

Abstract

This thesis investigates code-switching between Norwegian and English in Norwegian discourse among 3rd and 5th graders in an elementary school in Eastern Norway. Seven participants were interviewed, four from 5th grade, two boys and two girls, and three from 3rd grade, two girls and one boy. The results found that some of the participants code-switched, however there were also participants that did not code-switch. Overall, the children in 5th grade code-switched more than children in 3rd grade, however this was mainly due to the many switches made by the boys in 5th grade. The fact that overall the 5th graders code-switched more than the 3rd graders indicate that code-switching becomes more usual during the course of elementary school. The results also indicated a slight gender difference when it comes to code-switching, the boys in 5th grade switched more than the girls in 5th grade. This gender difference was not as clear in 3rd grade, but it was still indicated. In addition, the results showed that the children code-switched less than what Norwegian adults do in previous research.

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1 Introduction

Over the last century English has gradually received a more dominant position in the world, and also in Norway. The influence English has in Norway can be seen in areas such as TV, commercials, education and especially business. As a result of Norwegian and English meeting, language contact phenomena occur, and one of these is code-switching (CS). CS is a large research field within bilingual research and after the 1980s research bloomed (Muysken, 2011). Norwegians are viewed as second language speakers of English, however most research on CS looks at bilingual environments. CS is typically researched in areas where there are different mother tongues and a majority language. This can be for instance English and French in Quebec or Spanish and English in certain parts of the US (Graedler, 1999). However, this is not the situation in Norway. Norwegian is the majority language and generally also the mother tongue. The number of English mother tongue speakers in Norway is insignificant and English is generally considered a foreign language. However, because English is a global language it can have a linguistic presence even in societies where it is not the mother tongue (Graedler, 1999).

The majority of Norwegians are monolingual speakers of Norwegian with English as a second language, whereas most research done on CS focuses on bilingual communities. Little research has been done on non-bilingual communities and CS. In the last decade or so, the interest in the Norwegian/English language situation has increased, which can be seen through the number of master's theses devoted to this subject. The interest can also be seen in Sweden with Sharp's (2001) doctoral thesis on English in Sweden. However, these papers focus on teenagers or adult and their use of English in different situations. There is little to no research that looks into the CS between Norwegian and English in younger Norwegian children. The goal of this thesis is to add to the understanding of this area.

Code-switching is commonly defined as "the use of more than one language during a single communicative event" (Muysken, 2011, p. 302). However, this definition has elements that are unclear. Different researchers use different definitions and there is a lot of disagreement over the definition of CS. This thesis includes a discussion of CS and how to separate CS from the similar phenomenon borrowing. In chapter 3 this discussion will put different definitions of CS up against each other and highlight their similarities and differences.

In this thesis, the impact English has on the language of children in 3rd and 5th grade has been explored and looked at CS in Norway. This has been accomplished by interviewing children from 3rd and 5th grade. The interviews were about 45 min long and used sociolinguistics interview techniques to elicit CS from the children. This thesis will try to answer two questions. Firstly, do children in 3rd and 5th grade code-switch between Norwegian and English? Secondly, is there a difference in the amount of code-switching between the participants in 3rd and 5th grade? Previous research on bilingual children show that there is a correlation between the amount of CS and their proficiency level in the languages (Reyes, 2004). Based on this, it is likely that the participants in 5th grade will code-switch more than the participants in 3rd grade. It can be assumed that the 5th graders, who have had two more years of English, and also have been exposed to more English outside of school, will have a higher proficiency level than the 3rd graders. It will also be interesting to see if there are any differences between the genders when it comes to their CS. This topic is an important part of understanding the role English has in Norway and how the role of English will continue to develop over the years.

The motivation behind this study is my interest in looking into the language patterns that I have seen in younger family members. I have grown up with a brother 12 years younger than me; while he has grown up I have been studying language and naturally been more aware of his language patterns. I have noticed over the years that he switches over to English and back to Norwegian again regularly. I have also heard this in my younger cousins who are around the same age. After babysitting them for a few days, sentences such as *stuck on månen* (stuck on the moon), *jeg got one melding* (I got one message) and *this is umulig* (this is impossible) were uttered. This made me curious to explore the topic of CS in children to see if same trends that I noticed in my younger family members are also present in other Norwegian children around the same age.

In the following chapter the position English has in Norway will be presented. In chapter 3 different definitions of CS will be discussed and there will be a discussion on how to distinguish CS from borrowing. In chapter 4 previous research done in bilingual communities and research from Scandinavia will be looked at in detail. Chapter 5 will present how the interviews were conducted and the reasons for choosing to study the topic in this manner will be given. In the following chapter, the amount of code-switches will be presented for the participants in 3rd and 5th grade. Chapter 7 contains the discussion of the results and will try to draw conclusions and compare the results to previous research. Finally, the conclusion and suggestions for further

research will be given in chapter 8. The interview guide is found in appendix A and the parental consent form will be included in appendix B. Lastly the questionnaire is in appendix C. All the appendices are in Norwegian.

2 English in Norway

The spread of English in the world has occurred over many centuries. English was once a language spoken on a small island in Europe. This is a sharp contrast to the situation today where English is a global language. Five hundred years ago there were as many people speaking English as there are people in Norway today, between four and five million people. Today, there are more than 350 million people who have English as their mother tongue and many more who speak it as their second language, or have learned it as a foreign language (Johansson & Graedler, 2002). It was not until the 20th century that English came into a dominant position in the world. This has much to do with the USA's position after the First World War, but English has had a long tradition of being the language of the leading nations. During the seventeenth and eighteenth centuries, English was the language spoken in Britain which was the leading colonial nation. Later Britain was also the leading nation of the industrial revolution. In the nineteenth and early twentieth centuries the USA was the leading economic power. Simultaneously, there was a need for a lingua franca as networks of international alliances formed, with English as clear choice because of the USA's position in the world. From this English also became the leading language in international political, academic, and community meetings (Crystal, 2012).

When describing the position of English, the three circle model by Kachru is often used. In this model, English as a global language is divided into three circles based on the position English has in the country. The inner circle includes countries where English is the mother tongue, such as the US and Great Britain. Then there is the outer circle, where English has official status of some kind along with the mother tongue, but English has an important position. The outer circle includes countries such as India and Kenya. In the last circle, the expanding circle, are countries such as Norway and the rest of Scandinavia found. English is not an official language, but is used as an international language (Johansson & Graedler, 2002). In Norway, English has been used as an international contact language for a long time because of trade and shipping. The position of English in Norway is interesting; English has become a large part of Norwegians day-to-day life, at work and at home. English is neither first language nor an official second language, but Norway is gradually becoming more affected by English which makes it difficult to see English only as a foreign language. It might seem like Norway is getting closer to being a part of the outer circle (Johansson & Graedler, 2002).

2.1 English Loanwords in Norwegian

English has especially had an impact on Norwegian on the lexical level. The presence of English loanwords is not a new phenomenon in Norwegian, but what is new is how it has spread to new domains and everyday usage. Loanwords from English have had a large impact on the Norwegian language, however, to what extent is difficult to determine. Over the years, English words have become a part of the Norwegian dictionary, with English as the main supplier of new words into Norwegian. Since the Second World War 80-90% of all foreign words that have entered Norwegian come from English. English accounts for about 3,4% of the words in Bokmålsordboka (Bokmål dictionary). In Figure 1 below, the frequency of use of newer English loanwords in different Norwegian texts is presented and shows a great difference in the genres (Johansson & Graedler, 2005). This gives an indication of what domains are more influenced by English than others.

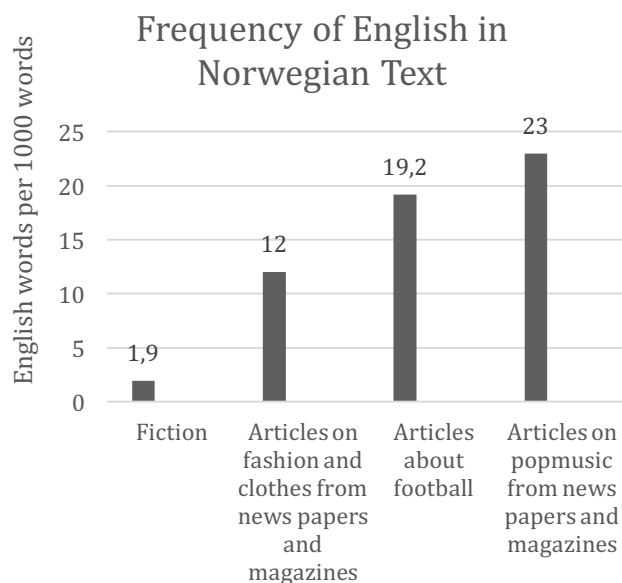


Figure 1: Frequency of English in Written Norwegian Text (Johansson & Graedler, 2002, p. 85)

2.2 English Dominant Areas in Norway

There are many aspects of the Norwegian day-to-day life where English has had an impact. Several studies on CS in Norway show the use of English in everyday language. The two examples below are from two different studies on CS in Norway. The both examples are taken from a study on adults in Norway. The studies show that English is a part of Norwegian

everyday language use. Some areas of Norwegian life are especially affected by English, which this section will address further.

(1) Så eg sat og gumla det rett *in her face*.

So I sat and ate it right in her face. (Example 10 in Johannessen, 2014, p. 29)

(2) Egentlig er det en crazy idé

Actually is it a crazy idea

It's actually a crazy idea (Example 21 in Norås, 2007, p. 50)

Music and fashion are two areas where the English language has had an impact. Many new words have come from English such as *freestyling* and *snob*. A large number of cultural and language elements have been transferred to Norway, especially from American TV and movies (Johansson & Graedler, 2002). For instance, example (3) from an interview with a Norwegian rap music artist, which shows code-switching between Norwegian and English. The switch in example (3) is a quote, so was other switches in the interview, but not all were direct quotes some were implicit quotes (Graedler, 1999).

(3) Æ lage musikk etter 'take-it-or-leave-it'- prinsippet

I make music by a take-it-or-leave-it principle (Example 10a in Graedler, 1999, p. 335).

In Norway, it is not normal to dub English speaking movies which gives the Norwegian population the opportunity to listen to English, which is a resource when learning a second language. There are also a large number of movie titles that are not translated, and a large portion of TV series shown in Norway are in English and is a large part of Norwegian everyday life. In 1993, a survey was done to look into the number of English speaking programs in Norway. On average 20 English speaking shows were shown a day over 4 major Norwegian channels (Johansson & Graedler, 2002). However, this number has most likely increased since then. Also the appearance of Netflix and other streaming services give immediate access to many English speaking programs and movies.

CS between English and Norwegian is often used in commercials. This was for instance seen in Telenor's advertisement for their new phone subscription Telenor Yng, which was added to Youtube 7. March 2017. This advertisement is a very good example of how English is used in

Norwegian. The video included single word switches such as “*young*” and “*streaming*”, and longer phrases “*offline spilleliste (offline playlist)*” and “*it’s just us*” (Telenor Norge, 2017). English used alongside Norwegian, can also be found on the clothing store Gina Tricot’s website, where English phrases such as “*the good project*” and “*hello perfect fit*” is used (Ginatricot, 2017). Economy and business are fields that has been highly influenced by English, this started before the beginning of the 20th century. Economy, business and commercials are some of the fields in Norway that are the most influenced by English (Johansson & Graedler, 2002). In international business, English has to be used at least to some extent in order to communicate. However, with the exception of use of English in advertisements, there is little indication that English is used in situations where Norwegian could have been used (Spåkrådet, 2005).

Higher education and research are areas where English have a large role. In these areas it is uncertain if Norwegian will remain the main language. There can be talk of loss of domain, this means when Norwegian stops being the language used in certain domain and English or another language becomes the preferred language. A large number of research papers are already published in English and the number is increasing. A study from 2001 showed that there was use of English in the curriculum in all fields in higher education. However, science, economy, and technology used more English than humanities studies. Also in cases where one participant in a class does not speak Norwegian, the lectures that would normally be taught in Norwegian are offered in English instead (Spåkrådet, 2005). The use of English in all these different domains shows how well established English is in the Norwegian community.

2.3 English in Education

English became a world language in the 20th century, which had consequences for Norway as well. Right before 1900, English became obligatory as the second foreign language in high school (gymnaset), and by 1935 it had the status as the first foreign language (Johansson & Graedler, 2002). Since then English has gradually gotten a larger role in the Norwegian school system. In the 1960s English became an obligatory subject from 5th grade, and this was changed again in 1974 when English was taught from 3rd grade. From 1997, English has been introduced in 1st grade in elementary school (Bonnet, 2002).

The Department of Education sets goals for what is expected of the students in 2nd, 4th, 7th and 10th grade and after the first year of high school. However, only what is expected of 2nd and 4th grade is of relevance for this thesis. The goals for 2nd and 4th grade are not too different; they both focus on general understanding of English based on their everyday surroundings and the importance of learning English. Naturally the expectations are higher after 4th grade than 2nd grade. 4th graders are expected to be able to speak and understand more English than 2nd graders, who primarily are expected to be able to understand simple words or phrases (Kunnskapsdepartementet, 2013).

The influence of English in Norway can especially be seen by Norway's competency rating worldwide. Norway ranks as number 4 out of 72 countries on Education First's (EF) website. Denmark and Sweden rank just above Norway and the Netherlands ranks as number one in the world ranking of English proficiency (EF, n.d.). This shows that English has a strong position in Scandinavia. The 100 years of English in education has made English go from a language spoken by few in Norway to a language almost everyone knows. Norway has also had an increase in international contacts and has areas that are greatly affected by English which can account for how English words and expressions have found their way into Norwegian (Johansson & Graedler, 2002). The use of English in different domains and how well established English in school and daily-life in Norway makes looking at CS in Norway interesting.

2.4 Bilingualism in Norway

In the Nordic countries English is becoming indispensable in many domains and the number of domains is constantly increasing. Therefore, English can be seen as a second language instead of as a foreign language (Phillipson, 1992). The degree of integration of English in Norway has increased over the years, as seen through the use of English in the different domains, especially in education. However, the question is, are Norwegians bilingual? The term bilingualism has many different definitions associated with it, which will now be discussed.

Some linguists view bilinguals as: "children who grow up learning two languages simultaneously" (Genesee, 2006, p. 46). Similarly, Meisel defined bilinguals as "those individuals who acquired their two languages in early childhood, that is who were exposed to both languages from early on, say before age 3;0" (Meisel, 2007, s. 336). In these definitions,

to be bilingual one needs to have acquired the second language early in life, and are referred to as simultaneous bilinguals. This is generally not the case with English in Norway, and according to these definitions Norwegians are not considered bilinguals. From this point of view Norwegians would be viewed as second language (L2) learners. L2 learners are those who learn a second language later in life, which can also be divided into child L2 learners for those learning their second language during childhood and those learning their second language as adult, adult L2 learners (Meisel, 2007).

Other linguists have a contrasting view of bilingualism and are not as concerned with when the language was acquired as the ability to be understood in two languages. Haugen (1953) defines bilingualism as being fluent in one language and able to produce meaningful utterances in the second language (Haugen, 1953 cited Butler & Hakuta, 2006, p. 114). Bilinguals can also be defined as those “individuals or groups of people who obtain the knowledge and use of more than one language” (Butler & Hakuta, 2006, p. 114). In these definitions there are no specification for the level of proficiency needed to be viewed as bilingual. This means that even young second language learners or adults who have just started learning a second language are included, as long they are capable of making meaningful utterances in the second language.

Using the definitions by Haugen (1953) and Butler and Hakuta (2006) much of the Norwegian population can be viewed as bilingual. Over the last century English has become a larger part of Norwegian education. Therefore, it can be assumed that a large portion of the Norwegian population are capable of producing meaningful sentence in English, and can be viewed as bilingual from this perspective.

However, other linguist, such as Bloomfield (1933), view bilinguals as having “native-like control of two languages” (Bloomfield, 1933, p. 56). Under this view most Norwegians would not be viewed as bilingual. Even though a large number of the population has some command of English, most of the population can either be described as monolingual or as dominant in Norwegian. The Norwegian population cannot be viewed as balanced bilinguals when it comes to English. However, English has a linguistic presence without being a mother tongue (Graedler, 1999). By looking at the different definitions it is not clear if Norwegians can be seen as bilinguals or not, and in this paper Norwegians will be referred to as L2 learners of English.

3 Code-switching and Borrowing

Distinguishing different language contact phenomena from each other is a challenge. Definitions vary of phenomena such as CS and borrowing, and it can thus be difficult to determine which category a specific example belongs to. What is the difference between these terms or is there really a difference? The definitions vary depending on who you ask. However, it is important for this thesis to be able to distinguish CS and borrowing. This will, therefore, be the topic of a detailed discussion to better be able to distinguish these phenomena when looking at the results from the interviews in this study. There seems to be little agreement about how CS should be defined and what the limits of CS are. Eastman (1992) wrote in his introduction to CS that “efforts to distinguish code-switching, code-mixing and borrowing are doomed” (p. 1) and little has happened to contradict this view. CS has been widely discussed, but no consensus on a single definition has been reached (Gardner-Chloros, 2009a).

Up until the 1970s only bilingual borrowing had been studied as opposed to CS and code-mixing. This was due to the fact that CS and code-mixing were seen as a sign of incompetence in one or both of the languages used. However, since then CS has received a lot of attention and since Blom and Gumperz’s (1972) paper on CS it has been accepted that CS occurs with high frequency when speakers who are bilingual in the same languages communicate with each other (Hamers & Blanc, 2000). Different authors use different terminology. CS is the generally accepted term, however, some authors like Muysken argue for the use of code-mixing instead. That is because code-mixing makes no claim on the processing mechanism involved in the act, unlike CS. There are also some authors that use CS when talking about larger units (eg. clause) and code-mixing when referring to alternation internal to the utterance or clause (Muysken, 2011). This discussion, however, is not something this thesis will look at and it will use code-switching when referring to these phenomena.

In some definitions there are reference to the base language or matrix language (ML) which, is defined as “the main language in CS utterances” (Myers-Scotton, 1997, p. 3) The embedded language (EL) is the other language which is also present in the CS, but it has a lesser role. The matrix language is said to set “the morphosyntactic frame for sentence showing CS” (Myers-Scotton, 1997, p. 3) This means that the matrix language sets the frame for the morpheme order and supplies “the syntactically relevant morphemes from both participating languages. It also

means determining when constituents within a sentence showing CS must occur entirely in the EL” (Myers-Scotton, 1997, p. 3)

When discussing CS some terminology is needed. CS can occur in different parts of a sentence either it is from a sentence to the other or within a sentence. The switch is often divided into different types of alteration. If the switch occurs within a sentence can be referred to as Classic CS or alternational CS, but is mostly known as intra-sentential CS. The other type of CS occurs at clause boundaries, referred to as inter-sentential CS. Both types of CS require an advanced level of bilingual proficiency to be able to make switches (Toribio & Bullock, 2009). The discussion of what CS is will start by looking at the different definitions of CS and then continue by looking at the difference between CS and Borrowing.

3.1 Code-switching

A common definition of CS is “the use of more than one language during a single communicative event” (Muysken, 2011, p. 302). However, Muysken comments that this definition has elements that are unclear. Firstly, use of a language does not distinguish between production and perception, but most studies on CS have focused on production. Furthermore, this definition does not restrict CS to be between two languages. Literature does not agree on what counts as a separate code, dialects or clearly distinct languages, which makes the definition vague (Muysken, 2011). According to Muysken (2011), “during a single communicative event” is vague on purpose, and can refer to a turn in conversation or even someone passing by and reading a bilingual road sign. The study of CS increased after Poplacks’s paper on Puerto Rican Spanish-English bilingual speech in New York in 1980 (Muysken, 2011). Therefore, it seems appropriate to continue with the definition used in that paper.

The definition used by Poplack (1980) defined CS as “[...] the alternation of two languages within a single discourse, sentence or constituent” (Poplack, 1980, p. 4). This definition is similar to the definition from Muysken (2011) already mentioned. However, it is further specified that CS is categorized by its degree of integration into the base language, which is different from the definition above. In an earlier study by Poplack (1978) on balanced bilinguals, CS was categorized by the degree of integration of items from one language to the other language. The phonological, morphological and syntactic patterns were studied. Balanced bilinguals have the option of integrating an utterance into the pattern of the other language or

preserving its original shape. This study saw as instances where English phonological patterns were preserved in otherwise Spanish discourse as CS. Whereas instances where the English utterances were adapted to Puerto Rican Spanish patterns were considered examples of monolingual Spanish discourse and therefore, seen as borrowing (Poplack, 1978 cited in Poplack, 1980).

However, in Poplack (1980) the definition was modified to look at bilinguals of varying degree of bilingual proficiency. The level of integration into the base language was still what indicated if it was CS or not, but unlike the previous definition, switched utterances that were either phonological or syntactical integration into the base language, but not both, were considered instances of CS (Poplack, 1980). In later work by Poplack (1993) and Poplack and Meechan (1995), the formulation of the definition of CS included the integration into the base language definition, “‘code-switching’ may be defined as the juxtaposition of sentences or sentence fragments, each of which is internally consistent with the morphological and syntactic (and optionally, phonological) rules of its lexifier language” (Poplack & Meechan, 1995, p. 200)

In Toribio and Bullock (2009) CS is defined as “the ability on the part of the bilinguals to alternate effortlessly between their two languages” (Toribio & Bullock, 2009, p. 1) It is further said that bilinguals of differing degrees of ability can produce CS and that CS occurs in different language settings. Bilinguals will exploit their ability to alternate between their languages in an unchanged setting, which can often be within the same utterance (Toribio & Bullock, 2009). In this definition, the focus is on CS as an ability that bilinguals have and can use in a given situation. However, this definition does not limit the switch in any way, the switch can vary from a single word to larger segments of discourse (Toribio & Bullock, 2009). There are a few differences between the definitions above and Toribio and Bullock’s definition, firstly they defined it as an ability the bilingual has, unlike the definitions above. Furthermore, the definition by Toribio and Bullock and the definition by Muysken do not specify that code-switches must stay unintegrated into the base language which all of Poplack’s definitions mentioned here do.

Meisel’s (2007) definition is similar to the one used by Toribio and Bullock (2009) because they both focus on CS being an ability that bilinguals have.

Code-switching [...] is defined as a specific skill of the bilingual’s pragmatic competence, that is, the ability to select the language according to the interlocutor, the situational context, the topic of

conversation, and so forth, and to change languages within an interactional sequence in accordance with sociolinguistic rules and without violating specific grammatical constraints (Meisel, 2007, p. 337)

Similarly to Toribio and Bullock, Meisel also specifies CS as a skill that is a part of the bilingual's competence. In Meisel definition CS is also that during a conversation the bilingual chooses one language or both in order to add something to the conversation within a situational context. Furthermore, Meisel also specifies that CS can only be between distinctive systems and that language differentiation is a necessary condition for CS (Meisel, 2007).

Myers-Scotton (2007) has another definition of CS. "Code-switching is defined as the use of two or more linguistic varieties in the same conversation, without prominent phonological assimilation of one variety to the other" (Myers-Scotton, 2007, p. 101). This means that all use of two or more languages in a conversation where the pronunciation of one language does not affect the other language or variety. To use two or more linguistic varieties is an interesting part of this definition, and differs from the definitions already mentioned because it allows for switches between dialects as well as separate languages. The other definitions all refer to the use of two or more languages and do not explicitly include switches between dialects. Most CS studies deal with switches between distinctive languages, but there are studies that look at switches between dialects or styles of the same language (Myers-Scotton, 2007). Toribio and Bullock mention monolingual CS, but refer to it as style-shifting (Toribio & Bullock, 2009). Myers-Scotton's definition is in contrast to the definition by Meisel's definition where switches can only be between distinctive systems and that that is a necessary condition for CS. There are similarities between Myers-Scotton's definition and the definition by Poplack (1980) both mention phonological constraints on CS.

Because of the complexity of CS and different definitions, it has been suggested the definition of CS should look at as a "right to left" instead of a "left to right" definition (Janički, 1990 in Gardner-Chloros, 2009). This means that instead of looking at the definition as the truth as a "right to left" definition does, a working definition should be used and then there is no need for a common truth. To view CS in this way can be helpful because researchers use different definitions of the term, which does not matter as much if the term is viewed more as a tool to describe data (Janički, 1990 in Gardner-Chloros, 2009).

The various definitions of code-switching discussed above are not severely different, but they do emphasize different aspects when defining CS. Both Meisel (2007) and Torbio and Bullbock (2009) emphasized CS as a bilingual ability. These two definitions see CS as an ability and a linguistic choice to CS while the others did not make this a part of their definition. Poplack (1980) and Myers-Scotton (2007) both mention phonology assimilation in their definition. Furthermore, Myers-Scotton is the only definition that includes monolingual CS, the other definitions confine CS to be between languages, while Myers-Scotton includes dialects. This discussion does not give a clear answer to what CS is or how to separate it from borrowing, but it highlights the issues around CS as a phenomenon.

3.2 Distinguishing Code-switching and Borrowing

There are different views on how to distinguish code-switching and borrowing. Some researchers argue that they should be distinguished (eg. Muysken, 1987; Poplack, 1993;) but no consensus on how to do this has been found. Others believe that these two phenomena are undifferentiated by the bilingual speaker and should not be seen as the different entities (eg. (Bentahila & Davies, 1991; Myers-Scotton, 1997(1993); Treffers-Daller, 1991) (Poplack & Meechan, 1995). Similarly to defining CS, distinguishing between these two phenomena is not an easy task.

Poplack (1993) views borrowing as when the lexical material is adapted to the morphological, syntactic, and sometimes also phonological patterns of the recipient language. Viewing borrowing in this way means that when constituents are adapted into the ML, it is borrowed, not a switch. A switch is when the switched element is consistent with its origin when it comes to the morphological and syntactic, and optionally phonological rules. Poplack also distinguishes between two different types of borrowing, established loanwords and nonce borrowing. The former is when words show full linguistic integration, native-language synonym displacement as well as widespread use even among monolinguals. Nonce borrowing is quite similar, but it does not need to be widespread. Established loanwords are naturally transmitted and do not involve active borrowing. Nonce borrowing does, however, require access into the L2 and in this way nonce borrowing resembles CS (Poplack, 1993).

The contrasting views on CS which some researchers have such as Myers-Scotton and Gardner-Chloros have, see CS and borrowing as phenomena along a continuum, where CS is one end

and an established loanword is the other end. They argue that every loanword starts out as a switch and then over time becomes a loanword. Over time loanwords have been transmitted into a language and have been integrated into that language, while CS is more spontaneous. Borrowing can look like CS because it can retain its foreign status as in keeping its phonology, while CS often seems like borrowing because it is short and embedded into the syntax of another language (Hamers & Blanc, 2000).

Gardner-Chlores (1995) mentions three criteria that is not reliable when distinguishing CS and borrowing. Firstly, it does not have to be borrowing when there is morphological integrating into the surrounding language, but it can be borrowing or CS. Secondly, both CS and loans can fill lexical gaps in a language and can be an option to the native equivalent. Thirdly, all grammatical categories can be borrowed. Loanwords are often nouns, but nouns are also often the most common form of CS (Gardner-Chloros, 1995). The reason why nouns are so common can be because of the size of the grammatical category, but also because they have fewer syntactic restrictions than other word classes (Gardner-Chloros, 2009a). These facts make the two different phenomena difficult to distinguish because they share many of their characteristics.

It is also believed that to use established loanwords there is no need to know the language involved; however, to CS it is necessary to know both languages. To determine whether it is a switch or a borrowing some criteria can be used, but none of the criteria are entirely reliable, see Table 1 (Muysken, 2011). This table refers to bilingual borrowing and historical borrowing, the former referring to when a bilingual community uses words from the dominant non-community language when speaking the community language. The latter is when a language adopts words from another language over time. The first criterion to distinguish between CS and borrowing is the adaption to the base or matrix language. In some data switched elements are accompanied by matrix or base language affixes. Another criterion is the language community, the degree of bilingualism in the community is a factor as one does not need to know both languages to borrow a word, but one does to switch. Additionally, the amount of material taken from the other language; a single word is more likely to be borrowed while longer constituents are more likely to be CS. Furthermore, other criteria can be used too, if the word denotes a new concept or if there is already an existing word, if the latter then CS is more likely. If the word used has high frequency in the base language it is more likely borrowing (Muysken, 2011). The table below demonstrates the difficulty of distinguishing these phenomena.

Table 1: Potential diagnostic features for different types of language mixing (Muysken, 2011, p. 303)

	Time depth	Adaptation to matrix	Bilingualism	More than one word	Variability
Historical borrowing	+	+	+	-	+
Bilingual borrowing	-	+	+	+	+
Code-switching	-	+	+	+	+
Mixed languages	+	+	+	+	-

Myers-Scotton’s (1995) markedness model provides a different perspective. She points out that to try to distinguish between these two phenomena on a structural basis, meaning their morphological, syntactical and phonological assimilation, will not give any results. Assimilation cannot be measured and provides only a continuum. Looking at these contact phenomena from a structural basis also provides difficulties when examining examples that are clearly established loanwords, showing little assimilation. And lastly the difference between phonological assimilation and morphological assimilation, it is possible to have little phonological assimilation, but for the switch to show deep morphological assimilation, as for example verb inflections (Myers-Scotton, 2007). Myers-Scotton (1995) therefore suggests that CS and borrowing should be distinguished by social context and not structure. This means that examples where the switched constituent carries social significance as a negotiation can be seen as CS, while those examples which do not carry social significance will be borrowings (Myers-Scotton, 2007).

The discussion above clearly shows the differences between the views on CS and borrowing and highlight its difficulties. Poplack and others make a clear line between the two while Myers-Scotton and others see it as a continuum. Poplack classifies it as borrowing if there is any form of morphological, syntactic and maybe phonological integration into the base language. A switched element is to show little sign of convergence, it should stay true to its original form. The other view sees CS and borrowing on a continuum, where a code-switch gradually became a fully established loanword. Furthermore, as Myers-Scotton showed, the differences can also be viewed from the switch’s social content and not only its integration.

This study will see CS and borrowing as a continuum. It is necessary to use a formal impartial method to tell the end points apart. Therefore, the Norwegian dictionary Bokmålsordboka

(Bokmål dictionary) <http://ordbok.uib.no/> will be used to identify elements as established loanwords. Elements not in the dictionary are likely at the other end of the continuum. This dictionary will be referred to as Bokmålsordboka. However, this is not completely reliable because there can be words or phrases that are used with high frequency as a part of the Norwegian language that will not be in the dictionary because it takes time for a word to be put in the dictionary. These words might not be seen as foreign by the speakers. Therefore, the dictionary Norsk Ordbok (Norwegian dictionary) <http://no2014.uio.no/perl/ordbok/no2014.cgi> will also be used, because the goal of this dictionary is to give an account of the Norwegian oral language and not necessarily what is standard. The dictionary will be referred to as Norsk Ordbok. This will help show what is common in Norway, but have not yet achieved official status. However, not all English words or phrases that are common in Norway will be found in either dictionaries. These dictionaries can be used as a guide to check if it is borrowing, but it cannot truly determine if it is.

3.3 Motivations for Code-switching

There has been a lot of research on motivations behind CS. When looking at CS it is also interesting to understand some of the reasons why people code-switch. CS can occur for a number of reasons. For instance, in immigrant communities, the second generation bilinguals often switch frequently, especially between the age of 12-25. CS is also most frequent within a group in informal conversations where outsiders are not present. The topic is often ordinary in nature (Muysken, 2011). CS can also be used as an expression of ethnic identity, to achieve a particular discursive aim or to fill a linguistic gap. It is interesting to note that it is often assumed that CS is random mixing of two languages, however, it is not. Much research specifically looks at this and sees CS as a skillful manipulation of languages for communicative functions (Toribio & Bullock, 2009).

Looking at CS from a sociolinguistic perspective there are three types of factors that affect CS, outside, speaker specific and conversational factors. Outside factors that affect the speaker as in overt and covert prestige or the way each variety is seen in a context especially in relation to power. Speaker specific factors can be at an individual level, but also as a member of a group. Here their level of competence in each variety also play a part. Their social network and relationships also affect their language use. How others perceive the speaker and the speakers' self-perception can also affect CS as well as their attitudes and ideologies. Factors within the

conversation where CS can appear, CS can be a conversational resource for the speaker and is a tool in bilingual discourse that is not available to monolingual speakers. However, these three types of factors overlap and there are inter-relations between them (Gardner-Chloros, 2009b).

Myers-Scotton's markedness model explains how markedness can be a motivation for CS. In a situation a language can be either the marked or the unmarked choice, a speaker is capable of knowing which language is marked or unmarked within the community. As an example the language situation in Kenya is used, the unmarked choice is Swahili because it is a neutral lingua franca. However as a conversation develops the speakers can discover that they are a part of the same ethnic group and what is seen as the unmarked choice can change, if they share a mother tongue. However, markedness needs to be seen as a continuum because there are degrees of markedness and not clear categorical distinctions. In the model it is stressed that CS is a tool for the speaker, but also an index of the speaker's intention for the listener. This model predicts CS as one of three negotiations, firstly in a conversation between bilingual peers CS can be the unmarked choice, secondly in a conversation with any participant CS can be a marked choice and thirdly CS can also be a way of presenting multiple identities (Myers-Scotton, 2007)

CS is most frequent in informal speech, with members of a minority group where the majority language is spoken at work and outside the home and a minority language is spoken at home. Ordinarily, to prevent misunderstandings bilinguals will not use CS in conversation unless the speaker knows the listener's background and attitudes (Gumperz, 1982). Many instances of CS can be identified as direct quotations or as reported speech. Another function of CS can also be addressee specification; the switch indicates which person of several one is addressing. CS can also be used as interjections or sentence fillers. Reiteration can also be a function of CS, a message can be repeated in a different language, to either clarify, or often just to emphasize the message. A large group of switches are qualifying constructions following a copula, this function is called message qualification. CS can also function as a way for the speaker to distance themselves from a message. A large number of switches fall under this category, but the function is difficult to explain. However, these functions alone cannot explain the listener's perceptions or how they affect the interpretation process (Gumperz, 1982).

3.4 Code-switching and Gender

Gender is an important sociolinguistic category. Gender have also become more importation within the study of sociolinguistics. In studies of CS and gender there are contrasting evidence of what effect gender has on CS. In this section, some of these studies will be reviewed. It has long been established that women use more standard forms than men. However, this finding came from monolingual settings. Several studies show that there is no correlation between CS and gender (Gardner-Chloros, 2009b).

Cheshire and Gardner-Chloros (1998) carried out a study to see if there was a clear gender difference between women and men when it comes to CS. The study looked at Greek Cypriots and Punjabis in the UK. The study did not find any evidence that indicated that there was a clear difference between the genders. However, there were differences between the two different communities in the amount of CS or types of CS used. Other studies have come to similar conclusions, that there is either a difference in the number of switches or the type of switches between the genders. However, another study discovered that men CS twice as much as the women. These studies were done in different communities, which could account for the differences in the results. It has been pointed out that women do not always behave the same within a society either (Gardner-Chloros, 2009b). Poplack (1988) found that men use more loanwords than women. However, this difference is not present when it comes to widespread loanwords (Poplack, 1988 cited in Cheshire & Gardner-Chloros, 1998). This was also found in Treffers-Daller (1992), women used fewer new loans words than men, except from when the loanwords were established in the community. However, these two studies look at loanwords quite differently, but the difference was not made clear (Treffers-Daller, 1992 cited in Cheshire & Gardner-Chloros, 1998).

Studies on gender and CS show that there is no direct correlation between the two. Cultural differences seem to affect the results more than gender. There seems to be little consistency in results between the studies. Some find that there is a difference between men and women and others do not. This can be because CS can have different connotations in the different communities. Also, it does not only have to be the differences in the community, it can also be differences between individual speakers (Cheshire & Gardner-Chloros, 1998).

4 Previous research

The Norwegian press often raises the role of English in Norway. Over 50 years ago the press believed that English would have overtaken Norwegian by now (Johansson, 2002). This topic is still raised in the Norwegian press. Headlines such as “*vil det norske språk overleve?*” (will the Norwegian language survive?) and “*helt naturlig å bruke engelsk*” (completely natural to use English) raise the question of English’s role in Norway (Christiansen, 2010) (Kristoffersen, 2005). Despite the media coverage the role of English in Scandinavia has received, few major studies have really looked into the use of English and its influence on the Scandinavian languages. In 1945 Aasta Stene published her thesis on English loanwords in Norwegian, this was the first major study in Norway. The next major work was not until Graedler’s thesis in 1998 on morphological, semantic and functional aspects of English lexical borrowing in Norwegian. Then the book *Rocka, hipt og snacksy: om engelsk i norsk språk og samfunn* by Johansson and Graedler was published in 2002, discussing the language situation in Norway. English in Denmark and Sweden has also gotten some attention since the 1970s and 1980s. However, up until Harriet Sharp’s book *English in spoken Swedish* came in 2001 there had been little documentation of the influence of English in speech (Johansson, 2002).

Even though CS is one of the most researched fields within bilingualism does not mean that all aspects of CS have received the same amount of attention. The language situation in Norway is special. English has a position between a foreign language and a second language and it is generally assumed that all Norwegians have a good understanding of English. CS in this kind of community has received less attention than bilingual communities, where there are families with a minority language that CS between their language and the major language. However, CS in Norway is a popular topic for master theses and there are a quite a few theses that deal with different aspects of this. Popular topics are CS online and social motivations for CS, CS in relation to roleplaying or gaming and the grammatical functions (e.g Andersen, 2007; Barber, 2014; Grøvli, 2013; Johannessen, 2014; Norås, 2007).

This chapter will present research on CS and bilingual children. Two studies on language in Norway where language and the use of English were researched will be presented. Furthermore, Harriet Sharp’s (2007) study on English influence on Swedish speech, with the focus on CS, will be presented. Lastly, Norås (2007) and Johannessen (2014) will be of particular interest because of their focus on oral CS between Norwegian and English.

4.1 Code-switching and bilingual children

Early in the field of CS, adult-adult interaction was the focus of most research, but in the 1980s the interest of CS in children grew. The studies provided insight into how bilingual children used their languages with regards to who they addressed and the context the children were in. The research that has been done on bilingual children show that the children learn how and when to use each language according to who they are talking to, what the conversation is about and the situation they are in. This ability has been seen in children as early as two years old. At this age, they have learned to use and adjust their languages (Reyes, 2004). However, the first language mixing can happen right after the child says its first word in the second language (Nakamura, 2005).

In an early study of CS and children, McClure (1977) studied Mexican-American children from the ages of three to fifteen years. The study showed that in general those with higher bilingual proficiency code-switched more than those with lower bilingual proficiency. The younger children or those who did not have equal proficiency in both languages used mostly single word switches and these were often nouns. The older children or those with a higher bilingual competence had more code-switches, and these were often at constituent level. There are three characteristics that affect the number of code-switches made by the children. These factors were language proficiency, language preference, and social identity. The younger children interacted with the interviewer in their dominant language, Spanish, despite the fact that their proficiency in English was higher than the interviewer's proficiency in Spanish, while the older children selected a code better suited for the given individual. They mainly spoke English with the interviewer, but Spanish with the other children in their group. There was also a difference between the gender of the children. The boys seemed to use more English in free conversation. There was also more CS in free conversation than in interrogation and narration. The study showed that when children alternate between languages it is not done at random nor a result of lack of linguistic competence (McClure, 1977).

Similar findings were found in Reyes's (2004) study of Spanish-English CS in 2nd and 5th grade. The younger children were mainly dominant in Spanish, while in the older group over half of the children were considered balanced bilinguals. However, a little less than half of the children in both grades preferred English over Spanish. The study looked at social talk and task talk, and found that during social talk both the second graders and fifth graders used more Spanish than

English, which was expected due to their proficiency levels in Spanish and English. The mainly Spanish discourse by the 2nd grades included some use of English and mixed utterances. The 5th graders used more English than the 2nd graders. Comparatively, during their task, the 2nd graders used more English and mixed utterances than in their social talk, while the 5th graders showed a slight increase in the use of Spanish, but their pattern was similar in both settings (Reyes, 2004).

The results also showed that the younger group used around five types of code-switches, while the older group used more types of CS to fulfil different sociolinguistic functions. The frequency of CS in 2nd grade showed that they have similar patterns of CS, and code-switched 13% in social talk and 10% in their task, while the older group code-switched 28% in both settings. This indicated that the older group code-switched significantly more than the younger group did. The functions of the switches were most commonly topic shift, clarification, emphasis, and turn accommodation. The results showed that the older children who had developed bilingual communicative competence also paid attention to their listener's linguistic abilities. There were small differences in the type of CS between the groups, which might show a developmental trait. The study also indicated that there was a correlation between the frequency of CS and how long the child had been exposed to English. The older children were divided into two groups. One group had those who had been exposed to English two years or less and the other group included those who had at least three years of exposure. The showed that the group who had been exposed to English for three or more years code-switched more than double the amount (Reyes, 2004).

It is said that bilingualism in childhood often occurs because there is a need for more than one language in order to communicate with the people who are important in the child's life. These people can be the parents, siblings, peers or teachers. However, if the need for more than one language disappears, for example if the person speaking the other language leaves the child will stop using the language. The bilingual children can play with their languages in the same way a monolingual child can play with words. The bilingual child can use the languages to make words rhyme, invent new words or use the words in an inappropriate context (Nakamura, 2005).

Studies on adults show that the greater the competence in both languages results in more frequent CS and that people who are balanced bilingual also tend to favor CS. Studies on early switching in bilingual children show that they do not use all the same functions as adult

switching. In children, it is shown that CS is more frequent when the languages are acquired simultaneously; it is also shown, and that intra-sentential switches are less common when the L2 was acquired after the age of 13. It is also seen that non-balanced bilinguals switch less often than more or less balanced bilinguals (Meisel, 2007). These observations are similar to those of McClure (1977). Meisel's (2007) study of young French/German bilingual children showed that CS cannot only be viewed as grammatical properties, but should be viewed as principles of language processing. CS, therefore, requires both grammatical knowledge and experience using the languages (Meisel, 2007).

CS among bilingual children used to be viewed as something negative. Young children often make single word switches and therefore, it is commonly believed that when children CS it is because they lack the competence in one or both of the languages, and as a result need to switch to the other language. However, this view is incorrect, one cannot see all cases of CS as lack of proficiency. The child might be unable to access a word in one language, and could more rapidly access it in the other language, but that does not mean they do not know the word in both languages (Reyes, 2004). The studies above challenge the negative view of CS in children. These studies indicate that CS is an indication of bilingual proficiency and as the child becomes more proficient in both languages, the amount of CS will increase and the purpose of their switches will become more advanced as well. This has also been seen in Poplack's (1980) study of bilingual adults. The findings give evidence that in order to code-switch, a high level of competence is necessary in more than one language and code-switching can be an indication of bilingual competence (Poplack, 1980).

4.2 Language studies in Norway

4.2.1 1990's UNO-Survey

As a part of a survey done in the Nordic countries, school students were asked to record their conversations. This research was collected by Språkkontakt og Ungdomsspråk i Norden (language contact and youth language in the Nordic countries) often abbreviated as UNO. The survey was done in the 1990s and had different research goals, for instance, their interest in the use of English and slang. The part of the UNO survey that is of interest in the current study is the focus on spoken Norwegian discourse in high school students and their use of English. The

data was collected from the recorded conversations, which gave a spontaneous and realistic way to study their language usage (Johansson & Graedler, 2002).

The findings from this research showed that there was little CS to English in the Norwegian youth's language. The switches made were often single words that were not in the dictionary, but were still highly integrated into the Norwegian language. The typical use of English was quoted from commercials or song lyrics, for instance "here comes [sic] the men in black" or "everyday (-) the history" (Johansson & Graedler, 2002, p. 260). Free use of English was uncommon, according to this data. There are however some examples where English is used more freely, "talk to the hand", "whatever", "don't even go there", "in your face" (Johansson & Graedler, 2002, p. 261). These examples show a less restricted use of English than quoting songs and commercials, but the switches are still very much like premade phrases and expressions that likely have been heard on TV shows or in movies (Johansson & Graedler, 2002).

4.2.2 Ta tempen på språket! (2014)

In conjuncture with the Norwegian Forskningsdagene (research days), a yearly event, a public survey is carried out by students in schools throughout Norway. In 2014 the focus of the survey was on how dialects and languages in Norway were used. The survey was developed by researchers at the University of Oslo to be used in their research, but all the results were made available on www.miljolare.no. The survey was called *Ta tempen på språket!* directly translated that means take the temperature of the language. The aim of the study was to figure out which dialect and languages were used and how they were used around Norway (Norges forskningsråd, 2014). Students from all over Norway participated and varied in age from younger than 1st grade to older than 3rd year of high school (Miljolare.no, 2014). In the study over 4500 answers were registered. The research was conducted by giving a questionnaire to the students to answer. On the website, the students could see the results of others and compare. The majority of the students who participated were between 5th and 10th grade, but younger and older students also participated (Norges forskningsråd, 2014).

This research is not particularly relevant to the topic of this thesis, however, there were two questions that relate to it. The students were asked if they used English words when they talk or write text messages or on Facebook and so on, and if so how was it used. An overwhelming

70% of the participants said yes to this question and 78% of them said that they use English in spoken discourse, 60% use it in text messages, 67% when they are chatting. Furthermore, there was a high percentage of girls (73%) who said they use English words than boys (67%) (Norges forskningsråd, 2014). However, because of the uneven division of students in the different grades, it is difficult to see if the statistics apply to all grades. Since the focus of this thesis is 3rd and 5th grade their answers will be presented.

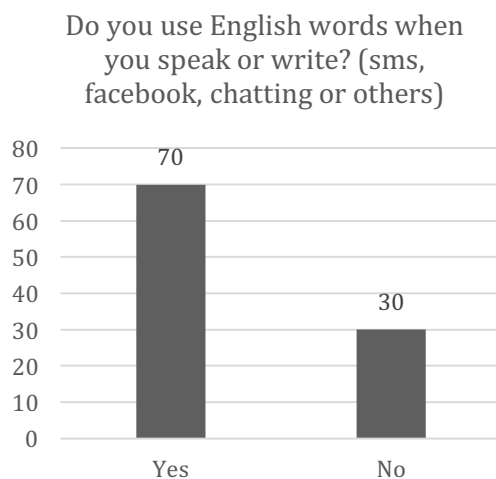


Figure 2: Overall statistics: Do you use English words? (Norges forskningsråd, 2014)

The result for the 3rd and 5th graders individually showed a different result than the overall statistics, as shown in Figure 3. In 3rd grade, only 29% said that they use English when they talk or write, which is a much lower percentage than the general statistic showed. 5th grade was closer to the result of the general statistics than 3rd grade, but there were still only 52% who said yes to the use of English words. The most common English words mentioned by the 3rd graders were “yes” and “no”, followed by *hello*. There was also use of “crazy”, “sorry”, “funny”, “good morning” and “how are you”, to mention some. “Yes” was also commonly used in 5th grade, so was “hello”, “what”, “swag”, “shit”, “, I love you”, “I don’t know”, “OMG what ever”, “random”, “how are you” (Miljolare.no, 2014).

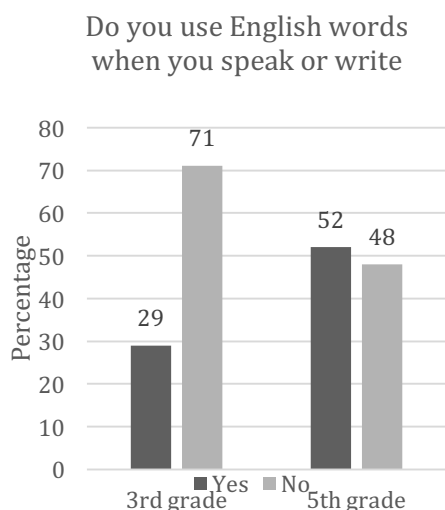


Figure 3: Percentage of English usage by 3rd and 5th graders (Miljolare.no,

If the students answered yes to the use of English words, a follow-up question was asked and they were given several options of different situations where English could be used and could select more than one. The result of this question is presented in Figure 4. In these two groups the alternative “*talking to friends*” showed similar results to the overall statistics of the survey. In 3rd graders, 74% checked this alternative and 62% in 5th grade, while the overall statistic was at 78%. The 3rd graders reported “*mostly when I talk*” as the second highest choice. The one with the second highest votes for 5th grade was the alternative “*chatting*” with 42%, but unlike 3rd grade 5th showed a more even distribution among all the choices (Miljolare.no, 2014). However, the results of this study do not reflect the amount of CS they do because there was no regulation of what was meant by the use of English. The children could have thought of CS, but they could also have thought of loanwords and English words and phrases that have been imported into the Norwegian language. It is important to note that this survey was done in Norwegian and the results and questions have been translated.

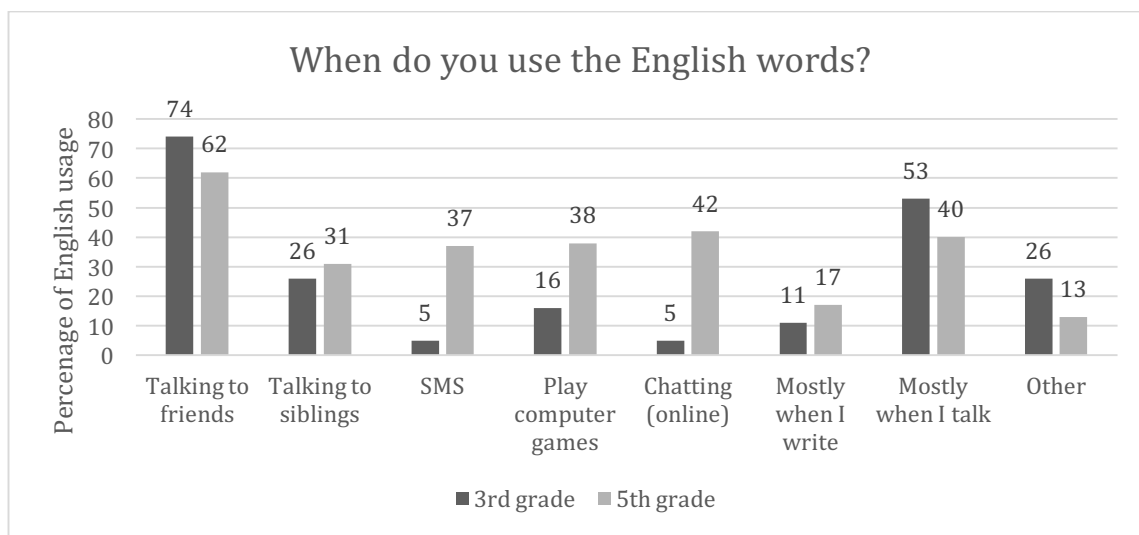


Figure 4: Everyday English language use of 3rd and 5th graders in Norway in 2014 (Miljolare.no, 2014)

4.3 Code-switching in Scandinavia

4.3.1 Swedish-English Language Mixing (Sharp, 2007)

As mentioned earlier, there have been few studies on CS in traditionally non-bilingual speech communities and because of this, there is limited previous research. The literature concerning English in Scandinavia has mostly focused on the influence of English on the domestic vocabulary and loanwords. However, Sharp (2007) looks at CS in two different domains in Swedish communities; this paper expands on Sharp (2001) and used the terminology code-mixing instead of code-switching (Sharp, 2007).

The study looked at young adults from 19- 25 years old from different parts of Sweden, here that group will be referred to as Group 1. The second group was business executives in the shipping industry, which will be referred to as Group 2. The material from Group 1 was gathered from a selection of videotapes from raw material of a televised reality show, around ten hours of speech. The recordings of Group 2 were from 12 meetings the executives had, which resulted in around six hours of material. The analysis adopted a wide definition of what was seen as an English word, and analyzed all words with their etymological roots in the English language and other words with a different origin which have come into Swedish through English after 1850. English proper nouns, names of people, places, ships, restaurants, titles of books, CDs and so on were investigated separately. However, other contact phenomena such as loan translations were excluded from the study (Sharp, 2007). In Sharp's description of code mixing a distinction

was made between established loanwords and non-standardized words were made. Established loanwords were defined as lexical items that could be found in the Swedish Academy Dictionary. Non-standardized words were words that were not included in the dictionary and had not achieved that level of recognition and integration. However, both types of words could have Swedish inflection, the only difference was dictionary inclusion (Sharp, 2007).

This study used time as a unit of measurement and percentage of English words to Swedish words as a way of measuring the code-mixing. The results showed that Group 2 used English lexical items more often than group 1. Group 1 on average incorporated an English word, string or clause once every 58 seconds while Group 2 did so every 14 seconds. This might seem like a lot, but they play a minimal role in the Swedish discourse and account for only 2.5% of the words in the two groups. However, this study includes established loans and others and if these are left out the percentage would be lower (Sharp, 2007).

Group 1 showed difference in the amount of CS and gender, but this was not present in Group 2 because this group consisted mainly of men. In Group 1 the women used less English in their speech than the men. The women only produced 26% of the switches in the corpus. When the men were absent there was little use of English in the women's speech, but when the men came into the conversation their language mixing increased. The evidence can be taken to indicate that women do not find the use of English entirely acceptable and therefore avoid the use of English in their language (Sharp, 2007).

Group 1 and 2 also differed in their use of English. Group 2 used English which was mostly Anglified shipping trade jargon, and 77% of their use was business-specific terms. However, when excluding proper nouns and names 74% of their English words were non-standardized words. Group 2 showed that their use of English lexical items was motivated by the topic of conversation; English was only used in a shipping context. Group 1 on the other hand showed that the topic of the conversation did not seem to influence their use of English. They showed a more even distribution of English loanwords and non-standardized words. The loanwords used were generally well integrated into Swedish and often lack domestic counterparts. The non-standardized words often appeared to fill a specific communicative function. Group 2 used almost exclusively single English lexical items and also used Swedish inflectional suffixes where it was necessary. Similarly, group 1 favored single English words, but longer phrases appeared more often in this group. One example was "*Let's hear it!*" (Sharp, 2007, p. 231)

However, their English phrases were always short and consisted of simple English that any Swede would understand and could resemble multi-word composites. These utterances probably required little cognitive effort by the speaker. Furthermore, Group 1 did not use Swedish inflections to intergrade non-standardized words. (Sharp, 2007).

Sharp's study showed that there are large differences in the two domains looked at. The two groups did not use English to the same extent or used the English language in the same way. Group 1 used English in a way that was not constrained by the topic and used more established loanwords, but also used longer English phrases. Whereas, Group 2's use of English was constrained by the topic and mostly in the form of non-standardized single lexical items. Sharp concluded that the use of English as an auxiliary language appeared to be a conscious choice for a specific purpose in the discourse for both domains (Sharp, 2007).

4.3.2 “Det høres så mye mer fancy ut å plotte inn litt engelsk” (Norås, 2007)

The use of English in Norwegian was looked by Norås; the focus was on if the use of English can be called code-switching or if it is infrequent lexical borrowing. It also looked at if there were similar traits to make it into a predictable framework as well as if there were some context where the use of English was more likely. In the study, eleven students were interviewed all at a high school in Trondheim. The interview lasted about an hour. The participant group consisted of four males and seven females (Norås, 2007).

In this study, the participants reported that Norwegian teenagers use English in certain settings; one of the male participants used a lot of English terms when he was playing PC games, and another used a lot of English words when talking about skiing like “*sketchy landing*” (Norås, 2007, p. 40). The females also reported that they used English words like “*drama queen*” and “*bitch*” (Norås, 2007, p. 39). During the interview, there was no spontaneous use of English, but the informants reported frequent use. The informants only reported use of content words (Norås, 2007).

In addition to the interview with the teenagers an Anglo-Norwegian corpus was collected from radio, television, magazines, and also by eavesdropping on strangers. From this corpus Norwegian/English CS is shown. The most common kind of CS found was single word switches that occupy a position in which the syntax of the ML is intact, but the Norwegian word is

replaced by an English word, as in “Dette er jo *ancient* kunnskap” (This is ancient knowledge) (Norås, 2007, p. 55). In this case the Norwegian adjective *gammel* could replace ancient and the syntax of the two sentences would be identical. The study concluded that there is a variant of insertional CS in Norway. This type of switching is when words are inserted into a language. Words are borrowed from one language and fitted into the structure of a second language as in the example above. This way of viewing CS is from Muysken (2000) model of intra-sentential CS. The study also concluded that the observed use of English in Norway strongly supported that the majority of Norwegian have enough control over English that it can function as a second language (Norås, 2007).

4.3.3 "Alt er awesome i mitt liv" (Johannessen, 2014)

This master's thesis looked at social motivations for CS and the research was divided into two parts: a group interview and an individual interview. There were eight informants divided into two groups. The participants were between the ages of 20 and 30. The mixed group consisted of four women who came from different educational backgrounds while in The English group there were three women and one man who were all students studying English at master's level. The informants knew each other and the interviewer beforehand to make the conversation run freely (Johannessen, 2014).

The goal of the study was to observe CS between Norwegian and English and also to enable a discussion of the social motivations of CS. The interviews were around one and a half hour long. The first part of the study was a group interview where the goal was for there to be a conversation between the participants. The second part was individual interviews were questions about language use and attitudes and their own thoughts about linguistic identities. These interviews lasted around 15 and 30 minutes (Johannessen, 2014).

The results of the study showed that the mixed group mainly CS in form of single words or two word compounds. The mixed group mainly had switches that were noun phrases (NP), the different types of switches this group made are showed in Figure 5 with a numeric representation. The mixed group mainly had switches that were NP. Examples of NPs were single words that were embedded into Norwegian utterances such as “*snowboard, tours, like, hashtag and high school*” (Johannessen, 2014, p. 26). The adjective phrases (AP) were for instance “crazy, perfect and lost” (Johannessen, 2014, p. 26) There were also instances of more

creative use of CS “Altså, sånn, *stiff upper lip, posh greie*” (Johannessen, 2014, p. 26). There were few verb phrases (VP), but these were integrated into the matrix language and showed inflectional marker *-a*, as in the examples “googla” (googled), “hooka” (hooked) (Johannessen, 2014, p. 26).

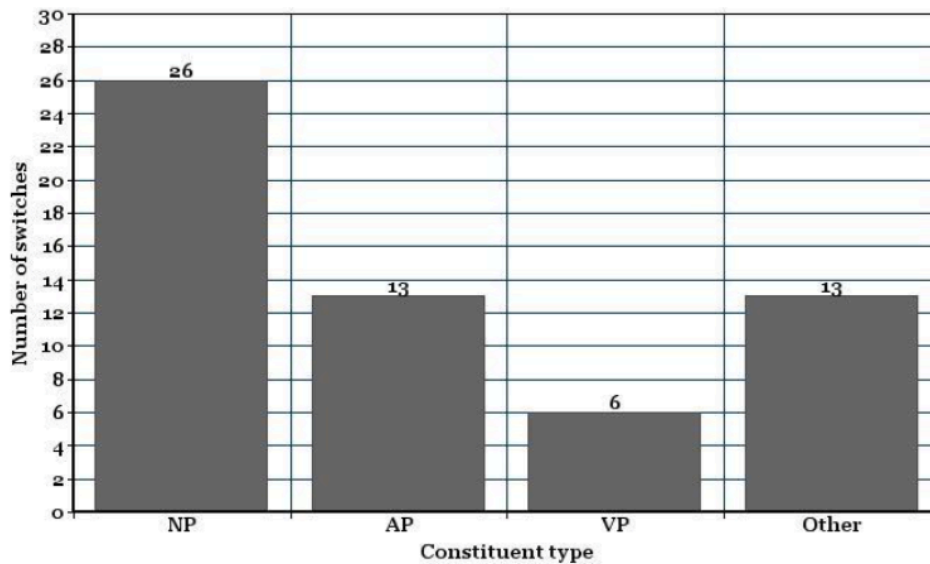


Figure 5: Mixed group Code-switching (Johannessen, 2014, p. 25)

In the English group, the number of switches almost doubled, which can be seen below in Figure 6. In addition to switching more, this group also used more complicated switches; their single words were from a more advanced vocabulary, with more compounds, and more complex constituents. Some examples were “my boyfriend”, “regular basis”, “attitude” and “så eg sat og gumla det rett *in her face*” (*so I sat and ate it right in her face*) (Johannessen, 2014, p. 29). The two most complicated switches made in this study were made by this group. One of these was: “Men det er jo veldig interessant når *the iceberg is the penis and the boat is the something... (But it is very interesting when the iceberg is the penis and the boat is the something...)*” (Johannessen, 2014, p. 30).

The most complicated switches were made by two informants who had lived in English speaking countries for between 12 months and 18 months. These two informants were the ones who made the most switches as well as the most complex ones. Both groups often flagged their

switches using discourse markers such as “sånn”, or “eh” or “clearly marked as represented speech by the use of quotations and/or exaggerated accents (Johannessen, 2014, p. 45).

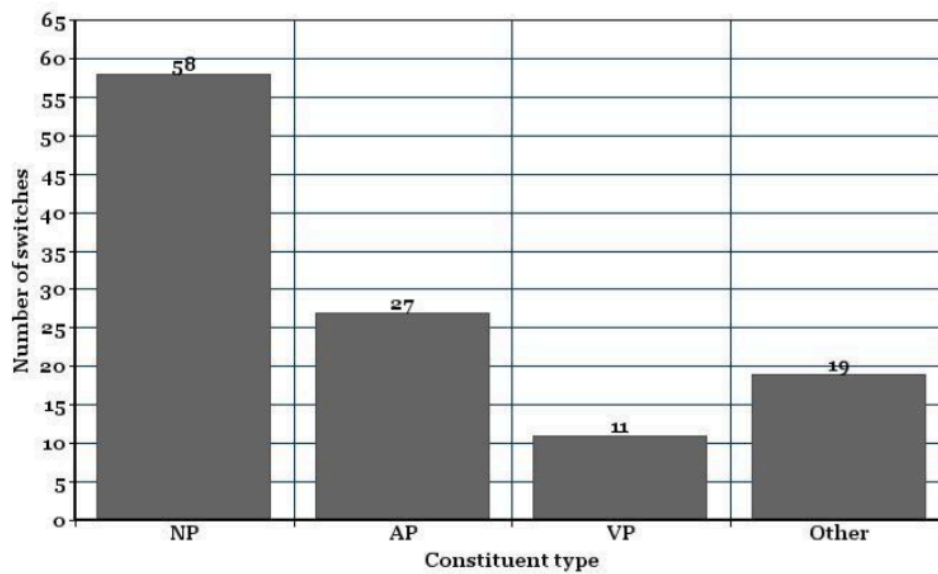


Figure 6: English group Code-switching (Johannessen, 2014, p. 28)

The social motivations for CS shown in this study was mainly to communicate. In the interviews, the informants used CS to be understood by the group and to express themselves clearly. “To identify with a specific social and/or linguistic group” is also a motivation for CS seen in this study (Johannessen, 2014, p. 46).

5 Method

In this thesis, the speech of elementary school children has been studied to see if they code-switch between Norwegian and English. The main part of the study consists of interviews. The children were separated into pairs of the same gender and interviewed in an attempt to get natural speech. In addition, the children's parents were given a questionnaire about the child's language use and language influence. The interviews were done at an elementary school in a middle sized city in eastern Norway. The duration of the interviews varied between 28 and 62 minutes.

5.1 Participants

Two groups of children were chosen to look at CS in elementary school. Children from two different grades were looked at, the third and fifth grade. These two grades were chosen because English is taught from first grade in Norway, which means that both groups will have some knowledge of English. However, even after five years of English it is only a school subject with limited hours and it can therefore not be expected that the children speak English fluently. The difference in the grades will mean a different number of hours of formal instruction in English, and by the 5th grade the children will also have been more exposed to English outside of school. The 5th graders were expected to be more proficient. These factors combined made it interesting to compare these two groups.

In 5th grade, there was one group of two boys and one group of two girls. The goal was to have the same division in 3rd grade, but this did not happen. The school only asked eight children to participate, and one parent said no, therefore, the last group in 3rd grade consisted of one boy. These children were chosen by the principal who was told to select participants who were not too shy to make it easier to get them to talk. The principal was also told to not pay special attention to the English proficiency level of the students. The children asked to participate were each given a questionnaire that their parents were to answer along with the parental consent to participate in the interviews. Parental consent was given, however, not all of the parents filed out the questionnaire, and because of this, little was known about the children and their background before the interviews. The principal selected children who were monolingual Norwegian students. In 5th grade all four children were ten years old. The participants from 3rd grade were all eight years old.

5.2 The Sociolinguistic Interview

The goal of these interviews were to obtain natural speech. When attempting to look at natural speech, the method chosen is crucial to create an environment where the participants are likely to be relaxed and use their natural language. This type of speech is referred to as vernacular speech (Milroy & Gordon, 2003). Labov said that vernacular speech is, “the style in which the minimum attention is given to the monitoring of speech” (Labov, 1972, p. 208 cited Milroy & Gordon, 2003). This kind of speech is, however, difficult to get in a setting where the participants are being watched or recorded. This is called the observer’s paradox. The speaker changes or shifts away from their natural speech due to being monitored or recorded by a stranger (Milroy & Gordon, 2003).

Natural speech is difficult to study, and because of this it is important to use a method which focuses on getting natural speech. CS can be studied in many different ways all depending on the reason behind the study. In Milroy and Gordon (2003) different methods are presented. The methods mentioned are written questionnaires, fieldworker-administered surveys, rapid and anonymous surveys, the sociolinguistic interview and observation studies. In this study, the sociolinguistic interview was used, because this method focuses on natural speech, which some of the other methods do not. An observation study would also have been possible, because that method also has the focus on natural speech. Both an interview and an observation study allow for more normal and unconstrained speech, however, the observation study would give more natural speech than an interview. The reason for not choosing an observation study has to do with time constraints. When observing there could be hours without any CS, so therefore an interview was preferred in this study because the interviewer has the possibility to elicit CS in the participants. The interview should, therefore, give more rapid results than an observation study would (Milroy & Gordon, 2003).

As mentioned, natural speech is hard to get because of the observer’s paradox. One cannot observe without actually observing, and because of this, sociolinguists have developed techniques to get around the observer’s paradox in order to elicit vernacular speech. An interview is not the ideal method for getting a relaxed speech style, but by using certain techniques, the participants are more likely to relax and use their natural speech during an interview. This is where the topic of the interview becomes important. If people are emotionally involved they tend to think less about their speech, therefore the topics the participants were

asked about tried to engage them and make them not think about their speech (Milroy & Gordon, 2003)

In this study, the participants were asked questions about hobbies, family, school, TV, and other familiar topics. To reduce the effect of the observer's paradox it was chosen to interview in pairs. This choice was made for two reasons; firstly, it can remove the awkwardness that an interview situation can create when the participant is alone with the interviewer. The hope was that interviewing in pairs would create more of a conversation between two people who knew each other already and take some pressure off the participants. Secondly, to interview in pairs gave to opportunity to interviewed more people in the same amount of time, which gave more material to work with.

The dialect of the interviewer was taken into consideration when choosing where to do the interviews. The interviewer speaks with an East-Norwegian dialect and the interviews were therefore done somewhere where a similar dialect is spoken to avoid that the participants tried to accommodate the interviewer's dialect. It has been proven that people accommodate each other's speech in conversations, which can be because of a variety of elements like the gender, class and the personality of the speaker. The theory is that an individuals can change their speech patterns to be more favorable by reducing the differences between themselves and the other speaker. Accommodation of speech can be seen as a way of the speaker change his speech in order to be more acceptable to the person addressed (Giles & Powesland, 1997). Since the aim of the interviews is to obtain natural speech, this can reduce the number of elements that can influence that aim. In reducing dialectical differences there can be less speech accommodation, however, there are other elements of speech than just dialects that can be accommodated.

5.3 Duration of the interviews

Labov suggested that an interview should be from one to two hours with each speaker. 20 minutes have been said to be enough to get phonological data, but that is not the focus of this study. The focus is the speech pattern, which often merges over a longer period, especially when the interviewer is a stranger to the participant. When interviewed by a stranger, it is said that the participants will settle into their normal style after about an hour and that speech before this may be very different from how it normally is. However, it is also suggested that the

participants may change style throughout the interview (Milroy & Gordon, 2003). As the children in this study were between the ages of eight and ten years old, it was considered unlikely that they would have the patience to have a conversation for more than an hour as it is suggested above that an interview should be. Therefore, it was attempted to keep the interview between 30-45 minutes, which was considered to be more appropriate for their age.

The aim was to keep the conversation going for about 45 minutes, but not force it if the children got bored. However, the length varied very from group to group depending on their talkativeness. During the interviews the length of the interview was not closely monitored, which causing a bit of variation with regards to length. The interviews lasted from 28 min to 62 minutes, with the 28 minutes interview being the fourth, with only one person. The average of the remaining three interviews were 54 minutes.

5.4 Ethical considerations

In a study with young participants, the ethical considerations are important not only to be aware of but to follow. There are laws and regulations on how to conduct a study on children. Firstly, the study has to be registered with Norwegian Centre for Research Data (NSD) before starting interviews, which this study was. Other than that, there are three main ethical considerations one should be aware of. These are consent and competence to grant consent, benefit and harm associated with research, and the consideration of confidentiality. The parents of the participants have to grant consent in order for the child to take part in a study. However, that does not mean that the child's opinion should not be taken into consideration. The children should also have an opinion regarding their participation even if they are legally too young to agree to a study. The children chosen therefore had to be willing to participate in addition to have parental consent. Furthermore, even with the parental consent, the children can at any time say no to participating. Secondly, benefits and harm from the study, have to be taken into consideration; regardless of how unlikely it is that the children will take any harm from the study it is something to be aware of in case changes might need to be made during the interviews. Thirdly, confidentiality, which is important for any research (Backe-Hansen, 2016). In this study all interviews have been kept secure and all information has been made anonymous.

Before the interviews in this study started parental consent was collected. Additionally, the children were all made aware of the situation before the interview began and asked if it was okay that they were recorded to ensure that they felt comfortable. There were no instances before or during the interview where the children withdrew their consent or asked to end the interview. The interviews ended when all prepared questions had been asked. This showed that the interviews did not exceed the comfort of the participants and that they were comfortable throughout the interview.

5.5 The interviews

The basis for the interviews was an interview guide that had 3 parts, which can be found in Appendix A: Interview Guide. The first part was a section of questions where the interviewer was to get to know the children and make them comfortable. The second part consisted of six photos shown individually and the children were asked to talk about the pictures. The last part aimed at getting them emotionally engaged by talking about happy memories, or times they were scared, how they use electronic devices, movies and TV shows they have seen. The interview guide was used as the basis, with additional questions that followed up on what the children said. During the interviews the interviewer, who normally code-switches a fair bit tried to code-switch as little as possible to not affect the participants, but made some switches.

The interviews were done in January right after school had started up again after the Christmas holiday. The children had short days at school and to make sure there was no stress it was decided that the interviews would be done over two days. The first day started with 5th grade and the first interview started early in the morning when the children started school. In 5th grade children from different classes had been asked to participate. The first group consisted of two girls who did not know each other very well, but seemed comfortable with each other. The group of boys did not know each other either, but they seemed very comfortable with each other and would ask each other questions and talk directly to each other. The girls did not talk to each other as much as the boys. The boys were however interviewed later in the day right after their first break and seem more energetic than the girls did.

On the second, children in 3rd grade were interviewed and they were all from the same class. The girl group knew each other well and had known each other even before they started school and seemed very comfortable with each other and the situation. They even continued talking

and asking the interviewer questions after they were told the interview was done. This was the longest interview. The boy who was interviewed alone seemed less comfortable. He kept putting his hands in front of his mouth and his general body language was more guarded than the others had been. It is possible that he was just shy or that this was because he was alone. His behavior suggested that he could have benefited from having someone else there too. The girls were interviewed early in the morning and the boy was interviewed after the break in an attempt to make him more at ease having already started playing and become comfortable being in school.

6 Results

This chapter is devoted to give a summary of the main findings from the interviews. The results will be given in two sections: one for 3rd grade and one for 5th grade. In Table 2 an overview of the English used in the interviews is presented, including code-switches and non-established loanwords. The non-established loanwords are words that are highly integrated into the Norwegian language, but have not yet received official status by being added to the dictionary Bokmålsordboka. Fully established loanwords are not included in the table. The table shows each participant and their switches individually, but the switched element is not showed in a context.

The underlined words or phrases are not found in the Bokmålsordboka, but can be found in the Norsk ordbok, which attempts to give an account to the words actually used in the Norwegian language and therefore these fall somewhere between CS and established loanwords. The English words that are not underlined cannot be found in either of the dictionaries. Additionally, the number behind some of the words indicate the number of times that participant used that word. Furthermore, in Norway, it is common to call songs tiles, names of games, movies tiles, and names by their original English name and will not be included. Some examples that came during the interviews were, Bad Blood, Minecraft, Snow, Donald Trump, Obama, Hilary Clinton, Facebook, YouTube and these have been excluded. However, as will be discussed in further detail in the next chapter, the number of CS is open to interpretation due to a lack of a standard definition of CS and borrowing. Therefore, a different author may end up with a different number of code-switches.

Table 2: Overview of English used during the interviews

Overview of English used during the interviews					
	Girl 3a	<u>Snowboard</u>	<u>Snowboardsko</u> (<u>snowboard shoe</u>)		
3 rd grade	Girl 3b	<u>Snowboard</u> ²	Evolve	Backflip	Stinky socks
		<u>Skateparken</u>			
	Boy 3a	Raile	<u>Skate</u>	<u>Skatepark</u>	Girlstyle
		Youtubere ²	Youtuber ⁵	<u>Skateparken</u>	<u>skateboard</u>
	Girl 5a	Bootcamp			
	Girl 5b	Failer	Youtuber	<u>snowboard</u>	
5 th grade	Boy 5a	Fish and chips	Evolve	Hatchet	United States of America ²
		Hardcore	Is it too late to say sorry	funny	Youtuber ²
		<u>Smoothie</u>	Zipline		
	Boy 5b	Evolver	Hatche	Time to kill	Slamma
		Fails of the week	Fails	Sorry	Level ³
		youtubere			

6.1 3rd grade

The group of girls and the boy in 3rd grade were interviewed separately, but their results will be presented together as one group. The participants in 3rd grade showed very little CS making only a total of 12 switches to English. Additionally, they used words that are not yet fully established loanwords. However, not every participant in this group made clear code-switches between Norwegian and English, as seen in Table 2. However, all participants in this group used words that can be seen as falling somewhere between CS and borrowing on the continuum. Examples (4-6) below are words that are commonly used in the Norwegian language, which the inclusion in Norsk Ordbok show. *Snowboard*, *skatepark* and *skateboard* all have Norwegian terms. In Norwegian, snowboard and skateboard is *snøbrett* and *rullebrett*, however the English terms are normally used instead. These cases seem odd to view as CS because of their common usage in the Norwegian language, though some might disagree. These words will be referred to as non-established loanwords. One of the girls in this grade made no switches to English but used the English term for *snøbrett* as shown in (4).

- (4) Girl 3a: jeg fikk *snowboard* men jeg fikk ikke stått på det for jeg fikk ikke
 snowboardsko
 I got a snowboard but I did not get to stand on it because I did not get
 snowboard shoes
- (5) Boy 3a: en sånn skate en *skatepark* også er det sånn *skateboard* også...
 One like skate one skate park also there is like a skateboard also
- (6) Girl 3b: Det jeg ønsket meg aller mest som jeg fikk var et *snowboard*
 What I wished for the most that I got was a snowboard

Example (7) is a difficult example of language use in terms of CS or borrowing. It is the name of a dance style explained by the boy, and should therefore probably not be included as CS, but it is in neither of the dictionaries and will be included here. This will be further addressed in the discussion.

- (7) Boy3a: Hun danser jeg husker ikke helt hva det heter det var noe sånn
girlstyle eller noe sånt
She dances I do not remember completely what it is called it was something like girlstyle or something like that

The group's switches were almost exclusively single nouns with two exceptions where there was the use of a verb and a longer phrase. Their switches were limited to simple phrases that only included one word with the exception of the longer phrase in (12) which had two words. Their switches were mainly intra-sentential switches, however as shown in (8) the switch occurred inter-sententially. Excluding the speech of the interviewer, the percentage of code-switches was calculated based on the number of words in the interviews and the number of code-switches. The group of girls code-switched around 0.04% and the boy code-switched around 0.42 %, showing a clear difference between the two interviews. Almost all the switches in 3rd grade were made by Boy 3a, but the number of unique switches was not as high as the percentage would indicate. His switches were mainly him repeating the word *youtuber* as can be seen in examples (9) and (10). In example (9) *youtuber* is repeated twice and the word stays true to its English form. However, there is a difference between the examples in (9) and (10). The difference between these two examples is that example (10) has Norwegian plural inflection –*re*, while the inflection –*er* can be used in English and Norwegian.

- (8) Interviewer: *Hva er det du drømmer om å bli når du blir stor da?*
What is it you dream of becoming when you are old then?

Boy 3a: *youtuber*

- (9) Boy 3a: Jeg liker Newbert han er Norges beste *youtuber* og liker PewDiePie
han er verdens beste *youtuber*
I like Newbert he is Norway's best youtuber and I like PewDiePie he is the world's best youtuber

- (10) Boy 3a: å se på *youtubere*
to watch youtubers

Girl 3b had three unique switches, and two of these are shown below. The phonology of these two examples was not adapted to Norwegian phonology. In example (11) *backflip* is used instead Norwegian word *baklengs salto*. Example (12) was the longest and most significant switch made by this group because the switch consists of an adjective and a noun instead of one word like the other switches, and English inflection is used instead of adapting the phrase to Norwegian. Whereas the other switches from 3rd grade with inflection had Norwegian inflection. It is also interesting that in the preceding sentence the same girl used the Norwegian word for *stinky socks* which is *sure sokker* and then when explaining again switched to English.

(11) Girl 3b: ble jeg så glad at jeg tok *backflip* i senga
 got I so happy that I did a backflip in bed

(12) Girl 3b: nå sier jeg de værste tinga spy buseman eh gress med hundebæsj på
 eh råttent egg og *stinky socks*
 now I say only the worst stuff puke bugger eh grass with dog poop on eh
 rotten egg and stinky socks

There was one use of one verb in this group, which was made by Boy 3a shown in example (13). Here the Norwegian inflection *-e* is added to the English noun *rail* to add the verb. This was used when talking about something one can do on a skateboard, so here the meaning of *raile* most likely meant that one jumps up on a rail with a skateboard. The last example from this group that will be looked at is (14). Here Girl 3b uses *evolve* as a noun in the context of the game Pokémon Go. This was only used to mention the button that needs to be pushed and not when explaining what happened to the Pokémon, then the Norwegian word *forvandler* was used. This word does not mean exactly the same as *evolve*, it means *transforms* which is similar.

(13) Boy 3a: kan man gir man fart også skal man *raile* og sånt
 can one give one speed also shall one rail and stuff

(14) Girl 3b: hvis du hadde nok så kunne du trykka på Pikachu og så kunne du
 trykka på *evolve* og da ville det blitt Raichuer
 if you had enough then you could pushed on Pikachu and then you could
 pushed on evolve and then it would become Raichu

In looking at all of the switches made in this group there were two participants that very especially interesting. Girl 3a who did not code-switch at all and Boy 3a who code-switched the most. Boy 3a's switches were simple and short and some may resemble borrowing, which will be further addressed in the discussion. A characteristic of this group was that a lot of their switches were simple and could resemble borrowing. The most complex switch was made by Girl 3b *stinky socks*, but the most frequent switcher was Boy 3a.

6.2 5th grade

The participants in 5th grade had a significantly higher number of switches than those in 3rd grade. The participants in 5th grade had almost doubled the number of switches. This group also used English words that are commonly used in Norwegian but not fully established loanwords yet. The use of *snowboard* was found in 3rd grade, but it was also used by this group (15). However, there were fewer common English words that can be seen as borrowing in this group. Similarly to *snowboard* is *smoothie* shown in (16), which is also a very common word in Norwegian. There is no Norwegian counterpart for *smoothie* as far as this researcher is aware of, but it cannot be found in Bokmålsordboka. It can on the other hand be found in the Norsk Ordbok of the oral language, and can be viewed as borrowing. In the same example, the English word *milkshake* was also used; however this word is included in Bokmålsordboka and is, therefore, an established loanword.

(15) Girl 5b: Jeg har vært på fjellet og stått på *snowboard* i helga
I have been at the mountain and stood on snowboard this weekend

(16) Boy 5a: Da fikk jeg alltid en sånn ganske høy sånn høy eller noe sånt med
smoothie eller *milkshake*
*Then got I always one like pretty tall like tall or something with
smoothie or milkshake*

5th grade mainly had intra-sentential switches, but there were also cases of inter-sentential switches as shown in (17) by Boy 5a. As previously mentioned, names and titles from English were excluded because they are normally not translated, however, names of countries as in example (17) are extremely usual not to say in Norwegian, *Amerikas Forente Stater*. This was

therefore, a quite interesting switch, especially since the other participant that interview answered in Norwegian.

- (17) Interviewer: Vet dere hvilket land dette flagget hører til?
Do you know which country this flag belongs to?
- Both: ja
yes
- Boy 5b: Amerika
America
- Boy 5a: USA
- Boy 5a: *United States of America*
- Interviewer: Ja
yes
- Boy 5a: *United States of America*

The most frequently switches in this group were nouns, which was also the case with the participants in 3rd grade. The switches in the girl group accounted for 0.09 % of all the words used by the two speakers, while in the boy group the switches accounted for 0.41 % of all the words. The percentage of switches made by the boy in 3rd grade and the boys in 5th grade is quite similar; however, the percentage is slightly higher for the boy in 3rd grade. The percentage is calculated from the number of switches and not the number of words in each switch, which makes these two a little hard to compare because the boy in 3rd grade only made single word switches, while the boys in 5th grade had longer switches. In contrast to the boy in 3rd grade, the switches made by the 5th grade boys were more varied, the number unique switches made by the boy in 3rd grade was only three, while the boys in 5th grade had nine unique switches each. Their switches were also more noticeable because the English words/phrases used are less commonly used in Norway. The switches made by the participants in 5th grade were also more spread over the different constituent types than the 3rd graders' switches were. The participants in 3rd grade used single nouns, one verb and one longer phrase consisting of an adjective and a noun, while the 5th graders' switches included single nouns and single verbs, but also some single adjectives and as some longer utterances (Figure 7).

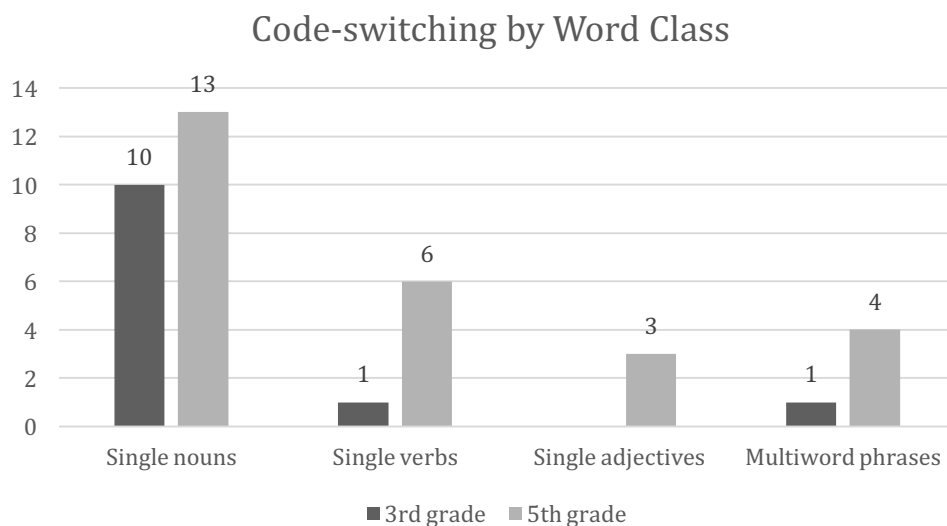


Figure 7: Code-switching by Word Class

The participants in 5th grade had some of the same switches as 3rd grade as seen in example (18). *Youtuber* was a common switch, which was made by four out of the seven participants. This switch accounts for 29,7% of all the switches made by the children. The only switch made by Girl 5a is seen in (19), which can lean more towards a loanword than a switch, which will be further addressed in the discussion chapter.

(18) Girl 5b: jeg ser på en *youtuber* da
 I watch one youtuber though

(19) Girl 5a: eh vi går på *bootcamp* på Stamina hver mandag
 eh we go to bootcamp at Stamina every Monday

The participants in 5th grade showed a clear difference when it came to CS involving verbs. Compared to 3rd grade's one verb, 5th grade used six verbs. The verbs were mostly integrated into the Norwegian by inflection markers. In example (20) the Norwegian present tense marker *-er* can be seen on the English word *fail*. In (21) the same word is used as a noun and used with English inflection *-s* by Boy 5b. While in (22), *slamma* was integrated into Norwegian by the past tense marker *-a*.

(20) Girl 5b: å prøve å gjøre en ting også *failer* man liksom
 to try to do one thing and then one fails kind of

(21) Boy 5b: De har samlet sammen klipp morsomme klipp og *fails* og sånt
They have gather together clip funny clips and fails and stuff

(22) Boy 5b: kom det en sånn kjempestor bølge også bare *slamma* meg rett ned i sanda
a really large wave came and just slammed me right down in the sand

There was also a conversation where the boys were asked about a game they both play. The conversation below also showed how they made switches to English and integrated the verbs into the Norwegian language. The verbs below have Norwegian inflectional markers *-er* or *-et*. While (24) *-e* can be used in either Norwegian or English, but the *-e* was pronounced which it is not in English, it was, therefore, adapted to Norwegian phonology.

(23) Boy 5b: ja eller når man *evolver* pokemonen
Yes or when one evolve pokemon

(24) Boy 5a: ja *evolve* er gøy
Yes evolve is fun

(25) Boy 5a: eller å *hatche* et egg
Or to hatch an egg

(26) Boy 5b Jeg har ikke *hatched* et egg
I have not hatched one egg

Single nouns, a single verb and a longer utterance were present in the participants from 3rd grade's utterances while additionally, the 5th graders used single adjectives and several longer utterances. The use of adjectives was simple one word phrases as in (27) *hardcore* and (28) *funny* which are words many Norwegians would understand. The switch in (28) is especially interesting, because the Norwegian word for *funny*, *morsomt*, is commonly used in Norway.

(27) Boy 5a: være enda mere *hardcore* enn vanlige
be even more hardcore than usual

(28) Boy 5a: Det er *funny*
 That is funny

The longer phrases this group made were phrases that seemed liked like quotes as in (29) or actual quotes as in example (30) and (31), which according to Gumperz (1982) many instances of CS are. In example (30) where the boys are talking to each other about a video they have heard and they started singing parts of the song Sorry by Justin Bieber. Boy 5b sang *is it too late to say sorry* in a very heavy Norwegian English accent. However, due to the interviewer's little knowledge of their English oral abilities, it is hard to tell if this is his natural accent or if it was put on to mark the switch, although the initial thought was that the accent was put on. In example (31) the participant quoted what he thought was written on the wall in a Harry Potter movie, it was interesting that until this switch he had referred to all the characters by their Norwegian translation, but quoted the movie in English. The longer utterances were flagged by discourse markers, as seen in both (29) and (31) the discourse marker *sånn derre and sånn* was used, while (30) was potentially marked by putting on an accent. All the longer utterances were said by the two boys in this group.

(29) Boy 5b: hvor de legger ut sånn derre *fails of the week*
 where they post like kinda fails of the week

(30) Boy 5b: *Sorry*

Boy 5a: *is it too late to say sorry eller noe sånt*
 Is it too late to say sorry or something like that

(31) Boy 5b: det står sånn *time to kill* med blodskrift
 It says like time to kill with blood writing

In among the 5th graders Girl 5a stood out because she only made the switch in (19). The other participants made several switches. The two boys' switches accounted for 88% of the switches made by this group. Girl 5b made more switches than Girl 5a, but a lot fewer switches than the two boys. The girls were a strong contrast to the boys because the boys switch significantly more than the girls and their switches were longer and more complex. 5th grade showed a very clear gender difference; the two boys made almost all the switches and the switches were more

complicated and longer than those by the 5th grade girls. These longer utterances were, however, all quotes. A gender difference was also present in 3rd grade, but it is difficult to compare because there was only one boy in 3rd grade. The results do however, indicate that CS is more present in Norwegian boys' language than girl's language. This will be further discussed in section 7.2.5.

6.3 The Participants' thoughts on their use of English

During the last part of the interviews, the children were all asked about their language use and especially how they use English. These questions can be found in Appendix A: Interview guide; questions 39 to 43. They were asked if they use English words or phrases; however, what that meant seemed a little unclear to some of the children and they started to talk about similar topics, but not quite what was intended. After some explanation of the questions, their answers were more in line with what they were asked. Their answers were hard to quantify because their answers were not clear yes and no answers. Additionally, the English words and phrases mentioned to answer these questions were not viewed as CS because they were specifically asked to talk about their use of English.

One of the girls in 3rd grade answered yes and provided the example *I love you* which she sometimes uses when speaking to her parents. The other participant in that interview did not seem to quite understand the question and did not answer yes or no, but answered that she sometimes uses some English, but that she does not have conversations in English. The boy in 3rd grade, however, answered with a clear no. Their answers are in contrast to 5th grade where all of them gave examples of phrases that they say. *I don't know, so what, yes, funny* and *sup* were mentioned as examples of their use of English.

They were also asked about their own understanding of English in movies or videos they see. Their answers were interesting; a common answer in 3rd grade was that they understand very little of what is actually being said and that they read the text or just watch the pictures. Additionally, in 5th grade, some also answered that they understand some things without reading the text but not everything so they need the text.

The parents of the participants were asked to fill out a questionnaire, however most of them did not return it. Only two of the questionnaires were filled out and given back, these were for the

girls in 5th grade. The questionnaire says that Girl 5a does not have experience with English, not from TV or movies or computer games, but it also says that she has spent some time abroad on vacation. Girl 5b also travels abroad on vacation a fair bit. Her questionnaire showed that she comes in contact with English through movies, TV and that the time she is exposed varies from 10 minutes and up.

7 Discussion

This thesis investigates CS between Norwegian and English in Elementary School by looking at participants from 3rd and 5th grade. The following questions were put forth at the beginning of the paper were whether the children in 3rd and 5th grade code-switch between Norwegian and English and to what extent does the amount of CS differ between the two groups? The four interviews conducted in this study tries to find the answers to these questions.

The results from the interviews indicates that the participants in both 3rd and 5th grade code-switch to some extent. Overall the study showed that the participants in 5th grade code-switched significantly more than the participants in 3rd grade. The participants in 5th grade made over twice as many switches as 3rd graders and their switches were more varied because they had more unique switches. However, the two boys in 5th grade had a higher number of code-switches than all the other participants. Their percentage was still slightly lower than that of the boy in 3rd grade, but the higher percentage can be explained by the fact that his switches were only one word switches while the 5th grade boys also made switches with more than one word, which the percentage of switches does not account for. Additionally, there was one unexpected finding. Even though all the participants in 5th grade combined code-switched more than the total of code-switches made the participants in 3rd grade; Girl 3b from 3rd grade made more switches than the two girls in 5th grade individually, Whereas the other girl in 3rd grade did not code-switch at all.

The results indicate that the 5th grade boys have a less restricted use of English than the younger groups and the girls in 5th grade. The participants from 3rd grade and the 5th grade girls' low or nonexistent number of unique switches compared to the boys in 5th grade showed that their switches were more restricted. The results of the study will be further discussed in this chapter in the light of previous research. First, there will be a discussion of the code-switches made and whether the switches are code-switches or if they rather resemble borrowing. Then the results will be compared to previous research. Lastly, there will be a discussion of how the results of this study fits within the Norwegian language situation.

7.1 Code-Switching or Borrowing in the Interviews

In the results chapter the code-switches were looked at, and some of the cases were viewed as non-established loanwords instead of CS. In addition to these cases some of the switches warrant further discussion. As already mentioned, distinguishing CS from borrowing is difficult and there is not necessarily a clear answer for all cases. A code-switch gradually becomes more common and then eventually ends up as an established loanword. Where on this continuum a word or a phrase can be found, is difficult to assess. Whether or not an example is CS can be discussed and interpreted in different ways. In the results chapter, a more or less clear line was drawn between what is a case of CS and what should be considered borrowing because of how common the English words are in Norwegian. These were the cases that could be found in the Norsk Ordbok that includes commonly used words. However, there are more cases that are common but cannot be found in either of the dictionaries. Additionally, there are switches that are clearly just that a switch into another language. The different switches and borrowings made during the interviews will be further addressed in this section in light of the discussion of the CS and borrowing, with special attention paid to the criteria mentioned by Muysken (2011).

There were some potential switches that were easier to view as borrowing than other switches, and these cases were mentioned in the results chapter as non-established loanwords. These cases were found in both groups, but were considered too common to be seen as CS. One of the criteria shown in Table 1 is that time is a factor that differentiates CS and borrowing (Muysken, 2011). This is also a part of the continuum, at some point it was a switch, but eventually it manifests itself in the language community and becomes a loanword. This has happened to several English words that have come into Norwegian. *Skateboard* and *snowboard* have according to Norsk Ordbok at least been used since 2001 and *smoothie* has been used at least since 2008 (Norsk Ordbok, u.d.). They have therefore been a part of the Norwegian language for a while and have had time to get established as loanwords. However, these words also have Norwegian equivalents, with the exception of *smoothie*. This could indicate that they are code-switches, but the English words are usually used instead of the Norwegian words, *rullebrett* and *snøbrett*, which indicates that they are non-established loanwords. *Smoothie* is not found in Bokmålsordboka and is therefore not a fully established loanword, but all three words are found in Norsk Ordbok. Therefore, the instances where the participants used these words alone or in compounds have to be viewed as borrowing.

There were many cases in this study that showed clear CS. These were the cases where uncommon words or phrases from English were used in Norwegian discourse. Some of these switches had Norwegian morphology, but there were also cases where English morphology was preserved. In 3rd grade, the most interesting switch was made by Girl 3b who switched to English to say *stinky socks* when listing flavors of candy in a game. She had already said the same phrase *sure sokker* in Norwegian in the previous sentence showing that she knew both the Norwegian phrase and the English phrase. The switch appeared as the last in a series of the flavors listed, but the other flavors were said in Norwegian. Therefore, it must have been a switch. The girl could have decided to use English on only that one example. This case was also morphologically and phonologically consistent with English rules, and therefore not only fitting within the definition of CS used in this paper, but also within Poplack's (1980) more restricted view of CS.

The use of *funny* instead of the Norwegian equivalent *morsomt* also shows a clear switch. Boy 5a should have been familiar with the Norwegian equivalent *morsomt*, which is commonly used, but switched to English instead. That participant also switched to English to say *United States of America* when answering the questions of what country the flag shown belonged to, which is highly unusual. This boy made many clear switches. Boy 5b also made many clear switches. As Muskyen (2011) says, if it is more than single word phrases it is most likely CS, which is what *time to kill* is, and can therefore be viewed as a switch. Similarly to *funny*, *slamma* can be said in Norwegian as *slengte*, and *slamma* can be not be found with the same meaning in either of the dictionaries, making it likely to be a switch. There were also some clear switches that were used by more than one of the participants; *failer* with Norwegian inflection was said by Girl 3b, but it was also used as a noun with English inflection by the 5th grader.

Both the boys in 5th grade also made switches to English when talking about the game Pokémon Go. To describe different actions in the game, they chose to use the English words *evolve* and *hatch*, instead of Norwegian equivalents *utvikle* or *klekke*. These were all integrated into Norwegian with Norwegian morphology and the *-e* in *evolve* was pronounced giving the word Norwegian phonology. However, the uses of *evolve/evolver* and *hatche/hatchet* can be seen as clear switches because they are not a part of either of the Norwegian dictionaries used here. However, from the way Girl 3b in 3rd grade used *evolve* it is unclear if it is CS or borrowing. Similarly to the use by the 5th graders, it looks like CS, but in this example the use of English is slightly different. She used Norwegian exclusively when talking about the game unlike, the

5th graders who made switches to English. She only switched to English when saying the name of the button you need to push to make an action happen. To use it in this way in different is from how the boys used it, and it can, therefore, be viewed as borrowing in one way. To use *evolve* in this way the girl does not necessarily need to know the language she switched to. Research shows that it is necessary to know both languages involved in a switch. This use of *evolve* does not require knowledge of the language or the meaning of the word. These factors could indicate that it is borrowing. However, her other switches indicate that she knows the language to some extent and therefore this could have been a switch. In this case, it is difficult to say where on the continuum the switch should fall, and it will be treated the same way as *evolve* is in the other cases, as a switch.

Bootcamp and *girlstyle* are two cases presented as a part of the results chapter that are difficult to place on the continuum. *Bootcamp* is the name of a workout class at a gym, and *girlstyle* is the name of a dance style. This can indicate that they resemble borrowing more than CS. However, they can be seen as CS because they are not a part of either of the dictionaries used. They could be borrowings because the participants might only have been told that *bootcamp* is the name the activity. The boy might only have been told that the dance style is called *girlstyle* and it will, therefore, resemble borrowing more than CS. There is not necessarily a switch involved, because to the children these words could be the only option. They might not necessarily connect these words to English because they were taught in Norwegian without having a substitute, very much like *smoothie* which has become common to use. These cases will therefore not be considered CS from now on.

Fails of the week was included in the overall switches, because it was not clear from the interview if the phrase was what the participant called what was uploaded to YouTube or if this was the name of a show on YouTube. Since this case was unclear it warrants further discussion, before a potential exclusion. The phrase consisted of more than one word which according to Muysken (2011) making it more likely to be a switch than borrowing, however if the boy meant it as a title it should have been excluded. This case is similar to the two cases discussed above, *bootcamp* and *girlstyle*, in one way because it could be a title of program, but it is an utterance said in English. However, after a search on YouTube the title can be found on YouTube posted by the user the conversation was about. This makes it seem like this was not a switch, but him referring to a show. Therefore, this should be viewed like titles of other shows and will be excluded.

Youtuber is not a word in the Bokmålsordboka or Norsk Ordbok, but it is still commonly used in Norway. There is no other word in the Norwegian language that possess the same meaning. The fact that it denotes a new concept makes it more likely to be borrowed according to one of the criteria mentioned by Muysken (2011). The two groups of boys both inflected *youtuber* the same way. When talking about one youtuber, the word stayed true to its original form, but when talking about more than one youtuber Norwegian inflection *-re* was added instead of English plural *-s*. The adoption of Norwegian morphology alone is not a reason to say that it is not CS from the view of CS used in this paper. However, when the children used the plural form of *youtuber* they used the same Norwegian inflection *-re*, and when viewing CS and borrowing along a continuum gaining a common Norwegian inflection should be an indication that it is moving slightly away from the first point of entrance into the language and is moving closer to becoming an established loanword.

There is really no right or wrong way to view *youtuber* as either CS or borrowing. It was included as CS in the results chapter because it is not in either of the dictionaries; however that does not mean that it is not common, because dictionaries take time to update, as mentioned earlier. A quick google search was done on “*youtubere*” with the Norwegian inflection *-re*. This gave over 200 000 hits, which can indicate that it is fairly common; comparatively, the Norwegian word *matpakke*, which roughly translates to *packed lunch* got over 500 000 hits. However, even with the Norwegian inflection there are still flaws to the search; as the other Scandinavian languages can have the same inflection or there can be words that are spelled the same, but with different meanings, making it an unreliable source. What it does is give an indication that *youtuber* is fairly common in Norwegian. Additionally, it was used by four out of seven children, which helps establish its common use in the Norwegian language. All these factors indicate that it should be considered closer to borrowing than CS, which *youtuber/youtubere* will be from now on.

Level was another word used by Boy 5b, which is harder to classify as either CS or borrowing. It does have the Norwegian equivalent *nivå* which makes it more likely to be CS. However, speaking from experience as a native speaker of Norwegian the English word is commonly used, but so is the Norwegian equivalent. The English word cannot be found in either of the dictionaries and should therefore be viewed as CS.

This discussion highlights some interesting aspects of the code-switches presented in the results chapter. From the discussion above it seems reasonable to exclude *girlstyle*, *bootcamp*, *youtuber/youtubere* and *fails of the week*. *Girlstyle* and *bootcamp* should be excluded because they are the names of an activity the speakers were most likely taught to use. *Youtuber/youtubere* is commonly used in Norway and there are no other words to describe the profession it denotes and is, therefore, excluded. *Fails of the week* should be excluded because it can be seen the title of a show on YouTube.

The changes to what is viewed as CS alter the results. Most of the switches made by 3rd graders were *youtuber/youtubere*, and removing these instances from the amount of CS changes the percentage of code-switches made by four of the participants, affecting the results of Boy 3a the most. Almost all of his switches were *youtuber/youtubere*. He had a percentage of 0.42 switches which actually was higher than the 5th graders. However, when removing *youtuber/youtubere* and *girlstyle* from his switches the percentage is quite different, only 0.05%. The 5th grades results were also altered because of the results from this discussion. The girls in 5th grade had a percentage of 0.03 after removing *bootcamp* and *youtuber* from their switches and the boys in 5th grade had a percentage of 0.34% after *youtuber/youtubere* and *fails of the week* were removed. The results of the girls in 3rd grade did not change and stayed at 0.04%. From these numbers both groups in 3rd grade have similar results. The individual percentages would be different because Girl 3a made no switches and Girl 3b made all the switches in their interview. The results from the participants in 3rd grade and the 5th grade girls are similar, and lower percentage of switches than the boys in 5th grade had. The 5th grade boys made the largest number of unique switches and also have the highest percentage of CS, 0.34%. However, the percentage is not entirely reliable because it does not account for the fact that in both the girl groups only one of the participants code-switched.

7.2 The Current Study and Previous Research

The interviews have shown that some of the children code-switched to an extent. Overall, the participants in 3rd grade code-switched less than the participants in 5th grade. This result is in agreement with the hypothesis, as it was expected that the 5th graders would code-switch more than the 3rd graders. However, it was not expected that the percentage of CS between all the groups with the exception of the boys in 5th grade, would be so similar. It was also not expected

that the girls in 5th grade would code-switch less than the 3rd graders. The results from the participants in 3rd grade and the girls in 5th grade show no clear difference percent wise; there was only a real difference compared to the results of the 5th grade boys, whose percentage was much higher.

This section will look the results and how they can be interpreted, and previous research will be compared to the findings in the current study. The previous studies that have been looked at, studied adults or teenagers in Scandinavia. In particular, the results will be compared to the UNO study of CS in 1990s on high school children, *Ta tempen på språket!* (Miljolare.no, 2014), that looked at the language usage of Norwegian children, and Sharp's research on English code-mixing in Sweden (Sharp, 2007). Additionally, Johannsson's (2014) study of social motivations for CS in Norwegian adults will be of particular relevance for this discussion, because of its similarities to this thesis.

The results are similar to the findings in previous research on CS in L2 speakers. Research on languages in Scandinavia from the 1990s showed little CS in Norway. In the UNO, study the switches made were often single words or quotes and were also often non-established loanwords, but they were integrated into the Norwegian language. It also showed that English quotes were a common form of switching, but there were few switches where the phrases were not premade (Johansson & Graedler, 2002). The results from the UNO study are similar to the findings from the interviews in the current study. In the current study there were mainly single word switches, and the longer switches were quotes like *is it too late to be sorry* from the song Sorry by Justin Bieber, pronounced with a heavy Norwegian accent. The main difference between the two studies is that the current study indicates that there is little CS in 3rd and 5th grade, while the UNO study indicated that there were little CS in high school. However, the UNO study was done over 20 years ago and the results may not reflect the influence of English in present day Norway. Therefore, it is better to compare the findings to more recent studies.

There are many similarities between the current study and the results from Johannessen (2014). Both studies look at two groups who had potentially different levels of English proficiency. Johannessen (2014) interviewed one group at a time followed by short individual interviews, while the current study interviewed the two grades in pairs. However, the approximate length of the interviews in both studies was the same. Johannessen (2014) showed that the group who were master students of English code-switched more than the mixed group. This showed that

the group with the highest proficiency in English also code-switched the most. In the current study it can be assumed that 5th graders have a higher proficiency in English than the 3rd graders, similarly to how the master's students could be assumed to have a higher proficiency than the mixed group. The results from Johannessen's study are therefore similar to the findings in the current study, the overall number of switches was higher in the 5th graders than the 3rd graders. However, there was a large difference in the number of switches in Johannessen's study compared to the current study, because the adults in Johannessen (2014) were more proficient than the children in the current study.

The same was found in Sharp's (2007) study of English in Sweden which showed that the participants code-switched more than what the participants in the current study did. Sharp's study looked at video footage of two different groups of people: Footage from a reality show with 19-25 years old adults, and business executives in the shipping industry. The study showed that both the groups code-switched, but that there was a difference in groups' use of English.

Similarities between the results in the current study and findings from *Ta tempen på språket!* were found (Miljolare.no, 2014). *Ta tempen på språket!* did not look at CS, but asked the children to answer questions about their English usage, which gave an indication of the use of English in Norwegian children. In *Ta tempen på språket!* 29% of the 3rd graders and 52% of 5th graders reported that they use English words when they speak or write (Miljolare.no, 2014). These results are in agreement with the overall results of CS from the current study. Even though the current study only looks at CS, the participants in 3rd grade used less English overall than 5th graders, which is what *Ta tempen på språket!* also indicated (Miljolare.no, 2014).

The children in the current study were also asked if they use English when they talk. The answers in the current study are slightly different to the answers in *Ta tempen på språket!*. In *Ta tempen på språket!* a little over half of the participants in 5th grade said that they used English (Miljolare.no, 2014). Whereas in the current study all of the children in 5th grade answered that they use some English. The result from 3rd grade was also slightly different to the results in *Ta tempen på språket!*, where a little less than a third used English (Miljolare.no, 2014). Both the girls in 3rd grade said that they use some English, however, the boy answered with a clear no. The seven participants in the current study are very few compared to *Ta tempen på språket* where schools all over Norway gave answers, therefore, is it likely that if the current

study had gathered answers from more participants the results would have been closer to those of *Ta tempen på språket!*.

In the current study, the girls in 5th grade said that they use English words or phrases like *yes, I don't know* and *what*. One of the girls said that she says English words that are easy to say. The boys answered that they use *so what, sup* and *funny* and that they only sometimes use those kind of English words. The only example given in 3rd grade was *I love you*, by one of the girls. Some of these words and phrases were also mentioned in *Ta tempen på språket!* such as *funny, what* and *I love you* (Miljolare.no, 2014).

7.2.1 The Number of Switches in the Current Study

Based on Johannessen (2014) and Sharp (2007), a common trend seems to be that there is a larger number of switches in their studies of adults than what the results of the children of the current study showed. On the surface the results from the current study and Johannessen (2014) seem quite similar, because both show CS in Norway and that the group that is expected to have the highest proficiency in English code-switched the most. However, there were large differences in the amount of CS between the studies. The mixed group in Johannessen (2014) made 58 switches, and the English group made 115 switches. This is clearly more switches than what the current study showed. The participants in 3rd grade switched a total of four times and the participants in 5th grade made a total of 19 switches. In Sharp (2007), switches accounted for 2.5% of the spoken discourse, which is much higher than what the current study showed. The differences in amount of CS was expected, because the participants in the current study were much younger, and have had less exposure to English. However, are there other differences between the current study and previous research that can account for the differences in the amount of switching?

The low number of switches in the current study can be explained by the findings in *Ta tempen på språket!*. The study showed that children in 3rd and 5th grade most often used English in oral communication with friends. Additionally, in 5th grade English was also reported to be used when chatting or playing computer games (Miljolare.no, 2014). In the context of the current study the children were interviewed in groups of two, with the exception of the boy in 3rd grade, to create an environment where they felt more comfortable. However, there was still a stranger present who is not a part of their community and they might not know what the linguistics rules

were for this situation. An interview setting will, therefore, be unlikely to provide the situation where the children would code-switch the most. This is in agreement with Gumperz's (1982) explanations of the motivations behind CS. CS is unlikely to occur before the participants in a conversation know something about the background of the other speakers, because misunderstandings could occur (Gumperz, 1982). Before the interview in the current study the participants were not told much about the interviewer's background; however, they knew that the interviewer was from the same region, and could therefore think that CS would be okay, because they would know the norm in the region. Nevertheless, not being in the setting where they are most likely to code-switch can account for the low level of switches compared to the other studies. The interviewer also made fewer switches to English than she would in her normal discourse during the interview, in an attempt not to affect their language, however that could also have affected their number of switches.

Additionally, in Johannessen (2014) the participants in the two groups knew each other and the interviewer before the interview, meaning the participants should have been familiar with the linguistic norms. This was different from the current study and could indicate that the participants in the current study might have code-switched more in a more familiar environment. Whereas in Sharp (2007) the observer's paradox could have affected the language usage, especially the reality show group because the participants would be aware that some of the footage would air on TV. It was not clear from the study if Sharp was present during the executive meetings, but the observer's paradox could have affected their speech as well.

That the children in the current study might have code-switched more in a different setting is supported by the elicitation techniques used during the interviews to get around the observer's paradox. By carefully selecting the topic of conversation more natural speech can be achieved. The children were asked questions that would engage them and to make them think less about the situation. The interviews showed that this technique worked with several of the participants. When the boys in 5th grade were asked to talk about a time they got scared, one of the boys used the English word *slamma*. In the same interview the other boy answered a question about one time he had seen a really cool car that he was excited about and used the English word *hardcore* to explain the car. This was also the case in the interview with girls in 3rd grade, when they were asked to talk about a time they were really happy. When answering this question Girl 3b used the English word *backflip*. These cases could indicate that CS between Norwegian and English is a normal part of their language to a larger extent than the interviews showed. However, these

three participants were also those who made the most switches in the interviews. It might be more accurate to say that this can indicate that these three participants would code-switch more in another setting.

Another explanation for the few switches in the results in the current study compared to previous research is that different studies have different views on what a switch is. In Sharp (2007) all English words that had entered the Swedish language since the 1850s were included. Sharp also included established loanwords in the percentage. However, the current study does not look at all the English that has come into Norwegian since the 1850s only switches to English. Sharp would, therefore, naturally get more switches than the current study. It can, therefore, be assumed that the percentage of actual switches would be much lower in Sharp (2007) study if established loanwords were not included. This means the results would likely show more resemblance to the findings of the current study. A similar difference is found between Johannessen (2014) and the current study, but not to the same extent as the differences between Sharp (2007) and the current study. The way of distinguishing CS from borrowing are quite similar between Johannessen (2014) and the current study however, in Johannessen (2014) *snowboard* was included as a CS while it was not included in the current study. This could indicate that more non-established loanwords were included in Johannessen (2014) as a switch than in the current study. This is a matter of how CS is viewed and where the line between CS and borrowing is drawn.

7.2.2 Unexpected Findings in The Current Study

There was one unexpected finding in that Girl 3b who made the highest number of unique switches in 3rd grade also made more switches than the both girls in 5th grade. This was unexpected because, as previous research showed, a higher level of proficiency in the second language often means more CS (Reyes, 2004) Therefore, it was hypothesized that 5th graders would code-switch more. The two groups of girls were interviewed around the same time on two different days, which should have made the setting similar. However, the girls in 3rd grade knew each other well before the interview while the girls in 5th grade only knew of each other. This could have affected the amount of CS. However, like the 5th grade girls, the boys in 5th grade also only knew of each other before the interview and the boys in 5th grade code-switched the most. It is, therefore, hard to say if the unfamiliarity affected the results of the 5th grade girls. However, there was a difference between the boys and girls in 5th grade. During the

interviews the boys in 5th grade also talked to each other and not only to the interviewer, this was the same in the interview with the girls in 3rd grade the girls also talked to each other. This could indicate that the girls in 5th grade were not as comfortable with each other and can explain why they switched less than the girls in 3rd grade.

However, there can be several other explanations for the unexpected results. Firstly, the girls in 5th grade were the first to be interviewed in this study, while 3rd grade girls were the second to last, and therefore the interviewer was better prepared for the 3rd graders after already having completed two interviews. The girls in 3rd grade were also a lot more talkative than the girls in 5th grade were. This can be seen in both difference in length of the two interviews, but also the number of words in the interviews. The girls in 3rd grade spoke over twice as much as the 5th grade girls did, but the interview was only a little over 15 minutes longer than the interview with the 5th grade girls was. This could indicate that the girls in 3rd grade felt more comfortable with the situation which could be an explanation for the higher number of switches in 3rd grade. However, it does not account for why only one of the girls in both interviews switched.

The questionnaires that were given back might answer why the one girl in 5th grade did not code-switch. Unlike the girl in 5th grade who made switches, she did not according to her parents have experience with English from TV and movies, which the parents of the other girl said she did. The question of why only of the girls in 3rd switch cannot be explained, but during the interview Girl 3b who made switches talked uninterrupted for longer periods than the other girl did. However, they were both talkative during the interview so it is unlikely that there should be a huge difference in the amount they spoke overall. However, girl 3a said that she sometimes uses English like *I love you* when talking to her parents, which could indicate that in a more relaxed setting she would also have code-switched. In a study with a small number of participants like the current study, individual differences are difficult to account for and therefore the results could be different if seven other children were interviewed.

7.2.3 Motivations behind the Children's Code-switches

The current study did not look at the motivations behind the switches and therefore the motivations behind the children's switches are unclear. However, when answering if they used English, some of the children added in that they use English as slang or as that they use short phrases that are easy to say. Therefore, it can seem like the motivations for the code-switching

in this study are similar to the motivations in Johannessen's (2014) study which says that CS is motivated by communication and is a way to express something clearly. Additionally, CS in Johannessen's study was motivated by identification to a social or linguistic group. However, to know if these really are the motivations behind the switches made in this study further research would need to be conducted. Some of the switches were also quotes like *time to kill* and *is it too late to say sorry*, which is in agreement with Gumperz (1982) who said that a lot of code-switches are direct quotations or reported speech. Additionally, Gumperz said that CS could be used to put emphasis on something, which could be what the children did in the cases where they talked about situations where they were excited or scared. The different uses of CS could indicate that the children are able to switch to English for different functions.

7.2.4 The Children's Proficiency

In research on bilingual societies, it has clearly been established that there is a correlation between proficiency and CS, as discussed previously. In this study, it is not as easy to say if this is the case. The overall results in the current study showed that the participants in 5th grade CS more than the 3rd graders which indicates the same patterns as Reyes (2004) found in the study of bilingual children. Johannessen (2014) also showed a correlation between proficiency and CS in the study of adults; the group who was most proficient code-switched the most. This indicates that the same trends are found in Norway; the level of proficiency matters for the amount of CS at different ages in Norway as well.

To be able to code-switch it is said that some level of proficiency is required, however borrowing is possible without knowledge of the language the words were taken from (Muysken, 2011). The children who code-switched in the current study showed that they are proficient enough in English that they can code-switch to some extent. Girl 3a and Girl 5a did not make any switches, but it cannot be said that they have no knowledge of English because they do have over two and four years respectively of formal education in English.

However, as has been well established by now, the results from the current study do not clearly show a correlation between grades and the amount of CS. The results showed a similar percentage of CS for all the groups, with the exception of the 5th grade boys. Little is known about their individual proficiency level in English. It is, therefore, difficult to say if the boys in 5th grade are more proficient than the girls in 5th grade, and whether that is why they code-

switched more, or if other individual factors affected the results. However, the boys code-switched more and this cannot be ignored; it can be assumed based on previous research that they are more proficient in English than the other children based on their number of switches. The low number of switches the girls in 5th grade made can indicate that they have a lower level of proficiency in English than the boys in 5th grade. Similarly, the low number of switches made in the 3rd grade can be because of their potentially low level of proficiency.

Research on bilingual children also supports that the boys in 5th grade had a higher proficiency level than the other children. In Reyes' (2004) study of bilingual children, the results indicated that the older children code-switch more than the younger children. It also showed that the younger children mostly used single word switches, while the older children were capable of making larger switches that served more functions. This supports that the 5th grade boys in the current study had a higher proficiency level in English because they made more complex switches than all the other groups. However, the bilingual children in Reyes (2004) code-switched significantly more than the children in the current study did. This can be explained by the differences between the communities. In Reyes (2004) the children lived in a bilingual community, they spoke Spanish at home, but the majority language in the community was English, and naturally they would have more exposure to English than the children in this study have had. The children, therefore, had a higher level of proficiency in English than what the children in the current study have.

Based on the discussion above the following hypothesis can be put forward. Since the Norwegian adults in Johannessen (2014) code-switch to English more often than Norwegian children in the current study, it is possible to assume that CS develops over time in Norwegian children. Furthermore, if one views the results of this study in their entirety it can be said that 5th graders code-switched more than 3rd graders, which can indicate the ability to CS between Norwegian and English develops during course of elementary school.

7.2.5 Gender and Code-switching in the Norwegian Children

In the interviews the children were divided into groups of only boys or girls. This was mainly to make them more at ease, but also to be able to compare CS between the genders. Previous research on CS and gender is highly conflicted. There is no agreement whether men code-switch more than women. Some studies have shown that male the participants in the study code-switch

twice as much as the female participants, whereas other studies showed that there is no significant difference between the genders (Gardner-Chloros, 2009b).

The results from the interviews showed a difference between the two groups in 5th grade. The boys code-switched more than the girls. This can indicate that boys in 5th grade code-switch more than girls at this age. The results chapter showed the same gender difference in the participants in 3rd grade. However, after reexamining the code-switches in section 7.1 this was no longer the case for the participants in 3rd grade, as there was no significant difference between the percentage of switches at this age. However, one of the girls in 3rd grade made a larger number of switches than the boy, but she also spoke more. This can be seen in the percentage between the boy group and girl group in 3rd grade. The percentage of switches in the boy's discourse was slightly higher, but not significantly. Therefore, it is hard to say anything about gender differences in 3rd grade based on the results from this thesis.

The 5th graders showed the same trends as Sharp's (2007) findings. Sharp showed a gender difference in one of the groups, while the other group did not have a gender difference because it consisted mostly of male participants. Sharp showed that the men code-switched more often than the women, and that the women had almost no switches when the male participants were not present. The current study only interviewed the girls and the boys separately and cannot say if the girls would have code-switched more if the boys were present during the interviews because the interviewer was a woman.

Both Poplack (1988) and Treffers-Daller (1992) showed that women used widespread or established loanwords, but used fewer non-established loanwords than men (Poplack, 1988 and Treffers-Daller, 1992 cited in Cheshire & Gardner-Chloros, 1998). That women use fewer non-established loanwords is also indicated in the results of the current study. The girls in 3rd grade used widespread loans, like *snowboard*, but they did not use non-established loanwords that were not in Norsk Ordbok. In comparison, the boy in 3rd grade who did use *youtuber* frequently. As seen from the results chapter, the boy had a much higher percentage of code-switches, but some of these switches were later classified as borrowings that cannot be found in Norsk Ordbok, but are viewed as too common to be a switch. This could indicate that at least in the case of these participants from 3rd grade there is a gender difference which indicates that boys of that age in Norway use more non-established English loanwords. However, because there

were two girls and only one boy the results are difficult to generalize, because the differences could be due to individual differences.

As a result of the limited data in the current study, there is no clear evidence that boys code-switched more than girls. However, the results showed that the boys in 5th grade code-switched more than the 5th grade girls, which could indicate that in the 5th grade, boys code-switch more than girls. Additionally, there is an indication that non-establish loanwords from English that are not found in the Norsk Ordbok are more common among boys in 3rd grade than their female counterparts. The study, therefore, gives a tentative indication that Norwegian boys use more English words than Norwegian girls.

7.2.6 Interim Summary

The results of this study are in alignment with results from previous work, outside and within Norway. The current study is similar to previous research because it indicates the same type of switches, mainly nouns and also showed the same that the group expected to have higher proficiency CS the most which was also found in Johannessen (2014) and Reyes (2004). The study also found that compared to the adults in Johannessen (2014) the children in the current study code-switched less. The results are interesting because they indicate that the trends shown in Norwegian adults with English as a second language are also present already a few years after the children start being exposed English in the classroom, however not nearly to the same extent as in adults. Even though there were few switches in the current study, the results can indicate that the children use more English with friends and in more relaxed settings than they did during the interview. This is in agreement with what is shown in *Ta tempen på språket!* that children use more English in some settings like when they are with friends and playing computer games (Miljolare.no, 2014). Based on the previous research that adults use more CS and the current study, which showed that the children code-switched some, there might be an indication that CS between Norwegian and English starts developing during elementary school in Norway.

7.3 The Current Study and the Norwegian Language Situation

In Norway, English influence is present in several domains: TV, advertisements, education and especially economy and business as well as the Norwegian language. English is the supplier of

80-90% of the words that have come into Norwegian since the Second World War (Johansson & Graedler, 2005). English has also over the last century obtained an increasingly larger role in the Norwegian school system. It was therefore a logical result that the language of the children in this study was affected by the presence of English in Norway. In the previous section, the code-switches made in this study were discussed up against similar studies on adults. It was seen that the children code-switched significantly less than adults in other studies. The children code-switched to a certain extent; however, not all of the participants in the study code-switched, but the majority of the participants did. CS and proficiency are often connected as a higher proficiency generally correlates to more CS. The children clearly had some proficiency in English, otherwise they would not have code-switched. This section will look at what the results say about the Norwegian language situation in relation to the use of English.

The current study has found that some Norwegian children who have grown up in a Norwegian environment code-switch to English. However, the children made few switches and they code-switched less than Norwegian adults in Johannessen (2014). In the current study the code-switches were mostly one word switches, with the majority being nouns. That English is used by the children at a young age, just a few years after they officially start learning the language, emphasizes the strong position English has in Norway as a potential second language. As mentioned by Toribio and Bullock (2009), CS is not random mixing, but a skill. That CS is a skill can also be seen in the interviews from the current study, as previously mentioned in section 7.2.3 the motivations behind the CS was looked at and it was indicated that the children used their switches for several purposes, for instance to emphasize a point or to quote something. This indicates that they have enough knowledge of English to be able to assess the situation and decide to use English, at least to some extent. This shows that the children's language in the current study is influenced by English.

Not all of the participants in the current study code-switched, which could indicate that CS between Norwegian and English is not completely normal within their age group. However, CS seemed to be very individual; for example, in the interviews with the girls there was only one girl in each grade who made switches to English. There was no noticeable reaction from the participants who did not CS, which could further indicate that the use of English in Norwegian utterances is not uncommon. This is further indicated by the use of non-established English loanwords; it was seen that all the children used non-established English loanwords including the children who did not clearly code-switch. The use of CS and non-established loanwords can

give an indication of how English is influencing the children's language, even at such a young age.

Earlier in this thesis Norwegians were described as L2 learners of English, and not as bilingual speakers of English and Norwegian. However, as this study has shown, English is already present in the children's language from an early age, which shows a certain level of proficiency. The use of English can also indicate that it has a position in Norway as a second language. Therefore, it might be more appropriate to view Norwegians as bilinguals in the way that Haugen (1953) defines it, bilinguals are seen as those who speak two languages and can be understood in both. This might be better suited for the Norwegian language situation, especially considering that the results from the interviews are similar to findings from other studies on bilingual children and do show some of the same patterns as they do. However, the children in the current study did code-switched significantly less than the bilingual children raised in a bilingual environment in Reyes (2004), which makes it difficult to argue that the results from the current study could indicate that Norwegians should be viewed as bilinguals. However, given the limited results from this study it is challenging to draw concrete conclusions about the state of bilingualism in Norway without additional research.

The CS of the children in the current study showed the same pattern as children in Reyes' (2004) study, single word switches that were mainly nouns. However, the percentage of switches was much higher in Reyes' study, which showed 13% switches in social talk in the 2nd graders and 28% in the 5th graders (Reyes, 2004). By comparison, the current study, only showed 0.4% in the group who switched the most. This indicates that the Norwegian children should not be seen as bilinguals because the difference between the two studies was so large, while the age groups studied were similar. It can be assumed that the bilingual children in Reyes (2004) had a higher level of proficiency in both languages than the Norwegian children. This indicate that English is not as present in the Norwegian community as it is in bilingual communities.

It has been said that English can be viewed as a second language instead of a foreign language in Scandinavia. It is a common assumption that English has a large role in Norwegian children's life. It is also said that children in Scandinavia already know a large amount of English words before they start school, due to English speaking TV programs and movies (Phillipson, 1992). However, the results from the current research show very little CS compared to actual bilingual children who have English as their second language. Based on the data from bilingual

communities, the children's proficiency level in the current study might not be sufficient enough to indicate that English has more than a foreign language role in Norway. Therefore, the role English has in Norwegian children's lives which is clearly present might not have as large role as English is assumed to have. However, this is based on a very limited dataset that does not take individual differences into account, and therefore a larger study could show very different results.

7.4 The Limitations of the study

One of the limitations of this study has already been mentioned in the method chapter: the observer's paradox. None of the participants knew the interviewer beforehand and could have, therefore, altered their linguistic behavior in a way of accommodating the interviewer or as a result of knowing that they were interviewed. As a result, were more aware of their language causing them to vary from their natural language patterns. It is impossible to know if this had an impact on the results in this study, but it must be assumed that it had at least a minor impact. However, due to ethical reasons it is impossible to study language without the participant being aware of being observed; the participants have to be made aware of their situation, therefore, this is no more of an issue in this study than in any other study where linguistic behavior is looked at in an artificial environment.

In addition to the observer's paradox, the decision to interview instead of observe might also be a limitation. Even though there were good reasons such as the opportunity to elicit CS to do an interview study, instead of an observation study, having a stranger present who asked a lot of questions is not the most natural environment especially for young children. 3rd and 5th grade children are likely to have only recently begun to code-switch and therefore will only freely switch it in certain situations. An interview is unlike to be one of the situations that elicits a high level of CS.

The number of participants also limits the study. To really be able to study if children in elementary school code-switch, a larger number of participants with varied backgrounds and different age groups would have to be looked at in order to make any general assumptions as well as to get a better picture of the language situation. This study, also ended up with an uneven distribution of boys and girls, as the last interview only had one participant. This limits the study, because it is hard to see how the lack of a peer affected the language of the boy in 3rd

grade and he might or might not have had a different language pattern if he had been together with someone familiar.

The low number of switches is also a limitation. This is because there are so few switches that the percentage would have been altered significantly if the children had made one more switch. Even just one more switch from one of the children, especially those who made no switches, would have made the results significantly different. This also means that a longer interview would have given more reliable data, even though this would have been more difficult to do with the children because they would have to be engaged for such a long period of time.

The study is also limited by the potential subjectivity of the interviewer. There can be words or phrases that have been missed due to the subjectivity of the researcher and her knowledge of the Norwegian language. Non-established loanwords could have been overlooked because they are so commonly used in Norwegian that they were not noticed. However, as the interviews were carefully transcribed, reviewed and referenced to Norwegian dictionaries the impact should be limited.

8 Conclusion and Suggestions for Further Research

In this thesis, the language usage by children in 3rd and 5th grade has been looked at to see if they code-switch between Norwegian and English. The results of this thesis showed that the participants made few switches into English. There were also some participants who did not switch to English at all. The few switches made were mainly made by the boys in 5th grade; they had the highest number of unique switches. The study showed that in both 3rd and 5th grade single noun switches are the most common form of CS. However, there was also single verbs and single adjectives and longer utterances switches. These three types of switches were primarily made by the boys in 5th grade, but the 3rd graders also had a single verb and a longer utterance switch. The study indicates that Norwegian children in 3rd and 5th grade code-switch, but that their switches are generally limited to single word switches.

Overall the study showed that the participants in 5th grade code-switched more than participants in 3rd grade. However, the results were more complicated and showed that only the boys in 5th grade code-switched more and that one of the girls in 3rd grade code-switch more than either of the girls in 5th grade. This was unexpected because the amount of CS usually increases with proficiency and it was assumed that 5th graders would be more proficient in English than 3rd graders.

A slight gender difference was seen in 5th grade as the 5th grade boys made more switches than the girls in 5th grade. However, this was not the case in 3rd grade; the boy did not make more switches to English, but he did use non-established loanwords more frequently than the girls in the same grade. This could indicate that there is a gender difference in the use of CS and non-established loanwords in Norwegian children. However, individual differences could have played a larger role than their gender in the amount they code-switched.

This study has shown that there were clearly fewer switches among the participants of this study compared to previous research on adults in Norway and Sweden. Based on the previous research and the results in the current study showed that children in Norway are likely to develop the ability to code-switch between Norwegian and English during the course of elementary school.

Based on the findings of this study English has an influence on the language of the younger children, because English is used as a part of their language, in the form of CS and the use of non-established loanwords. However, the results can also indicate that English might not have as large of a role in the children's life as many might perceive it to have, based on how infrequent the use of English was in this study. However, to be able to draw more general conclusions about the English language usage of elementary children in Norway more data has to be gathered.

There are many ways in which the research in this thesis can be taken further. The research looked at a very limited number of participants and it is difficult to draw general conclusions from the participants because of the lack of breadth in number of participants. In a larger study that includes other factors like social and socioeconomic backgrounds should be looked at as well as different age groups. A study that looks at several schools and students at different grade levels in different parts of Norway would give an increased understanding of the use of English by Norwegian children. It would be easier to draw conclusions and see patterns in the use of English in Norway from a larger study, a larger study would also be more representative. It would also be interesting to further test the hypothesis put forward in this thesis, that CS develops during the elementary school years, by studying more grades to see how the CS pattern develops. For smaller projects that on a similar scale to this project it would be interesting to also look at results from mixed groups, meaning interviews where boys and girls were interviewed together to see how that affected the CS. It would also be interesting to look at a few participants more closely and over a longer time period and in different settings. An observation study would also be very interesting to do, to study children in different settings and see if they code-switch more in some settings than others.

9 Bibliography

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Appendix A: Interview Guide

Fortell litt om meg selv

Del 1:

1. Kan dere fortelle meg litt om dere selv?
2. Kan dere fortelle om hva dere liker å gjøre i storefri?
3. Kan dere fortelle om favorittfaget deres og hvorfor dere liker det?
4. Kan dere fortelle meg om en vanlig skoledag for dere?
5. Kan dere fortelle meg om deres familie?
 - a. Har dere søsken? Kan dere fortelle meg litt om dem?
 - a. Kan dere fortelle meg litt om foreldrene deres?
 - b. Kan dere fortelle om hva dere og familien liker å gjøre sammen?
6. Hva drømmer dere å bli når dere blir store? hvorfor det?
7. Hva er det morsomste dere har gjort denne/ forrige uke? Kan dere fortelle meg om det?
8. Har dere noen ting dere alltid gjør i helgen? Kan dere fortelle meg om det?
9. Kan dere fortelle meg en fin historie fra sommeren eller jul?
10. Kan dere fortelle det det beste/morsomste dere gjør sammen med familien?
11. Liker du å lese?
 - a. Hva er deres favoritt bok? Kan dere fortelle hva den handler om?
12. Hva er favoritt maten deres? Kan dere fortelle meg hvordan man lager det?
13. Kan dere fortelle meg om hva dere skal gjøre i kveld?
14. Hvilke spill eller leker liker dere best? Kan dere fortelle meg om hvordan man spiller/leker det?

Liten pause

Del 2:

Vis bilde til barna og få dem til å fortelle om bildet.

15. Kan dere fortelle meg historien om denne jenta?



16. Kan dere fortelle meg om de ulike logoene?



17. Kan dere fortelle meg om dette landet?



18. Kan dere fortelle meg om hva filmene/bøkene handler om?



19. Kan dere fortelle litt om henne?



20. Kan dere sammen lage en fortelling som passer til dette bildet?



Del 3:

21. Spiller dere en sport?
 - a. Kan dere fortelle om en gang dere husker kjempe godt? Som om dere vant eller tape en kamp.
22. Kan dere fortelle en historie om en gang dere var kjempe glade?
23. Kan dere fortelle en historie om en gang dere var kjempe redde?
24. Når jeg var mindre og min lille søster var baby sølte hun veldig mye og en dag skulle jeg hente en glassskål i skapet og ta med inn på kjøkkenet hvor lille søsteren min satt å griset masse og det var vått på gulvet så jeg sklei og falt så skålen knuste og jeg fikk et kutt i hånden og begynte å blø. Har dere noen gang detti og slått dere? Kan dere fortelle meg om det?
25. Kan dere fortelle meg om hvordan det var å starte på skolen? Var det skummelt å starte på en helt ny skole med mange ukjente barn?
26. Har dere dyr?
 - b. Hjemme har vi en hund og en katt. Vi hadde hunden først og så fikk vi katten. Det var veldig morsomt og litt skummel den dagen vi tok med katten hjem for første gang, hunden ble veldig redd for katten og katt var redd for hunden og begge to løp rundt hverandre og løp rundt i hele huset og vi trodde at de kanskje skulle skade hverandre, men det skjedde ikke de var bare veldig nysgjerrige på hverandre. Kan dere fortelle meg en historie om deres dyr?
27. Kan dere fortelle med om hva dere bruker data og ipad til?
28. Har dere et favoritt spill på ipad?
 - a. Hvordan spiller man det?
 - c. Hva går det ut på?
29. Hva er deres favoritt tv-spill eller data-spill? Kan dere fortelle meg om hvordan man spiller det?
30. Spiller dere mest alene eller spiller dere sammen med noen?
 - d. Er dere bedre eller dårligere enn den dere spiller med?
31. Kan dere fortelle meg om hva dere gjør på internett? F. Eks spille spill, se videoer
32. Det er mange videoer på youtube, kan dere fortelle meg om hva dere ser på på youtube og hvorfor dere liker det?
 - e. Har begge to sett de samme filmene?

33. Hva er den beste filmen dere har sett og kan dere fortelle om hva som skjer i filmen og hvorfor dere liker den?
34. Hva er den verste filmen dere har sett og kan dere fortelle hvorfor dere ikke liker den og hva den handler om?
35. Kan dere fortelle meg om det morsomste dere har sett denne uken (på tv eller internett)?
36. Kan dere fortelle om hvordan musikk liker dere?
 - f. Hvem er favoritt sangeren din?
 - g. Kan dere fortelle om han/henne?
37. Har dere et favoritt program på tv? Kan dere fortell meg om det?
 - h. Hva er det dere liker best med det?
38. Har dere et TV program dere ikke liker? Kan dere fortell meg om det og hvorfor dere ikke liker det?
39. Hvilke språk kan dere?
40. Kjenner dere noen som snakker engelsk eller andre språk og ikke skjønner norsk?
 - i. Kan dere prate med dem?
41. Liker dere å lære språk og om ja hvorfor det?
42. Ser dere mye på filmer eller videoer på andre språk enn norsk?
 - a. Hvilke språk?
 - b. Forstår dere hva de sier?
43. Bruker dere Engelsk når dere prater til vanlig? Eller når dere prater sammen dere to?

Appendix B: Parental Consent form

Forespørsel om deltakelse i forskningsprosjektet *Kode-veksling i barneskolen*

Bakgrunn og formål

Dette er en masteroppgave som blir skrevet ved institutt for språk og litteratur, NTNU, Trondheim. Denne studien er en sosiolingvistisk undersøkelse av hvordan barn i 3. og 5. klasse bruker språk. Deres barn er spurt om å delta fordi de enten går i 3. eller 5. klasse.

Hva innebærer deltakelse i studien?

Deltakelse i denne studien innebærer at dere som foreldre svarer på et kort spørreskjema om barnets språkbruk og språkhistorie. For barnet vil det innebære å delta på et intervju hvor de blir intervjuet 2 og 2 sammen i mellom 30 og 45 minutter. Det vil bli tatt lydopptak av intervjuene. I intervjuet vil deltakeren bli spurt om temaer som fritid, familie, skole, tv og data. Dere som foreldre kan også få se intervjuguiden hvis det skulle vært ønskelig, da er det bare å ta kontakt gjennom kontaktinformasjonen under. Intervjuene vil legges opp til å være hyggelig for barnet.

Hva skjer med informasjonen om ditt barn?

Alle personopplysninger vil bli behandlet konfidensielt. Personinfo vil bli samlet inn som navn og fødselsdato. Denne vil ikke kobles direkte til datamaterialet, men vil bli lagret på separat med en koblingsnøkkel. Det er kun Veronika Hanssen og hennes veileder som vil ha tilgang på dette. Deltagerne vil ikke kunne gjenkjennes i publikasjonen. Prosjektet skal etter planen avsluttes 1.1. januar 2018. Da vil alt av personidentifiserende data slettes.

Frivillig

deltakelse

Det er frivillig å delta i studien, og du og ditt barn kan når som helst trekke samtykket uten å oppgi noen grunn. Dersom du eller barnet trekker samtykket, vil alle opplysninger om deg bli anonymisert.

Dersom du ønsker å delta eller har spørsmål til studien, ta kontakt med Veronika Hanssen på telefon eller epost. Siden dette er et studentprosjekt er det også mulig å ta kontakt med veileder Anne Dahl

Veronika Hanssen
Tlf: 93888471
E-post: verohan.93@gmail.com

Anne Dahl
Jobb Tlf: 73596794
E-post: anne.j.dahl@ntn

Studien er meldt til Personvernombudet for forskning, NSD - Norsk senter for forskningsdata AS.

Samtykke til deltakelse i studien

Jeg har mottatt informasjon om studien, og er villig til å la mitt barn delta.

Fyll inn navn på barnet

(Signert av prosjektdeltaker sin foreldre, dato)

Appendix C: Questionnaire

Bakgrunnsinformasjon for forskningsprosjekt om engelsk i 3. og 5. klasse

Jeg er svært takknemlig for at dere har sagt ja til at deres barn kan delta i mitt språkforskningsprosjekt! I dette skjemaet ber jeg om litt bakgrunnsinformasjon som er nødvendig for at resultatene jeg får skal kunne brukes. Jeg håper dere vil bruke noen få minutter til å svare på disse spørsmålene.

Spørsmålene er ganske generelle, og hvis det noen steder er vanskelig å avgjøre hvilken svaralternativ som passer best, er det bare å forklare mer utfyllende i boksene under, eller på eget ark hvis nødvendig.

Legg merke til at skjemaet har to sider.

Med svært takknemlig hilsen,

Veronika Hanssen

Master elev, NTNU

1. Barnets navn: _____ **Barnets fødselsdato** _____

2. Barnets språklige bakgrunn

- Barnet har ingen spesielle kunnskaper i andre språk enn norsk.
- Barnet snakker ____angi språk____ bedre enn han/hun snakker norsk.
- Barnet snakker ____angi språk____ omtrent like godt som han/hun snakker norsk.
- Barnet snakker ____angi språk____, men han/hun snakker norsk bedre.

3. Barnets tidligere møter med engelsk og andre fremmedspråk

I skjemaet under, vennligst fyll inn hvilke land barnet har vært i utenom Norge i løpet av sitt liv, inkludert både korte og lengre opphold, omtrent hvor lenge barnet var der, og barnets alder da han/hun var der.

Hvis barnet ikke er født i Norge føres det også opp sammen med alder for når han/hun flyttet til Norge.

	Land barnet har besøkt:	Oppholdets varighet:	Barnets alder ved oppholdet:

4. Annen erfaring med engelsk

Har barnet jevnlig møtt engelsk på andre måter, f.eks. gjennom film, TV-programmer eller dataspill? Ja Nei

Hvis ja, vennligst spesifiser hva slags aktivitet(er) det dreier seg om, og omtrentlig omfang (anslå f.eks. gjennomsnittlig antall timer i uka barnet har brukt på aktiviteten og fra hvilken alder dette har foregått).

5. Barnets søsken (med søsken menes her andre barn som bor sammen med barnet i alle fall deler av tiden)

Antall brødre: Brødres alder: Antall søstre: Søstres alder:

6. Andre forhold som kan påvirke språklæringen

Har barnet, eller har det hatt, hørselsproblemer, alvorlige synsproblemer eller andre diagnoser som kan tenkes å påvirke språklæring (f.eks. spesifikke språkvansker, dysleksi, ADHD, autisme, osv.)? Ja Nei

Hvis ja, vennligst spesifiser i her:

Kryss av her hvis barnet har en tilstand eller diagnose dere ikke ønsker å beskrive på skjemaet, men som dere kan tenke dere å fortelle meg om personlig:

7. Andre opplysninger

Er det andre opplysninger eller mer utfyllende informasjon som gjelder barnet ditt som du tror jeg kan ha nytte av å vite om i prosjektet mitt? Dette kan være utfyllende informasjon om barnets språkkunnskaper utover norsk, om barnets møter med engelsk, eller andre ting du tror kan påvirke resultatene av testene. Bruk gjerne eget ark om nødvendig.

Tusen takk



