

Ingrid Fornes

The use of English in Norwegian restaurants as perceived by the management, servers and guests

Master's thesis in Language Studies with Teacher Education

Supervisor: Annjo Klungervik Greenall

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Norwegian University of Science and Technology
Faculty of Humanities
Department of Language and Literature



Abstract

In recent years we have seen an increase in the use of international workforce in the service business in Norway, especially in Norwegian restaurants. This master's thesis aims to investigate what the perceptions are regarding the use of English by international staff in restaurants in Norway. The study employs a mixed-methods approach including both in-depth interviews and a survey. Five interviews were conducted in total, with one manager and four servers. The survey targeted eating guests which registered 171 responses, 121 were women and 50 were men. The results showed that there are generally few problems with using English in restaurants in Norway as a language for communication, neither from the perspective of management, servers or the guests. The servers favour using English because of efficiency and for its great value as a lingua franca in a multilingual workplace. The majority of the guests do not seem to care whether the communication is in English or Norwegian as long as the guests are understood. However, there are reports of feelings of social exclusions because of the inability to speak the native language of Norway among the servers. The servers also report on challenging situations which include issues with guests regarding the usage of the English language instead of Norwegian, usually because the guests do not feel comfortable speaking English. There are also indications of negative attitudes towards the English language and it can seem like foreign language use sometimes trigger xenophobic attitudes. These results suggest that the multilingual workplace is a challenging situation, especially for the English-speaking servers, however the majority of the population in Norway seem to be comfortable using English for communication even though it is not the local language in Norway.

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Trondheim, June 2021

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1.0 Introduction

1.1 Background

English as a language of communication has become more and more common in our everyday life. Especially in Scandinavia, English has for a long time been treated as a natural first choice as an international language (Gunnarsson, 2009b, pp. 129-130). This is due to many reasons; everyone attending school in Scandinavian countries like Norway, Finland and Sweden, is being taught English as their first foreign language and in Norway the children start learning English already at age 6 (The Norwegian Directorate for Education and Training, 2020). Further, people growing up in Scandinavian countries are exposed to English in their everyday life through television programmes, music, social media and the internet. This has led to an increasing number of people who daily read and write English for different purposes (Gunnarsson, 2009b, p. 133).

At the same time, the workforce is becoming more international and multilingualism in the workplace has become more common. Here in Norway, we have seen an increase especially in work immigrants from Eastern Europe following the expansion of the European Union in 2004 with a more open labour market (Gunnarsson, 2014, p. 11). Statistics show that in 2019 the total number of work immigrants in Norway was 16.077 (Kirkeberg, 2020). A more globalized economy further creates more transnational organizations which operate across different countries, demanding one language to be chosen as the 'lingua franca'. With the increasing demand in international collaboration in addition to changes in employment patterns and work immigration, English has become more relevant to a greater extent than before. However, even though English has become common to choose as the lingua franca for large organizations, this can create communication problems both internally and externally in countries which do not have English as the mother tongue (Gunnarsson, 2009b, p. 129).

A debate article posted by Bergens Tidende in 2018 expresses a concern for the increasing use of English in restaurants in Bergen where the staff members do not speak Norwegian (Økland, 2018). The author of the debate article says that this can negatively affect the service and the communication between the staff and the guests and end up making the guests feel uncomfortable forcing them communicate in a foreign language. In addition, an article posted at the webpages of the Norwegian Broadcasting Corporation (NRK.no) in 2019 supports this view (Staude & Ingebretsen, 2019). The article says that The Language

Council of Norway (Språkrådet), expresses concern with the fact that more and more people experience restaurants and cafés which have a staff that only speaks English. The Language Council of Norway refers to a survey, ordered by the Language Council themselves, which shows that 80 % of the guests prefer a server who speaks Norwegian (ibid.).

The use of English as a corporate language impacts the recruitment of the workforce (Gunnarsson, 2009a). Due to the effects of globalization and technological advancements, modern working life is characterized by flexibility, mobility and diversity (ibid., p. 249). The globalization of the business world and the job market demands people with multilingual backgrounds who can move between jobs. With regard to multilingualism, employees with a multilingual background face different and higher demands for communicative skills and literacy, both in relation to workplace practices but also to the organization as a whole (ibid., p. 250).

Especially in the restaurant business we see an increase in internationalization of the workforce. A report by DAMVAD Norge, made for the Ministry of Trade, Industry and Fisheries of Norway in 2014, shows that few industries have such a high percentage of international workforce as the serving industry. According to the report, the percentage of non-Norwegian workers in the serving industry was 22 %. Subsequently, in 2013 the percentage of non-Norwegian workers had risen to approximately 40 %. The increase in non-Norwegian workers has been highest in the parts of the serving industry which consists of restaurants and cafes, where the proportions of non-Norwegian workers have increased by 8 % from 2003 to 2013 (DAMVAD Norge, 2014, p. 83). The report demonstrates how the serving industry's survival and growth are dependent on the international work force, stating that cultural diversity provides more knowledge concerning food traditions, serving concepts and so on. However, their research also reveals challenges regarding the international workforce related complicating the collaboration between colleagues, making the communication more time-consuming. The language barrier also creates uncertainties as to whether information is understood correctly (ibid., pp. 84-85).

1.2 Research question

There has been little previous research on restaurants and multilingual servers in general, especially in Scandinavia and Norway. In big cities like Oslo and Trondheim the chances of

eating at a restaurant where you encounter an English-speaking server is quite high and I wanted to take a closer look at this phenomenon.

The aim of this thesis is to understand the personal thoughts and opinions of management, servers, and restaurant-goers, concerning communicating in languages other than their native language in the workplace. Thus, the research question in this thesis is what are the perceptions on the use of English in restaurants in Norway among the management, servers and the guests?

1.3 Context: English in Norway

As background for understanding the use of English in the Norwegian restaurant business, it is important to consider the influence and the status of the English language in Norway and how it has affected the Norwegian language. As I have already mentioned in section 1.1, the English language is highly used both for academic and business-related purposes. Further, we also see, especially with the younger generation, an increase in the use of loan words from English in our everyday speech (Meland, 2019). Being exposed to English every day from multiple sources such as social media, television and music, we find that English have become more and more common in oral and written communication. As a result, leading to a high fluency level of English within the Norwegian population from an early age.

Accordingly, people from Scandinavia have for a number of years, been ranked in the top global positions in English proficiency (EF, 2019). Norway currently in 3rd place, behind the Netherlands (1st) and Sweden (2nd) (ibid.).

Scandinavian universities and businesses have over the last decades adopted the English language consciously in local domains in order to strengthen their global competition (Gunnarsson, 2012). Weston (2017, p. 90) states that since the Scandinavian population is relatively small and its levels of proficiency in English quite high, international businesses operating from Scandinavia will likely be less motivated when it comes to translating material from English into the local language. Eventually these trends have led to concerns regarding the influence of the English language, potentially threatening the Norwegian language, and debating whether Norwegian could possibly be subject to domain loss, especially in higher education (Ljosland, 2007).

There is no doubt that the English language has a strong standing in Norway today, and it would be foolish to not acknowledge the influence of English in our everyday life. Generally

speaking, here in Norway, English has been considered a foreign language, but eventually over the last decades, especially with the new national curriculum from 2006 (the Curriculum for Knowledge Promotion), it has become quite clear that English is above other foreign languages such as German and Spanish (The Norwegian Directorate for Education and Training, 2006) In other words, according to the educational authorities in Norway, English seems to be a necessary skill in order to live and work in Norway (Rindal, 2015, p. 242).

The use of foreign workforce here in Norway is likely to have led to an increase in the use of English and other languages in the Norwegian workplace. Working in a foreign country communicating in a lingua franca such as English, usually demands higher levels of proficiency in English than just a traveller's repertoire of phrases. Accordingly, because of its high levels of proficiency in English, Scandinavia is therefore an easier workplace to work in, given the fact that it is no problem communicating in English. This might make Scandinavia, or even Norway, more attractive for foreign workforce.

Even though the English language is quite popular in Norway both through music, television and foreign film, it is much more available to some parts of the population such as the youth. As a result, young people might struggle less with English and therefore be more comfortable using English when approaching restaurants who use servers who only speak English compared to for example older people who might have more problems regarding this phenomenon.

1.4 Structure of this paper

In chapter 2, I present the field of academic research which this thesis is a part of. I take a closer look at multilingualism in the workplace and other factors such as what influences language choice and business English as a lingua franca. In addition to this I present theory on how language can lead to social inclusion and exclusion, attitudes to languages and lastly I present previous studies that have been conducted within the same field of research. Further on, in chapter 3, I present the methodological approach of the thesis, what types of decisions I have made throughout the process and what challenges I have faced. In chapter 4, I analyse the findings and results from my interviews, in addition to the results from the survey. In chapter 5, I revisit my research question and discuss my findings in light of the research question and theoretical background, and lastly in chapter 6, I summarize and conclude my thesis.

2.0 Theoretical background

The theoretical background for this study was selected on the basis of the research question and the interview-guides, concerning the topics of multilingualism in the workplace and the role of English as the lingua franca in multilingual workplaces.

This chapter is organized as follows: section 2.1 looks at multilingualism in the workplace, including language choice, business English and communicative competence. Section 2.2 discusses how language can lead to social inclusion and exclusion, and how this can affect the multilingual workplace. In section 2.3 I outline attitudes towards English and lastly section 2.4 presents previous studies which are similar to mine, regarding the use of international staff in restaurants in Norway including multilingualism in the workplace in Scandinavia.

2.1 Multilingualism in the workplace

According to Angouri and Miglbauer (2014, p. 149) the term multilingualism is associated with enhanced competitiveness and economic growth for companies and organisations in a globalised economy. In the context of the European Union (EU), it is personally and professionally beneficial to know at least two languages for employees and it is viewed as an important skill to acquire in order for an organisation to be competitive (Angouri & Miglbauer, 2014, p. 150). Multilingualism is also seen as a term associated with mobility, which is also beneficial in terms of strengthening the EU's economic competitiveness. In several large-scale studies, it has been discovered that 'language skills' are a factor that correlates with a company's international contacts and global growth (The National Centre for Languages, 2006). In a global and multinational workplace, the employees eventually find themselves claiming a 'global culture' identity and a 'global mindset', meaning that they have experienced living in so many various workplaces in several different parts of the world. This 'global culture' identity suggests that because of their background of being globally mobile, they are more able to adapt (Angouri & Miglbauer, 2014, p. 158).

Angouri and Miglbauer (2014, p. 148) further write that notions such as a 'job for life' is highly outdated and the 'global' employee inherits qualities such as multilingualism, mobility and technology literacy. Transnational organizations and large world-businesses have had to become more flexible in a way of becoming more competitive. Companies have over time become 'flat' structures, organized in a way that is more flexible, but at the same time demanding more of the employees, making them more self-governed. 'Flat' structured,

compared to the more linear hierarchies of the past, are often associated with equality in the workplace where employees are more allowed and encouraged to participate in decision making within the companies (Ibid., p. 148).

Multilingualism is now accepted as the everyday practice for many employees no matter what industry or size of company (Angouri, 2018, p. 50). It is always a challenge and a linguistic dilemma for the organisation which language is to be used for what purpose. A complex linguistic landscape at the workplace demands strategies for how to overcome these linguistic dilemmas, in which the introduction of a common language has become more and more popular. However, introducing one common language is no easy task, and Angouri (2018, p. 51) argues that whether the workplace is global or national, it cannot operate on the basis of one language, hence introducing a 'one language' policy does not make the workplace monolingual.

Despite multilingualism being a term most often associated with economic growth, competitiveness and mobility, the EU policy has a very narrow view of multilingualism. The EU policy has been criticised for promoting 'selective multilingualism', hence not all languages are equally represented and valued (Phillipson, 2003). There is a mismatch between a positive representation of multilingualism and hegemonic multilingualism, resulting in an inequality between languages where only a 'core' of languages function as the working languages of EU institutions (Angouri & Miglbauer, 2014, p. 152). According to Angouri and Miglbauer (2014, p. 152) the same mismatch also takes place in corporate companies between dominant discourses. Usually, corporate companies promote a common working language but at the same time encourage the use of other languages which will help the business in terms of promoting its interests and reach further (e.g Angouri & Miglbauer, 2012).

According to Angouri and Miglbauer (2014, p. 147) the linguistic ecology of modern workplaces is dynamic, and language choice is varied and dynamically negotiated between the everyday interactions in the workplace and the interactions in formal meetings. Gunnarsson (1997) writes that as the professional world becomes more internationally oriented, language choice also becomes an intricate matter: "In a multilingual professional community, the different languages are likely to serve different functions and also to have different prestige" (Gunnarsson, 1997, p. 115).

Gunnarsson (2013, p. 163) further writes that a globalized economy and technological advances have contributed to new types of workplaces using written correspondences such as email, but also meetings and negotiations at a distance such as video-calls through Skype or Zoom. However, there are still small workplaces like for example restaurants where face-to-face interactions are the most central part of the everyday work life. In these types of workplaces, immigrant staff members have to master the native or local language, which demands language skills and competence (Gunnarsson, 2009a). However, Gunnarsson's study is relatively old and nowadays we see that it is not essential for the immigrant staff members to master the local language to be able to work in workplaces where these types of interactions are common. Often, knowing a lingua franca, such as English, is enough to be able to communicate with someone even when English is not the native language.

2.1.1 What factors influence language choices?

According to Hua (2014) the language one chooses to use in the workplace depends on different situations and purposes. Language demands and requirements vary depending on what kind of job or role one has, or who you need to communicate with in order to get the job done. Gunnarsson (2009a, p. 183) who did a research project in Sweden, found that in a workplace such as a hospital, immigrant doctors and nurses mainly use Swedish when communicating with patients, but use English when publishing research and academic work. These are examples that reflect how the receiver of the communication will control what language the speaker will choose to use. In an academic setting, for example when publishing research or academic work, one would favour English over Swedish, to reach further across the world.

Hua (2014, p. 235) looks at different dichotomies, including Goffman's theory of the 'front-stage' versus 'back-stage' for an explanation for how one chooses languages for different purposes, and why. 'Front-stage' refers to types of roles that include the way you act or speak when one has an 'audience' such as customers compared to 'back-stage', the role you take when communicating with your colleagues (Hua, 2014, p. 235). The language choice you tend to make differs according to the type of role you are taking in that specific situation. If you are talking to guests or customers in a restaurant you might use a different language than the language you use when you are talking to your colleagues (ibid.).

Furthermore, Hua (2014, pp. 236-237) writes that language choice has become more complicated due to language ideologies which have been affected by several factors, for

example hierarchy, where native varieties of English are usually regarded as the ‘correct’ language to speak. Additionally, some languages are viewed as to be more ‘useful’ than others and will be regarded as more beneficial. They also list ‘language expertise’ and point out that this factor is connected to ‘professional expertise’, meaning that if you have the right linguistic resources you can construct a professional expertise which help you become an important marker of expertise yourself (ibid.).

2.1.2 The multilingual workplace as ‘The English plus’ workplace

In terms of English in the multilingual workplace, English is quite well-known as a tool for successful communication in transnational and multinational companies. According to several studies (e.g. Nickerson 2005; Fredriksson et al. 2006), it has become the most widely shared foreign language for employees. Angouri and Miglbauer (2014) writes furthermore that the increasing number of ‘foreigners’ has led to dramatic changes in local business companies. They work with locals in companies and the importance of speaking English has become essential for communicating with people who have a diverse linguistic background (ibid., p. 155).

English, which is a language widely known and used for business, makes it a very desirable language to acquire for reasons related to employability and therefore viewed as a language of high value right now. A language acquires power and value based on how important it is for economic profit (Migouri & Miglbauer, 2014, p. 151). This view of language reduces the importance of communicative activity and ignores the work multilingual speakers do when negotiating their resources to reach their interactional goals, reducing language to only a ‘set of skills’ (ibid.).

Nevertheless, despite the importance of global languages, it is impossible for the modern workplace to operate on the basis of only one language, and the employees tend to use their whole language range in order to meet their interactional agendas (Migori & Miglbauer, 2014, p. 165). It looks like employees avoid using English when they share the same L1, unless there is a need to include other employees who lack competence in the chosen language (ibid., p. 156). So, in a Norwegian workplace the employees will choose to speak Norwegian except for when they have to include other employees who do not know Norwegian, in which case they use English to avoid exclusion (see section 2.2 below). Not knowing the local language has been reported as a factor that affects how well the employees ‘fit in’ and their sense of belonging to the workplace (Lønsmann, 2014, pp. 112-113). Even

though English is highly used as a corporate language, local languages are still essential for other forms of communication such as small talk and are important in creating a team identity within the workplace (Angouri & Miglbauer, 2014, p. 157).

2.1.3 Business English

I will now be moving on from what language seems to have taken priority, to what version of that language which is often used in workplaces. Gajst (2014, p. 77) writes that business English is spoken by a vast majority of speakers who are non-native speakers of English. Eventually, in recent years, the concept of BELF (Business English as a lingua franca), has become important in relation to the research on non-native speakers of English in business-related communication (Gajst, 2014, p. 80). BELF can be said to be the term of a variety of English, which is used mostly in international business for the purpose of conducting business all over the world. Because the speakers using business English often do not have English as their mother tongue, business English is viewed as simple and clear, and a neutral language of communication. “In short, Business English as a lingua franca is seen as a tool for communicating information with accuracy and clarity” (Gajst, 2014, p. 81). In other words, ‘getting the job done’, which is the goal and sole purpose of business (ibid.).

2.1.4 ‘Communicative competence’

‘Communicative competence’ is a term which has become associated with the multilingual workplace and was first introduced by Hymes in 1964 (Canale, 1983). Hymes argued that language competence should include more than just grammaticality. In addition to performance and competence, the speaker also needs information about the listener’s competence within the same speech community: “when to speak, when not and what to talk about with whom, when, where, in what manner” (Hymes, 1972, p. 277). In that way, especially for sociolinguists, linguistic study should also include a focus on appropriateness and acceptability in sociolinguistic situations (Angouri, 2018, p. 56).

Saville-Troike (1982, p. 29) argues that the speakers should have knowledge that consists of the basic components of communication. These basic components are as follows; linguistic knowledge, interaction skills and ‘cultural’ knowledge. Hymes (1974, pp. 53-62) introduced the term SPEAKING, which is an acronym that stands for ‘setting, participants, end, act sequence, key, instrumentalities, norms of interaction and interpretation and genre’. In other

words, Hymes (1993, p. 13) argues that one should focus on the different ways in which people use language. According to Angouri (2018, p. 57): “Hymes’s perspective has pointed to the significance of a socially based descriptive view of the competences/skills the individuals need to acquire so as to be efficient and effective in work-related interactions”. In other words, there are other factors which may affect one’s ability to communicate with others, especially when communicating with someone from another cultural or language background than yourself. It is not enough to know a language’s grammar to be able to communicate, one still needs a general social competence, especially in a workplace setting where the communication needs to be effective and efficient.

In a multilingual workplace, there can be a variety of different communicative competences which is needed to navigate the multilingual landscape. According to Gajst (2014, pp. 78-79) in an intercultural context, business operations become more and more culturally diverse and knowledge about how communication in each individual culture is structured is important. Scandinavian countries, which are characterized as low-context cultures, explicit communication is used in addition to a direct style in both speaking and writing. This can create problems when communicating or negotiating with someone from a high-context culture like for example Spain, where the emphasis is on implicit communication. Being aware of cultural differences in how we speak and listen, we can avoid potential misunderstandings in communication (ibid., p. 79).

2.2 Language as social inclusion and exclusion

In the context of the present thesis, where we look at servers who do not speak the local language, the notion of how language can work as a social barrier leading to social inclusion or exclusion becomes interesting. Knowledge and competence in different languages can affect your skills and qualifications as well as the connections with group membership in a workplace (Angouri & Miglbauer, 2014, p. 151). For a foreign worker it can be difficult navigating a linguistic landscape where the mother tongue of your co-workers is not your own. As a result, it can be more challenging establishing good relations with your co-workers, which in a stressful work environment can be essential (ibid.).

According to Angouri (2018, p. 190) cultures are constructed by social interactions and they are forged through membership. Cultures are not ‘states’ but changes and evolves through interaction shaped by powerful ideologies and are linguistically enacted (ibid.). In the

workplace, membership of the community is made by active participation in the practices that exist in that community. It is important for the employees who work together in teams and communities to know how to interpret the context and respond through ways which are accepted and valued by other members (Contu & Willmott, 2003, p. 285). Employees use all their linguistic competence and resources in order to achieve their goals (Mondada, 2004, p. 19).

Although multilingualism is often viewed as something positive, according to Hua (2014, p. 239) it can also lead to social exclusion (see also Piller, 2010). She states that language can be both exclusive and inclusive at the same time, where knowing the 'right' language can help establish relations with other employees and help your professional career. However, people who do not know the language or do not have the adequate proficiency in a language, can ultimately find themselves socially excluded and linguistically territorialised (Hua, 2014, p. 239).

2.3 Attitudes to English

When it comes to the use of English, people have attitudes both in general and about its use in the workplace. Attitudes can be defined as people's negative or positive feelings or opinions about something, and they can be both implicit and explicit (Graedler, 2014, p. 295).

Kristiansen (2010) shows in his research on attitudes towards the use of English in the Nordic countries, that of the Nordic countries Norway and the Swedish speaking part of Finland, seem to be the most English-positive communities. In addition, his research showed differences in attitudes in level of consciousness. The findings seems to indicate that in Norway, on a consciousness level, men are more English-positive than women, and those with lower age, higher education, higher income and who lives in urban regions are the most English-positive (ibid., p. 73). In contrast, on a subconsciously level, women are more English-positive than men. Additionally, those with lower age and lower education, and those who live in more rural areas also seem to be more English-positive than those with higher education, of higher age or who live in more urban areas (ibid., p. 84). He also finds that with regards to domain loss, when asked how the informants feel about national enterprises making English their language of business, Norway ends up being in a 'neither-nor' attitude, which seems to indicate that they seem to not care whether workplaces use English or Norwegian as the work language.

2.4 Previous studies

For this section I have chosen to look at studies in a Scandinavian context only. There has been little previous research on restaurants and multilingual servers in general, especially in Scandinavia and Norway, however Gurung (2019) explored workplace stressors and resources among Nepalese students working in restaurants in Norway. According to Gurung, language barriers can be a stress factor in the sense that all the servers were unfamiliar with the Norwegian language which negatively affected their work when dealing with Norwegian language speakers or non-English speakers at work since they had to use English for communication (Gurung, 2019, p. 29). The servers' low language skills in Norwegian affected not only their interactions with the Norwegian speaking guests and limited the quality of their service, but it also restricted their communication and relations with their Norwegian speaking colleagues (ibid., p. 30).

There has been much research done on the use of multilingualism and English in the workplace in Scandinavia. Gunnarsson (2009a) did a study where she compared the communicative situations of immigrants that worked at different Swedish workplaces, namely a hospital and a Swedish company. She found that for the medically trained staff, the majority of their daily work consisted of communication with patients and relatives, where the main language used was Swedish. Occasionally, the nurses worked as interpreters between doctors and patients if the nurses shared the same native language as the patients. The doctors reported that usually, the main language used was Swedish, however English was used for publishing research articles. For the cleaners working at the hospital, the language(s) used were quite different from the medical staff. They would use Swedish when communicating with management and hospital staff, and when communicating with other cleaning staff where they did not share the native language. Mainly, they would communicate with other cleaning staff or medical staff which would share their mother tongue (ibid., p. 182). The Swedish company, which was a large transnational company that used English as a corporate language, had more of a diglossic nature. Swedish was used for daily communication within other colleagues and for internal purposes, while English was used for communication for external purposes when reaching out to colleagues in other countries and so on (ibid.).

Another study by Nelson (2014) researched the communicative situation of immigrant workers at Swedish workplaces and highlights how important communicational and relation-building abilities are for immigrant workers who do not speak the local language of a

workplace. She shows how immigrant workers use different tools such as humour and swearing in their communication with colleagues to “build and maintain good relations between co-workers, and to show in-group solidarity in diverse contexts in a multilingual workplace” (ibid., p. 195). An immigrant worker who does not speak the local language may be in danger of being left out and will encounter problems with integrating successfully in the workplace or carrying out his or her work (ibid.).

3.0 Method

To explore the perceptions on the use of English in restaurants in Norway, I have chosen a mixed methods approach. Such approach is, according to Van Peer, Hakemulder & Zyngier (2012, p. 56), beneficial because the different methodological perspectives work to complement each other. I have chosen interviews as my main method of data collection, adding a survey to be used as a complement to my findings. The data of this thesis was collected from three different sources; four interviews with servers working at restaurants in Norway, one interview with a person from the management at a restaurant in Norway and a survey meant for the general population of Norway. The reason I chose interviews was because I wanted to investigate personal thoughts and opinions regarding English in the restaurant business and felt that interviews were the most fitting in terms of what data I would obtain (Van et al., 2012, p. 81). I chose to add a survey to cover the guests' opinions because it was time efficient and I wanted to include as many people as possible (ibid., p. 94).

This chapter is organized as follows: in section 3.1 I describe the collection of the data, including both the interviews and the survey, as well as the descriptions of informants and how both methods were conducted. Section 3.2 explains how I intend to analyse the data collected. In Section 3.3 I point out and discuss the quality and the limitations of the study, and in section 3.4 I discuss the ethical challenges of the study.

3.1 Collection of the data

3.1.1 The Interviews

A total of five interviews were conducted: four servers and one from management.

Originally, my plan was to conduct a case-study, using one restaurant only as the source of my informants. This made me include a person from management, as I thought it would be beneficial for the study to get a manager's view regarding the use English in the Norwegian restaurant business. However, I only managed to recruit two servers from the first restaurant I contacted, which forced me to contact other restaurants in order to recruit more servers.

I initially intended to do face-to-face interviews, however due to Covid-19 which made all of Norway shut down in the middle of March 2020, this was difficult to implement at that time. A solution came to be interviews conducted through the use of Email or Zoom. In this way, through Zoom, I still managed to do face-to-face interviews, just not physically present in the

same room. The informants were free to decide for themselves if they wanted to use Zoom or Email for the interviews.

However, with the last server I interviewed, I had the chance to conduct an actual face-to-face interview, by using an audio-recorder which was borrowed from the Department of Language and Literature at NTNU. This was done after suggestions from the informant herself. All in all, three interviews were done by using Zoom, one by using Email, and one face-to-face.

3.1.1.1 The recruitment of the informants

The informants were chosen by purposive sampling hence certain criteria had to be met by the people participating. For the servers, they had to have little or no proficiency in Norwegian. In addition, they had to work as servers in a Norwegian restaurant or have previous experience working in the restaurant business in Norway. For the manager, the informant had to be working in the management of the restaurant and/or being a part of the hiring process.

Due to my original plan of doing one restaurant as a case study, I reached out to one restaurant where I was able to get in contact with a manager, who became my first contact person. Through my first contact person I was able to get in contact with two informants. I ended up recruiting the rest of the informants through the help of friends. One who worked in a restaurant herself who knew servers from other restaurants who could participate, and one who lived with a potential informant which met the criteria for the servers. In this last case, our mutual friend helped arrange the meeting.

Because of Covid-19 I did not have the option to visit the restaurants physically. The primary contact tool therefore became Email, and I communicated mostly with my informants using this communication platform. This took some time and effort, and it was very difficult both recruiting informants and setting a date and time for the interviews. Working full-time in a restaurant is hectic, and I spent several weeks arranging the interviews. In retrospect, I would have chosen another method which would have been less time-consuming, for example by only using surveys.

3.1.1.2 The informants

The informants who are servers are all foreigners, living in Norway primarily for higher education or work. Their age ranges between 20-30 years old. Three servers are women and

one server is a man. They are all non-native speakers of Norwegian, and their knowledge of the Norwegian language is limited to simple phrases and words they have picked up working in the restaurant business. Some of them can hold a conversation in Norwegian up to some point but are eventually forced to switch to English to help avoid misunderstandings. Their mother tongue consists of Australian English, Polish, Canadian English or Lithuanian, and they all have a varied language background, with knowledge in languages such as English, Spanish, French, Italian and so on. They all work at restaurants located in big cities in Norway.

The one informant from management is a native speaker of Norwegian and was born in Norway. The informant works in recruitment and handles other parts of the management at a restaurant located in a big city in Norway. The informant works at the same restaurant as two of the informants who are servers.

3.1.1.3 Conducting the interview

Before conducting the interviews, I created two interview-guides, one for the servers and one for the management. Creating an interview-guide is easier in terms of being certain that you acquire the information you need. I planned for the interviews to be quite structured, giving me as the interviewer more control of the situation (Van Peer et al., 2012, p. 82). Preparing an interview-guide does not necessarily mean that you have to follow the guide strictly throughout the interview, thus allowing room for the informants to talk freely on their own creating a more informal situation for the informants. I wanted my questions to be as open as possible and non-subjective as possible, strengthening the quality of the data I generated (Van Peer et al., 2012, pp. 82-83). In addition, this made more room for me as the interviewer to ask questions which were not originally a part of the interview-guide if interesting topics came up during the interview which I had not anticipated beforehand.

I planned for the interviews to last between 30-45 minutes maximum, so the interview-guide for the servers consisted of 17 questions, which then were divided into 3 main topics; firstly background information about their language competence and previous experience from working in the restaurant business, secondly workplace interaction and communication, and lastly their perceptions of guests' attitudes regarding using English in a Norwegian restaurant.

The interview for the management consisted of 25 questions. I made this interview-guide fairly longer to be able to retrieve more information since there was only one informant from management participating. The interview-guide was divided into 5 main topics: firstly,

background information about the language background of the manager and their work position at the restaurant. Secondly, language of communication with regards to internal and external communication and national or international trade. Thirdly, the hiring process within the restaurant, criteria for working at the restaurant, language background and competence and proficiency in English among their staff. The next topic was employees and what language background they had and if knowing Norwegian was important to get a job at the restaurant. Lastly, personal experience with guests and perceived views on guests' attitudes on the usage of English in restaurants in Norway.

As a way of pilot-testing my interviews, I interviewed some of my friends and roommates checking if anything was unclear to avoid future misunderstandings (Van Peer et al., 2012, pp. 120-121). This led me to change some of my questions before conducting the actual interviews, and by doing this making myself much more prepared (Dörnyei & Csizér, 2011, p. 78).

3.1.1.4 The interview situation

Zoom is a high-quality tool for web conferences that can be used for real-time online lectures and online meetings. Zoom allows you to record both video and audio-tape to be downloaded and converted on your own computer. Since NTNU has a licence for using Zoom, it became a natural option to conduct interviews without having to be in the same room. All of the interviews except the one done by Email were, by written consent, recorded either by using the recording function in Zoom or by a manual recorder.

Before conducting the interviews, I informed the informants about their rights, and the use of audio-recorders, explaining that they could stop the interview at any time both before, during or after the interview was completed, and by that withdrawing, any information given (The Norwegian National Research Ethics Committees, 2019). I also gave them notice of when I started and stopped the recorder, and that they could ask to stop the recorder at any point during the interview if there was something unclear or wanted to say something off record. All the interviews conducted by Zoom, was done in my own apartment in my living room to be able to have a white background and professional setting as possible. There unfortunately was road work outside my apartment every time, but this did however not harm the quality of the interview in any way. This is also something I informed my informants of at first so that they were aware and could ask to change location if the noises were too loud or interfered with the interview.

Since Zoom is a device which allows you to use video, I was able to see the informants and vice versa. I could see their faces, mimics, and facial expressions in addition to body language which made it easier for me to read them and understand what they meant in contrast to another method such as interview by telephone. I was a bit nervous that not being in the same room would add discomfort to the informants or make me miss out on important clues as to how the informants were feeling. Although some of them showed signs of nervousness at first, they all seemed to be unbothered by the unnatural setting we were in. Nevertheless, I tried to make them feel as comfortable as possible, asking them about their day or just simply expressing my gratitude for their participation (Van Peer et al., 2012, p. 118). The interviews using Zoom ended up lasting from 18-35 mins.

The last interview with a server was conducted face-to-face in the informant's own living room. I let the informant decide where the interview should take place, only suggesting surroundings that would make them feel more comfortable such as their own home or at the workplace. I personally felt it was easier to make the arranged setting a more natural setting than compared to the other interviews where Zoom was used, since we were face-to-face. I also could concentrate more on the actual informant rather than being afraid that the screen would freeze or other technical issues that would interfere with the sound quality, which made me relax a bit more myself. This interview lasted 24 minutes.

3.1.2 The Survey

For the survey, I used the tool Nettskjema, which is an online survey where NTNU has a data processor agreement with the University of Oslo (UiO). Then, the survey was posted on the social platform Facebook, and shared with the help of friends and family. The reason being, it was the best way to require as many answers as possible in a short amount of time. It was automatically closed on the 30th of September 2020. In total, 171 answers were registered.

3.1.2.1 The recruitment of the informants

As mentioned, the survey was posted on Facebook. In the post I explained the purpose of the study and what topic it dealt with. Even though the collection was random, you could say that the sample was a purposive sample hence I stated what the survey was about, meaning that some people might have not participated due to lack of knowledge in that sort of situation.

3.1.2.2 Description of the informants

My main target group for the survey was Norwegians, preferably Norwegians who had experienced eating at restaurants in Norway which had employees that did not speak English. Of the 171 people who answered, 121 of these were women and 50 were men, ranging from 20-60 years old. The majority of the respondents were in the age group 20-29.

3.1.2.3 Conducting the survey

The survey had mostly closed-ended questions, consisting of a total of 11 questions, using multiple-choice. The questions in the survey mapped age, biological sex, their English competence and if they had experienced the use of English-speaking servers in Norwegian restaurants and how often this had happened. They were also asked how they experienced these types of situations, how they handled it and their own personal opinions regarding the topic. The answers were multiple-choice and consisted of several options, including the choice of answering “not sure”, making sure everyone could answer. The last question however was open-ended simply asking for the informants to add any other information that they thought useful for the study.

3.2 Data analysis

The data of the interviews were analysed by using thematic and template analysis, and the data of the survey were analysed using descriptive analysis.

3.2.1 Template analysis of the interviews

According to King (2004, p. 256) the term template analysis does not refer to a single method, but instead a varied group of techniques for analysing and organizing the textual research data thematically. Template analysis is where the researcher produces a list of codes, a ‘template’, which represents the themes identified in the data. This form of coding is more ‘top-down’ since some of the codes will be defined a-priori, but eventually modified as the researcher interprets the texts (ibid.). According to Braun and Clarke (2006) a theme “captures something important about the data in relation to the research question, and represents some level of ‘patterned’ response or meaning within the data set” (Braun & Clarke, 2006, p. 84).

I started out by transcribing the data and re-read it to familiarize myself with the data I had collected. The first codes were developed by using the questions of the interview-guides, initially the set of question areas. The first codes were mainly highest-order codes covering

the central issues of the study, which were then divided into second and third highest-order codes (King, 2004, p. 261). I made a table where I marked the transcriptions from the interview with the same colour as the codes so that it would be easier for me to know where to find what information in the transcriptions. The codes were eventually color-coded and matched with the different themes, to make it easier to see what topic the codes covered and where the themes fitted in. The codes and themes were eventually revised several times and developed into the last and final version.

3.2.2 Analysis of the survey

For the analysis of the data collected from the survey, I used the web report of the answers on the web page Nettskjema.no which were used to collect the data. Here I had an overview and the summary of the responses distributed by quantity and percentage in addition to the optional free-text responses. I also had the opportunity to view individual responses if I wanted to, taking a closer look at the characteristics of each single respondent. Based on the percentages of the answers of each question I then made visual representations in the form of pie charts which were included in the analysis.

3.3 The limitations of the study

3.3.1 Validity and generalisation

Validity concerns the logical connection and coherence between the study's design and the findings of the study. In order to ensure validity in this study I have tried to clarify and explain why the different choices were made in terms of data collection methods and theoretical background. In this way, the reader is engaged to evaluate the study's implementation in a critical way (Tjora, 2017, p. 234).

It is also important to be aware of your own position as a researcher, and to avoid subjective interpretations (Tjora, 2017, p. 235). It is essential to clarify which information comes from the data generation and which information comes from your own analyses (ibid.). In order to counteract these tendencies, I have tried to make it clear who said what specifying what opinions are my servers' and what thoughts are my own.

In terms of generalisation, the generalizability of this study is limited by the characteristics of the participants that took part in the study. However, I would argue that the informants who are servers in particular are a representative sample of English-speaking servers in Norwegian

restaurants, since they are both male and female, and work in different restaurants located in different parts of Norway.

3.3.2 Reliability and transparency

In order to ensure reliability in this study, I have tried to be as open as possible about what choices I have made throughout this study. However, the answers given in the interviews are subjective thoughts and opinions, and in this way, it might not be possible to end up with the same results if one was to carry out the same study again. Reliability sets high demands for the methodological chapter for detailed description regarding methodological changes and choices. In this sense, transparency is also important when talking about the research quality. I have tried to show how the research and the study has been conducted, including changes with regards to the recruitments of informants. In addition to this, I have also included challenges I might have stumbled on, how I have worked to find solutions to the challenges, and how I have concluded my findings (Tjora, 2017, pp. 248-250).

3.4 Ethical challenges

Since this study deals with personal data, the first thing I did before I started conducting any research, was register my research project to the Norwegian centre for research data (Norsk senter for forskningsdata). I had to add changes throughout the research process since the method for collecting the data changed due to Covid-19.

When making the interview-guide I reflected on whether the questions involved sensitive topics. Bearing in mind that this could potentially create uncomfortable situations for the informants regarding challenging situations that could have happened in the past. The informants were also asked if they would like to read the questions beforehand, as a result two were sent the questions before the interview started. I tried to create a safe environment for my informants, letting them decide if they wanted to use Email or Zoom to carry out the interviews. I also talked to the informants for a few minutes after conducting the interview, just to make sure they felt fine before we ended the conversation. Further, I made sure that they had my contact information and encouraged them to get in touch if they had any questions regarding the study.

To ensure a relation of trust I made a contract, or a consent form (The Norwegian National Research Ethics Committees, 2019) for the informants. In the consent form I outlined the study, what topics it involved, examples of questions that would be asked, information about

their rights, steps involved to ensure anonymity, confidentiality and so on. By doing this, hopefully the informants felt more involved and included in the study concerning transparency and choice-making throughout the process (Tjora, 2017, p. 178). I also made sure to inform the informants of their right to stop or withdraw information at any time, both before, during and after the interview to show respect for the participants' privacy but also to maintain trust since dealing with private information.

Since the informant from the management wanted to do the interview using Email, certain steps were made to ensure anonymity. Therefore, the email in this case was encrypted using a password. The password was sent to me through another communication platform than Email.

4.0 Analysis

In this chapter I will outline the findings of the interviews and the survey.

This chapter is organized as follows: section 4.1 outlines language competence and describes both the servers' self-reported competence in the Norwegian language in addition to the expectations of the management when it comes to the servers' levels of proficiency in both English and Norwegian. In section 4.2 I explain the different languages we choose for communication with others, and why the servers think they use the language(s) they do and for what reasons. Section 4.3 discusses language as a social barrier and to what extent knowing or not knowing a language can lead to social inclusion or exclusion. In section 4.4 I outline attitudes towards the use of English versus Norwegian language, both from the servers' and the management's perception of the attitudes of guests. Lastly, section 4.5 presents the results from the survey.

4.1 Language competence

4.1.1 The servers' competence in the Norwegian language

None of the servers I interviewed reported that they knew Norwegian to a great extent, however some of them had learned certain words for food and types of ingredients in Norwegian which could sometimes be hard to communicate in English. All the servers expressed that they were able to start a conversation and keep it going for some time with basic knowledge of Norwegian words such as greetings and so on. However, they eventually had to switch to English mostly because they experienced using Norwegian limited the quality of the communication. All the servers expressed a desire to learn Norwegian and 4 out of 5 planned on staying in Norway, settling down permanently. For those planning on staying in Norway it seemed to be an important factor to eventually learn Norwegian for personal reasons. Most of the informants originally came to Norway for academic purposes, enrolled in Master's programmes, and wrote their MA's whilst working part-time as servers. One informant, Maria, planned on taking courses to learn Norwegian, but the courses ended up taking place in the afternoons which made her unable to attend because of her job. All the servers stated that they did not feel especially encouraged by the management at the restaurant they worked at to learn Norwegian.

*Long as you can communicate I guess.. and you are polite.. I think it's what they care the most about.*¹ – Maria, server.

One of the servers, Gabriella, wished the restaurant would help out with some kind of Norwegian classes because she felt that it would benefit both herself personally but also the restaurant if she did learn the language.

One server, Daniel, experienced being discouraged by the management in using Norwegian at the workplace, arguing that it would be harder for the customers to communicate with Daniel in Norwegian than compared to English. Daniel himself believed time to play a big part in debating what language(s) to use for communication, being that the restaurant he worked at was quite busy and very popular, and it was important for the communication to go as fast as possible to avoid misunderstandings:

You know.. yeah.. now is not the time to practice your Norwegian skills.. which is understandable. – Daniel, server.

Daniel, who is himself a native speaker of English, reported that he did not put that much effort into learning Norwegian mostly because he felt that Norwegians generally were comfortable speaking English. When asked if he benefitted from his language diversity at work, he compared Norway and France. He worked in France for some time, where he put effort into learning the language because of how the French people do not use English as much in their everyday life. Here in Norway the necessity to learn the native language is not as important as it was in France, because he experience that Norwegians are more open to English and using English in their everyday life. Therefore, he has not put that much effort into learning Norwegian considering how using English works perfectly fine, even though he admits that he would benefit from speaking Norwegian considering he lives and works in Norway.

I know that eeh.. If I put as much effort into Norwegian as I did in French now then .. sure it would be a benefit.. A huge benefit. – Daniel, server.

¹ All quotes from informants in this section are transcribed directly how they were spoken by the informants. Therefore, different types of errors will occur, but they will not be marked by sic.

4.1.2 Management's expectations of their staff members' language competence level

Most of the servers interviewed, expressed that they felt the management did not really care about their lack of Norwegian language competence. It would be considered a plus if they knew Norwegian, but it was not required for the job description. According to Sara, who works in management at a restaurant in Norway, her restaurant values language diversity. They have in total 17 employees who are not Norwegian, and all have different language backgrounds. They come from several different countries in Europe such as Iran, Spain, Poland and England, but also countries in South America such as Mexico and countries in North America such as Canada. Other than Norwegian, proficiency in English is especially preferable, and they value servers who have communication skills in English.

According to Sara, knowing Norwegian is not a criterion to get a job at the restaurant she works at. She reported that they have employees at the restaurant she works at who are native and non-native speakers of Norwegian. However, she expressed that they did prefer that the servers spoke Norwegian, saying that it helped the communication flow better and avoiding misunderstandings. According to Sara, it is the goal that everyone who is a non-native speaker of Norwegian eventually will have some understanding of the language:

Since it would make all our work days easier if everyone has some understanding of Norwegian and it will also be better in the employees everyday life here in Norway. – Sara, manager.

Some of the staff working in Sara's kitchen are not very fluent in neither Norwegian nor English but know some words in English which makes it work. According to Sara, they are fast learners who are able to communicate even though they have less proficiency than others who work at the restaurant. Sara states that the servers working at her restaurant have quite a high proficiency level in English, but the proficiency in Norwegian is quite varying. At the moment they do not offer courses in Norwegian organized by the restaurant she works at, but they are planning on starting a beginner's class after Christmas in 2021.

4.2 Language for communication

According to Sara, the management at the restaurant she works at mostly uses Norwegian for communication. They use the Norwegian names especially when talking to their staff about

the food or the dishes on the menu. The cashier or front desk uses the Norwegian names, so when punching in orders you have to know the Norwegian words for the dishes. All the information that goes out to the guests or to the general population through platforms such as for example Facebook, is communicated in Norwegian. Due to this, it is easier for everyone, both staff members and guests, if they all use the same names in the same language. The restaurant's home page is also in Norwegian, although the menu is available in English. However, Sara states they also use English frequently, mostly due to the different nationalities among their staff. All information, both oral and written, which goes out from the management to the servers is communicated in English to ensure everyone understands.

According to all the servers, their main language for communication is English, regardless of their recipients. Whether it is small talk with colleagues, taking food orders from guests or having conversations with management they always use English. Sometimes they will use Norwegian words, for example when talking about the food and the different dishes on the menu, or if the guests are of old age.

Mainly it's English.. Because it's fast. – Gabriella, server.

Gabriella explained that the age of her recipients was the one factor which influenced her language choice the most. Even though she mostly used English, she sometimes tried to speak a little Norwegian, especially if the guests were of old age. However, if the conversation became too difficult, she eventually would have to switch to English, which usually were no problem.

Depends on the age group who am I asking or.. Who am I greeting because older people they're very.. They're gonna teach you.. They're very very prepared to teach you.. like oh yeah, good that you try or if I do it.. I try to do it in Norwegian. – Gabriella, server.

If there were foreign guests like tourists in the restaurant who came from the same country of origin as some servers, they might use their mother tongue instead. Usually, English became their natural first choice as a language for communication.

According to the servers, they favour speaking English with the guests because it is easier, and it leads to fewer misunderstandings. They also use English as a way to avoid frustration among the guests. On some occasions, Norwegian-speaking guests can get slightly irritated if they anticipate that the server knows Norwegian, but then have to use English instead. To avoid these types of situations, they experienced it was easier to simply use English from the start, so that there was no frustration, irritation or miscommunication.

As colleagues in a restaurant they all work toward a common goal, and for this reason English is, according to the servers, the best solution for working as a team. There might be several people working at the restaurant, either in the kitchen, bar or as servers, who all have different language backgrounds, and because of this English becomes the natural language choice of communication. Also, time and efficiency are factors which highly affect language choices. All the informants comments on how working in a restaurant can be stressful and hectic, and one wants to use the language which is less time-consuming in order for everything to go smoothly and quickly.

All the servers wear or have worn a name tag or a badge, which would let the guests know that they spoke English. However, only one of the servers used the sign on a regular basis. The usefulness of such a sign was, according to the servers, of varied conception. Most of them felt that it was not that helpful when they were at work, and one informant, Maria, even expressed that the sign often lead to more confusion than if they did not wear it.

It was a bit confusing I think also like im quite like.. pale and blond.. so people think im Norwegian so when I was kind of like you know saying “hey how are you, would you like something to drink”? and they were like “oh but we speak Norwegian” and im like “I’m not” so you know. – Maria, server.

Gabriella, on the other hand, expressed that she highly relied on her badge when she was at work, and that it was very helpful for her to signal a language for communication before she started a conversation with guests, which gave her an advantage and helped avoid misunderstandings early on.

Yeah.. I have a badge, which says that I speak in English. usually people notice.. So.. Yeah, but I look very Norwegian so they still assume that I might speak English too but that like I speak Norwegian as well. (it’s helpful) - yeah.. Haha I feel very naked without my badge. – Gabriella, server.

4.3 Language as a social barrier in the workplace

All the informants agreed that there could be feelings of exclusion related to language competence in the multilingual workplace. Usually it was not a problem that people could not speak English or issues with the workplace discourse, but the frustrated feeling of not being able to understand everything that was happening at all times.

I think that's one thing that's frustrating.. it's just not being able to.. when people are just discussing in Norwegian and stuff.. I think that's challenging.. not being able to understand everything that's going on.. even like the jokes.. and the stuff like that. I think it's.. it would be much nicer.. to just know because it's like.. i'm kinda bit of an outsider.. you know. – Nina, server.

When it comes to my close environment like gathering friends who all speak Norwegian and I'm the only English speaking then of course they will try to be polite and speak with me in English but eventually when everyone gets drunk or something it comes to the part where they just switch and they forget so it's like.. Yeah I understand them fully so.. so it's my thing to like.. Try to learn the language. – Gabriella, server.

It seems as although Norwegians are polite and are considerate when there are non-natives of Norwegian in the same room, they will eventually switch over to Norwegian, either by mistake or simply because they forget. In these types of situations, it becomes clear how not knowing the local language can make one feel 'left out' or as an outsider.

4.4 Attitudes

4.4.1 The management's perceptions of guests' attitudes

According to Sara (management), there has been a change over the years when it comes to the use of English in Norwegian restaurants. More and more restaurants employ almost only English-speaking waiters, especially in the capital. However, it does not seem to be a problem. Her perception is that in general, guests eating at the restaurant do not care whether servers speak English or Norwegian, but that it depends on what sort of restaurant it is, and what type of guests or clientele the restaurant wants to attract. The restaurant where Sara works has all ages, and it seems that even younger children are unaffected by speaking English or using the phone to order food. The ones who may experience the situation as uncomfortable, or stay quiet or ask for a Norwegian server, are mostly elderly people who do not feel they can communicate well enough in English. Sara thinks most Norwegians speak

and understand English well and that compared to other tourists from Europe or Asia, the Norwegian level of English proficiency is excellent.

I think most Norwegians speak and understand English well. Most don't care. But some can be like "oh finally someone that speaks Norwegian" because they actually were having questions but were not able to communicate. – Sara, manager.

4.4.2 The servers' experiences with guests' attitudes

All the servers interviewed expressed that Norwegians were generally quite good at both speaking and using English, and that most of the guests at the restaurants had no problem speaking English and appeared comfortable in that situation. In general, all the informants perceived that the guests at the restaurant did not care what languages was used.

One of the servers, Maria, was surprised that even kids spoke English well and that they could communicate using English at such a young age. Another server, Daniel, experienced that even though most Norwegians had high proficiency levels in English, they tended to excuse themselves and apologize for their English. He expressed how he found it funny that some Norwegians felt they had very poor English skills when in fact it was quite the opposite.

I've had to really like eh reassure so many of my friends and and previous colleagues that... that they do speak like great english and they shouldn't even worry about it... like like because they're always like "Oh I'm sorry my English isn't very good".. You just corrected me on my grammar what are you talking about like.. Haha. – Daniel, server.

Even though most of the informants expressed that most guests were friendly and understanding, 4 out of 5 described situations regarding the use of English in the restaurant which could be challenging or uncomfortable. It did happen occasionally that guests asked for servers who spoke Norwegian, and most often this happened when the guests either were not comfortable using English or they were elderly people. However, on rare occasions this have happened when the guests were drunk, rude, or because of racism.

Maria talked about one situation where she was serving a table with four grown men and women. She described the situation as calm at first, and that the guests did not seem to have any problem communicating in English, even making jokes. Suddenly one of the guests

switched to Norwegian, and when it became clear that Maria did not speak Norwegian, they asked for a server who spoke Norwegian. Maria called over a co-worker who was Norwegian but of Palestinian heritage with darker skin and curly hair, where the guests got offended, stating that this was not what they wanted, assuming that the other server did not speak Norwegian either. The situation eventually calmed down, but it was challenging. In this situation, Maria expressed that she felt it was not the language or the fact that she spoke English, which was the problem, but that they simply acted rude and were being difficult for no particular reason.

Gabriella mentioned challenging situations with people who were quite resistant towards using English. She expressed that she found it surprising when people themselves chose international restaurants with for example Italian or Mexican cuisine, and then refused to use English when communicating with the staff.

so I kinda interrupt like “sorry i dont understand Norwegian, is it okay in English?” and she’s like “No” and hanged up.. So i was like haha... ehm.. Okay.. And.. Uhmm.. And then she called a second time, I answered again, and she was like “okay im gonna call in later when someone else can speak Norwegian” and i was like.. You’re just wasting your time basically. – Gabriella, server.

4.5 Results from the survey

The survey was presented to restaurant guests. A total of 171 guests responded to the survey, where 121 of the respondents were women and 50 of them men. Their ages ranged from under 20 years old to over 60 years old, however the majority (over 60%) of the participants were in the age group 20-29 years of age.

Below is a visual presentation of the results from the study. The quotes added are direct quotes from the survey, where the respondents could write comments to the survey in general if they had something to add.

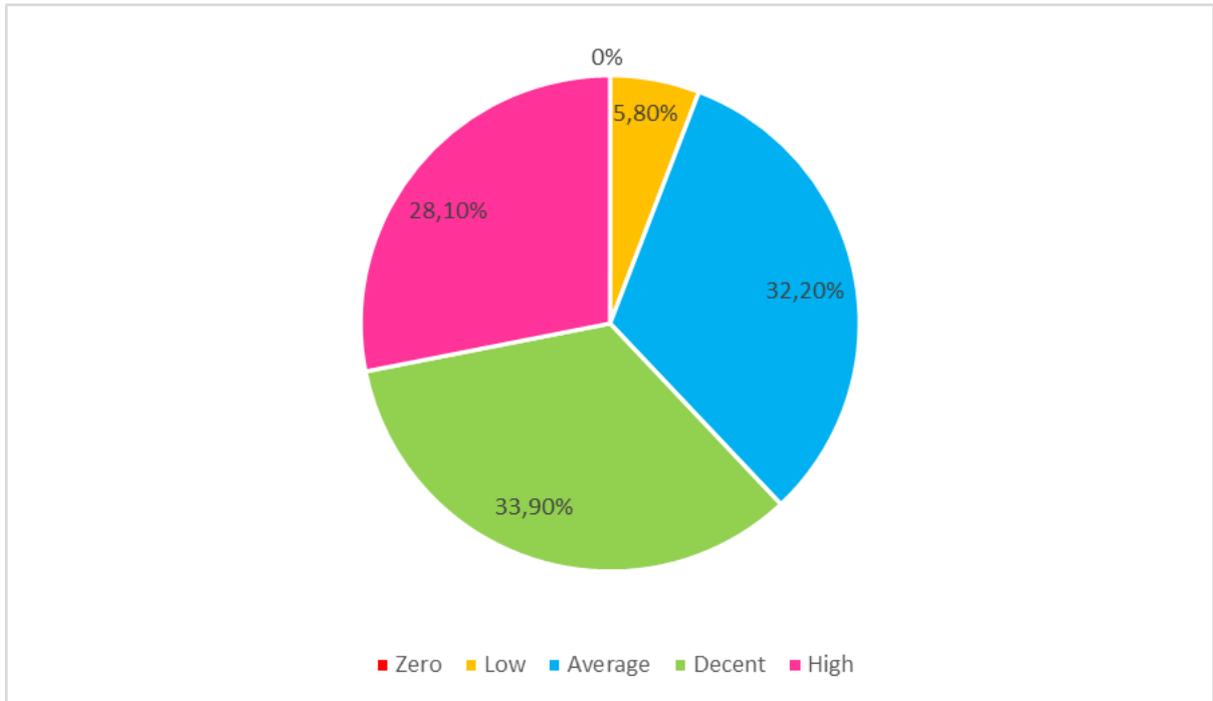


Figure 1: Level of proficiency in English

When asked how they would rate their proficiency levels in English, most of them answered either “average” or “decent”, which indicates that the majority of the respondents rate their English skills as above low.

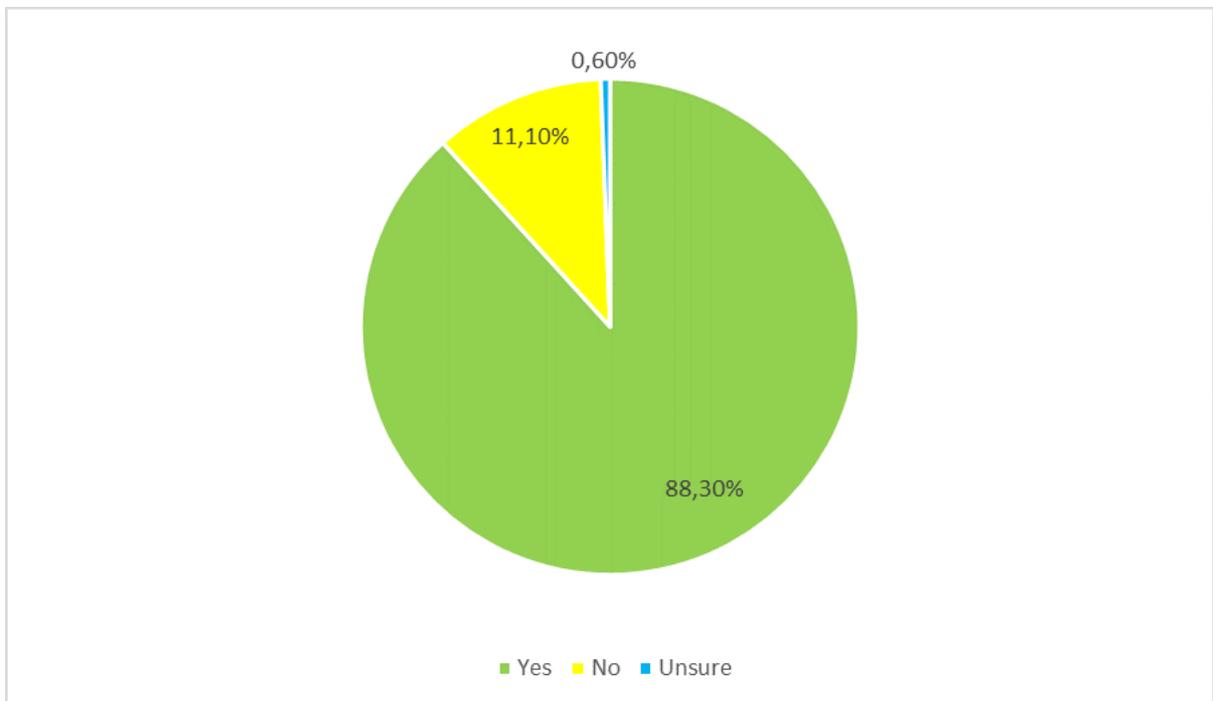


Figure 2: Only servers who do not know Norwegian.

Over 80% of the participants answered “yes” when asked if they had experienced eating at a restaurant where the servers did not speak Norwegian. This indicates that encountering English speaking servers in Norwegian restaurants is something that has become quite normal.

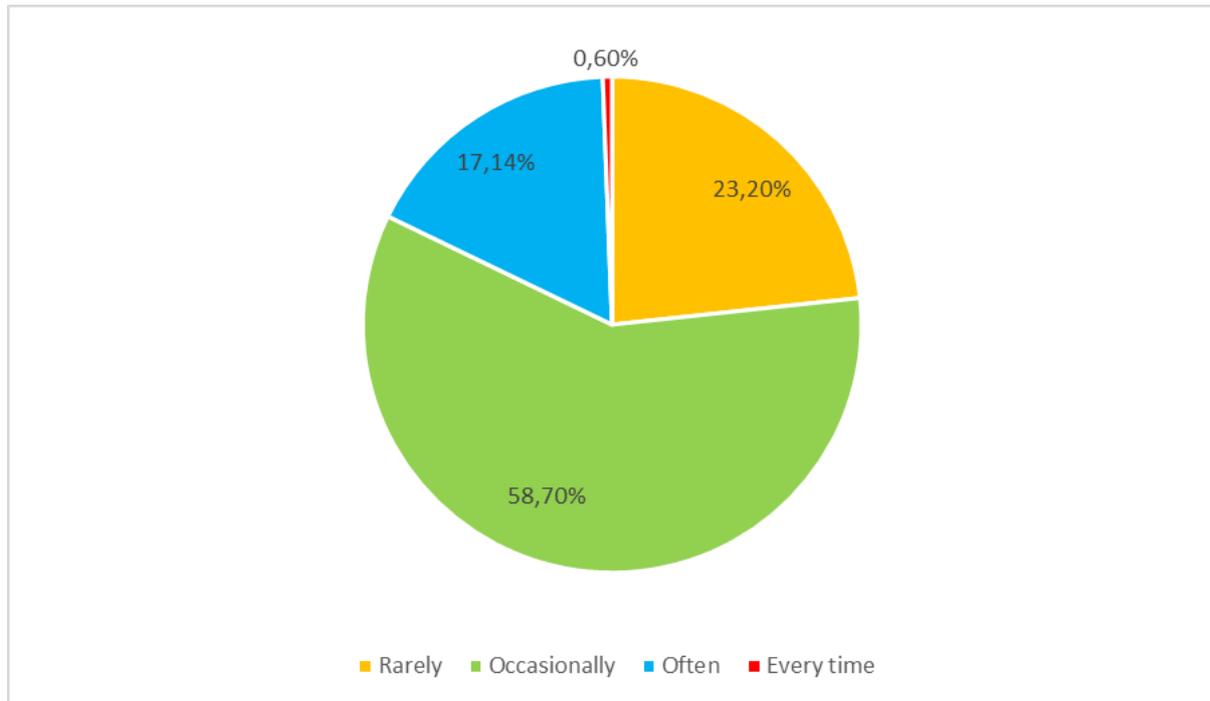


Figure 3: How often have you experienced communicating with an English-speaking server?

When asked how often they had experienced a server who did not speak Norwegian, the majority of the respondents answered that it happened occasionally. One factor which could have affected the results is where they live, considering it is more common experiencing multilingual staff in cities compared to more rural areas. This suggests that the majority of the respondents may live in more urban areas.

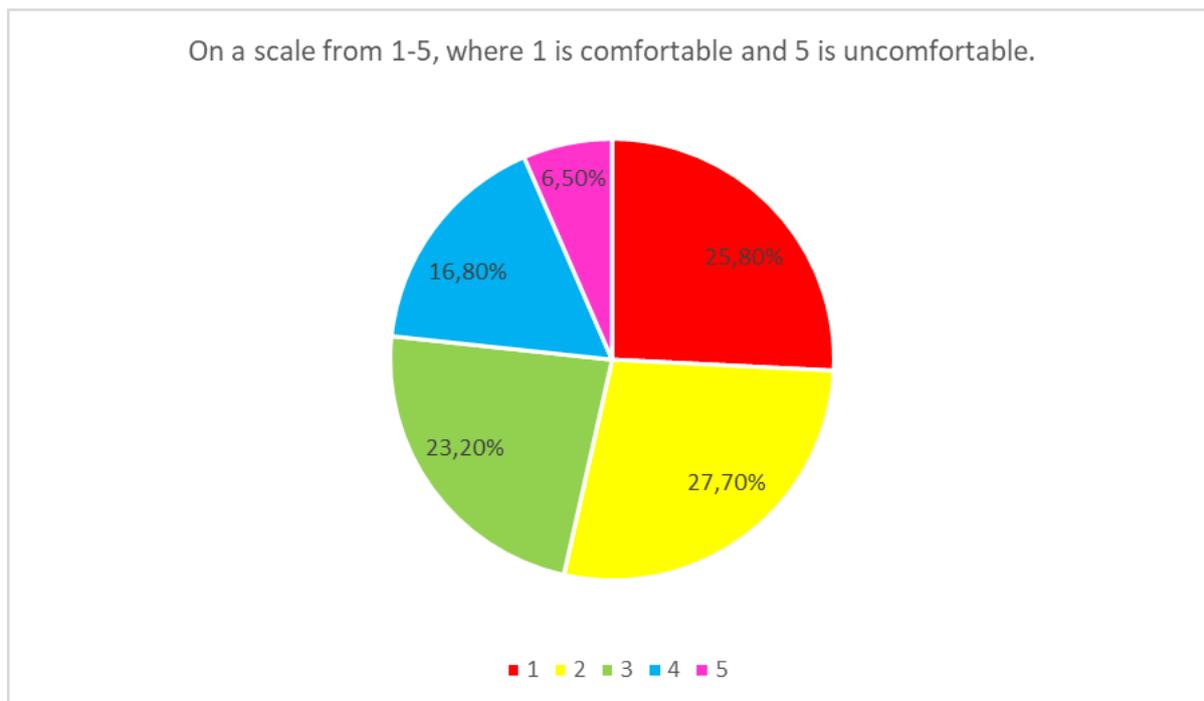


Figure 4: If you had to speak English, how did you experience the situation?

When asked to rate how they experienced the situation from 1-5, where 1 was comfortable and 5 is uncomfortable, most of them answered 2. Over 70% of the participants answered a number between 1-3. One respondent explained it like this:

It is difficult to know beforehand if the servers know Norwegian or not, this is just something that one assumes. That is why it is not uncomfortable to speak English per se, but it is uncomfortable if it turns out you are speaking Norwegian to someone who does not understand it.² - Woman, age 20-29.

² This and all subsequent translations from Norwegian in section 4.5 are mine.

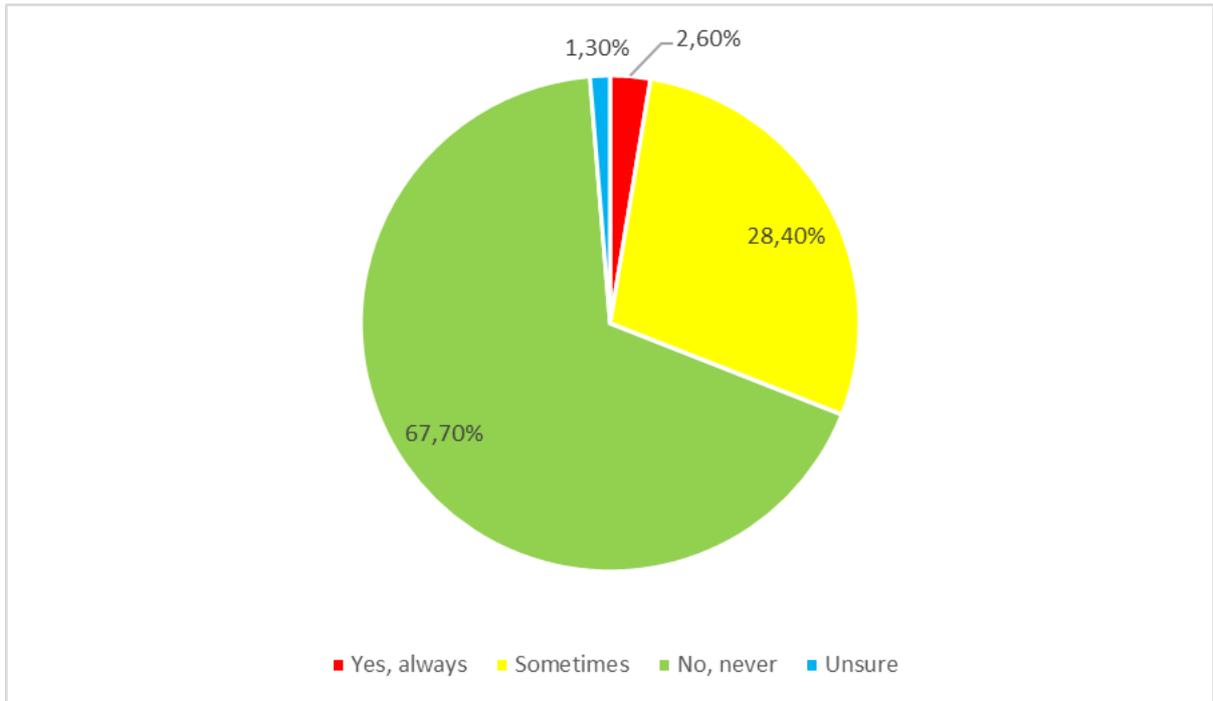


Figure 5: Making someone else make the order for you.

When asked if they occasionally left the ordering of the food to someone else if they encountered such situations where the servers only speak English, the majority of over 60%, answered “no, never”.

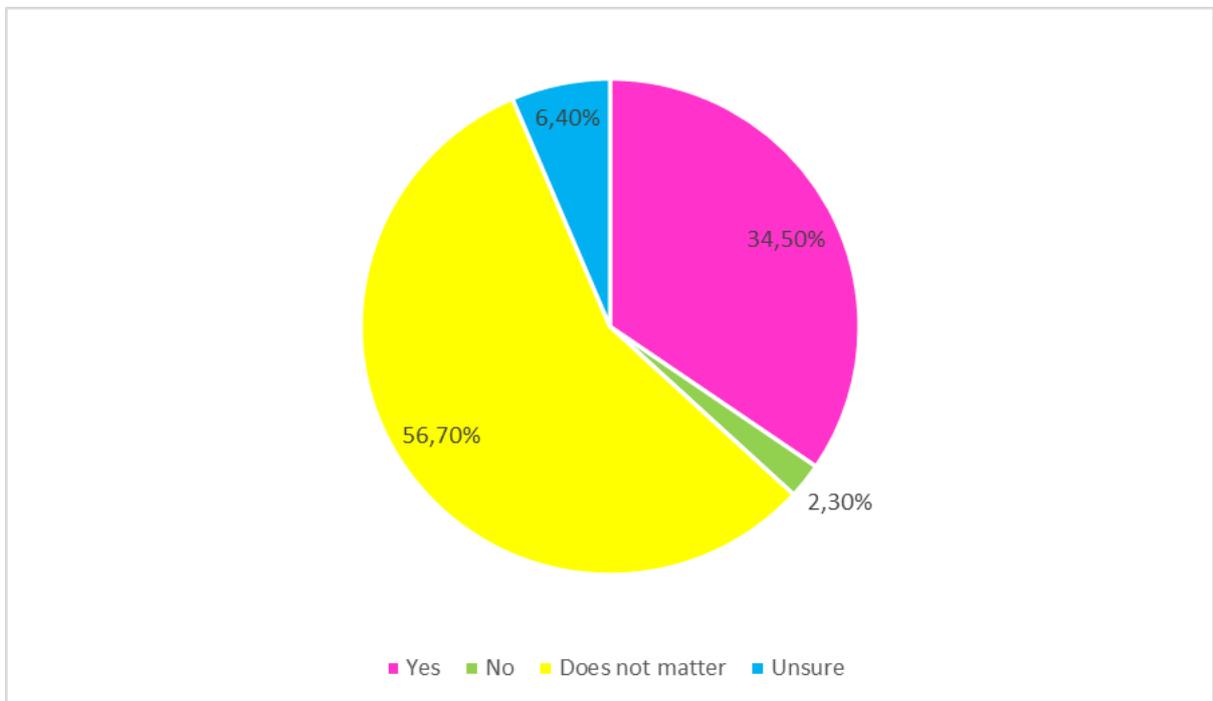


Figure 6: Would you prefer Norwegian over English?

Over 50% of the participants stated that it did not matter if the servers spoke Norwegian or English, while over 30% would prefer if the servers working at the restaurant did speak Norwegian. This can be linked to competence level in English, age, or personal opinions or preferences:

Since I consider myself to be good in English, it is no problem for me that the server does not speak Norwegian, but I think this might be a problem for those with low or no competence in English, for example elderly people. - Woman, age 20-29.

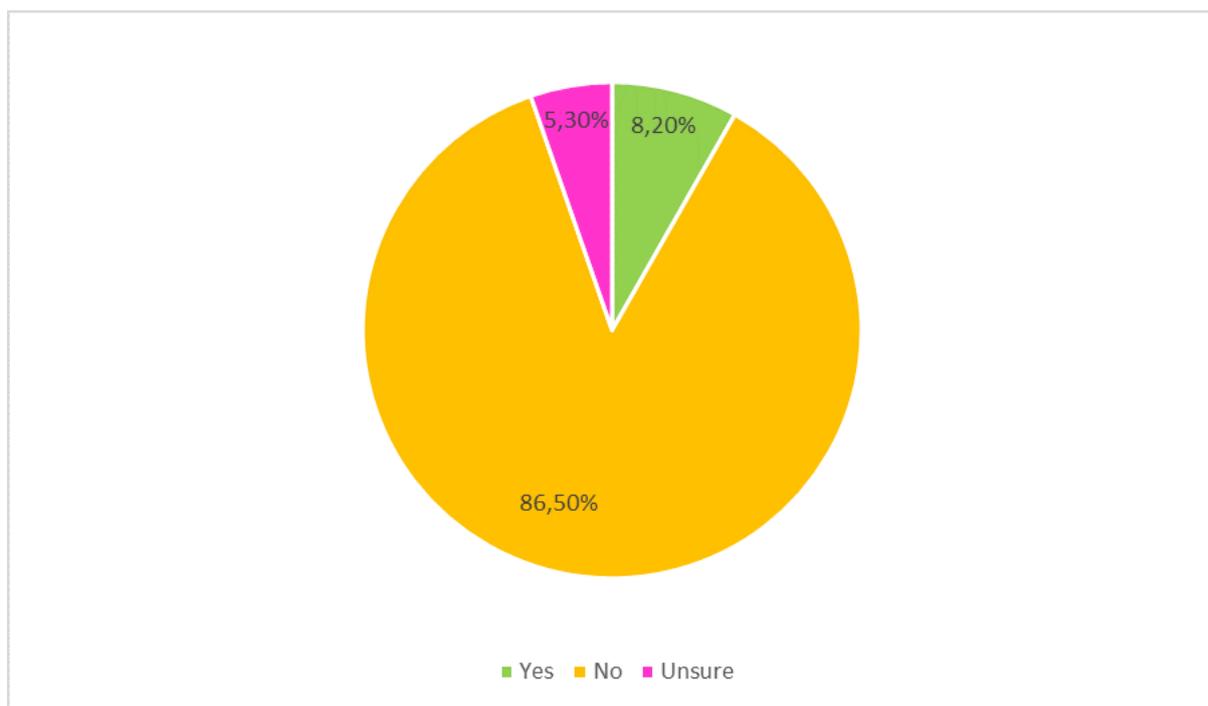


Figure 7: Consciously avoiding restaurants with servers who do not speak Norwegian.

The majority of the participants, over 80%, said that they did not consciously avoid going to restaurants where they knew they might have to speak English. However, some of the respondents found it uncomfortable speaking English and therefore answered yes both when asked if they would prefer Norwegian-speaking servers, and if they found it problematic if the servers did not speak Norwegian:

I think we should be welcoming, but in my own country, I expect to be understood in my own mother tongue. - Woman, age 50-59.

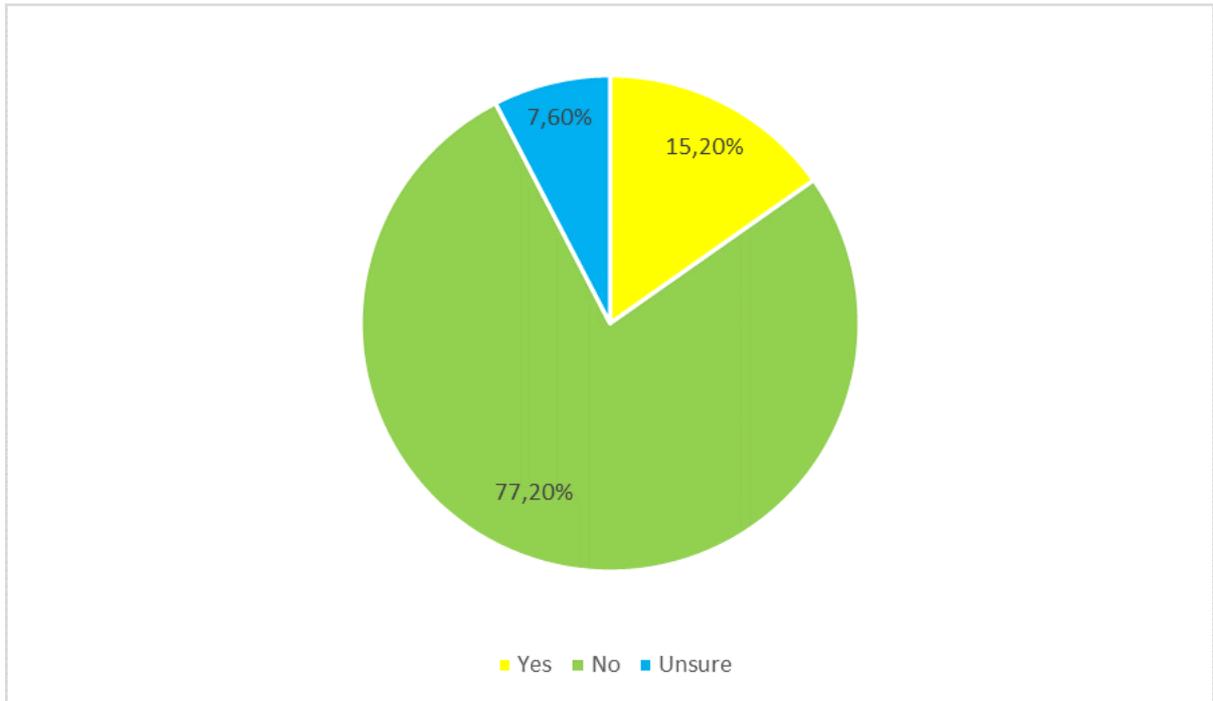


Figure 8: Experiencing English speaking servers as problematic.

Over 75% did not consider it a problem that servers working at restaurants in Norway do not speak Norwegian. Although some answered they did prefer that there were also Norwegian speaking servers at the restaurant present if there were problems with the communication. As one of my respondents put it:

Do not experience english speaking servers as a problem if there are servers at the restaurant that also know Norwegian. In that sense, if there are problems with communication, you are not understood as a customer or you cannot understand what the server is saying, you have the option to ask for a Norwegian speaking server instead. - Woman, age 20-29.

The overall results based on the answers from the survey, is that the chance of eating at a restaurant in Norway which has international servers seems to be quite high, and that it is quite common to encounter English-speaking servers. The majority of the respondents do not care whether the server speaks Norwegian or English when they are eating at restaurants in Norway. Some seem to prefer that the servers can speak both Norwegian and English, but the servers' Norwegian competence level does not keep the guests from choosing restaurants which employ international servers.

For those of us who are quite familiar with the restaurant business, it does not really matter whether the server speaks Norwegian or English, as long as the server knows his/her job well, and has knowledge about the ingredients, food, complimentary drinks etc. - Man, age 20-29.

5.0 Discussion

5.1 Research question and summary of results

5.1.1 Research question

The research question that I set out to answer was what are the perceptions on the use of English in restaurants in Norway among the management, staff and the guests. To answer my research question I interviewed one manager, four servers and carried out a survey among restaurant guests.

5.1.1.1 Summary of main results

The manager I interviewed values high communication skills in English among their staff, and according to the management most servers with a multilingual background have high proficiency levels in English. They state that usually there are no problems for the servers to use English in their communication with the guests. Nevertheless, according to the management representative I interviewed, some guests might have problems with talking or understanding English, usually in these cases the guests are of old age.

The servers interviewed stated that there is usually no problem for them to use English for communication with management, other staff members or guests at the restaurant. According to the servers, the majority of the guests have no problem speaking English, however there can sometimes be problems relating to the language of communication. Almost all the servers interviewed, have experienced guests who are not able to communicate in English or refuse to communicate in English.

According to guests who responded to survey, the majority of the respondents have no problem speaking English when communicating with servers at a restaurant. Most of them answer that they are somewhat comfortable in situations where they might have to use English to order food, drinks etc. Nevertheless, some of them would prefer to have Norwegian speaking staff present so that one would have the opportunity to speak Norwegian if they wanted to. When asked if they preferred Norwegian or English-speaking servers, most of the respondents answered that they did not care whether the server spoke Norwegian or English.

5.2 Management's perceptions

Using international staff in Norwegian restaurants seem to be more and more common and there is an increase in using other languages than Norwegian in the multilingual workplace (DAMVAD Norge, 2014). One possible explanation for using international staff in Norwegian workplaces such as the restaurant business, can be the current trend of domain loss (Ljosland, 2007). It can also be that international staff have a type of competence or skills that Norwegian servers do not have, or it could simply be that it is a higher percentage of people with international background who applies for jobs as servers compared to those who are Norwegian.

Based on the interview with the management, it seems like even though they value communication skills in English they also would prefer that their staff members knew Norwegian. Since Norwegian is the local language and most of the guests eating at the restaurant are Norwegian, this seems only natural to favour. In a multilingual workplace it becomes more and more common to operate on the basis of one language (Angouri, 2018, pp. 50-51), for example English, however it would be easier for the restaurant to only use Norwegian since it is the local language. In terms of strengthening the work environment for the staff members, knowing the language(s) for communication is essential for immigrant workers to feel included and build good relations with colleagues (Nelson, 2014). Since the restaurant is based in Norway, in addition to most of the staff members and people from the management are Norwegian, the natural language to use would be Norwegian. According to the management, one factor for wanting the servers to know Norwegian is also to help the multilingual staff members in their everyday life in Norway. One explanation could be that despite the fact that the English language is quite known to Norwegians, it is still treated as a foreign language and Norwegian is the preferred language of communication in Norway.

According to the management, the use of English for communication between servers and guests is usually no problem. The main explanation for this finding is that most people in Norway have been and still are quite exposed to the English language, which makes it easier for Norwegians communicating in English (Meland, 2019). In addition, Norwegians' fluency level in English is high and most Norwegians have no problem making themselves understood in English which help avoid communication problems (EF, 2019).

5.3 Servers' perceptions

According to the servers I have interviewed there is usually no problem communicating or serving guests eating at the restaurant using English. Most guests are comfortable using English for communication and there are few challenging situations regarding language choice. This finding stands in contrast to the claims of the Language Council of Norway (Språkrådet) which states that the use of English in restaurants and cafés in Norway is a problem (Staude & Ingebretsen, 2019). However, there are situations that happen occasionally where guests have problems with speaking English. Based on the interviews with the servers, age can be a factor, as in people who are of old age might have more difficulties communicating in English compared with other age groups. One server even commented on the fact that even children were quite proficient in English, and that she was surprised by how well they spoke English at such a young age. This can easily be explained by how English has gradually become more and more integrated in our society, and it has been given more attention in school, higher education and social media. This has led to English having a much stronger position in our everyday life, making it more available to people even from an early age (Gunnarsson, 2012; Weston, 2017). This could also be a question relating to generation, that one relates or behaves differently based on generation and how well English is integrated in our everyday lives. It is reasonable to assume that younger people are more exposed to English than elderly people and in that sense handles communication in English better. This is also supported by Kristiansen (2010) who found that people with low age are more English-positive than people of higher age, stating however that there cannot be found any simple explanatory connection between English-positivity and English proficiency (*ibid.*, p. 93).

As reported by the servers, they always use English for communication, whether they are talking to the management, colleagues, or guests. Over the years, it seems to have become quite common to use English for communication in the restaurant business (DAMVAD, Norge, 2014). According to Angouri (2018, pp. 50-51) it seems like it can be challenging navigating through the linguistic landscape for a multilingual workplace. It has become more popular to use English as a common language when communication involves people with different language backgrounds. This supports the statements from the servers in using English not only because there are people with different nationalities working together but also because it is easier and more efficient for everyone involved.

Communicative competence is important in the multilingual workplace. A main goal in the servers' everyday work life is being able to communicate with every guest that comes through the door no matter age, gender, background or language skills. One of the servers explained her job as being a chameleon, navigating communication with different people. To make the guests feel as comfortable it is important that the English speaking servers, especially those who are native speakers of English, accommodate guests modifying their language according to the counterpart's linguistic competence when communicating in a foreign language (Aichhorn & Puck, 2017, p. 761). According to Angouri (2018, p. 56) it is not just grammaticality that is important in communication and language competence but also performance and information about the listener's competence or language background. You need to have social competence as well, to be able to be effective and efficient, no matter who is at the other end of the conversation. Coming from another country, moving to Norway and trying to communicate with Norwegians might introduce problems, just because each culture has its own socio-cultural conventions and differences in linguistic competence (Gajst, 2014). If you are working in a different country, with a different native language than your own, it is crucial that your social and linguistic competence is good.

As we have already established, most Norwegians have high scores in English proficiency (EF, 2019), but there can still be problems related to guests at restaurants not feeling comfortable speaking English. One server comments on the fact that even though Norwegians are good at speaking English they still apologize for their "bad" English. It is a paradox that Norwegians have such high scores in English proficiency yet seem quite reluctant to speak the language in social situations. It seems to be a sort of foreign language anxiety, or performance anxiety, which often is brought to our attention when people have to communicate in a foreign or non-native language. Aichhorn & Puck (2017) found that, even though using English as a corporate language facilitates international business communication, it can also lead to anxiety for employees who are non-native speakers of English regardless their competence level. It also affects the interpersonal communication and can lead to communication withdrawal or avoidance (ibid., p. 760). This can help explain how some guests can have uneasiness with communication in English and avoid speaking the language.

Nonetheless, there are also other challenging situations regarding the usage of English that have happened to the servers when at work, which cannot be explained by old age or simply

low competence in English. Often if such situations occur the guests are drunk, but occasionally these situations seem to be triggered by nationalistic views or racism. One informant explained that not only would some guests react negatively towards speaking English, but even her looks could trigger assumptions, such as that she had blonde hair or a “Nordic” appearance but did not speak Norwegian. This can suggest that appearances or the use of foreign languages can trigger xenophobic or biased views. Based on the informants, the challenging situations that do occur in their workday seem to be almost always connected to language use or language choice. Aspects such as racism can be the underlying problem, but it is brought to the surface by language choices for communication.

Feelings of social exclusion have been commented on by all the servers in the interviews. Even though they all explain that working in Norway works well compared to other countries in Europe, because of the strong position of the English language, it is still not the same as knowing the native language. They can still feel isolated socially, emotionally and intellectually during their daily work. One informant explains it as if not being able to understand everything that is going on at all times in the restaurant. It can be the inability to contribute ideas to solve a problem or not being able to understand small chit-chat or gossip among his co-workers (Nelson, 2014). He says that it can sometimes feel as if you do not have a larger sense of self-worth. It has been reported by Lønsmann (2014, pp. 112-113) that not knowing the local language(s) affects how the workers “fit in” and can potentially harm the feeling of belonging to the workplace. This is also supported by Angouri and Miglbauer’s research (2014, s. 157), where they found that English is not enough, and that knowing the local languages in the workplace is essential for understanding other types of communication such as small talk.

Employees in a workplace rely highly on each other to work as a team to achieve their common goals. In this way, the workplace becomes a community where membership of that particular community requires active participation of the members. It becomes important to know how to communicate and interpret the context, including responding in a way that is accepted by the community (Contu & Willmott, 2003, p. 285). Not being able to understand the workplace discourse completely can be challenging, even if the language being used most of the time is English. Being a foreigner in a new country can be isolating, and even though Norwegians’ level of English proficiency is very high, it is still not the native language. Angouri and Miglbauer (2014, p. 151) says that language competence can affect connections

with group membership in a workplace. Not being able to speak or understand the local language may or may not become a social barrier, making it more difficult to establish good relations with your co-workers (e.g. Nelson, 2014; Gurung, 2019).

The servers were asked if they used a badge or some kind of tag that let the guests know that they only spoke English, and all of them already used one or had used one in the past. It was however disagreements in the group of servers that were interviewed if using a sign was beneficial or not. According to the servers, three out of four did not really care for the tags and either meant they did not work or that the tags only led to even more confusion.

However, one of the servers commented on how important it was for her in her workday and that she felt almost naked without it. If she wore the tag the guests coming into the restaurant would know that she only spoke English before starting the conversation and she felt that it helped avoid misunderstandings. It is difficult to know why use of tags would lead to confusion, other than the assumption that some guests might assume that the servers know Norwegian in addition to English making the language situation unclear.

5.4 Guests' perceptions

According to the survey, the majority of the guests do not have a problem with using English for communication and most informants state that they do not really care whether the server speaks Norwegian or English. This finding is also supported by Kristiansen (2010) who asked questions concerning domain loss and attitudes regarding national enterprises using English as the language of communication in the Nordic countries. He found that people in Norway do not care whether the working language is English or Norwegian (ibid., p. 65). This finding contradicts the debate article by Staude & Ingebretsen (2019) from the introduction chapter where they referred to a study by the Language Council of Norway, which showed that 80% of the guests at Norwegian restaurants and cafés prefer a Norwegian speaking server. A possible explanation for the findings in my survey can be that most of the participants were in the age group 20-29, which makes them more exposed to English than perhaps other age groups and therefore also more accepting (Kristiansen, 2010). It could be that the results would be different if there were a more even participation from other age groups. It could also be that it relates to language ideology and that younger people are more tolerant of domain loss, foreign languages and migrant workers in the service industry all together.

Most guests do not have a problem using either Norwegian or English, but some guests often

prefer using Norwegian. Based on the interviews with the management and the servers, there seems to be an indication that guests who do not want to speak English are either elderly, under the influence or have nationalistic or racist attitudes. Another explanation for Norwegian guests being reluctant to speak English might be that they do not feel competent enough to use a foreign language for communication.

Based on the results from the survey we see that few consciously avoid using restaurants which they know uses English speaking servers. A common factor here is that all of them also answered a high number rating how uncomfortable they experienced these types of situations. This suggests that the higher the number, the more likely one will try to avoid situations where one might have to speak English. One explanation for this can be foreign language anxiety, where non-native speakers of English are afraid to speak English and consciously avoid situations where they might have to (Aichhorn & Puck, 2017). However, there are also indications of hostile hospitality towards international workforce or expectations that people working in Norway know Norwegian no matter what background they have. One informant commented that she expected that people working in Norway could speak Norwegian. She characterised her English competence as low. These views are also supported by Lønsmann (2015, p. 345) who discovered usually it is the people with the lowest foreign language skills which have the strongest feelings about foreigners learning the local language.

Speaking English at Norwegian restaurants seem to be unproblematic for the guests however some find it problematic. Although it is represented by single-responses and does not represent the majority of the answers, these views are still expressed in the survey. It could be that using English might trigger prejudice towards foreigners or people with a multinational background. For some, this can be a reminder that these people are not ethnic Norwegian and for people who already have nationalistic tendencies, the use of English as a language for communication might bring these views to the surface. Another explanation could be that they simply do not speak English or feel most comfortable speaking Norwegian.

Based on the survey, the guests eating at the restaurant also seem to prefer that if not every server at the restaurant can speak Norwegian, then at least some of them can. The reason why is not specifically commented on by the informants from the survey, but it is reasonable to believe that the reason for this lies in the chance of encountering communication problems in

English. If challenging situations occur it is reassuring knowing that there is someone there who also speaks Norwegian so that the problems can be solved, which might bring comfort or some kind of reassuring for the guests.

5.5 A comparative perspective

It seems to be an agreement on the main finding, by all informants, both management, servers and the guests. Everyone agrees that usually there are few problems regarding the use of English in restaurants in Norway and the communication goes well. There also seem to be agreements by the management and the servers that mostly the few challenging situations that may occur are related to the guests' age and happen because of the guests' low competence in English which make the guests feel uncomfortable. There could also be that it is more anxiety related to speaking a foreign language which make some of the guests be reluctant to use English for communication. There are other reports from the servers and the guests which seem to indicate that age is not always the common factor and that there can be other explanations for that guests' do not want to speak English such as nationalistic views or racism. This seem to indicate that using a foreign language can trigger language attitudes of xenophobia.

According to the results in this study, knowing the local language is not a prerequisite for the servers to master their job well or communicate with colleagues, management or guests at the restaurant. This contradicts the statements by Gunnarsson (2009a) where she said it was essential for immigrant staff members to know the native language especially in workplaces such as the restaurant business where face-to-face interactions are an important part of their workday.

Nevertheless, not knowing the native language can be isolating, as expressed by the servers it is impossible to understand everything at a workplace when you do not speak the same language(s). This finding is also supported by Hua (2014, p. 239), who writes that multilingualism can lead to social exclusion. Knowing the "right" language is important to establish relations with co-workers at work which will have a positive effect on the everyday work life. In this way, people who do not know the native language or the working language at work can potentially create feelings of social exclusion. This indicates that it is essential that the management and those who choose to employ multilingual or international staff are

aware of the language situation and language discourse at the workplace, bearing in mind possible ramifications this can have for the staff and working environment.

Based on the interview with the management it seems like using Norwegian in the workday is encouraged by the management. However, some servers feel they are discouraged by the management when trying to use Norwegian in their communication with guests. It seems to be a dissonance between the management at the restaurant preferring that the servers know Norwegian, but not allowing them to practice or use Norwegian at work. A possible explanation for this could be that speaking Norwegian might create more misunderstandings and as a result also lead to more challenging situations and unhappy guests. It could also be, as commented on by one of the servers, that the management thinks that speaking in Norwegian would slow the communication down which could be crucial in a stressful workplace such as a restaurant where time is of essence.

There are also disagreements regarding the use of badges or signs which states which languages the servers speak. The majority of the servers do not find the use of badges or signs useful. It might be that it can be stigmatising for the servers to use badges, since some guests already have a negative attitude towards the use of English instead of Norwegian. However, based on some of the answers from the survey, it seems like it would be beneficial and helpful for the guests, clarifying beforehand what language the server speaks so that there are no confusions. Most of the guests who find these situations uncomfortable express they find them uncomfortable precisely because they are unsure what language the servers speak.

6.0 Conclusion

There has been a fairly large amount of research investigating multilingualism in the workplace, including research focusing on multilingualism in the workplace within the Nordic countries such as Sweden. However, there is limited knowledge about this phenomenon in Norway, let alone the use of international workers within the restaurant business. This thesis has provided important insights regarding views on the use of English in the restaurant business in Norway and how the management, servers and eating guests feel about communicating in English.

This study set out to investigate views regarding the use of English in the restaurant business in Norway, by the use of qualitative and quantitative research methods including interviews and a survey. Five people were interviewed in total, one from management and four from staff, working as servers. All the informants did not work at the same restaurant nor worked in the same city. The survey which targeted Norwegian restaurant goers registered 171 responses in total, where 121 were women and 50 were men. The questions asked were centred around personal views on talking and communicating in English in Norwegian restaurants and personal experiences concerning this phenomenon.

Main findings show that there are few problems related to using English as a language for communication in general, neither for management, servers or guests. Further findings indicate that the servers favour using English for communication no matter the recipients, mainly because of efficiency and for its great value as a universal language in a multilingual workplace. However, the multilingual situation can be a challenging situation for staff in terms of social exclusion, where not knowing the local language can be a social barrier at the workplace. The majority of the guests do not seem to care if the communication is in English or Norwegian as long as they are understood and make themselves understood. However, there are reports of uncomfortable situations from the servers which include issues with guests regarding the usage of English, whether it is linked to attitudes towards the English language, communication problems or simply refusing to use English instead of Norwegian. In relation to attitudes it can seem like foreign languages sometimes trigger xenophobic attitudes in guests. There are also a few single-response answers in the survey which support these findings.

The main explanation for the main findings is that people in Norway are quite exposed to the English language and have been for many decades now. Accordingly, the majority of the population will not have any difficulties communicating in English rather than Norwegian. The majority of the Norwegian population have quite high proficiency levels of English and challenging situations connected to language choice or communication in restaurants between servers and guests seem to be few.

One limitation of my study was that it was intended as a case study but because of Covid-19 I struggled recruiting informants, which forced me to include servers from other restaurants. For further research, it would have been interesting to do a more focused case study and use one restaurant as the workplace for both management, servers, and guests to compare results. Or even redo the same study, only with more participants or respondents. In retrospect, it would also have been interesting to interview Norwegian speaking servers working in the same restaurants, to include their view on how it is working with multilingual colleagues.

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Attachments

Attachment 1: Relevancy for the teacher profession

Attachment 2: Letter of information

Attachment 3: Interview-guide for the management

Attachment 4: Interview-guide for the servers

Attachment 5: Questions from the survey

Attachment 1: Relevancy for the teacher profession

This Master's thesis is relevant for the teacher profession for several reasons. It has helped me gain insight into what it is like to plan and conduct such an extensive study, which have taught me so much about the writing process, in addition to revision and correction in terms of editing a text of this extent. This will in turn help me in the classroom, when teaching writing skills and how to structure text in the best possible way.

I have also learned so much more about the English language and its impacts on the Norwegian language but also the impact of the international workforce in workplaces in Norway. I have a much better understanding how speaking and learning English is important not only for academic reasons but also in terms of future work and how it can be beneficial for future jobs and workplaces, in order to communicate with multilingual colleagues. The chances of working at a workplace which employs people with a multilingual background are high, and this is something I will bring with me into the classroom highlighting the value of competence in English and its advantages in the workplace.

Attachment 2: Letter of information

Are you interested in taking part in the research project “English in the Restaurant Industry in Norway”?

This is an inquiry about participation in a research project where the main purpose is to look at the use of English in the Norwegian restaurant industry where the servers do not speak Norwegian. The project will result in a master's thesis at the Department of Languages and Literature at NTNU. This information letter gives you information about the purpose of the project and what participation will involve. NTNU is responsible for the project, led by Professor Annjo Klungervik Greenall, and the project is implemented by Ingrid Holde Fornes.

Purpose of the project

The project is intended to provide insight into the use of English for specific purposes, more specifically in the workplace. The project will highlight the restaurant industry, and how the English language is used in a workplace where employees do not speak Norwegian. What kind of language is used? Does the language that is used, change based on the purpose of the communication? How is communication with management, colleagues or guests at restaurants? The main focus will be on how the servers themselves feel about the fact that they do not master Norwegian, and what personal thoughts and opinions they have concerning this topic. One person from management will also be interviewed, looking at hiring criteria and how it is experienced to have employees with a different linguistic background than Norwegian. In addition to the interviews, a survey will be conducted that will serve as a supplement to the information provided by the interviews. This survey will be aimed at the general population and what personal thoughts and experiences they have regarding this topic.

Why are you being asked to participate?

You will be asked to participate because of either:

- You work in the restaurant industry and have a different linguistic background than Norwegian.
- You work in management at a restaurant and participate in the hiring process.
- As a guest, you have experienced eating at a restaurant where the employees are not fluent in Norwegian.

What does participation involve for you?

For those who are going to participate in an interview:

- If you choose to participate in an interview, the interview will take place via Zoom. This is due to the fact that normal face-to-face interviews to date are not achievable. You will receive an invite to the Zoom-interview via mail. The interview will take approximately 30-45 minutes. In the interview, questions will be asked about working as a waiter in a Norwegian restaurant where one does not master Norwegian. You will be asked questions that can touch on psychosocial relationships and ethnicity. Example questions: What language background do you have? Which languages do you use during your work hours and do you change your choice of language based on communicative purposes? What feedback do you get from guests eating at the restaurant regarding the fact that you only speak English?

For those who are participating in the survey:

- If you choose to participate in the survey, it means that you will fill out a questionnaire. This will take you approx. 5 minutes. The questionnaire will contain

questions about how you as a guest at a restaurant have experienced that the servers only speak English, and what personal thoughts and opinions you have about this. Your responses from the questionnaire are registered electronically.

Participation is voluntary

Participation in the project is voluntary. If you choose to participate, you can withdraw your consent at any time without giving a reason. All information about you will then be made anonymous. There will be no negative consequences for you if you choose not to participate or later decide to withdraw.

Your personal privacy - how we will store and use your personal data

We will only use your personal data for the purpose(s) specified in this information letter. We will process your personal data confidentially and in accordance with data protection legislation (the General Data Protection Regulation and Personal Data Act). Those who will have access to the information you provide are the project manager at NTNU and myself. If you participate in an **interview**, the information you provide will be recorded using the recorder which is provided in Zoom. The data will then be transcribed and then stored on a memory stick. You will be anonymized and given a fictitious name so you will not be recognized. In this way, the information you provide cannot be traced back to you in any way.

Participating in the **survey** is anonymous and you will not be recognized based on the information and questions you answer in the survey. The survey will be conducted using Nettskjema. NTNU has a data processing agreement with UiO for usage of Nettskjema. In this case, the data processor is USIT. The IP number will be stored in the system log, but these cannot be linked to single responses in the survey.

What will happen to your personal data at the end of the research project?

The project is scheduled to end on November 15th, 2020. During the project, data material will be anonymized so that you cannot be recognized. All of the data material will be deleted after the end of the project.

Your rights

So long as you can be identified in the collected data, you have the right to:

- access the personal data that is being processed about you
- request that your personal data is deleted
- request that incorrect personal data about you is corrected/rectified
- receive a copy of your personal data (data portability), and
- send a complaint to the Data Protection Officer or The Norwegian Data Protection Authority regarding the processing of your personal data

What gives us the right to process your personal data?

We will process your personal data based on your consent.

Based on an agreement with NTNU, NSD – The Norwegian Centre for Research Data AS has assessed that the processing of personal data in this project is in accordance with data protection legislation.

Where can I find out more?

If you have questions about the project, or want to exercise your rights, contact:

- NTNU - Ingrid Holde Fornes, by e-mail: ingrihf@stud.ntnu.no or by phone: +47 92425466

- Project advisor Annjo Klungervik Greenall, by e-mail: annjo.k.greenall@ntnu.no or by phone: 73596790
- Data Protection Official at NTNU: Thomas Helgesen, by e-mail: thomas.helgesen@ntnu.no or by phone: 93079038
- NSD – Norwegian Center for Research Data AS, by e-mail: personverntjenester@ntnu.no or by phone: 55582117.

Yours sincerely,

Project Leader
(Researcher/supervisor)

Student (if applicable)

Consent Form

I have received and understood information about the project "English in the Restaurant Industry in Norway", and have been given the opportunity to ask questions. I give consent:

- to participate in an interview
- to participate in the survey

I give consent for my personal data to be processed until the end date of the project, approx. November 15th, 2020.

(Signed by participant, date)

Attachment 3: Interview-guide for management

Background

- Are you from Norway yourself? Or a Norwegian national?
- How long have you had this position?
- When it comes to delivery of commodities/supplies, food, food orders etc, what kind of language(s) is used? Norwegian? English?

In general

- Does the company have some sort of international trade? Or is everything kept national(within Norway) or local? If it is national, what language is used?
- Is there a difference in what language one tends to use when it comes to oral and written communication, in general within the company?
- Communicative texts or information that goes out to the public from the restaurant for example, what language is often used here?

Hiring process

- What are the criteria to get a job at your restaurant?
- Do you emphasize a certain language background?
- Have you seen a change lately in the hiring process, especially hiring of servers, when it comes to what qualities or personal abilities one tends to focus on?
- Are there particular language backgrounds that are more valued than others when applying for a job at your company/restaurant?
- Do you check the competence in English among your employees before hiring them? And if so, how?
- What kind of English competence do you need to work here? How proficient do you need to be in English?
- Would you say that you have a language which is the language of everyday communication? A kind of workplace discourse/or working language?
- Do you think your employees use another language when communicate with each other compared to when speaking with management, chefs or other staff members?
- Would you say that the levels of English proficiency are varied among your staff members?
- How would you rate your employees' proficiency in English on a scale from 1-5? (where 1 is low and 5 is fluent)

Employees

- Do you provide courses in Norwegian for the employees that do not know Norwegian?
- Is it a goal that they eventually should learn Norwegian? Or is this not important?
- How many employees do you have that are not ethnically Norwegian? Or that do not know Norwegian at all? If yes, what kind of background do they have?

Views – Guests

- What do you think are the general opinions among the guests when it comes to servers only speaking English in Norwegian restaurants?
- What kind of feedback do you get from the visitors/guests concerning servers only speaking English?
- Do you have any perceived perception of what kind of language background the guests have? If there is a varied language background, what do you think are the reasons for this?
- Are there certain periods during the year when this changes? Is tourism an influential factor?
- Do you think, in your opinion, that Norwegians in general are quite proficient in English? Do you personally think that your guests master English well?

Other

- Is there anything that has not been said that you would like to add that has not been touched upon? Or if there is any other information you would like to give?

Attachment 4: Interview-guide for the servers

Background

- What kind of language background do you have?
- Do you have any previous experience from the restaurant business?
- Is it important for you personally to learn Norwegian?
- Do you find Norwegian as a particularly difficult language to learn?
- Are you encouraged by the management, at the restaurant you are currently working at, to learn Norwegian?

Workplace

- What language do you use when communicating with your co-workers?
- Are there challenges connected to the fact that you only speak English and not Norwegian, with your co-workers?
- Do you use different languages for different purposes? For example, does your choice of language depend on who you are talking to?
- Are there differences between what language you use when you talk, compared to when you for example write?
- What kind of language(s) do you use when communicating with guests?

Norwegian/Guests' attitudes

- Do you use anything, for example signs etc, to let the guests know that you only speak English?
- Have you ever had to let someone else serve your table because the guests asked for someone who knows Norwegian? If this has ever happened to you, what do you think was the reason for this?
- Have you experienced any challenging situations connected with the fact that you only speak English? Please provide examples of situations if you can.
- What kind of attitudes do you think the Norwegian people have towards only speaking English in restaurants? Positive? Negative? For example, have you ever had any remarks on the fact that you do not know Norwegian?
- How are your views on Norwegians language competence in foreign languages such as English, Italian, Spanish etc.? For example, would you say that most Norwegians can communicate well in English?
- Do you benefit from your diversity in language competence at work? If so, how? In what ways? Please elaborate if you can.

Other

- Is there anything that has not been said that you would like to add before we finish the interview? Or if there is any other information you would like to give?

Attachment 5: Questions from the survey

1. Kjønn:
2. Alder:
3. Hvordan kartlegger du din egen kompetanse i engelsk?
Ingen kompetanse – Lav – Gjennomsnitt – God - Høy
4. Har du noen gang opplevd at de som jobber på restauranten du spiser på, bare behersker engelsk og ikke norsk?
- Ja/Nei
5. Hvis ja, hvor ofte har du opplevd dette?
- Sjeldent – Noen ganger – Ofte – Alltid
6. Dersom servitørene på restauranten du besøkte bare snakket engelsk, hvordan opplevde du dette?
- På en skala fra 1-5, hvor 1 er komfortabelt og 5 er ukomfortabelt.
- 1 – 2 – 3 – 4 – 5
7. Dersom servitørene bare snakker engelsk, hender det du unnlater å bestille selv/legger ansvaret over på andre for å bestille mat?
- Ja, alltid – Noen ganger – Nei, aldri – Vet ikke
8. Hadde du foretrukket at alle som jobbet som servitører på restauranten du besøkte hadde behersket norsk?
- Ja/Nei/Vet ikke
9. Hender det du unnlater bevisst å gå på restauranter der du vet du mest sannsynlig må snakke engelsk?
- Ja/Nei/Vet ikke
10. Opplever du det som et problem at servitører ved restauranter i Norge ikke snakker norsk?
- Ja/Nei/Vet ikke
11. Har du noe annet å tilføye?

