ENGLISH IN SWEDEN

English as a Second Language in Sweden in a Theoretical Perspective

A Short Essay

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Abstract

English has integrated into Swedish society, and into the Swedish language. In this study, the goal is to examine why English has become so influential in Sweden and if this has occurred previously. This will be studied by examining the historical relation between Swedish and three languages, German, French and English. Moreover, the English language influences will be examined more extensively in its global spread and its social relation to Swedish. This essay will contain a limited study, which will ask a sample of twenty individuals if they think Sweden requires a second language, and what language they would select to fill this position.

There is a pattern to observe in the historical language influences, which are: the global presence of the language, the integration and immigration into the Swedish society and the grammatical and lexical significance of loanwords. The majority of the sample selected English as the language that would fill a second language position in Sweden, and close to half of the sample thought Sweden requires a second language.

With such a limited sample and with few questions, no claims could be made regarding the requirement of a second language in Sweden. This could be expanded further into a more extensive study with less focus on the historical influences upon Swedish.

Keywords: Second language, Sociolinguistics, Historical linguistics
Table of Contents

CHAPTER I - INTRODUCTION
1.1 The Basis of the Study  PAGE. 4
1.2 Introduction  PAGE. 4-6

CHAPTER II - LITERATURE REVIEW
2.1 Historical Background  PAGE. 6
2.2 Swedish Language History  PAGE. 7-8
2.3 German and French in Sweden  PAGE. 8-10
2.4 English in Sweden  PAGE. 10-12
2.5 Global English  PAGE. 12-14
2.6 English Education in Sweden  PAGE. 15-17
2.7 English in Media and Politics  PAGE. 17-20
2.8 English as a Second Language  PAGE. 20

CHAPTER III - METHODOLOGY
3.1 Linguistic Focus  PAGE. 21
3.2 Procedure  PAGE. 21-22

CHAPTER IV - RESULTS
4.1 Results  PAGE. 22-25

CHAPTER V - DISCUSSION
5.1 Historical Pattern  PAGE. 25-27
5.2 Social Integration  PAGE. 27-28
5.3 Further Discussion  PAGE. 28-30

CHAPTER VI - CONCLUSION
6.1 Conclusion  PAGE. 30-31

BIBLIOGRAPHY
7.1 Bibliography  PAGE. 32-34

APPENDIX
8.1 Appendix  PAGE. 35-54
Introduction

1.1 The Basis of the Study

The use of English has, in recent years, developed in Swedish society. It has developed into a language used in everyday speech. On the streets, English code-mixing expressions and single-word utterances are being used. With such an established language as Swedish, it is fair to ask how it is that English has developed in this way in Swedish society.

To answer this question, I will discuss the development of English synchronically and diachronically. I will discuss the development of English in a number of social fields in Sweden and examine how this development began. I will discuss and analyze where in society English influences are substantial enough to be considered a second language and how these social fields are perceived to develop in the future. This is to examine what would occur with Swedish, relative to the expansion of English in society. This essay will include a small field study, where I will investigate the Swedish sample’s view of English as a second language. My thesis questions in this essay are:

- Is there any pattern to observe with historical language influences in Sweden? If this is the case, do English influences follow the pattern of these previous language influences?
- Does the integration of English vary in different aspects of Swedish society, and what is the position of English in Sweden?
- Is English integration substantial enough for it to be considered a second language in Sweden? Is there a popular demand for recognizing English as a second language?
- Will English prevail as the high status or dominant language for future generations of the Swedish population?

1.2 Introduction

Firstly, I will write an overview of Swedish language history to apply some diachronic knowledge of the linguistic development of Swedish. Here, the historical influences upon Swedish will be introduced briefly as well as the most significant events that were a part in molding Swedish. In this section, I will use the historical chapter on Swedish in Nordens språk by Molde (1997).

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1 Different aspects of Swedish society are, for example, Swedish culture and politics.
The second chapter of this essay will include a more in depth coverage of some specific historical language influences. These languages are German, French and English. In this section, I will incorporate a series of articles called *Inherited and Borrowed Words in Swedish*. For this more in depth coverage, I will try to analyze the information that will be presented by looking at three aspects. I will consider these three aspects when analyzing the impact of German, French and English upon the Swedish language. These three aspects are:

- The global presence of the language.
- The integration and immigration into Swedish society.
- The significance of the loanwords lexically, and grammatically.

In addition to examining these three aspects, I will try to uncover a pattern. This will be used to establish whether the influence of English in Sweden is similar to any other historical language influence. Moreover, I intend to study certain aspects of English history, by referring to Stålhammar’s study (2010) as well as Barber’s historical introduction of English (1993).

Furthermore, I will briefly go through the global development of English because of the impact it has upon its integration into Swedish society. Thus, in examining English in a more global historical and cultural context, I will use the book *English as a Global Language*, by David Crystal (2003). Crystal provides several perspectives to the arguments and aspects of the global development of English. This section was also established to uncover why English is perceived as such a high status language.

In addition to the more in depth introduction of English language history, the social impact of English will be examined and analyzed. In this section, some of the sociolinguistic studies of English in Sweden will be incorporated. I will examine three social aspects in more depth, and try to analyze the impact English has on them. These are:

- Education.
- Media.
- Politics.

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2 Original in Swedish. Translation mine: actual text title is *Arv och Lån i Svenskan*.

3 This depends on how deeply the lexicon is integrated upon the Swedish language.
Some of the studies included in this section are: *English in Spoken Swedish* (Sharp, 2001), *EIS* (Ljung, 1985), *Engelska i Svenska* \(^4\) (Stålhammar, 2010), as well as a language proposal from the Swedish culture department (SOU, 2002), and the Swedish schools department (Skolverket, 2001, 2011). Here, I will also use Gunnarsson’s survey of contrastive studies (2001), which provides insights into the use of English in academic writing in Sweden. Moreover, I will examine the main aspects of the social impact upon Swedish, in a discussion of English as a second language.

Thereafter, a short survey will be conducted, with some data to include the Swedish population’s point-of-view. This survey is mainly to indicate which language the Swedish sample might prefer to have as a second language.

This will be followed by a conclusion of the entire essay, where I will present the results on the patterns of historical influences and discuss further on whether English could be a second language in Sweden.

**Literature Review**

2.1 Historical Background

Swedish has been shaped throughout time by numerous cultural- and historical events. Monks brought Latin with Christianity, German workers and traders introduced Low German from the historical Hansa, and later religion brought High German. Gustav III played an important role in bringing French into the higher classes and now, English is largely influencing. English has developed as a language spoken worldwide since the beginning of the 1900’s (Gellerstam, 1994).

In this chapter, italics will be used to point out the integrated words, grammatical notions and new phrases. When loanwords are presented, the English word will be written in italics, followed by the Swedish counterpart in brackets.

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\(^4\) Means *English in Swedish*: translation mine
2.2 Swedish Language History

Swedish is a language that descends from Old Norse and began to establish as a separate language during the Viking age. Swedish language history can be divided into three distinct time periods:

- Runic Swedish, Old Swedish (Early- and- Late Old Swedish).
- Modern Swedish (Early- and- Late Modern Swedish).
- The period of present day referred to as Now-Swedish (Molde, 1997, pp. 74-75).

Runic Swedish is a variety spoken during the Viking age (800-1225). In this period, sound changes developed with, for example, the Old Norse diphthongs. The writing system of rune script was stereotypic and is one of the main sources of information regarding the language in this age. One of the most famous discoveries was a golden horn engraved with the runic writing: \textit{ek hlewagastiiR holtiaR horna tawido}. If one were to translate this writing into Old English, it would be: \textit{Ic, Hléowgiest Hylte, horn tawode}. This displays the close connection between the Germanic languages in this age. Even with this close resemblance, Swedish began to develop as a language of its own (Bergman, 1995).

Swedish expanded as a language, in the period of Early Old Swedish (1225-1375). During this period, documents concerning provincial law and religious texts were written in an epic prose stylistic. Sound changes developed to some extent with vowel sounds, but it was not until the Late Old Swedish period that grammatical changes occurred. These changes developed because Swedish became influenced by German stylistics and vocabulary, in the Late Old Swedish Period (1375-1526). This was a drastic change both in grammar and syntax. Both German and Latin were strong influences in religious- and higher institutions, which changed Swedish from its earlier inflectional form.

The period referred to as “Early Modern Swedish” (1526-1732) initiated the Swedish translation of the New Testament. This was accomplished with the new technological process of printing, which established a written form of Swedish in higher institutions. In the Late Modern Swedish period (1732-1920), the written form of the Swedish language became closer to the spoken form. This changed the Swedish model of grammar and it became less similar to the German standard (Molde, 1997).

The present period is referred to as the Now-Swedish period (1920- ), which has new methods of communication from the technological age, and extensive influences from
English. Written Swedish has become closer to Spoken Swedish, which can be examined in
the more simplistic spelling that was implicated with the spelling reform. This reform was
completed in 1906, and is the only spelling reform that has been implemented within the
Swedish language. Words, such as *af* became *av* and *godt* became *gott*, which applied a
simpler spelling that corresponded more to the pronunciation. Swedish has been shaped
through various integration of loanwords and has also been a part of shaping languages such
as French, English and German, and is presently a first language for 295,000 Finnish
individuals as well as a few thousand that are located in Canada and the USA (Molde, 1997).

2.3 German and French in Sweden

German Influences

German has been established in Swedish society for an extensive period of time. Its influences
began during the Late Old Swedish period. Low German and Swedish were very similar,
because they descend from the same source in the language spectrum; Germanic. Low
German influences in Sweden were at their peak during the Middle Ages, with the expansion
of the German Hansa trading market.

During the thirteenth century, Germans began to immigrate into Swedish cities
that had access to the trade market. With this immigration, Low German dialects integrated
more fully into Swedish society. Low German arrived with the trade market and immigration
of German workers, which is reflected by the integrated loanwords of the time, with words for
new professions, craftsmanship and language concerning trade. Swedish integrated prefixes
like *an-* , *be-* and *för-* , and suffixes like –*net*, –*bar* and –*aktig*, and very basic vocabulary, as
well as the -*ck* spelling\(^5\) and the *ä*, *ö* and *ö* (Boyd, 1995, p.93; Molde, 1997, p. 88). This
positioned Swedish further away from its Nordic neighbors with regard to its character set
and spelling, as both Norwegian and Danish have the distinct *æ* and *ø* characters.

During this period, Sweden was appointed a German king and, during his reign,
German noblemen, soldiers and officers immigrated. With these events, German’s position in
Swedish society became immensely strong. Its influence was so potent that a law had to be
passed to prevent more than fifty percent of the Swedish council to consist of German
speaking individuals (Molde, 1997, p. 79). With this development, Swedish was considered
being on the verge of developing into a dialect of Low German, as German integrated into the

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\(^5\) earlier spelled –*kk*
grammatical structure of Swedish. German influences integrated deeply into the Swedish language, as it integrated into the closed word-classes.

German continued to be an important source of language influence with the introduction of High German, which came with the reformation of Martin Luther and the Thirty Years’ War, during the 1500’s. The New Testament was translated into Swedish from the German Lutheran version, and the German writing tradition influenced the language utilized in the printing process (Moberg, 1994, p. 45). This printing process, as mentioned earlier, had much to do with the development of written, more formal, Swedish. By the late 1500’s, another wave of German immigration started to develop and Sweden became highly Germanized. From a cultural perspective, Sweden could be considered a German province. With the Thirty Years’ War, Stockholm became a place of European trade with language influences mainly from High German. Words concerning war, such as canon (kanon), grenade (granat), and words for items of luxury, such as make-up (smink) and curtain (gardin), became integrated during this period of time (Moberg, 1994, pp. 46-47). High German influences were at their peak during the war. However, as Swedish political and military power began to expand, a wave of patriotism swept the nation. People began to express concerns of the language situation and wanted to preserve Swedish from further influences (Moberg, 1994, p.47). This was also the time when French started to emerge as a cultural influence.

After the period of the extensive French integration of loanwords, German emerged with the Romantic Movement, during the eighteenth and nineteenth centuries. German culture and literature flourished with new words such as känslosam (sentimental). German continues to influence the Swedish open word-classes (Moberg, 1994; Bergman, 1995, p.178). However, this influence has decreased throughout the centuries.

**French Influences**

French influences began in the 1600’s and continued as a main influence until the 1800’s. In the late 1600’s, a large number of French people began to immigrate into Sweden with professions such as art and science. France became a leading influence in European culture with the rule of Ludwig XIV. As a result of this, French began to emerge as a significant source of language influence in Sweden (Engwall, 1994).

In 1635, the French Academy was founded, which influenced the later founded Swedish Academy. The Swedish Academy was established by Gustav III, who was very fond
of the French language. He considered Swedish vocabulary to be insufficient and believed that other languages were required to enrich the vocabulary, especially French. With the political and military successes of Gustav III, Swedish connections with France became stronger. During the 1600 and 1700’s, French became an influence among the higher social classes, and a large number of borrowed words were related to literature, furniture and cultural events, such as French theater. French became very influential in Sweden during the 1600’s, and developed over time into a blend of Swedish and French, that can be referred to as “Frenska” (Engwall, 1994).

This considerable language influence continued in the 1700’s, and Swedish noblemen began writing letters and diaries in French because of their great admiration of French literature and culture. The first established Swedish Theater performed plays and operas in French and up to five hundred French plays were performed by various theater troops in the following years (Engwall, 1994, p. 54).

Words for clothes, politics, theater and food were integrated, such as embassy (ambassad), cuff (manschett) and ballet (balett). With an extensive borrowing from French a more French pronunciation developed (Molde, 1997, pp. 79). Swedish integrated prefixes, such as ultra-, contre- and anti-, as well as the suffixes –ste and –isme, to name a few. Swedish also imported terminology and words concerning economy and technology of the time (Engwall, 1994, p.58). However, with renewed German contacts during the 1800’s, French loanwords became fewer, but it continued to be a source of influence.

2.4 English in Sweden

Swedish and English can be regarded as language cousins, as they both descend from the Germanic language tree. Sweden and its Nordic neighbors had contact with England and Anglo-Saxon around 600 A.D. During this time period, Norse people immigrated to England, which brought Swedish vocabulary in contact with English without any counter-influence upon Swedish spoken in Sweden. Therefore, the first noticeable influence from English arrived with missionaries (Westman, 1994).

In the thirteenth century, English began to influence the Swedish vocabulary immensely. The language influence was minor at first, but increased steadily in the centuries that followed. However, it rapidly increased with the Second World War and became a main language influence in Sweden.
The wide range of vocabulary that was absorbed during the centuries reveals the connection between English and Swedish. In the early centuries of contact with Britain, words for textiles, sports and words for trade, such as *shilling*, were main categories of influence. As Britain was known for its textile trade, a large number of words for fabrics were imported from the English lexicon, as well as words for seafaring, as the British traders travelled by ship. Words, such as *plaid* and *buckram*, were introduced into Swedish society, as well as words such as *ketch* (Stålhammar, 2010). As the expansion of trade between Sweden and Britain developed, tradesmen began to immigrate into Sweden from Britain (Westman, 1994, p. 65). English influences began to thrive during the 1600’s, with the dominance of the British Empire, and America’s political, economic and cultural influence across the globe (Svartvik, 1993, p.99; Boyd, 1995, p.94).

During the eighteenth century, new words concerning goods were imported from the English lexicon. In some cases, these words were originally introduced into English from other languages, such as the word *punch*, that was originally borrowed from Sanskrit. During this time period, Swedish imported a wide range of vocabulary concerning food and drinks as well as animals and plants. A large selection of imported loanwords was borrowed as direct loans: up to two thirds of the total number of one hundred and fifty words (Stålhammar, 2010). A direct loan can be defined as a loanword that is integrated without any configuration. However, in most cases, these words have a translated counterpart that is used less frequently, as with the direct loan *airbag*, which has the translated counterpart *krockkudde*.

A substantial number of new words were imported from the English vocabulary with the emergence of industrial and technological innovations in the 1800’s. The development of new words increased with the Industrial Revolution, as well as with the globalization of the language. Many newly developed words concerning technology and industry were borrowed directly from English or translated into Swedish. Alongside this development, loanwords from colonization entered the Swedish lexicon, such as *ranch*, *totem*, *cowboy* and *bungalow* (Stålhammar, 2010).

In the early 1900’s, before the Second World War, both mass media and fashion developed into becoming considerable influences across the globe and many new words in these fields were imported, such as *jumper* and *sweater*. In the nineteenth century, another major influence was established, namely the music industry. However, it was not until after the Second World War that English developed as a main language of influence in Sweden. It
increased rapidly from five hundred words in the first half of the 1900’s, to over seven hundred in the ten-year period between 1950 and 1960. English loanwords that were absorbed into the Swedish language during the latter half of the 1900’s were in the domains of trade, fashion, technology, science and entertainment, and also with regard to internationalization (Stålhammar, 2010). However, these loanwords were, in most cases, confined to the open word classes such as nouns, adjectives and, to some extent, verbs and adverbs. These loanwords are, therefore, not grammatically significant.

In recent years, loanwords concerning entertainment, science and economics have increased, but the general importation of loanwords from English is decreasing. However, English is beginning to be used as an informal language by the younger age-groups in Sweden. As this describes informal situations, this usage is often absent in statistical analyses of language use, which focus on loanwords and language influences. Therefore, the actual influence of English could be increasing. The main domains of loanwords influence through different time periods include technological and industrial innovations, as well as words for sport, seafaring etc. Words for industrial innovations integrated most rapidly into society, which indicates that the trade connection between Sweden and Britain was successful (Stålhammar, 2010, pp. 39-43). English became integrated into foreign language education in Sweden in the mid-twentieth century, and is one of the main subjects in Swedish schools at present. As Britain and America had limited contact with Sweden and, because of the low grammatical significance of the loanwords from English, I believe that the main influence did not come from these connections, but from the global significance and spread of English.

2.5 Global English

English has expanded rapidly, from being a language just spoken in England to a language spoken globally. The English language has become a global language in many respects, with about 1.5 billion people being competent or fluent in the early twenty-first century; this number continues to grow (Crystal, 2003, p. 6). This global spread can be traced back to the political, military and economic power of its first language speakers.

English Historical Globalization

Beyond England, the English language became more widely used in other parts of the British Isles, with the Industrial Revolution in the 1800’s, and penetrated Wales, the Scottish Highlands and Ireland, at the expense of the Celtic languages. With Britain’s large economic and industrial growth, new technological and scientific terminology was coined in English.
The British government encouraged the spread of English throughout the British Isles. This spread was increased by the Industrial Revolution as well as by the establishment of schools with English as a medium of instruction in, for example, the Scottish Highlands. However, the global penetration of the language was not induced by the Industrial Revolution, but from trade, colonization and conquest (Barber, 1993, pp. 234-235).

The settlements in North America and the West Indies, in the seventeenth and eighteenth centuries, initiated the global spread of English. In the early nineteenth century, Britain began to control a large number of Islands, such as Jamaica, Antigua and Trinidad. English was used as a dominant language in Singapore, New Guiana, New Zealand, Hong Kong and South Africa. During the second half of the nineteenth century, Britain gained colonial possession over other parts of Africa, such as Kenya, Nigeria and Zimbabwe (Barber, 1993, p. 235).

America has influenced the globalization immensely since the nineteenth century. American English spread in Puerto Rico and the Philippines with American colonization. However, most of the increase of American English emerged from language policies established by the American government. These policies demanded American English capability from immigrants if they wished to become citizens of USA. Therefore, the large amount of immigration that followed was an important factor in the American English development, with an increase in population from thirteen million by 1830, to a hundred and fifty million by the mid-twentieth century (Barber, 1993, pp. 236-237). With both Britain and the USA using English as native language, English continued to be an important language source in technical and scientific terminology, and America’s economic and political growth continued the spread of English, after the British Empire vanished.

The position of English is maintained by a number of factors. One of these factors is the English based education system that was implemented by British colonization. The vision was to position English as a symbol of political unity and this symbolic power maintained in the colonized countries, even after the British Empire vanished.

The expansion of English by America and Britain, from both colonization and immigration, has established English as the most widely spoken language in the world, with over four hundred million native speakers and second language speakers. This has led to great varieties of English, with different pronunciations and lexicons. However, with the English language being perceived as the language of oppressors and colonizers, some problems in
former colonized countries emerged, with regard to language policies. The political solution to this problem was, in most cases, to recognize the official position of the native language(s) in these countries, for example, with the nine natively spoken languages in South Africa. However, English was not removed in the process (Crystal, 2003, pp. 84-85). English has been widely used across the globe as a *lingua franca*, even with the controversial political position it has in ex-colonial countries. The English language has played an important role as a working language in meetings for international organizations such as the United Nations, Council of Europe, East Asian Nations and the Commonwealth. English has also been recognized as the language of the sea and air traffic, for an extensive period of time (Crystal, 2003).

As English has spread through numerous historical events, it is difficult to determine a specific position of English. Braj Kachru established a method for determining the position by dividing the spread of English into three circles. These circles are:

- The inner circle (First language speakers).
- The outer circle (Second language speakers).
- The expanding circle (Foreign language speakers).

The inner circle refers to the countries where English is the primary source of language, for example, in United States of America, Canada, New Zealand and Britain. This circle is estimated to include three hundred and eighty million people.

The outer circle includes countries where English spread in its earlier stages and settled as a language of institution, or became an important second language. Such countries are, for example, India, Singapore and Malawi, and this circle is estimated to have up to five hundred million speakers.

The third circle is the expanding circle. This includes nations that have limited historical background with the English language, but still recognizes its place as an important language globally. In this circle, English is taught as a foreign language and it includes countries such as Japan, Greece, Sweden and China, and is estimated to have up to 1,000 million speakers (Crystal, 2003, pp. 60-61).
2.6 English Education in Sweden

When discussing the connection between Swedish and English in terms of education, I will mention terminology such as diglossia, bilingual, second language and official language in education. In many cases, these terms represent the same state and position of English, and if not, an explanation will be provided.

Second- or Foreign-Language Education

One of the main differences between the expanding and outer circle in Kachru’s theory, is the recognized level of English in education. It is either recognized as a second language of the country, or as a foreign language; Sweden is placed in the latter category. Barber (1993, p. 238) explains why:

“A distinction is usually made between English as a second language and English as a foreign language. A German or a Norwegian learning English learns it as a foreign language: it will not be used for communicating with other Germans or Norwegians, but only with foreigners”.

Since 1946, English has been taught as a foreign language in Swedish schools, and it became a compulsory subject by 1994-1995, alongside mathematics and Swedish (Lainio, 2001, p.42). English is introduced in primary school between first and fourth grade. Other second languages are introduced, but not until grade six, and these include Spanish, German and French. This early introduction of English as a second (or third) language reveals that English has a stronger position in the Swedish education system in relation to other foreign languages (Skolverket, 2011; Lainio, 2001). As English is a compulsory subject, it is included in the national tests carried out in ninth grade, and is a subject required when entering upper secondary education. Recent statistics, carried out by the Swedish schools department (2011), reveal that students’ English national test results surpass their Swedish counterpart.

There have been numerous discussions regarding English in Swedish education. Some regard English as harmful to the mother tongue development, as it is applied in such an early stage, and because of its increasing application in education. This application could have an opposite effect, and decreases the academic standard of students from lack of mother tongue development. However, it is unclear if this is the case at present. (SOU, 2002, pp.49-50). Moreover, with a more globalized market, a higher level of English is required to compete on an international level.
In recent years, fewer decide to study a second language in Sweden apart from English. A considerable number of language courses are removed as the number of students decreases (Falk, 2001). This can be a reaction to the global development of English, as students might regard other language studies in addition to English as unnecessary. The learning of English is considered as being very important by political and educational institutions and parents, which often view students’ progress positively.

**Domain Loss**

English is utilized in higher education for seminars and course materials, and is commonly used when publishing journals (Gunnarsson, 2001, p. 60). This is the case in the field of natural sciences where new results, theories and methods are published in English instead of Swedish (Melander, 2001, p. 17). However, this is not confined to the section of natural science; domain loss is developing to some extent in a large variety of high-level education subjects. The fields where English is incorporated to a large extent are: science, technology, medicine, historical-philosophical division, pharmacology and social sciences (Gunnarsson, 2001, p. 61).

The application of English in higher education has developed to such an extent that some are unable to teach subjects in Swedish. The decrease of Swedish terminology, words and expressions, indicate that English is emerging as the main language in this domain. English is used to such a large extent that translating into the Swedish counterparts of the terms, words and expressions is often futile. This process continues until no counterparts are available, which develops into a situation where researchers cannot write or convey information in their subject in Swedish. This process is current in Swedish higher education and it continues to develop (Gunnarsson, 2001, p.61).

This development can be observed in a survey that was carried out by Uppsala University (Gunnarsson, 2001, p. 61). In this survey, they discovered that a significant number of journals published by Swedes in Sweden are written in English, which indicates that Sweden is heading in the direction of becoming a diglossic society (Gunnarsson, 2001, p. 62). In a diglossic society, one language is used for formal and public communication while another language is used for informal and everyday speech (Hudson, 1996, p. 49).

Gunnarsson, explains this discovery in more depth by stating that: “(...) the academic community will end up in a situation of diglossia, in which English will be the high language,
i.e. the language used in research and advanced academic teaching, while Swedish will be the low language, used for teaching at lower levels and for popularisation.” (2001, p.61).

With English’s increasing spread in higher education, it could develop into a formal second language in Sweden. In that case, Swedish would most likely be placed as a more intimate informal language, as Gunnarsson stated. Moreover, Melander (2001, p. 27) analyzes the situation between English and Swedish thus: “one could well imagine that Sweden, and other countries in similar situations, will soon be facing a situation where English will be the only language that may, or at least can, be used for certain important and demanding tasks”.

This would be difficult to halt or reverse once it has begun, which in many cases can lead to a language’s death (SOU, 2002, p.51). However, there are two options in counteracting this attrition of the Swedish language. One of them is strengthening the position of Swedish in higher domains; the other option is to develop people’s competence in speaking English. Therefore, the Swedish government has since 1997 tried to establish Swedish in higher-level education, media, technology etc. (SOU, 2002).

2.7 English in Media and Politics

Media
Media has developed into a significant social and language influence, because a large number of people are influenced by it on a regular basis. English is very common in Swedish media, which can be seen in music texts, IT-communication as well as television (SOU, 2002).

A large number of movies on the Swedish film market are imported from America, which are filled with English influences. The exclusion of dubbed movies in Swedish media has a considerable influence on the Swedish population, as English is used in very many movies on the market (SOU, 2002). The Swedish government established the Swedish Film Institution in 1963, and is still the central developer of Swedish movies. It is an important part of the Swedish cultural legacy and was developed to promote Swedish in the film industry. However, studies reveal that the majority of movies viewed in Swedish movie theaters continue to be American-made, with 65 per cent relative to 25.7 per cent of Swedish movies, in the year 2000 (SOU, 2002).
Television has also, to a large extent, been influenced by American broadcast shows as well as the English language. English is used in many TV channels; most of these are produced abroad. These channels do not provide Swedish dubbed programs, but they do, in most cases, use Swedish subtitles. The Swedish Television (SVT), which is provided by the Swedish government, has a higher proportion of Swedish programs. They provide Swedish dubbed programs which, in most cases, are shows aimed at children. The amount of English spoken programs aired on SVT has increased over the last decade. However, these are covered by Swedish subtitles, or in some cases, dubbed (SOU, 2002). In a study carried out by Ljung concerning English in Sweden, participants answered that 90 percent of the programs they watch on television in a month are spoken in English (Ljung, 1985, p.178). On closer examination, the results indicate that up to 61 percent of the sample questioned watch English spoken television weekly. Television is also a medium that influences all ages of the Swedish population.

A large number of words integrated from English in the field of media concern musical instruments and music terminology. English terminology has been an influence in this field throughout the twentieth century which, in turn, influenced the Swedish vocabulary (Stålhammar, 2010, pp. 141-142). English loanwords, ‘Anglifications’ and ‘Swenglish’ terms and expressions are used in the music industry. A considerable number of Swedish artists decide to sing in English because of its substantial influence in the field of music. Similarly, very many artists produce their music in English to aim at a larger section of people, and many Swedish artists’ webpages are in English. “The entire international career of ABBA, the Swedish group with over twenty hit records in the 1970s, was in English.” (Crystal, 2003, p.103). English is, in a considerable number of cases, the language of choice in the music industry.

The Internet is one of the major influences upon the younger age-groups: it has six percent out of the collected media time usage (SOU, 2002). English is used in many situations where the Internet, games and other types of programs are used. The Swedish population uses English for both reading and writing in these situations (SOU, 2002). Swedish schools encourage students to search for information on the Internet. Through this encouragement, as well as computer and television games, very young learners are confronted with English (SOU, 2002). English is, in some cases, the only foreign language choice on, for example, Swedish university sites. Official websites of large number of corporations and organizations in Sweden provide the option to translate into English.
Politics

For a long period of time, Sweden had five recognized minority languages, but no national or official language; now Swedish has been recognized as the national language. This demonstrates the secure position Swedish has had in Sweden (Falk, 2001). Swedish is the language mainly used in national politics. However, in international politics, work languages are used. A work language is essentially any language that is used as a communication tool, a *lingua franca*, between countries with different native languages. Work languages are used by organizations, such as the European Union. One of these is English.

Sweden has been a part of the European Union, since 1995 (Falk, 2001). The influence of English from the European Union has been considered a key factor when discussing the use of English in Sweden (Melander, 2001, p. 14). In some situations, Swedish employees in the European Union have disregarded the provided translation services in the belief that they will be able to understand the work language used. This has occurred in meetings and other situations with English as the *lingua franca*, which can be associated with the expected fluency in this foreign language. However, there is a high demand for Swedish translation services in the Union, even if some cases of this kind occur (Falk, 2001).

Swedish is one of the European Union’s eleven recognized official languages, and is of huge importance for the Union (SOU, 2002, p. 105). In his study from 2001, Melander has examined the language policies of the European Union with regard to Swedish. In some cases, there have been concerns regarding the translation services of the Union, as it is of importance to receive Swedish as a translation option for both official documents and for personnel. In some of the Union’s work situations, the translation service is limited to three languages, which are French, English and German (Melander, 2001).

Melander examined three work sections employees of the Union: the Swedish parliamentarians, committees and civil servants. These sections have different purposes and have various levels of exposure to English and other work languages. Both parliamentarians and committee-personnel use Swedish in a considerable number of work situations they encounter. They use English more frequently in informal situations, probably from interaction with people from other nations. However, in some cases, on more formal occasions, the Union is unable to provide translators or translations into Swedish in time, which could be considered a problem. As for the civil servants, they use English and other work languages
more frequently than the other employee groups. They use English up to 80 percent of the time, both at their home office and in committee meetings (2001, pp. 20-23).

The result of the survey, carried out by Melander (2001), indicates that a substantial number of the Swedish people working for the union would prefer Swedish translations, even if English is a language used in numerous work situations with regard to the European Union.

2.8 English as a Second Language

English is a foreign language in Sweden. However, in recent years, English usage in everyday communication has increased significantly. This is not a common foreign language development, as it is usually restricted to communication with foreigners. This indicates that English is emerging in new areas of communication (Gunnarsson, 2001, p. 52).

English words are intermingled with common speech, which Sharp (2001) examines in her study. Sharp concludes that it is younger age-groups that use English extensively in casual conversations. Members of these age-groups are also more inclined to intermingle long English utterances in Swedish conversations (2001, p 198). This could be due to the fact that English is taught from an early age, and because of its high status. Parkvall argues that Sweden has a higher percentage of speakers of English than many countries where English is an official language. In Parkvall’s survey (2006), 89 percent of the Swedish sample, answered that they consider themselves able to speak English, while about 11 percent of the Indian sample, answered the same (2009, pp.39-40).

In a survey published by the culture department’s committee, 36 percent of the participants believe that English is used to an excessive amount (SOU, 2002). Earlier research has suggested similar numbers, such as Wingstedt’s survey in 1998, where the results showed 40 percent. This indicates, that the majority of the Swedish sample does not consider English as being used too extensively in Swedish society, and the younger age-groups were more inclined to use English than the older participants (SOU, 2002, p. 210). Furthermore, the Swedish schools department carried out a survey where they asked a Swedish sample which subject in school they considered most important to learn as well as how well it is taught. These two criteria were answered by the sample, which was divided into three groups – students, parents to students and others. In this survey, English was considered to be most important subject to learn by students, followed by Swedish. However, the remaining groups positioned Swedish in first place (SOU, 2002).
Methodology

3.1 Linguistic Focus
The linguistic focus of this essay is sociolinguistics, in a macro-linguistic perspective. It includes a historical examination of the Swedish language’s history as well as a general description of how English relates synchronically and diachronically to Swedish. This includes an analysis of English’s global development, and how it became a *lingua franca*. The theory of a language influence pattern in the Swedish language’s history is discussed in a sociolinguistic perspective. This incorporates information on English in several areas of Swedish society, in a more social perspective.

3.2 Procedure
This essay will include a limited field study of quantitative data, to bring in the Swedish population’s point-of-view on a second language in Sweden. A conclusive survey on this subject would have required a larger sample from a variety of geographical locations, with a range of different educational backgrounds, occupations and ethnicities. This would have been possible in a large-scale project. However, other studies will be required to validate the thesis questions in this essay.

This field study has twenty participants: ten female and ten male. They will be divided into three age-groups, 14-30, 31-50, 51- and over. This field study has seven questions, where the participant is required to selectively answer five. Four are factual questions, asking for their sex, age-group and level of education. Moreover, “education” is divided into two separate questions: one for completed level of education, and another if they have an ongoing level of education.

The three remaining questions will be attitudinal questions, where they will be asked to select an answer depending on their opinion. Out of the three, the first one is a “yes-no” question, which determines which of the two remaining questions the participant will be required to answer. Whether they choose yes or no, the last two questions will display the same five language options, as well as an option to write their own suggestion. They will be asked in a similar manner, but with minor changes in the question phrase. If they answer “yes”, they will be asked to select which language they would consider most suitable as a second language. If they answer “no”, they will be asked to consider which language they
would select if they have to select a second language candidate. This is to collect data on both the attitude on a second language, as well as which language(s) that will be selected from both groups.

The list of languages from which respondents are asked to select, consists of French, Chinese, Arabic, English and German. These languages were to some degree specifically selected. French and German were selected because of the historical connection, described in the literature review above. Arabic was selected because it is a language that has arrived in Sweden with immigration. Chinese was included because of the new political- and global upcoming of the language, and because it is the most spoken language in the world\(^6\). However, Chinese is not the most widely spoken language in the world, but its high position is to a large extent from its significance in China. Furthermore, Chinese has no historical connection to Swedish.

This survey will be handed out in both written and spoken form, depending on the geographical location of the participant. I will undertake a non-probability sampling as it is important that the participating individuals should be from different age-groups and be native Swedish citizens. Furthermore, I will select ten female and ten male participants, and divide them as equally as possible into the three age-groups.

**Results**

### 4.1 Results

In this essay, I have tried to incorporate important languages in Swedish history, as well as the general growth and place of English in Sweden. I have also tried to include the Swedish population’s point-of-view, regarding English in society. However, these are all based upon English as a foreign language. Therefore, I explicitly wanted to ask the Swedish sample if they think Sweden requires a second language.

I carried out a limited quantitative field study that specifically asked Swedish people of both sexes and various ages, if they think Sweden requires a second language. With such a small sample, the results will not be sufficiently robust to provide conclusive evidence.

\(^6\) Information about this can be found in Crystal (2001)
However, I will analyze all the results that were gathered, and attempt to assess this specific sample’s point-of-view. This study was carried out to establish a general perception\textsuperscript{7}.

![Chart 1:2 & 1:3](image)

Chart 1:2 & 1:3

Firstly, I will examine the results of the sexes, which can be seen in Chart 1:2 above. Out of the ten male participants, eight answered “no” and two “yes” to the first attitude question\textsuperscript{8}. Five out of the ten female participants answered “no” and five “yes”. More specific results will be discussed below:

Out of the eight male participants that answered ‘no’, five selected \textit{English} as the candidate for a second language, while two wrote their own suggestions and one selected \textit{Chinese}. The two male participants left, that answered “yes”, selected \textit{English}.

All ten female participants selected \textit{English} as a second language candidate.

Secondly, the ages of the participants were divided into three groups, 14-30, 31-50, 51- and over. As they could not be divided into three equally distributed numbers, the solution was to place eight participants into the middle-age group (31-50), and six participants each in the remaining age-groups. The results are displayed in Chart 1:3, and will be discussed further below:

In the “14-30” age-group, four of the participants were male and two female. Out of these participants, three answered “yes” and three answered “no”, and all but one had \textit{English} as their selected language. The remaining one selected \textit{Chinese}.

\textsuperscript{7} The answered questionnaires can be examined in Appendix I

\textsuperscript{8} As this is the only yes-no question, I will refer to these results just by “yes” and “no” in the remaining chapters
In the “31-50” age-group, the sexes were equally distributed with four and four. In this group six selected English, and the remaining two wrote their own suggestions.

In the “51- and up” age-group, four participants were female and two male, four answered “no” and two “yes”. Everyone in this category selected English.

Out of the twenty participants, seventeen selected English as the language they would consider most suitable as a second language. Thirteen of the participants answered “no” to the necessity of a second language in Sweden. Out of these thirteen, ten selected English in the follow-up question. Two wrote their own suggestions, which were Finnish and smålandska\(^9\) and, one selected Chinese.

Seven participants answered “yes” to the necessity of a second language in Sweden, and all seven selected English in the follow-up question. These answers are displayed in chart 1:4, where “other” stands for the sampling group’s own suggestions.

The sample was asked to select which educational level they have completed or within which they are currently studying. The results of the different educational levels of the participants were not divided into equally sized groups. To simplify the data gathered from

\(^9\) A Swedish dialect
the sample on these two questions, they will be merged. For example the “university current” and “university completed” will belong to the same group, and just be called “university”.

Two participants selected “primary school” as their education level. Nine participants selected “secondary school” as their education level. Seven participants selected “university” as their education level, while two sample members did not answer this question. These results can be examined in Appendix I.

These results, both from the perspective of age and sex, are very similar across the whole sample. Seventeen out of the sample answered *English*, two out of the three that did not write their own suggestion, and one selected *Chinese*. In a larger study, these results might have had a wider range of languages suggested, which could bring more discussions with regard to the integration of a second language in Sweden.

**Discussion**

5.1 Historical Pattern

I will discuss the results that have been gathered by considering them in light of my thesis questions individually.

- Is there any pattern to observe with historical language influences in Sweden? If this is the case, do English influences follow the pattern of these previous language influences?

The historical background discussed in this essay indicates that there is a pattern with language influences. There are three factors that should be included when examining these languages, which are:

- The global presence of the language.
- The integration and immigration into Swedish society.

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10 Refers to the Swedish “Grundskolan” and “Högstadiet”

11 Refers to the Swedish “Gymnasium”

12 Refers to the Swedish “Universitet/Högkola”
The significance of the loanwords lexically, and grammatically\textsuperscript{13}.

German’s position in Swedish society made it possible for the language to integrate significantly into the grammatical structure, as well as Swedish society as a whole. A substantial number of Germans immigrated and influenced Swedish society. This influence became so powerful that German could be regarded as the language that has influenced Swedish the most. German continues to be an important language in Sweden and is still a subject taught in Swedish education, even with the decreasing interest in second language studies that has developed recently. However, the grammatical and lexical integration has decreased drastically over the centuries.

French had a high position in Swedish society and was immensely influential with the higher social classes. French had less grammatical significance than German, but had a larger global presence. French integrated partly from immigration, but not to the same extent as German. However, with a continued integration of French in the higher social classes, it could have developed into an elite language in Swedish society. However, with the decrease of the global development of French, and with the arrival of English as a globally used language, it did not develop into a prestige language in Sweden. French continues to be taught as a foreign language, but is facing the same fate as German with the decreasing number of students.

The aspect to consider in the case of English is its global spread, because of the less grammatical significance of the loanwords from English, as well as the low amount of immigration. From its global spread, English has become a language of education and is perceived as a high status language in Sweden. English has had a unique integration of loanwords out of the languages discussed, as it arrives in several forms. The direct loans could be a sign of the ‘Swenglish’ and ‘anglified’ development of Swedish society. Furthermore, the increasing use of English in everyday speech could be perceived as a sign of the expanding use of English in a wide range of formal and social situations. English has developed into a very influential language in Swedish society.

The influence brought to bear on the Swedish language by the influence and infusion of English, German and French has been substantial. However, there are large differences of integration in the various social areas discussed (media, politics and education).

\textsuperscript{13} I will use the term grammatical significance when referring to this factor.
The results indicate that a language can integrate to some extent in all three categories, or extensively in one or two, and reach a similar result. However, the decrease of influence will depend on which factor(s) that influenced the language as, for example, the decrease of global influence, in the case of French.

Examining the result of my survey, no participant answered that they would consider German or French as a second language. This shows that even with the historical influence, they did not consider these languages as the most essential languages at present. This implies that the general influence of the language through time could be less significant in the current situation.

5.2 Social integration

- Does the integration of English vary in different aspects of Swedish society, and what is the position of English in Sweden?

English is not confined to the area of education, as it is used in casual conversations as well as in high-level political matters. It is established in both informal and formal contexts, and cannot be considered to be confined by the diglossic term. “In Sweden, English is beginning to be applied in situations where Swedish has been exclusively used; as English develops further into the language, it repels Swedish from these domains.” (SOU, 2002).

The cultural domain loss is minor, even if the cultural use of English in the media is high, as established by the study carried out by Ljung (1985) (SOU, 2002, p.147). English is becoming a part of everyday life for children, which is mainly through cultural influences, such as television and other media (Lainio, 2001, p.42). America is considered to be one of the major nations of the film industry as well as the music industry, and influences the Swedish media significantly.

Swedish translation options might not be available in international work in the European Union, due to limited time and insufficient translation personnel (Melander, 2001). However, the European Union has positioned Swedish as one of the eleven recognized official languages, which is a sign that Swedish has a relatively secure position in the Union. Swedish employees for the European Union are, to some extent, required to use English, and
some prefer not to use the translators when provided. However, a substantial number of workers prefer to use Swedish when they have the option (Melander, 2001).

To some extent, English integration does vary in different parts of Swedish society. Moreover, the consequences of using English vary in different parts of Swedish society, with regard to the Swedish language’s development. English has a high position in Sweden, but Swedish does not have a very low status, as it is estimated that two hundred languages are spoken in Sweden, and Swedish is the only recognized national language. However, English already possess the higher language position of the two (SOU, 2002, p.48).

- Is English integration substantial enough for it to be considered a second language?

English is no longer confined to communication with foreign interlocutors, but has developed into a language used in everyday communication (SOU, 2002). In addition, this development does to some degree add to, or confirm, the statement by Melander (2001), that English could be looked upon as a second language in Sweden, because it is used not only for higher education, but for mundane and social purposes.

However, even if there were to be conclusive evidence that English could be considered a second language in Sweden, it can be argued that it is unlikely to become one. In the three circles of Braj Kachru theory, English is presented as an official or second language in countries where it arrived with colonization, and in countries where it is spoken as a first language by a considerable proportion of the population. Even with the strong position in education and its expanding position in everyday speech, Sweden continues to regard English as a foreign language. This could be related to the image of Sweden as a monolingual country.

From the limited result of my survey, there are no socially significant questions to include in this discussion. However, with seven out of twenty participants answering “yes” and English, it could be considered that there is a general awareness of the growth of English in Swedish society.

5.3 Further Discussion

- Is there a popular demand for recognizing English as a second language?

To discuss this question, I will examine the result of my survey. As mentioned above when discussing the historical pattern as well as the social integration, the majority of the sample selected English, and no other historical influence (discussed in this essay) was
selected. The seven individuals that thought that Sweden should include a second language selected *English*. However, more than half of the sample did not think it necessary to have a second language in Sweden. Out of the three age groups, the younger participants in this study were more inclined to include a second language in Sweden. However, this does not provide any conclusive differences. The female participants were more open to the possibility of a second language, than the male participants.

- Will English prevail as the high status or dominant language for future generations of the Swedish population?

One way to proceed is to gradually improve and develop English as a subject in education. This would be accomplished by establishing a more advanced syllabus in primary and secondary school. This suggestion is based upon the demand for deeper and broader knowledge of English, in the present international market (SOU, 2002). This could be developed by using English when teaching other subjects. Moreover, the schools department does consider English as a necessary and substantial part of the school attendance period (SOU, 2002). With having bilingual education, Swedish would develop into the lower status language, as English is used extensively in higher education at present. This would, in turn, develop into a language barrier and inequality in society, not only for non-speakers of English, but also for immigrant and minority languages in Sweden. “Many policy makers have characterized bilingual education as a ‘high risk’ undertaking by which they mean that it is necessary to attend to a complex set of interacting educational, sociolinguistic, economic, and political factors” (Tucker, 2001, p.336). However, bilingual education is offered as a solution for languages that are developing into minority languages. Therefore, a bilingual education method could possibly increase the use of Swedish in higher education, even if it still would be in competition with the global presence of English (Håkansson and Sigurd, 2007, p. 169).

The Swedish government approaches the discussion with care, and considers the development of English, not as a threat, but as something to improve upon, while improving Swedish at the same time. Even when English is “imported” as a neutral language, it has such a high global status that it affects the existing language. Because of this, it cannot work as a language in all parts of society. Therefore, the Swedish government has focused on strengthening Swedish in education and other parts of society (SOU, 2002).

English could cease to be a language of influence if it is forced to relinquish its global position, as its global presence is the main source of influence (Crystal, 2003). It is my
perception that this is one major reason for continuing to treat English as a foreign language, and with the economic development in the world, China would be the next source of global language influence and would supplant the position of English. Therefore, if China were to become the new global power, the status of English would probably decrease, and Mandarin might become a main foreign language in Sweden.

**Conclusion**

**6.1 Conclusion**

I established a basis for the study, by considering how extensively these languages integrated into the different aspects of Swedish society. I also considered why they became a source of influence, as well as why they decreased or ceased to be one. I examined the Swedish language’s history briefly, and explored the major events and periods that shaped Swedish as a language. This developed into the section concerning the diachronic integration of English, French and German in relation to Swedish. In addition, I analyzed the historical and global spread of English, and noted where, and why, English was the language of choice. Moreover, I considered the relevant social interactions with English in Sweden, by analyzing information with regard to media, education and politics.

In the limited field study carried out, seventeen out of twenty selected English as their first language choice if Sweden were to adopt a second language. As a substantial number of the sample selected English, I draw the conclusion that English is considered an important language in Sweden.

To some degree, the Swedish sample does consider a second language essential, according to my limited research. The language they thought to be most essential as a second language was English. This study is very limited in size and could be expanded by use of a larger sample. The study could be expanded upon by asking qualified questions to obtain more specific opinions, for example, on why they selected the language that they did. It might also benefit from a “ranking” method, by giving a selection option ranging from one to three, with one being the language they perceive most suitable. This could extend beyond the main languages and open up to further discussions. This could, in turn, give more specific results and possibly more variation. However, even with the limited size, a substantial part of the participants selected English. This is something worth noting, as there could be very scattered
results with such a small sample. The strength of this study is closely related to the greatest weakness, which is the size. With the small size, I had time to do a more specific non-probability sampling and provide a range of ages and select individuals with the correct profile (Swedish natives). This would have been very challenging in a larger scale study.

To conclude on whether English should be considered a second, or foreign, language in Sweden, one could state that the language is beginning to emerge as a *de facto* second language in education with the continued development of English in Swedish society and the continued internationalization of the country.

For future research, one could expand upon this research by considering the increased use of English in Swedish society in broader terms. The language situation in Sweden could be discussed further and be compared to other languages in similar situations. This, and the development of English in society, and the positive view of the sample, could be extended into further discussions in sociolinguistics or other disciplines such as sociology or anthropology.
7.1 Bibliography


Appendix

8.1 Appendix

Detta frågeformatet är till för att hjälpa till att färdigställa min C-uppsats.
Det är 7 civila frågor. Tack för din hjälp.

Markera eller skriv under svaralternativen nedan:
Ålder: 18-30 31-50 51-uppåt
Kön: Man Kvinna
Avkvarad Utbildning: Högstadies Gymnasie Högskola/Universitet
(om) Pågående: Högstadies Gymnasie Högskola/Universitet

1. Tycker du att Sverige behöver ett andraspråk?
   a. Ja
   b. Nej

2. (om ja) Vilket andraspråk anser du det skulle vara?
   a. Kinesiska
   b. Tyska
   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ: __________________________

3. (om nej) Om du var tvunget att välja ett andraspråk?
   a. Kinesiska
   b. Tyska
   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ: __________________________

Tack för din medverkan!
Detta frågeformuläret är till för att hjälpa till att färdigställa min C-uppsats.

Det är 7 enkla frågor. Tack för din hjälp.

Markera eller skriv under svarsalternativen nedan

Ålder: 14-30 31-50 51- uppåt
Kön: Man Kvinna
Avklarad Utbildning: Högstadie Gymnasie Högskola/Universitet
(om) Pågående: Högstadie Gymnasie Högskola/Universitet

1. Tycker du att Sverige behöver ett andraspråk?
   a. Ja
   b. Nej

2. (om ja) Vilket andraspråk anser du det skulle vara?
   a. Kinesiska
   b. Tyska
   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ: _________________________

3. (om nej) Om du var tvungen att välja ett andraspråk?
   a. Kinesiska
   b. Tyska
   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ: _________________________

Tack för din medverkan!
Detta frågeformuläret är till för att hjälpa till att färdigställa min C-uppsats.

Det är 7 enkla frågor. Tack för din hjälp.

Markera eller skriv under svarsalternativen nedan

Ålder:  14-30  31-50  51- uppåt
Kön:  Man  Kvinnan
Avklarad Utbildning:  Högstadie  Gymnasie  Högskola/Universitet
(om) Pågående:  Högstadie  Gymnasie  Högskola/Universitet

1. Tycker du att Sverige behöver ett andraspråk?
   a. Ja
   b. Nej

2. (om ja) Vilket andraspråk anser du det skulle vara?
   a. Kinesiska
   b. Tyska
   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ: __________________________

3. (om nej) Om du var tvungen att välja ett andraspråk?
   a. Kinesiska
   b. Tyska
   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ: __________________________

Tack för din medverkan!
Detta frågeformulär är till för att hjälpa till att färdigställa min C-uppsats.

Det är 7 enkla frågor. Tack för din hjälp.

Markera eller skriv under svarsalternativen nedan

Ålder: 14-30 31-50 51- uppåt
Kön: Man Kvinna
Avklarad Utbildning: Högstadie Gymnasi Högskola/Universitet
(om) Pågående: Högstadie Gymnasi Högskola/Universitet

1. Tycker du att Sverige behöver ett andraspråk?
   a. Ja
   b. Nej

2. (om ja) Vilket andraspråk anser du det skulle vara?
   a. Kinesiska
   b. Tyska
   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ: __________________________

3. (om nej) Om du var tvungen att välja ett andraspråk?
   a. Kinesiska
   b. Tyska
   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ: __________________________

Tack för din medverkan!
Detta frågeformuläret är till för att hjälpa till att färdigställa min C-uppsats.

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Kön: Man Kvinna
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(om) Pågående: Högstadie Gymnasie Högskola/Universitet

1. Tycker du att Sverige behöver ett andraspråk?
   a. Ja
   b. Nej

2. (om ja) Vilket andraspråk anser du det skulle vara?
   a. Kinesiska
   b. Tyska
   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ: ______________________

3. (om nej) Om du var tvungen att välja ett andraspråk?
   a. Kinesiska
   b. Tyska
   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ: ______________________

Tack för din medverkan!
Detta frågeformuläret är till för att hjälpa till att färdigställa min C-uppsats.

Det är 7 enkla frågor. Tack för din hjälp.

Markera eller skriv under svarsalternativen nedan

Ålder:  
- 14-30  
- 31-50  
- 51- uppåt  

Kön:  
- Man  
- Kvinna  

Avklarad Utbildning:  
- Högstadie  
- Gymnasie  
- Högskola/Universitet  

(om) Pågående:  
- Högstadie  
- Gymnasie  
- Högskola/Universitet  

1. Tycker du att Sverige behöver ett andraspråk?
   a. Ja  
   b. Nej  

2. (om ja) Vilket andraspråk anser du det skulle vara?
   a. Kinesiska  
   b. Tyska  
   c. Engelska  
   d. Arabiska  
   e. Franska  
   f. Eget alternativ: ___________________________  

3. (om nej) Om du var tvungen att välja ett andraspråk?
   a. Kinesiska  
   b. Tyska  
   c. Engelska  
   d. Arabiska  
   e. Franska  
   f. Eget alternativ: ___________________________  

Tack för din medverkan!
Detta frågeformuläret är till för att hjälpa till att färdigställa min C-uppsats.
Det är 7 enkla frågor. Tack för din hjälp.

Marker eller skriv under svarsalternativen nedan

Ålder: 14-30 31-50 51- uppåt
Kön: Man Kvinna
Avklarad Utbildning: Högstadie Gymnasie Högskola/Universitet
(om) Pågående: Högstadie Gymnasie Högskola/Universitet

1. Tycker du att Sverige behöver ett andraspråk?
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   b. Nej

2. (om ja) Vilket andraspråk anser du det skulle vara?
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   e. Franska
   f. Eget alternativ: ________________________

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   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ: ________________________

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Detta frågeformuläret är till för att hjälpa till att färdigställa min C-uppsats.

Det är 7 enkla frågor. Tack för din hjälp.

Markerar eller skriv under svarsalternativen nedan

Ålder: 14-30 □ □ 31-50 □ □ 51- uppåt
Kön: □ Man □ Kvinn
Avklarad Utbildning: □ Högstadie □ Gymnasie □ Högskola/Universitet
(om) Pågående: □ Högstadie □ Gymnasie □ Högskola/Universitet

1. Tycker du att Sverige behöver ett andraspråk?
   a. Ja □
   b. Nej □

2. (om ja) Vilket andraspråk anser du det skulle vara?
   a. Kinesiska □
   b. Tyska □
   c. Engelska □
   d. Arabiska □
   e. Franska □
   f. Eget alternativ: ______________

3. (om nej) Om du var tvungen att välja ett andraspråk?
   a. Kinesiska □
   b. Tyska □
   c. Engelska □
   d. Arabiska □
   e. Franska □
   f. Eget alternativ: ______________

Tack för din medverkan!
Detta frågeformuläret är till för att hjälpa till att färdigställa min C-uppsats.
Det är 7 enkla frågor. Tack för din hjälp.

Markera eller skriv under svarsalternativen nedan

Ålder: 14-30 31-50 51- uppåt
Kön: Man Kvinna
Avklarad Utbildning: Högstadie Gymnasie Högskola/Universitet
(om) Pågående: Högstadie Gymnasie Högskola/Universitet

1. Tycker du att Sverige behöver ett andraspråk?
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   b. Nej

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   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ: ______________________

3. (om nej) Om du var tvungen att välja ett andraspråk?
   a. Kinesiska
   b. Tyska
   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ: ______________________

Tack för din medverkan!
Detta frågeformulär är till för att hjälpa till att färdigställa min C-uppsats.

Det är 7 enkla frågor. Tack för din hjälp.

Markera eller skriv under svarsalternativen nedan

Ålder: 14-30 31-50 51- uppåt
Kön: Man Kvinnna
Avklarad Utbildning: Högstadie Gymnasie Högskola/Universitet
(om) Pågående: Högstadie Gymnasie Högskola/Universitet

1. Tycker du att Sverige behöver ett andraspråk?
   a. Ja
   b. Nej

2. (om ja) Vilket andraspråk anser du det skulle vara?
   a. Kinesiska
   b. Tyska
   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ:

3. (om nej) Om du var tvungen att välja ett andraspråk?
   a. Kinesiska
   b. Tyska
   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ:

Tack för din medverkan!
Detta frågeformuläret är till för att hjälpa till att färdigställa min C-uppsats.
Det är 7 enkla frågor. Tack för din hjälp.

Markera eller skriv under svaralternativen nedan

Ålder:  
- 14-30
- 31-50
- 51- uppsät

Kön:  
- Man
- Kvinnan

Avklarat Utbildning:  
- Högstadie
- Gymnasie
- Högskola/Universitet

(om) Pågående:  
- Högstadie
- Gymnasie
- Högskola/Universitet

1. Tycker du att Sverige behöver ett andraspråk?
   a. Ja
   b. Nej

2. (om ja) Vilket andraspråk anser du det skulle vara?
   a. Kinesiska
   b. Tyska
   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ: __________________________

3. (om nej) Om du var tvungen att välja ett andraspråk?
   a. Kinesiska
   b. Tyska
   c. Engelska
   d. Arabiska
   e. Franska
   f. Eget alternativ: __________________________

Tack för din medverkan!
Detta frågeformuläret är till för att hjälpa till att färdigställa min C-uppsats.
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Markera eller skriv under svarsalternativen nedan

Ålder: 14-30  31-50  51- uppåt
Kön:  Man  Kvinna
Avklarad Utbildning:  Högstadie Gymnasie  Högskola/Universitet
(om) Pågående:  Högstadie Gymnasie  Högskola/Universitet

1. Tycker du att Sverige behöver ett andraspråk?
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2. (om ja) Vilket andraspråk anser du det skulle vara?
   a. Kinesiska
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   c. Engelska
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   e. Franska
   f. Eget alternativ: _______________________

Tack för din medverkan!

Markera eller skriv under svarsalternativen nedan

Ålder: 14-30 31-50 51- uppåt
Kön: Man Kvinna
Avklarad Utbildning: Högstadie Gymnasie Högskola/Universitet
(om) Pågående: Högstadie Gymnasie Högskola/Universitet

1. Tycker du att Sverige behöver ett andraspråk?
   a. Ja
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2. (om ja) Vilket andraspråk anser du det skulle vara?
   a. Kinesiska
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   f. Eget alternativ: _____________________

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Markera eller skriv under svarsalternativen nedan

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(om) Pågående: Högstadie Gymnasie Högskola/Universitet

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Detta frågeformuläret är till för att hjälpa till att färdigställa min C-uppsats.

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Markera eller skriv under svarsalternativen nedan

Ålder:     14–30     31-50     51- uppåt
Kön:     Man     Kvinna
Avklarad Utbildning:     Högstadie     Gymnasie     Högskola/Universitet
(om) Pågående:     Högstadie     Gymnasie     Högskola/Universitet

1. Tycker du att Sverige behöver ett andraspråk?
   a. Ja
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   a. Kinesiska
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   f. Eget alternativ: ________________________

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   a. Kinesiska
   b. Tyska
   c. **Engelska**
   d. Arabiska
   e. Franska
   f. Eget alternativ: ________________________

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Kön: Man Kvinna

Avklarad Utbildning: Högstadie Gymnasie Högskola/Universitet

(om) Pågående: Högstadie Gymnasie Högskola/Universitet

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Markera eller skriv under svarsalternativen nedan

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<th>Ålder:</th>
<th>14-30</th>
<th>31-50</th>
<th>51- uppåt</th>
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<td>Kön:</td>
<td>Man</td>
<td>Kvinna</td>
<td></td>
</tr>
<tr>
<td>Avklarad Utbildning:</td>
<td>Högstadie</td>
<td>Gymnasie</td>
<td>Högskola/Universitet</td>
</tr>
<tr>
<td>(om) Pågående:</td>
<td>Högstadie</td>
<td>Gymnasie</td>
<td><strong>Högskola/Universitet</strong></td>
</tr>
</tbody>
</table>

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   a. **Kinesiska**
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   f. Eget alternativ: ______________________

Tack för din medverkan!