ved ikke/kan ikke huske 8

28. Har De nogensinde haft en engelsklærer, der talte amerikansk-engelsk?

- Ja 1
Nej 2
Ved ikke/kan ikke huske 8

29. Hvordan vurderer De udbyttet af den engelskundervisning, De har fået?

(Samlet vurdering. Både i folkeskolen og eventuelt senere)

- Godt 1
Nogenlunde 2
Ringt 3
Intet udbytte 4

29.a Hvad skyldes det?

(Gørne flere ringe)

- a. Dårlig undervisning 1
b. Manglende motivation fra Deres side 1
c. Manglende evner hos Dem
til at lære fremmedsprog 1
d. Forhold uden for skolen,
som førte til hyppige fravær
og/eller dårlig forberedelse 1
e. Andet 1

30. Hvad er for Dem den vigtigste eller de to vigtigste grunde til at lære engelsk?

(Vis kort C)

(Max to ringe)

- a. Det er praktisk at kunne,
fordi så meget foregår på engelsk 1
b. Man får bedre job-muligheder 1
c. Man er mere respekteret,
når man kan et fremmedsprog 1
d. Man kan lære mennesker fra
andre lande at kende 1
e. Andet 1

31. Hvor ofte er De på rejser uden for Danmark, Norge og Sverige?

- Aldrig 1 → Gå til spm. 36, s. 15.
Sjældnere end én gang om året 2
Én gang om året 3
Flere gange om året 4

32. Hvilken slags rejse har det typisk været?

(Gørne flere ringe)

- a. Turistrejse 1
b. Forretning/arbejde 1
c. Uddannelse 1
d. Sport (fritid) 1
e. Indkøbsrejse 1
f. Andet 1

33. Har De været på rejser til engelsksprogede lande?

- Ja 1
Nej 2

34. Har De brugt andre sprog end dansk, når De har været i udlandet?

- Ja 1
Nej 2 → Gå til spm. 35, s. 15.

34.a Hvilket?

(Gørne flere ringe)

Præfekt,
hvis flere
ringe:

- a. Engelsk 1
b. Tysk 1
c. Fransk 1
d. Andre 1

35. Har De været på ophold i udlandet af over én måneds varighed?

- Ja 1
Nej 2 → Gå til spm. 36, s. 15.

35.a Hvilke lande?

(Gørne flere ringe)

Hvis ring: Hvor lang tid?

Over 1 mdr. 3 mdr. 6 mdr. 1 år 5 år

- a) Storbritannien 1
b) Canada 1
c) USA 1
d) Sydafrika 1
e) Australien/New Zealand 1
f) Andre lande, hvor engelsk
er et officielt sprog 1
g) Ikke-engelsksprogede
lande 1

(Lande, hvor engelsk er et officielt sprog er fx Indien og Singapore.

Ikke engelsksprogede lande er fx Tyskland og Frankrig)

35.b Hvilken form for udlandsophold har det drejet sig om?

(Gørne flere ringe)

- a. Opvækst i udlandet, i dansktalende
familie 1
b. Opvækst i udlandet,
i ikke-dansktalende familie 1
c. Besøg hos dansktalende
venner eller familie 1
d. Besøg hos ikke-dansk-
talende venner eller familie 1
e. Et tidsbegrænset studie- eller praktikophold 1
f. Tidsbegrænset arbejde 1
g. Udvandring 1
h. Oplevelsesrejse (turist) 1
i. Andet 1

36. Hvilket af følgende geografiske områder føler De Dem mest knyttet til?
(Vis kort D)

- (Max to ringe)
- a. Den by eller det lokalområde, jeg bor i 1
 - b. Den egn eller landsdel, jeg bor i 1
 - c. Mit land 1
 - d. Norden 1
 - e. Europa 1
 - f. Verden 1

37. Hvilket folk bortset fra danskerne føler De Dem mest knyttet til?
(Vis kort E)

(Kun svarmulighederne a-i er med på kortet. Kun hvis IP ikke føler sig tilknyttet til andre folk, bruges den sidste svarmulighed j. "ingen").

- (Max to ringe)
- a. Nordmænd 1
 - b. Svenskere 1
 - c. Tyskere 1
 - d. Franskmand 1
 - e. Hollændere 1
 - f. Belgiere 1
 - g. Englændere 1
 - h. Amerikanere 1
 - i. Andre 1
 - j. Ingen 1

Tekst 3: Nu kommer der nogle spørgsmål om Deres fritid

(Hvis IP har en fritidsinteresse, skal svarmulighed 2, 3 eller 4 bruges. Først spørges om det er en lille del eller meget af den samlede fritid. Svarmuligheden 3 "nogen" af fritiden er et midtersvar mellem de to andre muligheder.)

38. Hvad laver De i Deres fritid?

- | | Slet ikke | En lille del af fritiden | Noget af fritiden | Meget af fritiden |
|--|-----------|--------------------------|-------------------|-------------------|
| a. Hører eller spiller De rockmusik? | 1 | 2 | 3 | 4 |
| b. Hører eller spiller De jazz? | 1 | 2 | 3 | 4 |
| c. Hører eller spiller De klassisk musik? | 1 | 2 | 3 | 4 |
| d. Hører eller spiller De rap- og/eller anden hip-hop-musik? | 1 | 2 | 3 | 4 |
| e. Hører eller spiller De country-musik? | 1 | 2 | 3 | 4 |
| f. Hører eller spiller De dansk popmusik? | 1 | 2 | 3 | 4 |
| g. Beskæftiger De Dem med computerspil? | 1 | 2 | 3 | 4 |
| h. Beskæftiger De Dem med computerprogrammer? | 1 | 2 | 3 | 4 |
| i. Beskæftiger De Dem med kortbælgessendere? | 1 | 2 | 3 | 4 |
| j. Dyrker De aerobics? | 1 | 2 | 3 | 4 |
| k. Dyrker De golf? | 1 | 2 | 3 | 4 |
| l. Dyrker De ridning? | 1 | 2 | 3 | 4 |
| m. Dyrker De boldspil? | 1 | 2 | 3 | 4 |
| n. Dyrker De kampsport? | 1 | 2 | 3 | 4 |

39. Har De en særlig interesse, hvor der bruges engelske ord?
(F.eks. meldinger i bridge eller domme i fodbold.)

- Ja 1
Nej 2 → Gå til side 4

39.a

Hvilken?
(Hvis flere den, der bruges mest tid på.)

Tekst 4: Jeg går herefter over til at stille Dem nogle mere generelle spørgsmål om Deres personlige baggrund

40. Har De en erhvervsuddannelse?

- Ja 1
Nej 2 → Gå til spm. 43, s. 19

40.a

Hvilken erhvervsuddannelse har De?
(Gørne flere ringe)

- a. Specialarbejderuddannelse (under 12 mdr.) 1
- b. Efterskole (men ikke 2. del) 1
- c. Fuldført efterskole 1
- d. Fuldført lærlingeuddannelse 1
- e. Anden faglig uddannelse (12 mdr. el. mere) (fx teknisk assistent, sygehjælper) 1
- f. Kort videregående uddannelse, under 3 år (fx maskintekniker) 1
- g. Mellemlang videregående uddannelse, 3-4 år (fx lærer) 1
- h. Lang videregående uddannelse, over 4 år (fx akademiker) 1

Spm. 40.a
Kategorien specialarbejderuddannelse m.v. (kode a) omfatter kortere uddannelser og kurser m.v., som er af under 1 års varighed, og som ikke forudsætter forudgående erhvervsuddannelse eller skoleuddannelse udover den obligatoriske folkeskole.

Kategorien efterskole (men ikke 2. del), mv. (kode b) omfatter de såkaldte erhvervsgymnasiale basisuddannelser, dvs. efterskole (er afskåret pr. 1.1.1991 og allest af 1. skoleperiode og 2. skoleperiode, der tilsammen varer et år), kursus til handelsseksamen samt grundkursus ved landbrugsskoler og søfartsskoler.

Kategorien fuldført lærlingeefterskole (kode c og d) omfatter efterskoleuddannelser og lærlingeuddannelser (og de tilsvarende uddannelser efter erhvervs-skoleloven pr. 1.1.91), herunder handels- og kontoruddannelser (HK), bank, sparekasse, forsikring, jern- og metal, (fx smed/mekaniker, maskinarbejder, automekaniker, radio og TV-mekaniker), bygge- og anlægsgår (fx murer, tømrer, snedker, elektriker, maler), grafiske lag (fx fotograf, trykker, bogbinder), søvnelag (fx skredder, frisør), levnedsmiddellag (fx slagter, kok, tjener, bager), jordbrugsfag (fx garmer) og landtransportfag.

Kategorien anden faglig uddannelse (kode e) omfatter grundlæggende erhvervsuddannelser nogenlunde på niveau med lærlinge/efterskoleuddannelserne. Faglige uddannelser, der ikke er en lærlinge- eller efterskoleuddannelse eller en videregående uddannelse, jf. nedenfor, og som varer mindst et år, placeres i denne gruppe, der bl.a. omfatter: de grundlæggende eksamensuddannelser mv. ved handelsskoler, tekniske skoler, landbrugsskoler, husholdningsskoler mv. (fx teknisk assistent, laborant, teknisk tegner, edb-assistent - men ikke HHX og HTX der i skemaet regnes for en skoleuddannelse, jf. spm. 51) samt social- og sundhedsuddannelserne på trin I og trin II (hvor de nye betegnelser efter uddannelsesreformen pr. 1.1.1991 er henholdsvis social- og sundhedshjælper og social- og sundhedsassistent - sygehjælper og plejer, som er nogle af de hidtidige betegnelser, hører også til her).

Lærlinge/efterskoleuddannelserne samt kategorien "andre faglige uddannelser" udgør tilsammen de grundlæggende erhvervsuddannelser.

De videregående uddannelser forudsætter student/HF-eksamen/HTX/HHX eller en grundlæggende erhvervsuddannelse eller tilsvarende. De kan opdeles efter deres varighed:

Korte videregående uddannelser (kode f) har som oftest en varighed på under 3 år. De omfatter bl.a.: børnehavspædagog, fritidspædagog, børneforsorgsomsorgspædagog, socialpædagog, erhvervspragelige grunduddannelser, de videregående eksamensuddannelser ved tekniske skoler m.v. (fx byggetekniker, eksporttekniker, elektrotekniker, gartnertekniker, landbrugstekniker), hospitalslaborantuddannelsen og politibetjent.

Mellemlange videregående uddannelser (kode g) har som oftest en varighed på 3-4 år. De omfatter bl.a.: folkeskolelærer, husholdningslærer, journalist, bibliotekar, socialrådgiver, HA, HD, ED, EA, teknikumingenier, sygeplejerske, jordemoder og fysio-/ergoterapeut.

De lange videregående uddannelser (kode h) har en varighed på 4-6 år, evt. mere. De omfatter bl.a.: alle universitetsuddannelser (fx cand.mag, cand.scient., jurist, læge, psykolog), kandidatuddannelserne ved handelsskolerne (fx cand.merc), Landbohøjskolen, landbrugsskolerne, Danmarks tekniske Højskole, Danmarks Ingeniørhøjskole, arkitektskolerne, musikonservatorierne, officersskolerne, m.v.

41. Har De modtaget undervisning i engelsk på (nogle af) Deres erhvervsuddannelse(r)?
(Spørg til de relevante erhvervsuddannelser, som IP har angivet i spm. 40.a)

- (Gørne flere ringer)
- a. Specialarbejderuddannelse 1
 - b. Engelsk kun som obligatorisk fag på efg-basis 1
 - c. Engelsk som valgfag på basis eller overbygning på efg 1
 - d. Lærlingeuddannelse 1
 - e. Anden faglig uddannelse 1
 - f. Videregående uddannelse (Alle typer) 1

Filter 1: Hvis engelsk på videregående uddannelse (spm. 41.f = 1),
Gå til spm. 42
Ellers gå til spm. 43

42. På hvilket niveau og hvor lang tid har De haft engelsk på Deres videregående uddannelse?

Niveau: _____
Varighed: _____

43. Hvad er Deres nuværende hovedbeskæftigelse?

- | | | |
|---|----|-------------------------|
| Lærnet eller selvstændigt erhvervsarbejde | 01 | → Gå til tekst 5, s. 20 |
| Arbejdsløs | 02 | → Gå til tekst 5, s. 20 |
| Hjemmearbejdende | 03 | |
| Under uddannelse | 04 | |
| Pensionist eller førtidspensionist | 05 | |
| Efterlønsmodtager | 06 | → Gå til tekst 5, s. 20 |
| Værnepligtig | 07 | |
| Orlov | 08 | |
| Sygemeldt | 09 | → Gå til tekst 5, s. 20 |
| Andet | 10 | |

44. (Er De eller) har De været beskæftiget?

- | | | |
|---------------|---|-------------------------|
| Ja, nu | 1 | |
| Ja, tidligere | 2 | |
| Nej | 3 | → Gå til spm. 51, s. 21 |

Tekst 5: De næste spørgsmål handler om Deres nuværende/ seneste beskæftigelse. Hvis De har flere job, vil vi gerne spørge om Deres hovedbeskæftigelse (den De bruger flest timer på).

45. Hvad er Deres stilling mere præcist?
(Nøjagtig angivelse: Eksempelvis gårdejer, ikke blot landmand; smedesvend, ikke blot smed; kontorchef i skattevæsenet, ikke blot kontorchef)

46. Hvilke type arbejde udfører De?
(Fx sagsbehandling, reparerer maskiner, sælger)

47. Hvad slags virksomhed arbejder De på?
(Eksempelvis: Maskinfabrik, manufakturhandel, murerfirma, husmandsbrug, DSB)

48. Hvad laver man på virksomheden?
(Det væsentligste i virksomhedens arbejde: Fx fremstiller haveredskaber, handler med tricotagevarer, bygger typehuse)

49. Hvor ofte møder De det engelske sprog på arbejdet (også læsning af manualer skrevet på engelsk)?

- | | |
|---------------------------|---|
| Dagligt | 1 |
| Fleere gange om ugen | 2 |
| Ca. én gang om ugen | 3 |
| Mindst én gang om måneden | 4 |
| Sjældnere | 5 |

50. Har De været på efteruddannelse?

- | | | |
|-----|---|------------------|
| Ja | 1 | |
| Nej | 2 | → Gå til spm. 51 |

50.a Har De brugt engelsk i Deres efteruddannelse?

- | | |
|-----|---|
| Ja | 1 |
| Nej | 2 |

51. Hvad har De afsluttet Deres skoleuddannelse med?

- | | |
|---|---|
| 7. klasse | 1 |
| 8.-9. klasse uden eksamen | 2 |
| 9. klasse med eksamen (folkeskolens afgangsprøve, 2. real eller mellem-skoleeksamen) | 3 |
| 10. klasse uden eksamen | 4 |
| 10. klasse med eksamen (folkeskolens udvidede afgangsprøve, 3. real eller realskoleeksamen) | 5 |
| Student- eller HF-eksamen | 6 |
| Højere Handelseksamen (HTX), højere teknisk eksamen (HTX) | 7 |
| Andet (herunder udenlandsk skole) | 8 |

52. Har De haft engelsk i folkeskolen?

- | | | |
|-----|---|-------------------------|
| Ja | 1 | |
| Nej | 2 | → Gå til spm. 55, s. 22 |

53. Kan De huske, hvornår De fik engelsk første gang?

- | | |
|--------------|---|
| I 5. klasse | 1 |
| I 6. klasse | 2 |
| Andet, hvad? | 3 |
| Ved ikke | 8 |

54. Hvor mange år havde De engelsk i folkeskolen?

_____ år

55. Har De haft engelsk udover i folkeskolen/overhovedet?

(Gørne flere ringe)

- a. Gymnasiet, nysproglig eller (efter 1988) mindst 2 års engelsk på B-niveau 1
- b. Gymnasiet, ikke-nysproglig eller (efter 1988) mindre end 2 års engelsk på B-niveau 1
- c. HF fællestag 1
- d. HF tilvalg 1
- e. HHX eller HTX 1
- f. Aften- eller højskole 1
- g. Ungdomsskole 1
- h. Efterskole 1
- i. VUC 1
- j. Arbejdsmarkedsuddannelse (AMU) 1
- k. Andet 1
- l. Nej 1

56. Har De nedsat horelse?

- Ja 1
- Nej 2

→ Gå til spm. 57

56.a Med hvilken procent? _____ procent.

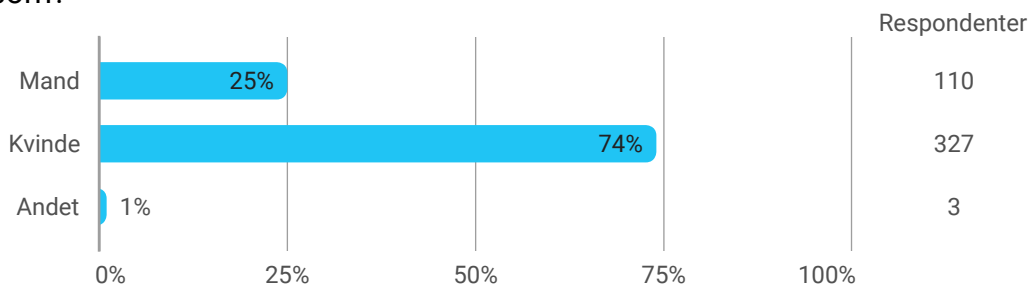
57. Har De normalt syn?

- Ja, generelt 1
- Ja, når jeg bruger briller 2
- Nej 3

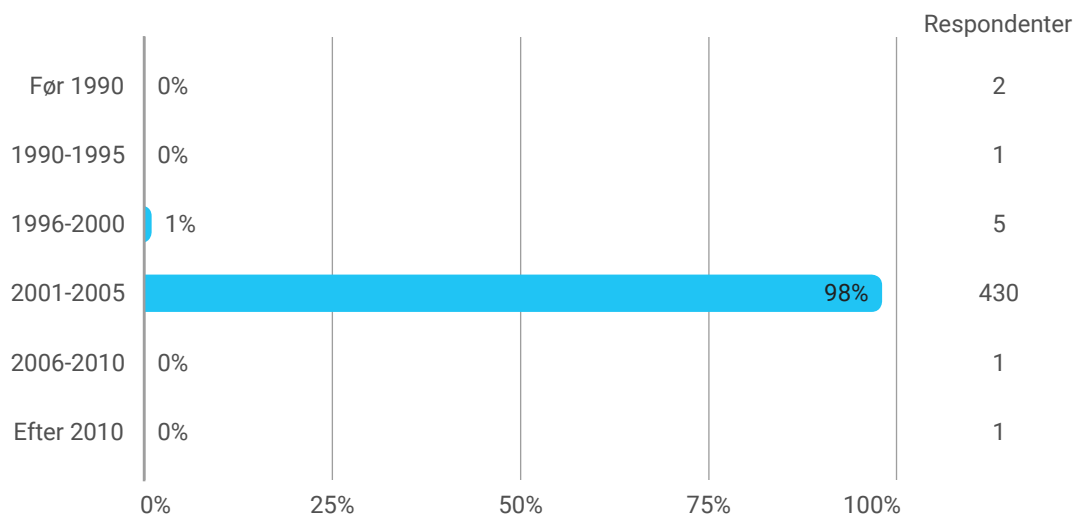
Tak for hjælpen

Appendix B

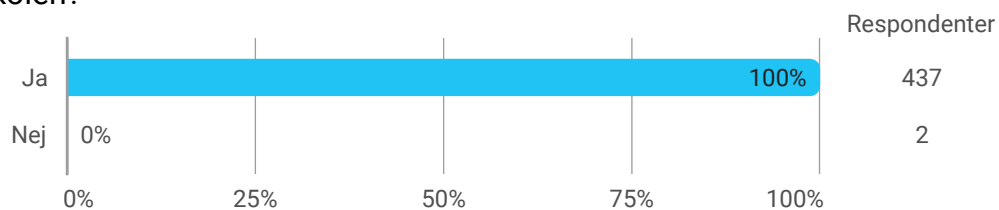
Hvad identificerer du dig som?



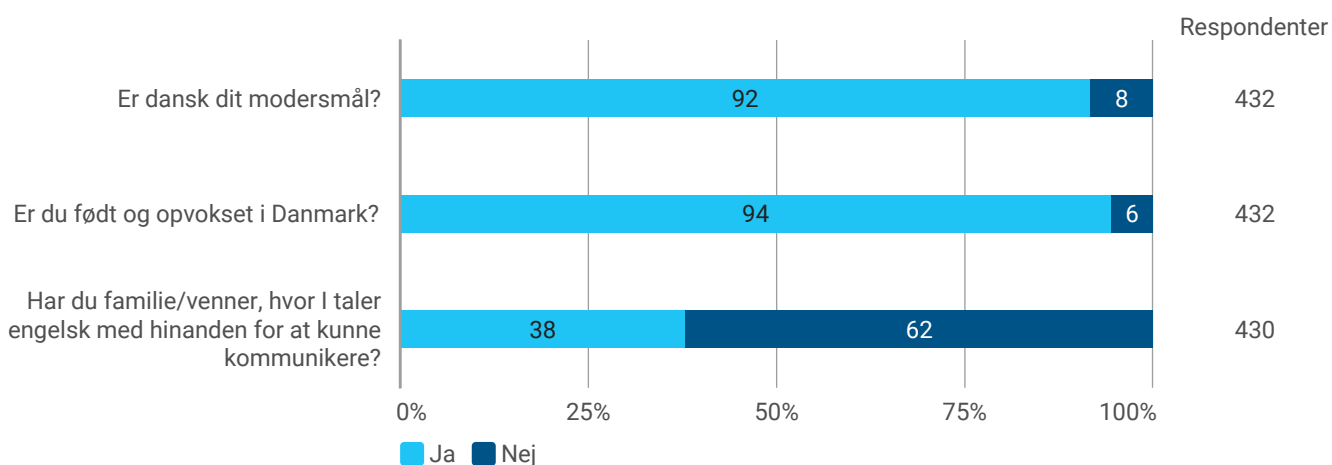
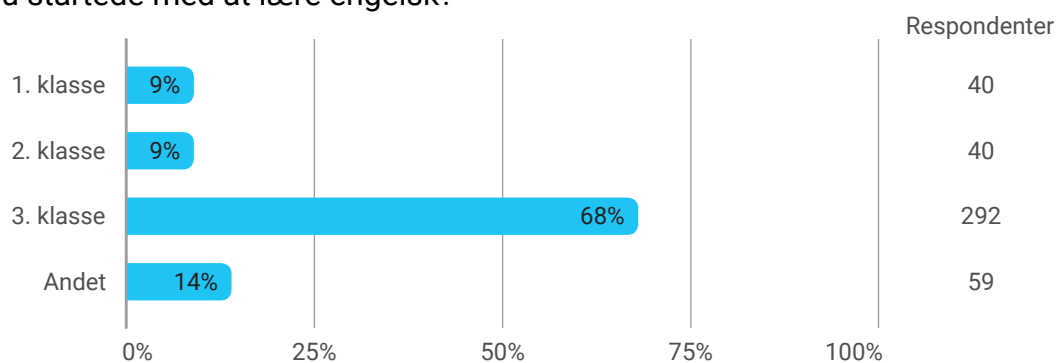
Hvilket år er du født?



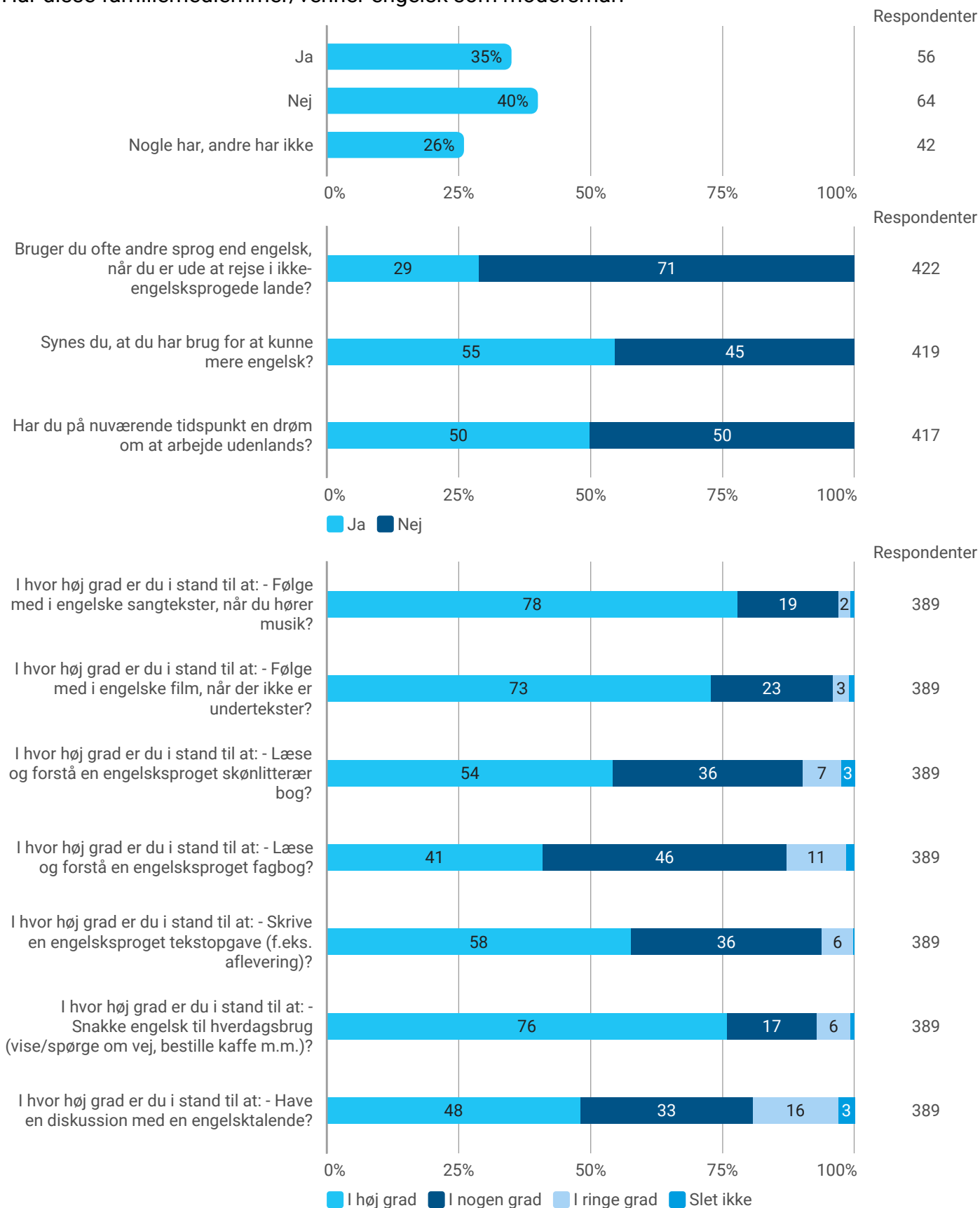
Har du haft engelsk i folkeskolen?

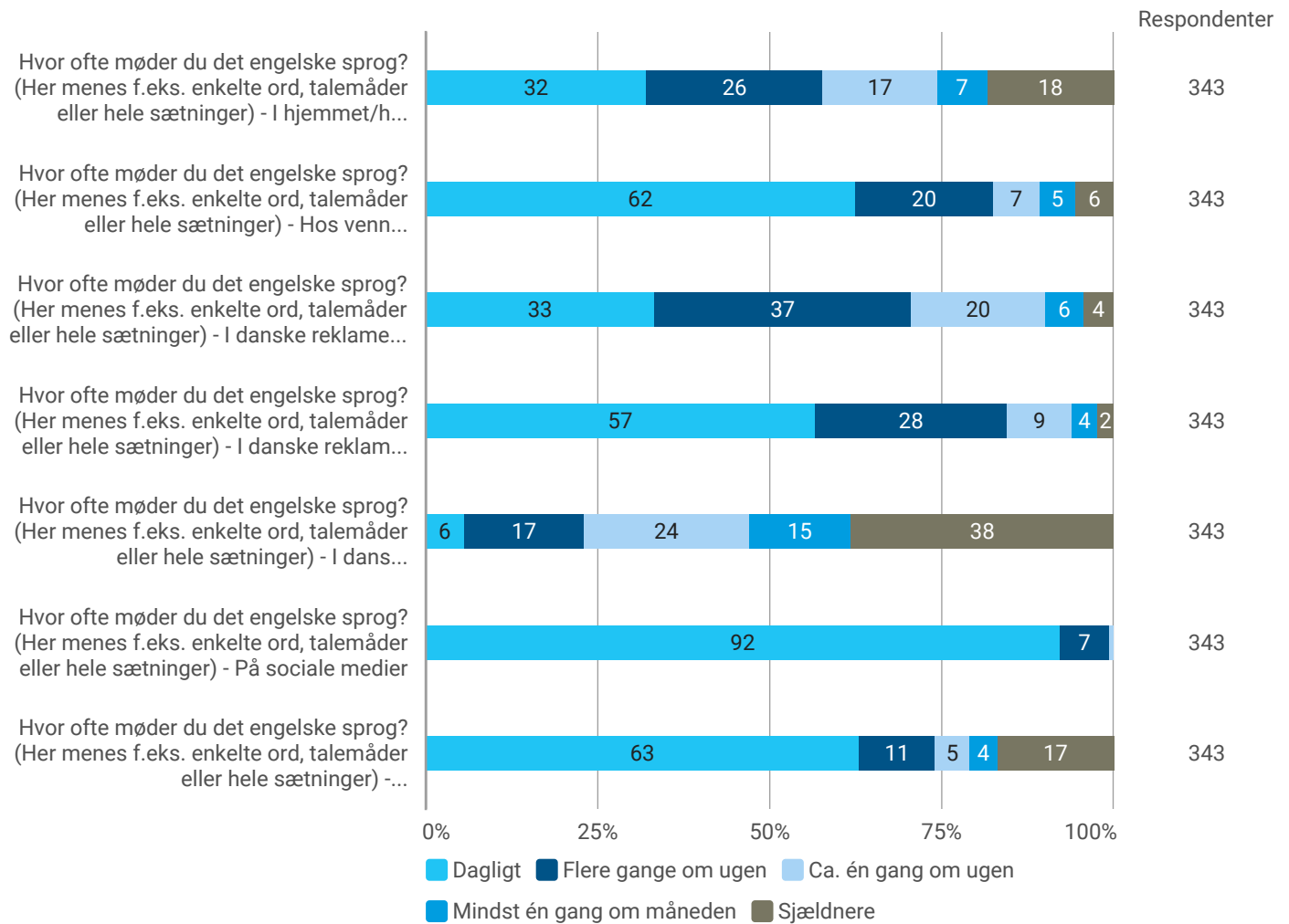
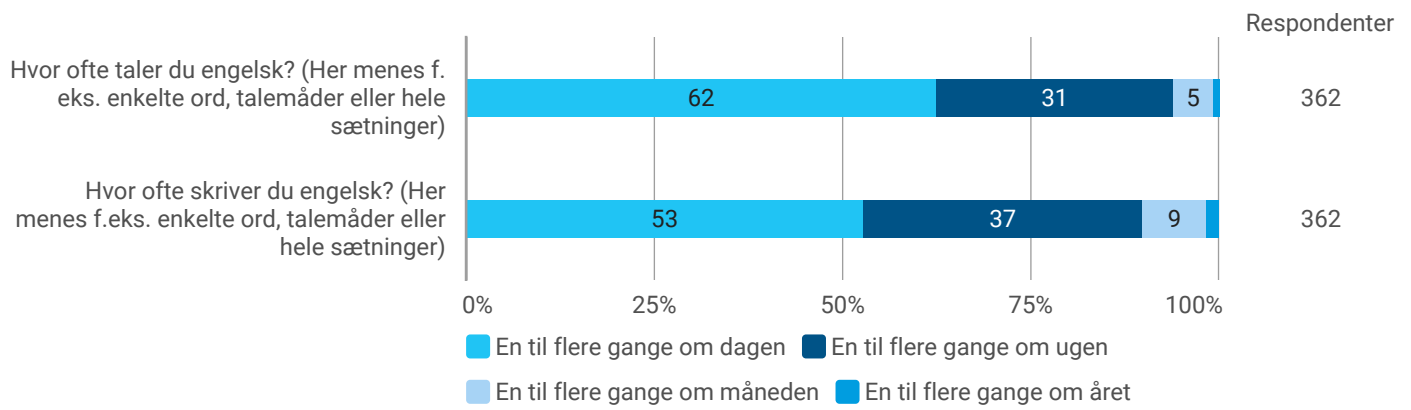


Kan du huske, hvornår du startede med at lære engelsk?

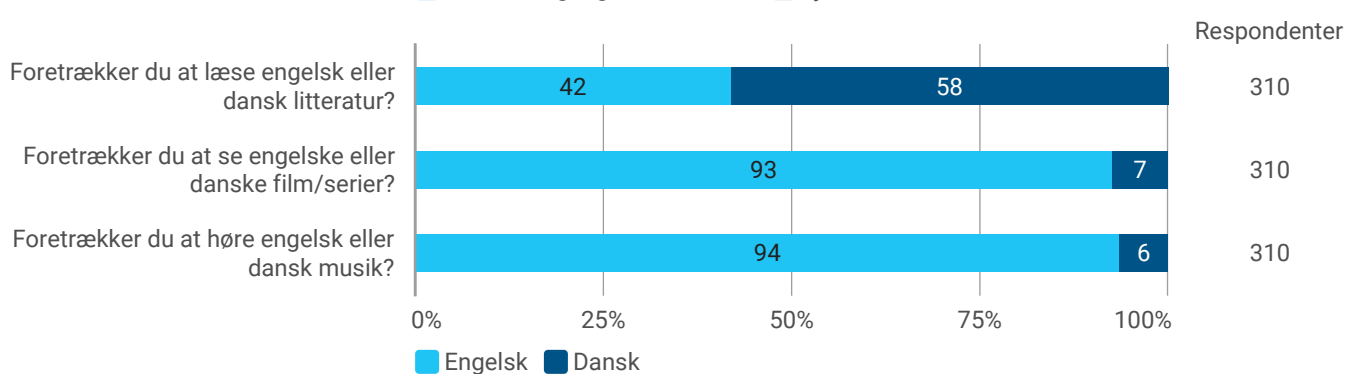
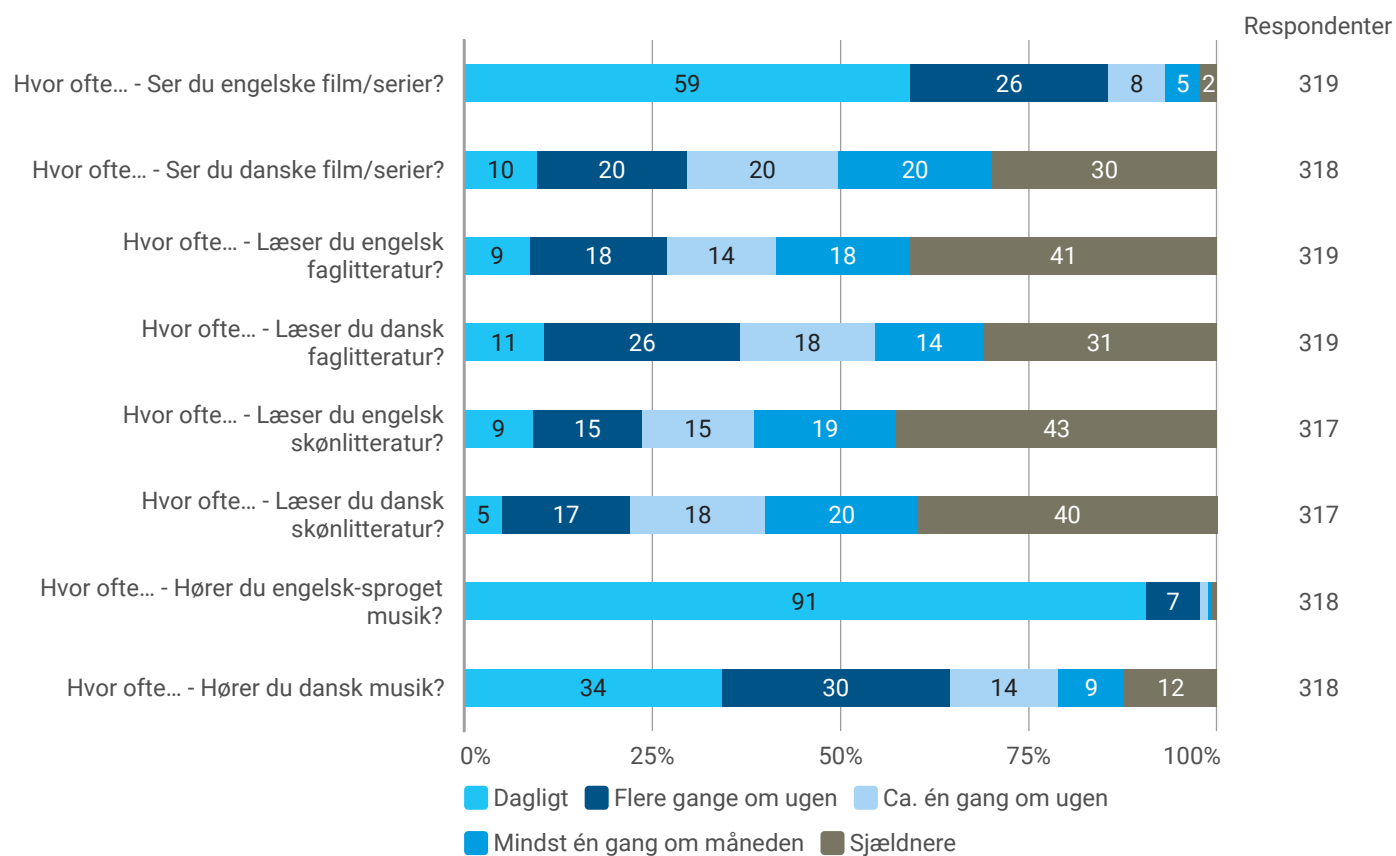
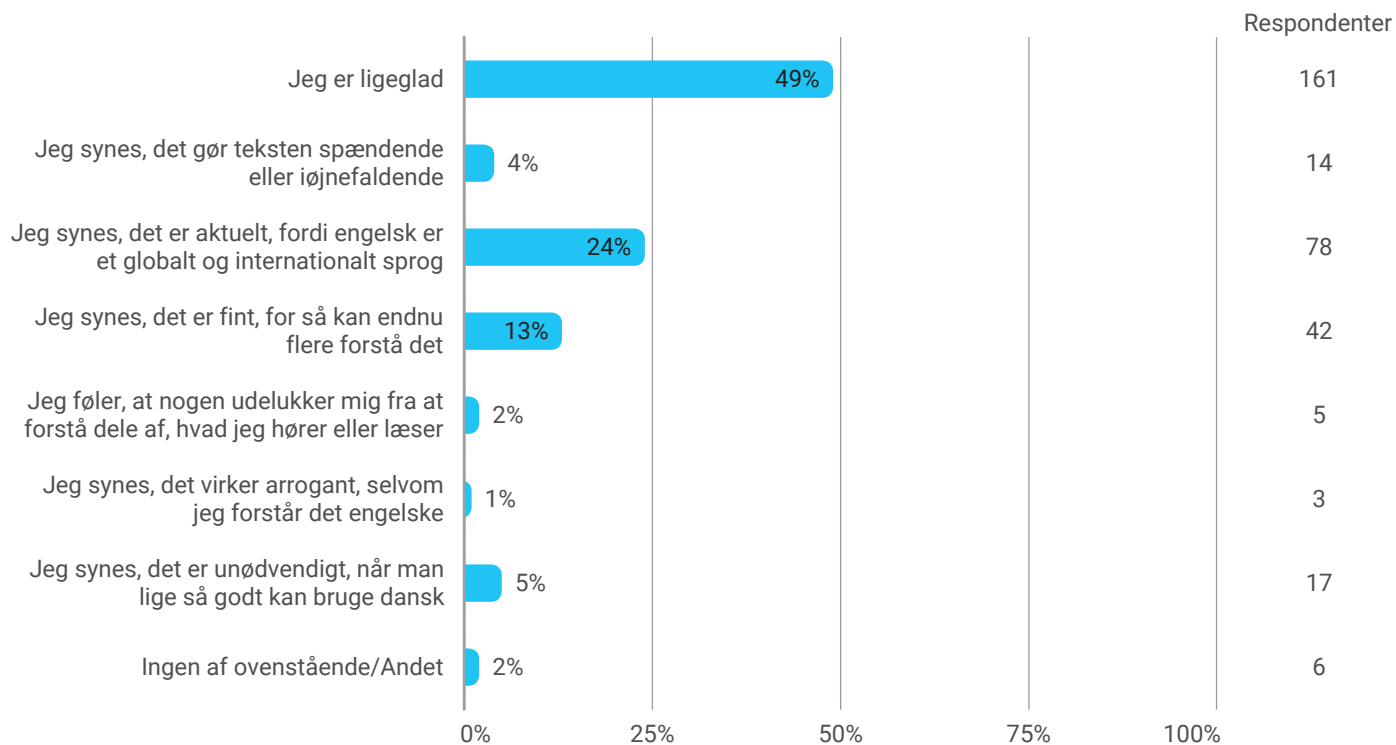


Har disse familiemedlemmer/venner engelsk som modersmål?

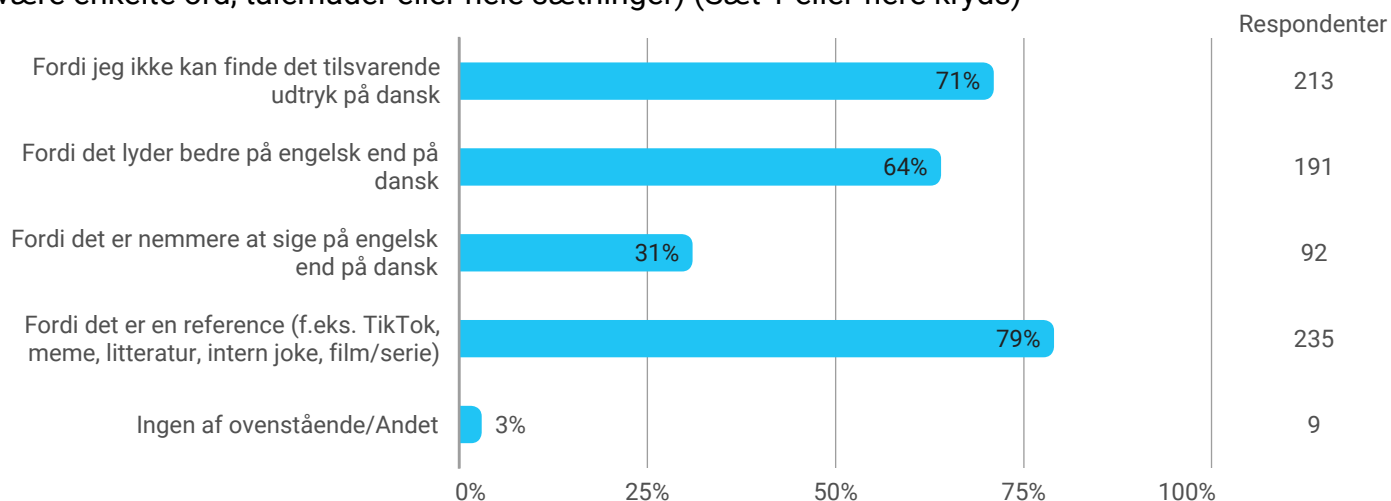




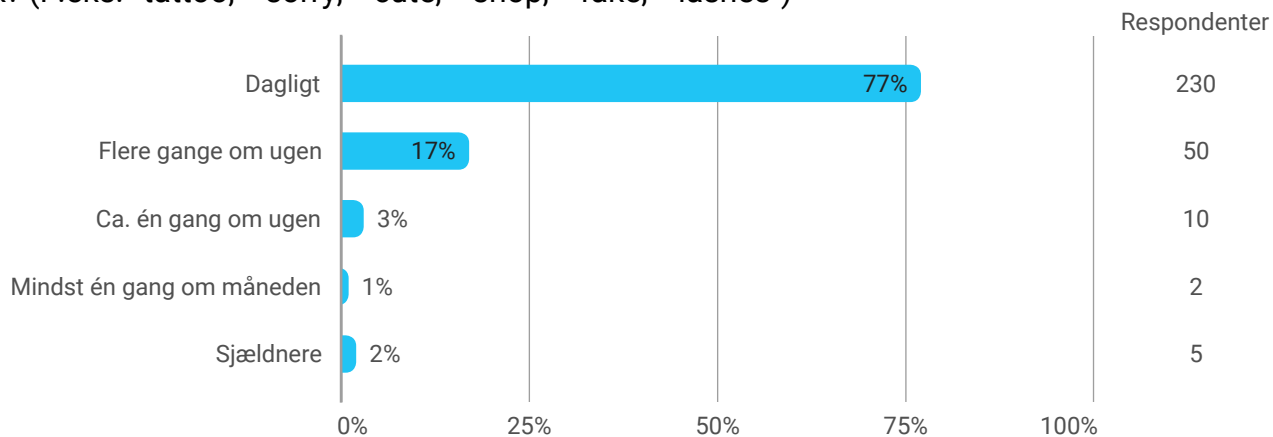
Hvad synes du om at møde engelsk i reklamer, annoncer og opslag fra danske institutter, virksomheder og organisationer?



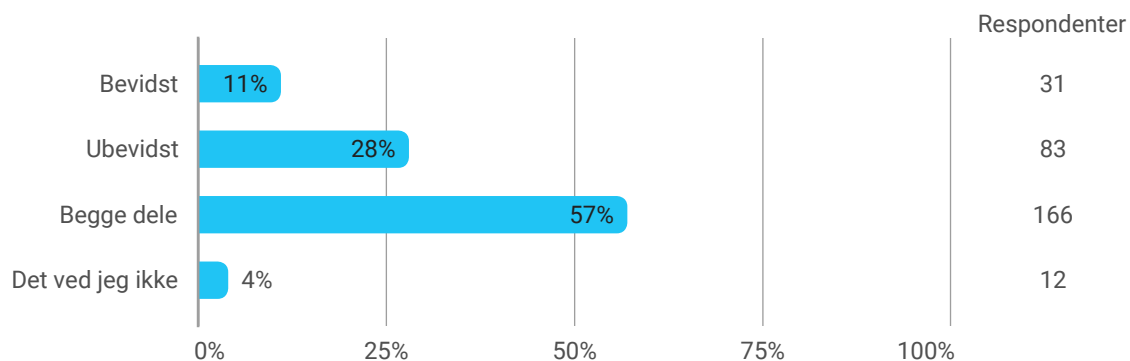
Hvis/Når du bruger engelske udtryk, hvad er grunden så typisk? (Brugen af engelsk her kan både være enkelte ord, talemåder eller hele sætninger) (Sæt 1 eller flere kryds)



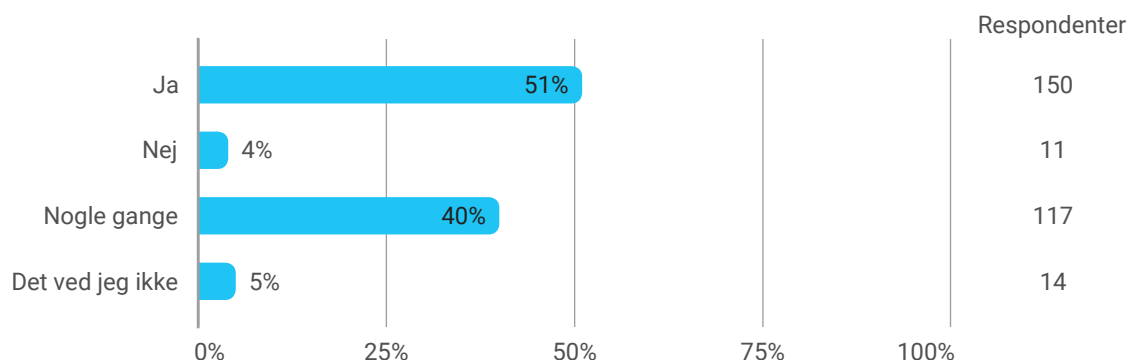
I danske samtaler (både i tale og på skrift), hvor ofte bruger du engelske ord der ellers eksisterer på dansk? (F.eks. "tattoo," "sorry," "cute," "shop," "fake," "lashes")

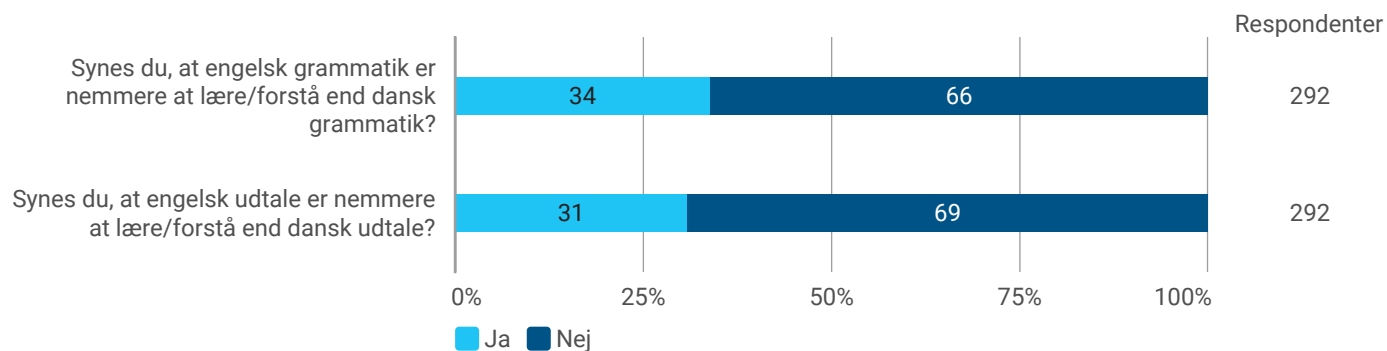
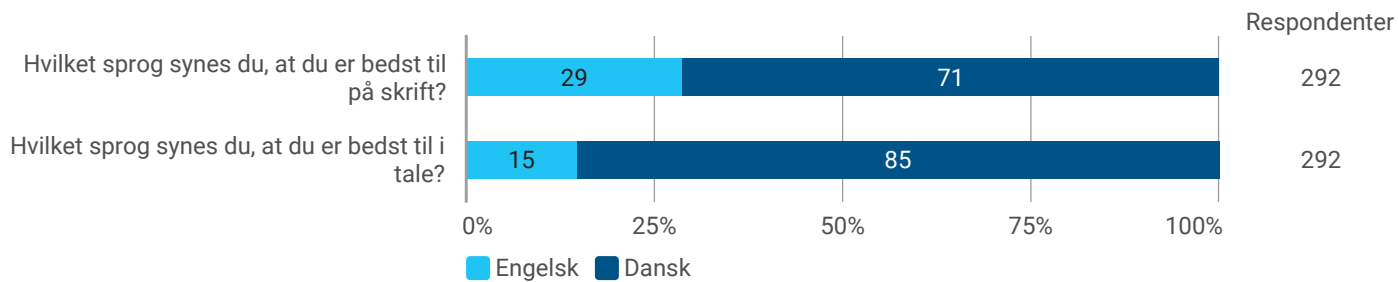


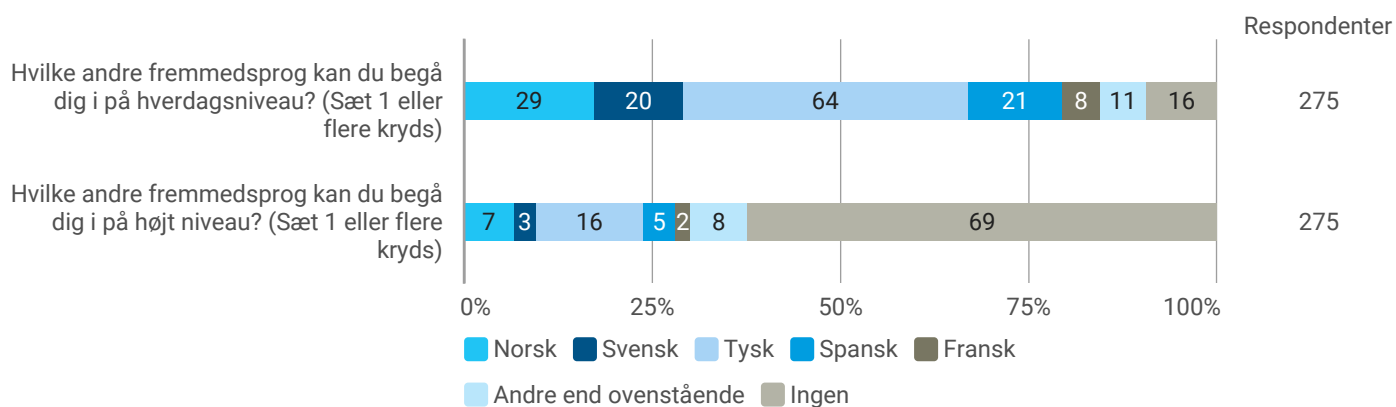
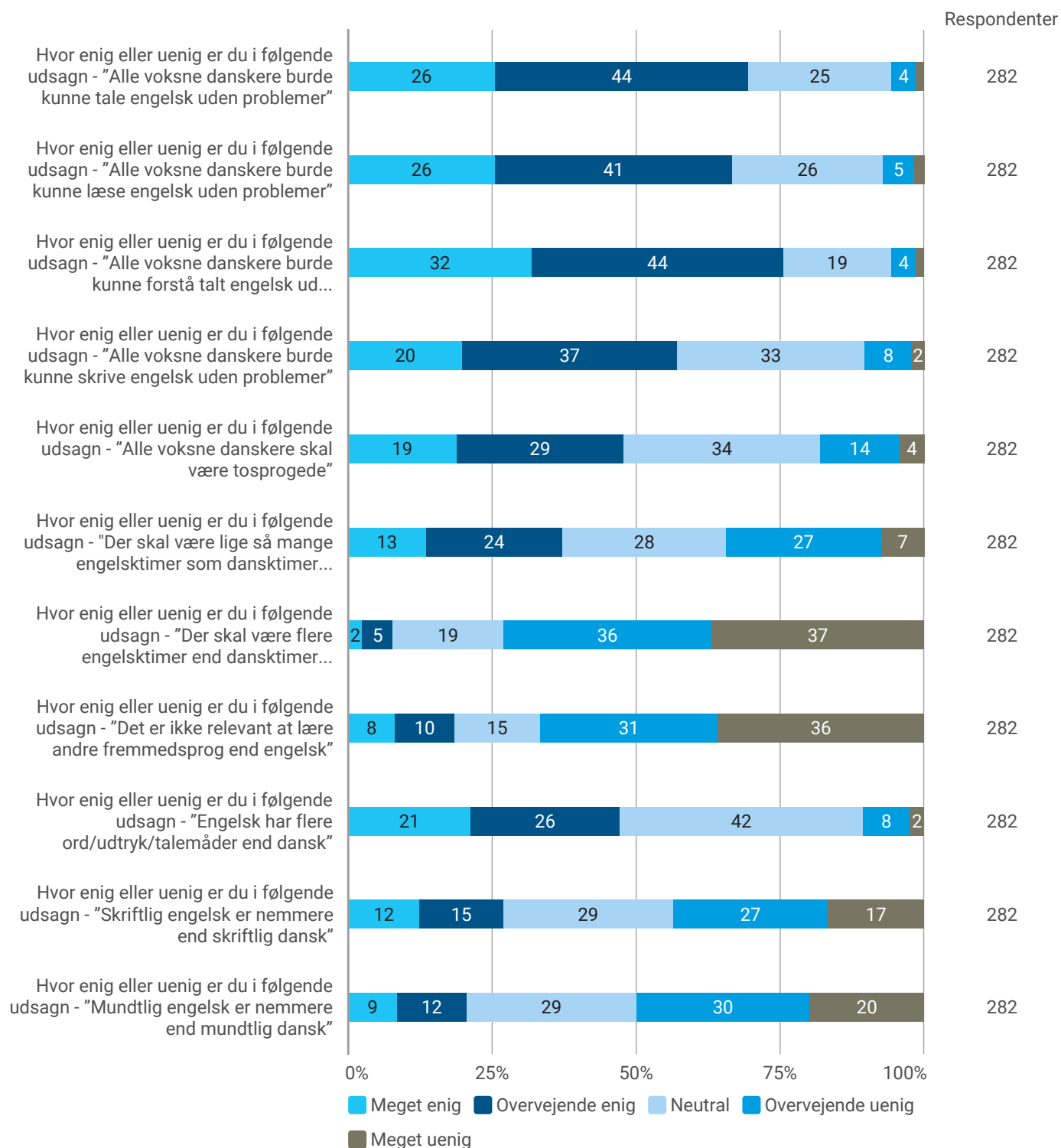
Hvis/Når du blander engelske ord/udtryk/talemåder i din ellers danske tale/skrift, er det så bevidst eller ubevidst?

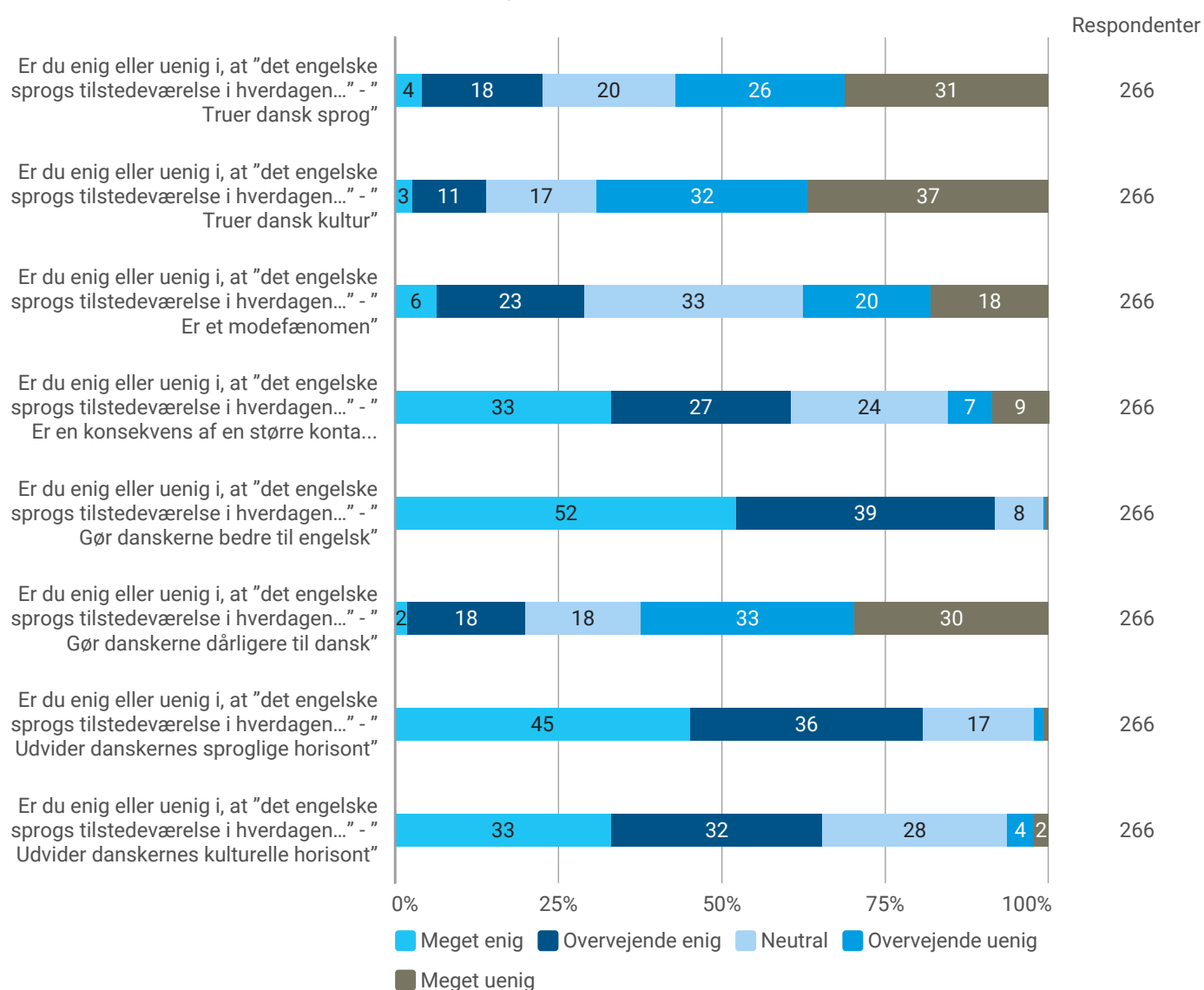
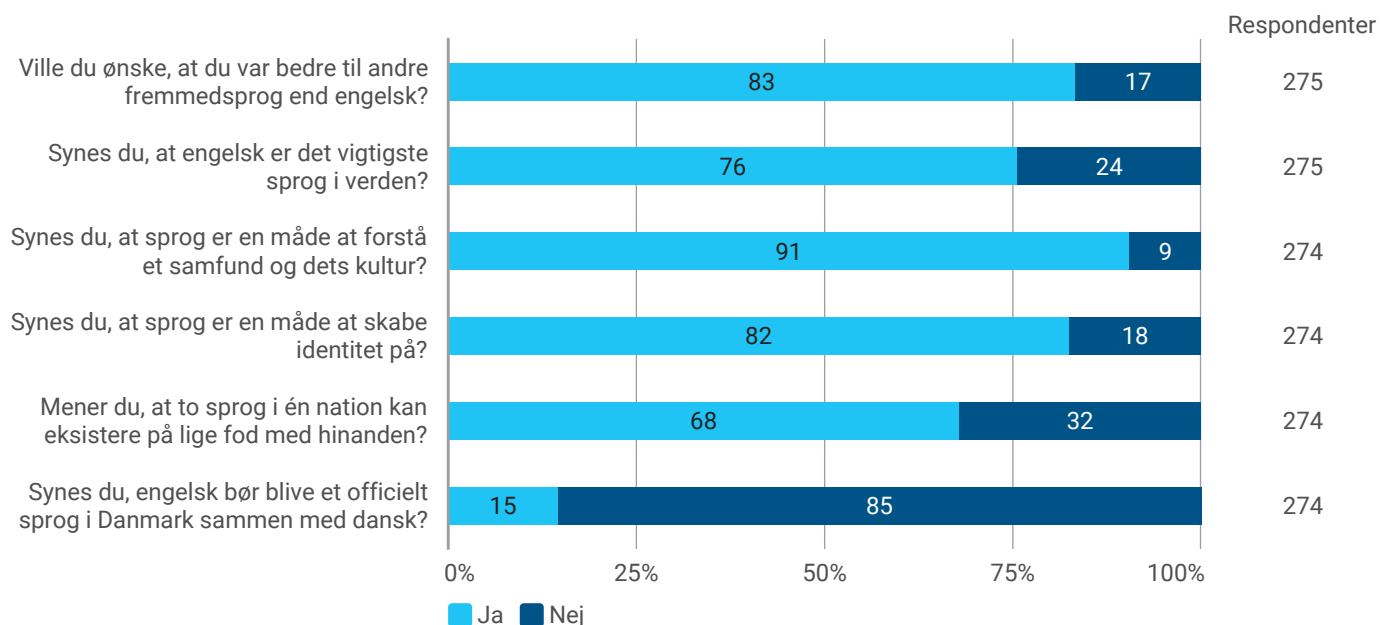


Synes du, at du kan udtrykke dig bedre ved at inkludere engelske ord/udtryk/talemåder i din ellers danske skrift/tale?

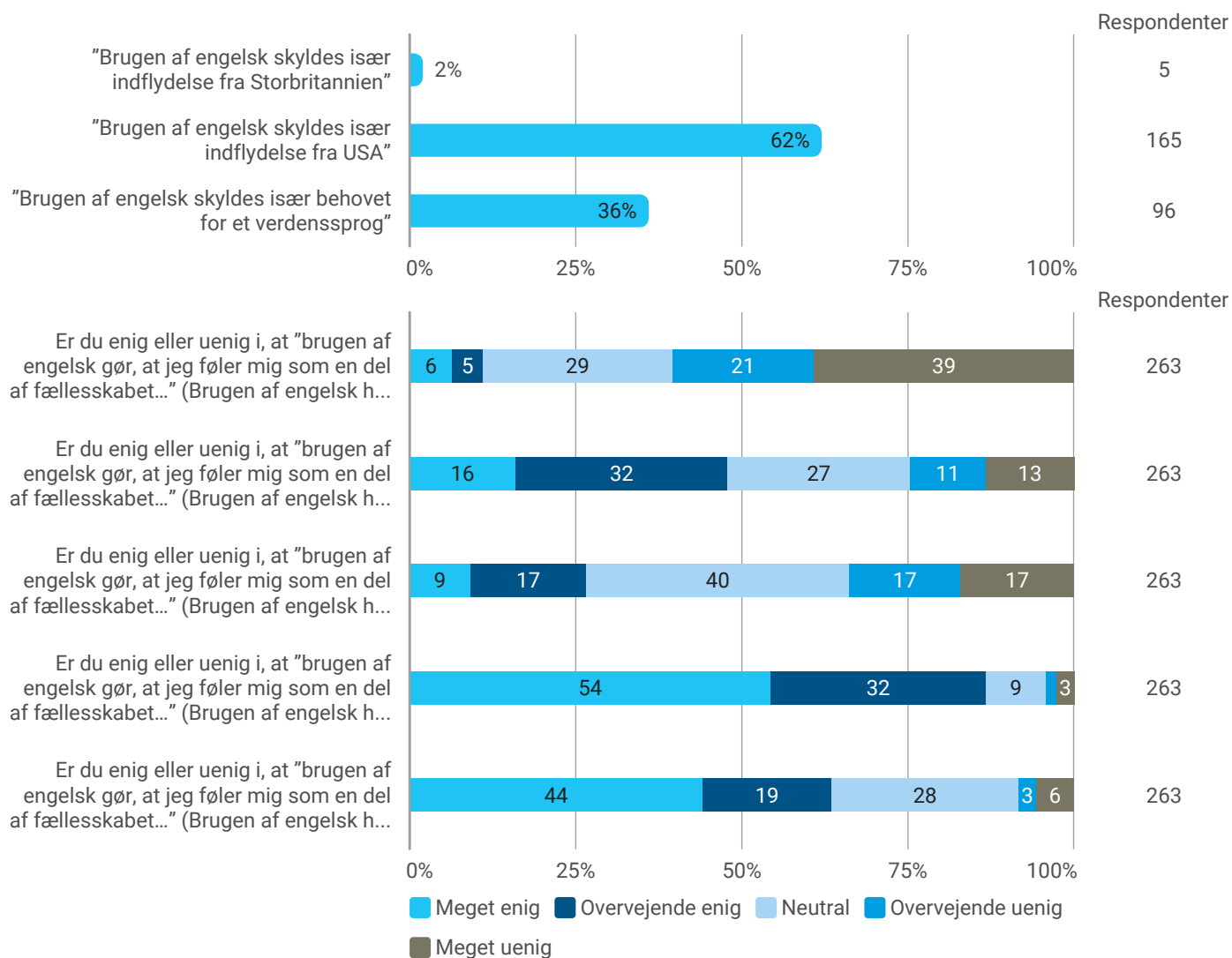




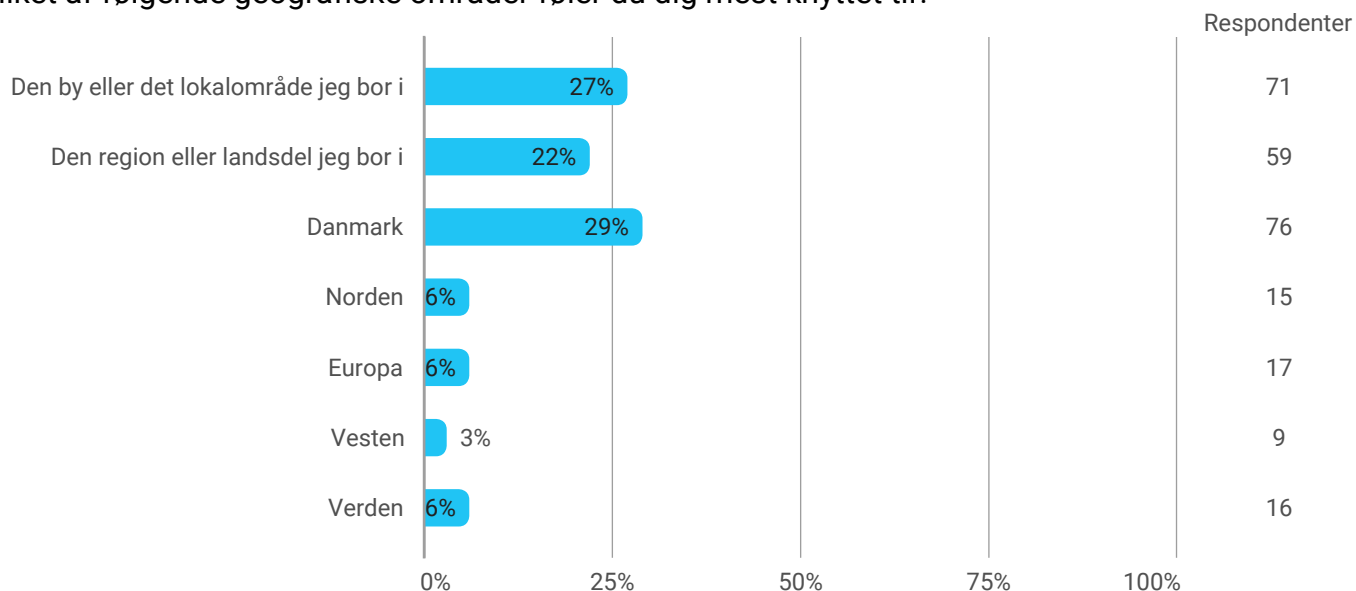




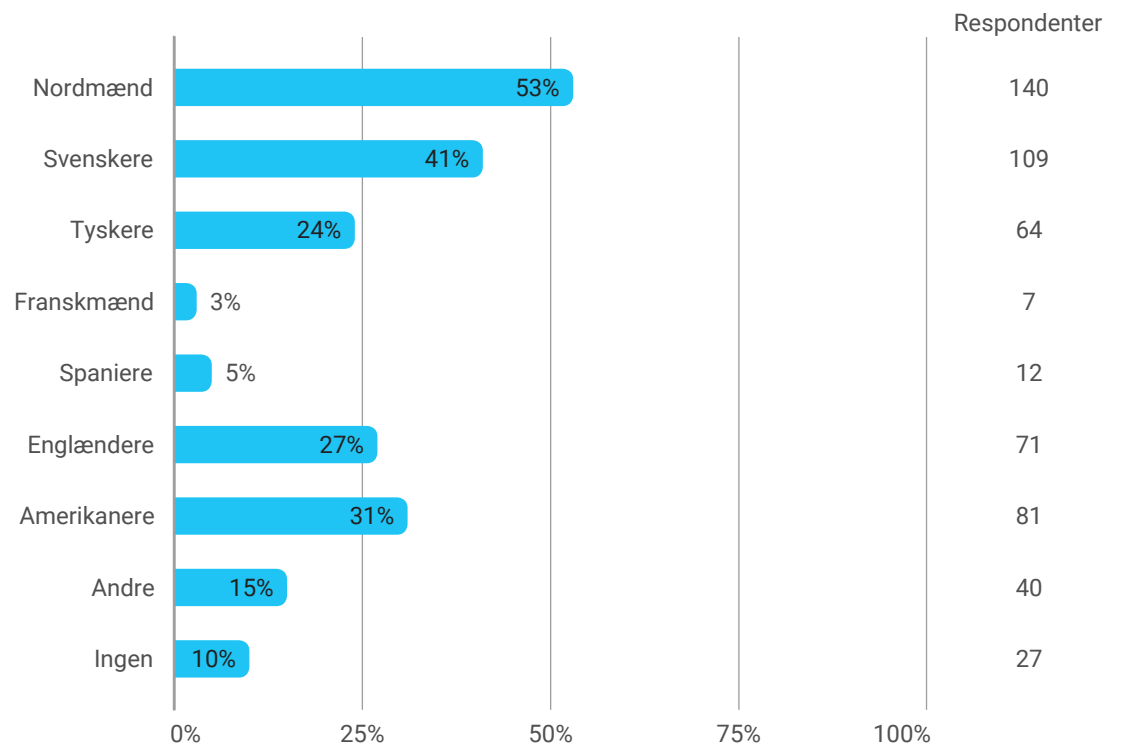
Hvilken af følgende udsagn er du mest enig i?



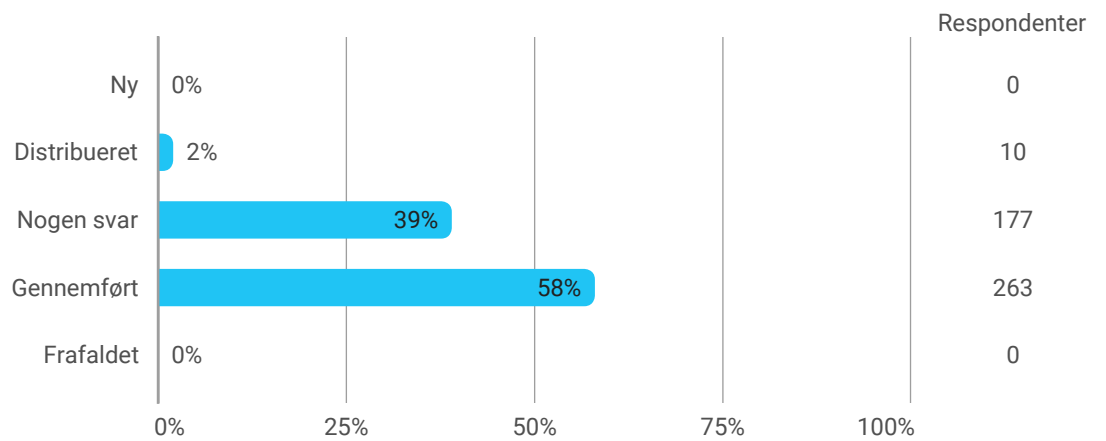
Hvilket af følgende geografiske områder føler du dig mest knyttet til?



Hvilket folk bortset fra danskere føler du dig mest knyttet til? (Max 3 kryds)



Samlet status



Appendix C

Initial Coding Table

Data extract	Coded for
Hvad identificerer du dig som?	1. 25% male 2. 74% female
Hvilket år er du født?	3. 98% born between 2001-2005
Har du haft engelsk i folkeskolen?	4. 100% English classes in state school
Kan du huske, hvornår du startede med at lære engelsk?	5. 68% learned in 3rd grade
Er dansk dit modersmål?	6. 92% native Danish speakers
Er du født og opvokset i Danmark?	7. 94% born and raised in Denmark
Har du familie/venner, hvor I taler engelsk med hinanden for at kunne kommunikere?	8. 38% use English to communicate with friends/family 9. 62% do not use English to communicate with friends/family
Har disse familiemedlemmer/venner engelsk som modersmål?	10. 35% friends/family are native English speakers 11. 40% friends/family are not native English speakers 12. 26% friends/family are a mix
Bruger du ofte andre sprog end engelsk, når du er ude at rejse i ikke-engelsksprogede lande?	13. 29% use other languages than English when travelling in non-English speaking countries 14. 71% do not use other languages than English when travelling in non-English speaking countries
Synes du, at du har brug for at kunne mere engelsk?	15. 55% feel like they need to learn more English 16. 45% do not feel like they need to learn more English
Har du på nuværende tidspunkt en drøm om at arbejde udenlands?	17. 50% want to work abroad someday 18. 50% do not want to work abroad someday
I hvor høj grad er du i stand til at: - Følge med i engelske sangtekster, når du hører musik?	19. 97% some to high degree
I hvor høj grad er du i stand til at: - Følge med i engelske film, når der ikke er undertekster?	20. 96% some to high degree
I hvor høj grad er du i stand til at: - Læse og forstå en engelsksproget skønlitterær bog?	21. 90% some to high degree

I hvor høj grad er du i stand til at: - Læse og forstå en engelsksproget fagbog?	22. 87% some to high degree
I hvor høj grad er du i stand til at: - Skrive en engelsksproget tekstopgave (f.eks. aflevering)?	23. 94% some to high degree
I hvor høj grad er du i stand til at: - Snakke engelsk til hverdagsbrug (vise/spørge om vej, bestille kaffe m.m.)?	24. 93% some to high degree
I hvor høj grad er du i stand til at: - Have en diskussion med en engelsktalende?	25. 81% some to high degree
Hvor ofte taler du engelsk? (Her menes f. eks. enkelte ord, talemåder eller hele sætninger)	26. 62% one or more time(s) per day 27. 31% one or more time(s) per week
Hvor ofte skriver du engelsk? (Her menes f.eks. enkelte ord, talemåder eller hele sætninger)	28. 53% one or more time(s) per day 29. 37% one or more time(s) per week
Hvor ofte møder du det engelske sprog? (Her menes f.eks. enkelte ord, talemåder eller hele sætninger) - I hjemmet/hos familien	30. 32% daily 31. 26% multiple times per week 32. 42% is anything from approx. once per week to less than once per month
Hvor ofte møder du det engelske sprog? (Her menes f.eks. enkelte ord, talemåder eller hele sætninger) - Hos venner og/eller omgangskredsen	33. 62% daily 34. 20% multiple times per week 35. 18% is anything from approx. once per week to less than once per month
Hvor ofte møder du det engelske sprog? (Her menes f.eks. enkelte ord, talemåder eller hele sætninger) - I danske reklamer, annoncer og skiltning ude i det offentlige rum	36. 70% daily to multiple times per week
Hvor ofte møder du det engelske sprog? (Her menes f.eks. enkelte ord, talemåder eller hele sætninger) - I danske reklamer og annoncer på TV kanaler, Facebook, YouTube m.m.	37. 85% daily to multiple times per week
Hvor ofte møder du det engelske sprog? (Her menes f.eks. enkelte ord, talemåder eller hele sætninger) - I danske avisartikler	38. 23% daily to multiple times per week 39. 77% is anything from approx. once per week to less than once per month
Hvor ofte møder du det engelske sprog? (Her menes f.eks. enkelte ord, talemåder eller hele sætninger) - På sociale medier	40. 92% daily 41. 7% multiple times per week 42. 1% approx. once per week
Hvor ofte møder du det engelske sprog? (Her menes f.eks. enkelte ord, talemåder eller hele sætninger) - I computerspil/videospil	43. 63% daily 44. 11% multiple times per week
Hvad synes du om at møde engelsk i reklamer, annoncer og opslag fra danske institutter, virksomheder og organisationer?	45. 49% do not care 46. 24% thinks it is relevant because English is a global/international language
Hvor ofte... - Ser du engelske film/serier?	47. 85% daily to multiple times per week

Hvor ofte... - Ser du danske film/serier?	48. 30% daily to multiple times per week 49. 30% less than once per month
Hvor ofte... - Læser du engelsk faglitteratur?	50. 27% daily to multiple times per week 51. 41% less than once per month
Hvor ofte... - Læser du dansk faglitteratur?	52. 37% daily to multiple times per week 53. 31% less than once per month
Hvor ofte... - Læser du engelsk skønlitteratur?	54. 24% daily to multiple times per week 55. 43% less than once per month
Hvor ofte... - Læser du dansk skønlitteratur?	56. 22% daily to multiple times per week 57. 40% less than once per month
Hvor ofte... - Hører du engelsk-sproget musik?	58. 91% daily
Hvor ofte... - Hører du dansk musik?	59. 34% daily
Foretrækker du at læse engelsk eller dansk litteratur?	60. 42% prefers English 61. 58% prefers Danish
Foretrækker du at se engelske eller danske film/serier?	62. 93% prefers English
Foretrækker du at høre engelsk eller dansk musik?	63. 94% prefers English
Hvis/Når du bruger engelske udtryk, hvad er grunden så typisk? (Brugen af engelsk her kan både være enkelte ord, talemåder eller hele sætninger)	64. 71% cannot find the equivalent word in Danish 65. 64% thinks it sounds better in English than in Danish 66. 31% thinks it is easier to say in English than in Danish 67. 79% because it is a reference
I danske samtaler (både i tale og på skrift), hvor ofte bruger du engelske ord der ellers eksisterer på dansk? (F.eks. "tattoo," "sorry," "cute," "shop," "fake," "lashes")	68. 77% daily
Hvis/Når du blander engelske ord/udtryk/talemåder i din ellers danske tale/skrift, er det så bevidst eller ubevidst?	69. 11% conscious 70. 28% unconscious 71. 57% both
Synes du, at du kan udtrykke dig bedre ved at inkludere engelske ord/udtryk/talemåder i din ellers danske skrift/tale?	72. 51% yes 73. 40% sometimes
Hvilket sprog synes du, at du er bedst til på skrift?	74. 71% Danish 75. 29% English
Hvilket sprog synes du, at du er bedst til i tale?	76. 85% Danish 77. 15% English
Synes du, at engelsk grammatik er nemmere at lære/forstå end dansk grammatik?	78. 66% no 79. 34% yes
Synes du, at engelsk udtale er nemmere at lære/forstå end dansk udtale?	80. 69% no 81. 31% yes
Hvor enig eller uenig er du i følgende udsagn - "Alle voksne danskere burde	82. 70% strongly agree to agree

kunne tale engelsk uden problemer"	
Hvor enig eller uenig er du i følgende udsagn - "Alle voksne danskere burde kunne læse engelsk uden problemer"	83. 67% strongly agree to agree
Hvor enig eller uenig er du i følgende udsagn - "Alle voksne danskere burde kunne forstå talt engelsk uden problemer"	84. 76% strongly agree to agree
Hvor enig eller uenig er du i følgende udsagn - "Alle voksne danskere burde kunne skrive engelsk uden problemer"	85. 57% strongly agree to agree
Hvor enig eller uenig er du i følgende udsagn - "Alle voksne danskere skal være tosprogede"	86. 48% strongly agree to agree 87. 34% neutral 88. 18% disagree to strongly disagree
Hvor enig eller uenig er du i følgende udsagn - "Der skal være lige så mange engelsktimer som dansktimer i folkeskolen"	89. 37% strongly agree to agree 90. 28% neutral 91. 34% disagree to strongly disagree
Hvor enig eller uenig er du i følgende udsagn - "Der skal være flere engelsktimer end dansktimer i folkeskolen"	92. 7% strongly agree to agree 93. 19% neutral 94. 73% disagree to strongly disagree
Hvor enig eller uenig er du i følgende udsagn - "Det er ikke relevant at lære andre fremmedsprog end engelsk"	95. 18% strongly agree to agree 96. 15% neutral 97. 67% disagree to strongly disagree
Hvor enig eller uenig er du i følgende udsagn - "Engelsk har flere ord/udtryk/talemåder end dansk"	98. 47% strongly agree to agree 99. 42% neutral
Hvor enig eller uenig er du i følgende udsagn - "Skriftlig engelsk er nemmere end skriftlig dansk"	100. 27% strongly agree to agree 101. 29% neutral 102. 44% disagree to strongly disagree
Hvor enig eller uenig er du i følgende udsagn - "Mundtlig engelsk er nemmere end mundtlig dansk"	103. 21% strongly agree to agree 104. 29% neutral 105. 50% disagree to strongly disagree
Hvilke andre fremmedsprog kan du begå dig i på hverdagsniveau?	106. 29% Norwegian 107. 20% Swedish 108. 64% German 109. 21% Spanish 110. 8% French 111. 11% other 112. 16% none
Hvilke andre fremmedsprog kan du begå dig i på højt niveau?	113. 7% Norwegian 114. 3% Swedish 115. 16% German 116. 5% Spanish 117. 2% French 118. 8% other 119. 69% none
Ville du ønske, at du var bedre til andre	120. 83% yes

fremmedsprog end engelsk?		
Synes du, at engelsk er det vigtigste sprog i verden?	121.	76% yes
Synes du, at sprog er en måde at forstå et samfund og dets kultur?	122.	91% yes
Synes du, at sprog er en måde at skabe identitet på?	123.	82% yes
Mener du, at to sprog i én nation kan eksistere på lige fod med hinanden?	124.	68% yes
Synes du, engelsk bør blive et officielt sprog i Danmark sammen med dansk?	125.	85% no
Er du enig eller uenig i, at "det engelske sprogs tilstedeværelse i hverdagen..." - "Truer dansk sprog"	126. 127. 128.	22% strongly agree to agree 20% neutral 57% disagree to strongly disagree
Er du enig eller uenig i, at "det engelske sprogs tilstedeværelse i hverdagen..." - "Truer dansk kultur"	129. 130. 131.	14% strongly agree to agree 17% neutral 69% disagree to strongly disagree
Er du enig eller uenig i, at "det engelske sprogs tilstedeværelse i hverdagen..." - "Er et modefænomen"	132. 133. 134.	29% strongly agree to agree 33% neutral 38% disagree to strongly disagree
Er du enig eller uenig i, at "det engelske sprogs tilstedeværelse i hverdagen..." - "Er en konsekvens af en større kontakt med resten af verden"	135. 136. 137.	60% strongly agree to agree 24% neutral 16% disagree to strongly disagree
Er du enig eller uenig i, at "det engelske sprogs tilstedeværelse i hverdagen..." - "Gør danskerne bedre til engelsk"	138.	91% strongly agree to agree
Er du enig eller uenig i, at "det engelske sprogs tilstedeværelse i hverdagen..." - "Gør danskerne dårligere til dansk"	139. 140. 141.	20% strongly agree to agree 18% neutral 63% disagree to strongly disagree
Er du enig eller uenig i, at "det engelske sprogs tilstedeværelse i hverdagen..." - "Udvider danskernes sproglige horisont"	142.	81% strongly agree to agree
Er du enig eller uenig i, at "det engelske sprogs tilstedeværelse i hverdagen..." - "Udvider danskernes kulturelle horisont"	143. 144.	65% strongly agree to agree 28% neutral
Hvilken af følgende udsagn er du mest enig i? "Brugen af engelsk skyldes især indflydelse fra Storbritannien"	145.	2% agree with this statement
Hvilken af følgende udsagn er du mest enig i? "Brugen af engelsk skyldes især indflydelse fra USA"	146.	62% agree with this statement
Hvilken af følgende udsagn er du mest enig i? "Brugen af engelsk skyldes især behovet for et verdenssprog"	147.	36% agree with this statement

Er du enig eller uenig i, at "brugen af engelsk gør, at jeg føler mig som en del af fællesskabet..." - Hos min familie	148.	11% strongly agree to agree
	149.	29% neutral
	150.	60% disagree to strongly disagree
Er du enig eller uenig i, at "brugen af engelsk gør, at jeg føler mig som en del af fællesskabet..." - Hos mine venner	151.	48% strongly agree to agree
	152.	27% neutral
	153.	24% disagree to strongly disagree
Er du enig eller uenig i, at "brugen af engelsk gør, at jeg føler mig som en del af fællesskabet..." - I mit fritidsjob/studiejob og/eller fritidsaktiviteter	154.	26% strongly agree to agree
	155.	40% neutral
	156.	34% disagree to strongly disagree
Er du enig eller uenig i, at "brugen af engelsk gør, at jeg føler mig som en del af fællesskabet..." - På sociale medier	157.	86% strongly agree to agree
	158.	9% neutral
	159.	5% disagree to strongly disagree
Er du enig eller uenig i, at "brugen af engelsk gør, at jeg føler mig som en del af fællesskabet..." - I online spil	160.	63% strongly agree to agree
	161.	28% neutral
	162.	9% disagree to strongly disagree
Hvilket af følgende geografiske områder føler du dig mest knyttet til?	163.	27% town/local area
	164.	22% region
	165.	29% Denmark
	166.	6% the Nordic countries
	167.	6% Europe
	168.	3% the West
	169.	6% the world
Hvilket folk bortset fra danskere føler du dig mest knyttet til?	170.	53% Norwegians
	171.	41% Swedes
	172.	24% Germans
	173.	27% Englishmen
	174.	31% Americans

Appendix D

Final Coding Table

Hvad identificerer du dig som?	1. 25% male 2. 74% female
Hvilket år er du født?	3. 98% born between 2001-2005
Har du haft engelsk i folkeskolen?	4. 100% English classes in state school
Kan du huske, hvornår du startede med at lære engelsk?	5. 68% learned in 3rd grade
Er dansk dit modersmål?	6. 92% native Danish speakers
Er du født og opvokset i Danmark?	7. 94% born and raised in Denmark
Synes du, at du har brug for at kunne mere engelsk?	8. 55% feel like they need to learn more English 9. 45% do not feel like they need to learn more English
I hvor høj grad er du i stand til at: - Snakke engelsk til hverdagsbrug (vise/spørge om vej, bestille kaffe m.m.)?	10. 93% some to high degree
I hvor høj grad er du i stand til at: - Have en diskussion med en engelsktalende?	11. 81% some to high degree
Hvor ofte taler du engelsk? (Her menes f. eks. enkelte ord, talemåder eller hele sætninger)	12. 62% one or more time(s) per day 13. 31% one or more time(s) per week
Hvor ofte skriver du engelsk? (Her menes f.eks. enkelte ord, talemåder eller hele sætninger)	14. 53% one or more time(s) per day 15. 37% one or more time(s) per week
Hvis/Når du bruger engelske udtryk, hvad er grunden så typisk? (Brugen af engelsk her kan både være enkelte ord, talemåder eller hele sætninger)	16. 71% cannot find the equivalent word in Danish 17. 64% thinks it sounds better in English than in Danish 18. 31% thinks it is easier to say in English than in Danish 19. 79% because it is a reference
I danske samtaler (både i tale og på skrift), hvor ofte bruger du engelske ord der ellers eksisterer på dansk? (F.eks. "tattoo," "sorry," "cute," "shop," "fake," "lashes")	20. 77% daily
Hvis/Når du blander engelske ord/udtryk/talemåder i din ellers danske tale/skrift, er det så bevidst eller ubevidst?	21. 11% conscious 22. 28% unconscious 23. 57% both
Synes du, at du kan udtrykke dig bedre ved at inkludere engelske ord/udtryk/talemåder i din ellers danske skrift/tale?	24. 51% yes 25. 40% sometimes

Hvilket sprog synes du, at du er bedst til på skrift?	26. 71% Danish 27. 29% English
Hvilket sprog synes du, at du er bedst til i tale?	28. 85% Danish 29. 15% English

I hvor høj grad er du i stand til at: - Følge med i engelske sangtekster, når du hører musik?	30. 97% some to high degree
I hvor høj grad er du i stand til at: - Følge med i engelske film, når der ikke er undertekster?	31. 96% some to high degree
I hvor høj grad er du i stand til at: - Læse og forstå en engelsksproget skønlitterær bog?	32. 90% some to high degree
Hvor ofte... - Ser du engelske film/serier?	33. 85% daily to multiple times per week
Hvor ofte... - Ser du danske film/serier?	34. 30% daily to multiple times per week 35. 30% less than once per month
Hvor ofte... - Læser du engelsk skønlitteratur?	36. 24% daily to multiple times per week 37. 43% less than once per month
Hvor ofte... - Læser du dansk skønlitteratur?	38. 22% daily to multiple times per week 39. 40% less than once per month
Hvor ofte... - Hører du engelsk-sproget musik?	40. 91% daily
Hvor ofte... - Hører du dansk musik?	41. 34% daily
Foretrækker du at læse engelsk eller dansk litteratur?	42. 42% prefers English literature 43. 58% prefers Danish literature
Foretrækker du at se engelske eller danske film/serier?	44. 93% prefers English films/TV series
Foretrækker du at høre engelsk eller dansk musik?	45. 94% prefers English films/TV series
Hvor ofte møder du det engelske sprog? (Her menes f.eks. enkelte ord, talemåder eller hele sætninger) - I danske avisartikler	46. 23% daily to multiple times per week 47. 77% is anything from approx. once per week to less than once per month

I hvor høj grad er du i stand til at: - Læse og forstå en engelsksproget fagbog?	48. 87% some to high degree
I hvor høj grad er du i stand til at: - Skrive en engelsksproget tekstopgave (f.eks. aflevering)?	49. 94% some to high degree
Hvor ofte... - Læser du engelsk faglitteratur?	50. 27% daily to multiple times per week 51. 41% less than once per month
Hvor ofte... - Læser du dansk faglitteratur?	52. 37% daily to multiple times per week 53. 31% less than once per month
Hvor enig eller uenig er du i følgende	54. 37% strongly agree to agree

udsagn - "Der skal være lige så mange engelsktimer som dansktimer i folkeskolen"	55. 28% neutral 56. 34% disagree to strongly disagree
Hvor enig eller uenig er du i følgende udsagn - "Der skal være flere engelsktimer end dansktimer i folkeskolen"	57. 7% strongly agree to agree 58. 19% neutral 59. 73% disagree to strongly disagree

Hvor ofte møder du det engelske sprog? (Her menes f.eks. enkelte ord, talemåder eller hele sætninger) - I danske reklamer, annoncer og skiltning ude i det offentlige rum	60. 70% daily to multiple times per week
Hvor ofte møder du det engelske sprog? (Her menes f.eks. enkelte ord, talemåder eller hele sætninger) - I danske reklamer og annoncer på TV kanaler, Facebook, YouTube m.m.	61. 85% daily to multiple times per week
Hvad synes du om at møde engelsk i reklamer, annoncer og opslag fra danske institutter, virksomheder og organisationer?	62. 49% do not care 63. 24% thinks it is relevant because English is a global/international language

Synes du, at engelsk grammatik er nemmere at lære/forstå end dansk grammatik?	64. 66% no 65. 34% yes
Synes du, at engelsk udtale er nemmere at lære/forstå end dansk udtale?	66. 69% no 67. 31% yes
Hvor enig eller uenig er du i følgende udsagn - "Alle voksne danskere burde kunne tale engelsk uden problemer"	68. 70% strongly agree to agree
Hvor enig eller uenig er du i følgende udsagn - "Alle voksne danskere burde kunne læse engelsk uden problemer"	69. 67% strongly agree to agree
Hvor enig eller uenig er du i følgende udsagn - "Alle voksne danskere burde kunne forstå talt engelsk uden problemer"	70. 76% strongly agree to agree
Hvor enig eller uenig er du i følgende udsagn - "Alle voksne danskere burde kunne skrive engelsk uden problemer"	71. 57% strongly agree to agree
Hvor enig eller uenig er du i følgende udsagn - "Engelsk har flere ord/udtryk/talemåder end dansk"	72. 47% strongly agree to agree 73. 42% neutral
Hvor enig eller uenig er du i følgende udsagn - "Skriftlig engelsk er nemmere end skriftlig dansk"	74. 27% strongly agree to agree 75. 29% neutral 76. 44% disagree to strongly disagree
Hvor enig eller uenig er du i følgende udsagn - "Mundtlig engelsk er nemmere end mundtlig dansk"	77. 21% strongly agree to agree 78. 29% neutral 79. 50% disagree to strongly disagree
Er du enig eller uenig i, at "det engelske	80. 91% strongly agree to agree

sprogs tilstedeværelse i hverdagen..." - "Gør danskerne bedre til engelsk"	
Er du enig eller uenig i, at "det engelske sprogs tilstedeværelse i hverdagen..." - "Gør danskerne dårligere til dansk"	81. 20% strongly agree to agree 82. 18% neutral 83. 63% disagree to strongly disagree
Er du enig eller uenig i, at "det engelske sprogs tilstedeværelse i hverdagen..." - "Udvider danskernes sproglige horisont"	84. 81% strongly agree to agree

Hvor ofte møder du det engelske sprog? (Her menes f.eks. enkelte ord, talemåder eller hele sætninger) - I hjemmet/hos familien	85. 32% daily 86. 26% multiple times per week 87. 42% is anything from approx. once per week to less than once per month
Hvor ofte møder du det engelske sprog? (Her menes f.eks. enkelte ord, talemåder eller hele sætninger) - Hos venner og/eller omgangskredsen	88. 62% daily 89. 20% multiple times per week 90. 18% is anything from approx. once per week to less than once per month
Hvor ofte møder du det engelske sprog? (Her menes f.eks. enkelte ord, talemåder eller hele sætninger) - På sociale medier	91. 92% daily 92. 7% multiple times per week 93. 1% approx. once per week
Hvor ofte møder du det engelske sprog? (Her menes f.eks. enkelte ord, talemåder eller hele sætninger) - I computerspil/videospil	94. 63% daily 95. 11% multiple times per week
Synes du, at sprog er en måde at skabe identitet på?	96. 82% yes
Er du enig eller uenig i, at "brugen af engelsk gør, at jeg føler mig som en del af fællesskabet..." - Hos min familie	97. 11% strongly agree to agree 98. 29% neutral 99. 60% disagree to strongly disagree
Er du enig eller uenig i, at "brugen af engelsk gør, at jeg føler mig som en del af fællesskabet..." - Hos mine venner	100. 48% strongly agree to agree 101. 27% neutral 102. 24% disagree to strongly disagree
Er du enig eller uenig i, at "brugen af engelsk gør, at jeg føler mig som en del af fællesskabet..." - I mit fritidsjob/studiejob og/eller fritidsaktiviteter	103. 26% strongly agree to agree 104. 40% neutral 105. 34% disagree to strongly disagree
Er du enig eller uenig i, at "brugen af engelsk gør, at jeg føler mig som en del af fællesskabet..." - På sociale medier	106. 86% strongly agree to agree 107. 9% neutral 108. 5% disagree to strongly disagree
Er du enig eller uenig i, at "brugen af engelsk gør, at jeg føler mig som en del af fællesskabet..." - I online spil	109. 63% strongly agree to agree 110. 28% neutral 111. 9% disagree to strongly disagree

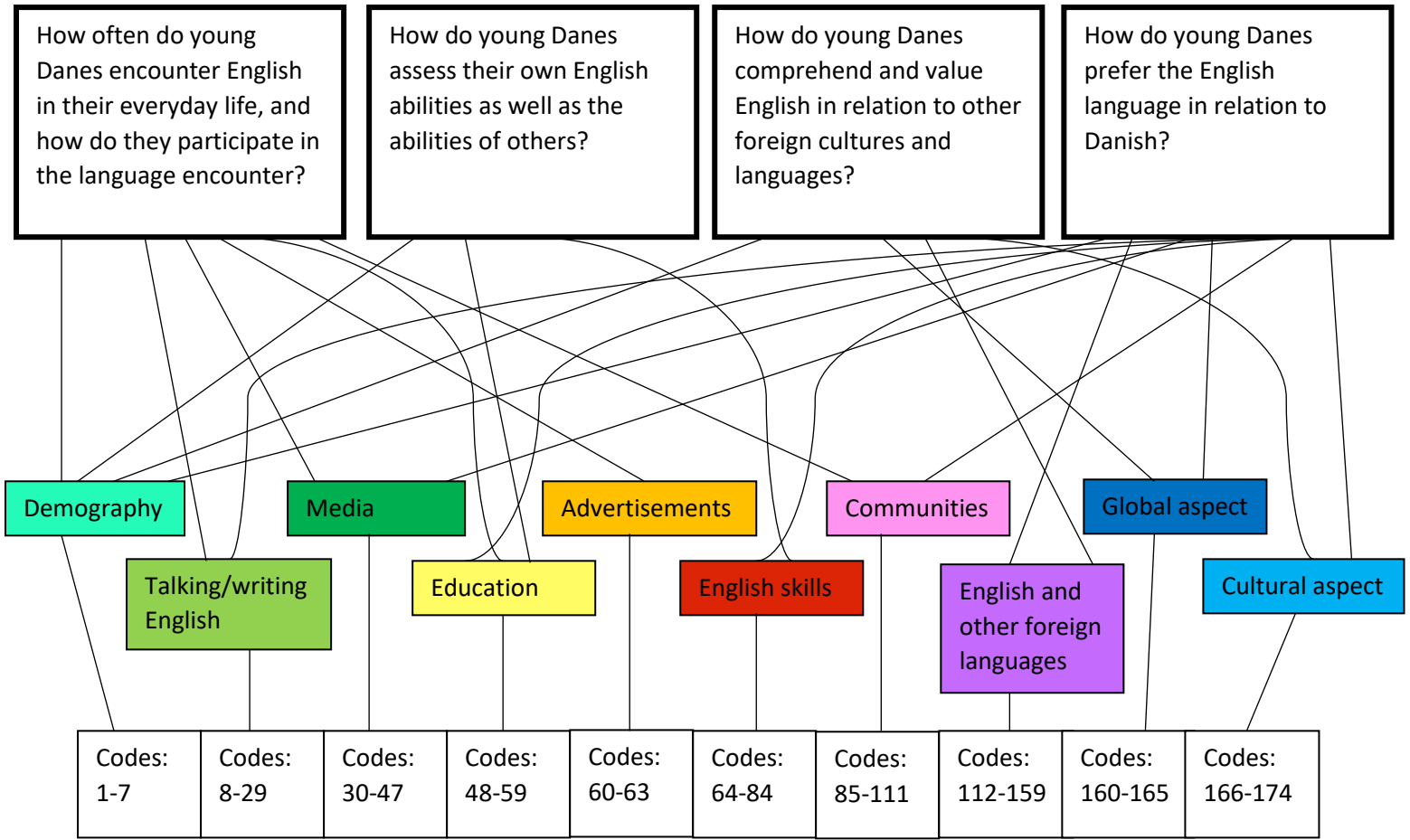
Har du familie/venner, hvor I taler engelsk med hinanden for at kunne	112. 38% use English to communicate with friends/family
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kommunikere?	113. 62% do not use English to communicate with friends/family
Har disse familiemedlemmer/venner engelsk som modersmål?	114. 35% friends/family are native English speakers 115. 40% friends/family are not native English speakers 116. 26% friends/family are a mix
Bruger du ofte andre sprog end engelsk, når du er ude at rejse i ikke-engelsksprogede lande?	117. 29% use other languages than English when travelling in non-English speaking countries 118. 71% do not use other languages than English when travelling in non-English speaking countries
Har du på nuværende tidspunkt en drøm om at arbejde udenlands?	119. 50% want to work abroad someday 120. 50% do not want to work abroad someday
Hvor enig eller uenig er du i følgende udsagn - "Alle voksne danskere skal være tosprogede"	121. 48% strongly agree to agree 122. 34% neutral 123. 18% disagree to strongly disagree
Hvor enig eller uenig er du i følgende udsagn - "Det er ikke relevant at lære andre fremmedsprog end engelsk"	124. 18% strongly agree to agree 125. 15% neutral 126. 67% disagree to strongly disagree
Hvilke andre fremmedsprog kan du begå dig i på hverdagsniveau?	127. 29% Norwegian 128. 20% Swedish 129. 64% German 130. 21% Spanish 131. 8% French 132. 11% other 133. 16% none
Hvilke andre fremmedsprog kan du begå dig i på højt niveau?	134. 7% Norwegian 135. 3% Swedish 136. 16% German 137. 5% Spanish 138. 2% French 139. 8% other 140. 69% none
Ville du ønske, at du var bedre til andre fremmedsprog end engelsk?	141. 83% yes
Synes du, at engelsk er det vigtigste sprog i verden?	142. 76% yes
Er du enig eller uenig i, at "det engelske sprogs tilstedeværelse i hverdagen..." - "Truer dansk sprog"	143. 22% strongly agree to agree 144. 20% neutral 145. 57% disagree to strongly disagree
Mener du, at to sprog i én nation kan eksistere på lige fod med hinanden?	146. 68% yes

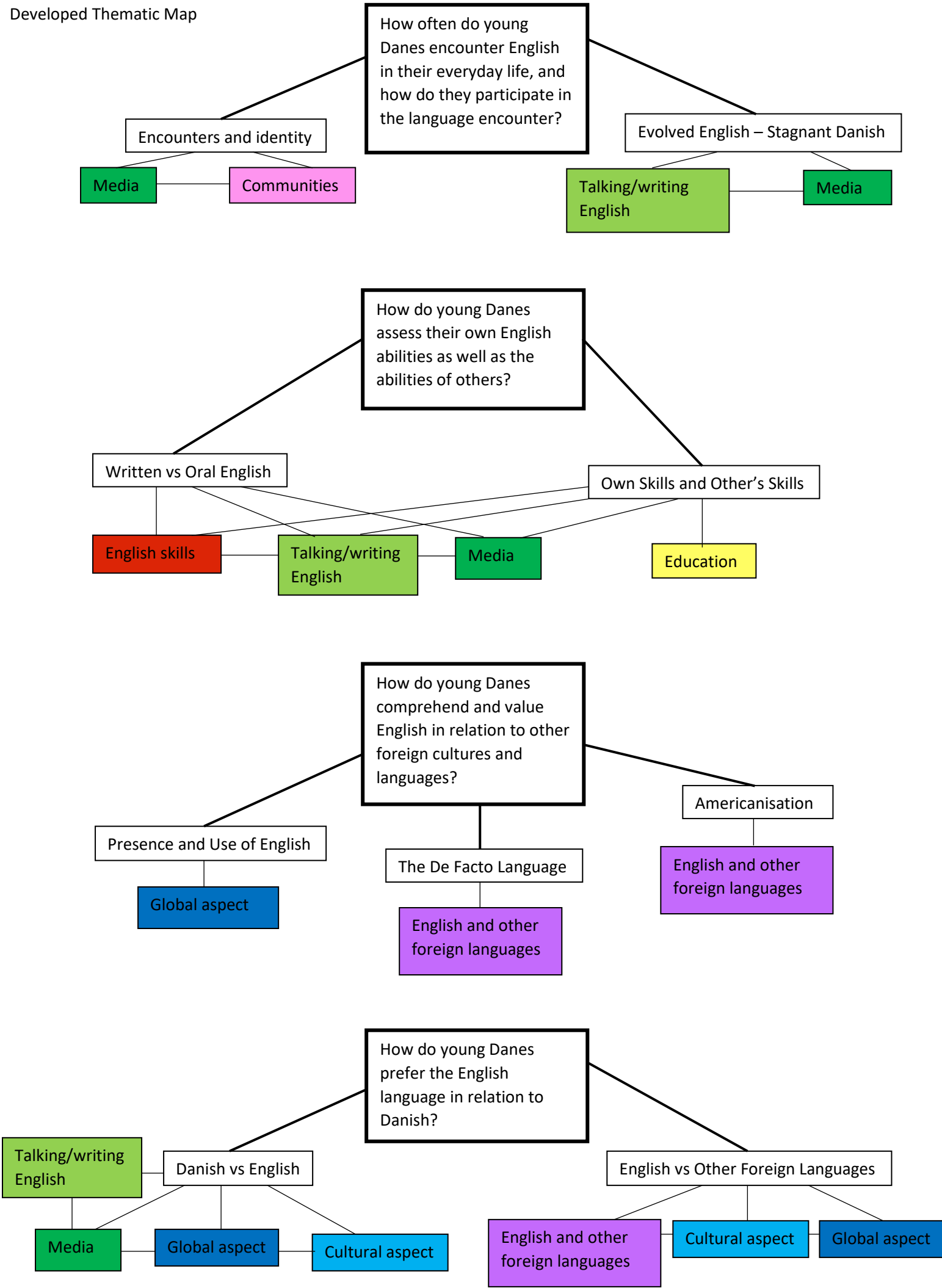
Synes du, engelsk bør blive et officielt sprog i Danmark sammen med dansk?	147.	85% no
Hvilket af følgende geografiske områder føler du dig mest knyttet til?	148. 149. 150. 151. 152. 153. 154.	27% town/local area 22% region 29% Denmark 6% the Nordic countries 6% Europe 3% the West 6% the world
Hvilket folk bortset fra danskere føler du dig mest knyttet til?	155. 156. 157. 158. 159.	53% Norwegians 41% Swedes 24% Germans 27% Englishmen 31% Americans

Er du enig eller uenig i, at "det engelske sprogs tilstedeværelse i hverdagen..." - "Er en konsekvens af en større kontakt med resten af verden"	160. 161. 162.	60% strongly agree to agree 24% neutral 16% disagree to strongly disagree
Hvilken af følgende udsagn er du mest enig i? "Brugen af engelsk skyldes især indflydelse fra Storbritannien"	163.	2% agree with this statement
Hvilken af følgende udsagn er du mest enig i? "Brugen af engelsk skyldes især indflydelse fra USA"	164.	62% agree with this statement
Hvilken af følgende udsagn er du mest enig i? "Brugen af engelsk skyldes især behovet for et verdenssprog"	165.	36% agree with this statement

Synes du, at sprog er en måde at forstå et samfund og dets kultur?	166.	91% yes
Er du enig eller uenig i, at "det engelske sprogs tilstedeværelse i hverdagen..." - "Truer dansk kultur"	167. 168. 169.	14% strongly agree to agree 17% neutral 69% disagree to strongly disagree
Er du enig eller uenig i, at "det engelske sprogs tilstedeværelse i hverdagen..." - "Er et modefænomen"	170. 171. 172.	29% strongly agree to agree 33% neutral 38% disagree to strongly disagree
Er du enig eller uenig i, at "det engelske sprogs tilstedeværelse i hverdagen..." - "Udvider danskernes kulturelle horisont"	173. 174.	65% strongly agree to agree 28% neutral



Developed Thematic Map



How often do young Danes encounter English in their everyday life, and how do they participate in the language encounter?

Encounters with English and Communities of Practice

The Advanced English and the Stagnant Danish

How do young Danes assess their own English abilities as well as the abilities of others?

Written English and Oral English

Assessing Their Own Skills and the Skills of Others

How do young Danes comprehend and value English in relation to other foreign cultures and languages?

The Presence and Use of the English Language

English as the Default Foreign Language

Americanisation and Belonging

How do young Danes prefer the English language in relation to Danish?

The Innateness of English

English and Other Foreign Languages: The Real and the Ideal