Extramural English or School?
A Quantitative Study of What Factors Influence Swedish Senior High School Students’ Variety of English

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Abstract

This essay focuses on studying senior high school students’ usage of and attitudes towards American and British English. It also investigates what influences for the students’ use of English and attitudes towards the two varieties can be found in school and outside of school, and how that affects the students’ own variety of English. The study has been carried out using a questionnaire as method and the results have been analyzed through theoretical perspectives. The results show that American English is the favored variety of the two, both in usage, attitudes and influences outside of school. However, a majority of the students states that they use a mixed variety consisting of both American English and British English. The results show that this is also the most commonly variety actually used by the students. A mixed variety is what a large part of the students express is being taught in school as well. This shows that the teaching of English in Swedish schools today follow the directions in the policy documents set up by the National Agency of Education stating that communicative skills are desirable. A mixed variety is accepted and there are no restrictions concerning variety used.

Keywords: English, Senior High School students, Upper Secondary School students, Questionnaire, Variety, Attitudes, Habits, Extramural English, American English, British English, Mixed variety.
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1. Introduction

From my experience, teachers of English and the material used during English lessons in Swedish schools are based on British English. When it was time to listen to an audio tape and hear ‘real’ English it was a British person who sounded as if he or she worked for the BBC and sounded as proper as one can possibly imagined. At the same time as this was what I heard in school, where my formal learning of the English language took place, I heard something completely different when I turned on the TV or listened to music. This was my informal arena for learning English is this is the environment that I feel has influenced me and my usage of English the most.

Today, there are no directions from policy documents used in school, stating which variety of English teachers should use or students learn and there is therefore no demand on British English being the standard. But as seen, when doing my teaching practice, a lot of teachers still use British English and a great deal of the material used is still in British English. Since this still seems to be the case and students today have an even greater input of English from other sources outside the classroom than I did when I went to school, I want to see how this affects their English. Does school and formal teaching hold a firm grip on the students’ English, or do students today, get even more influenced outside of school with such a high input of American English through extramural English?

2. Background

2.1 English as a World Language

Today English is seen as a lingua franca around the world. It is a language that is used to communicate between people with different native languages (Lainio, 2007:266). There are three concentric circles of English as a world language. These three circles are; the inner circle, the outer circle and the expanding circle (Svartvik, 1999:4-5). The inner circle includes countries such as the United States, the United Kingdom and Australia where people have English as their first language. The outer circle includes countries such as South Africa, Pakistan and Tanzania where English has played an important role historically and may or may not be an official language. Sweden is located in the third circled called the expanding circle. In Sweden and other countries included in the circle, English plays no historical part, but is common as a foreign language (Svartvik, 1999:5).
**2.2 English in Sweden**

Together with French and German, English is one of the languages from which Swedish has brought in a large number of vocabulary (Einarsson 2009:232). In Sweden today English is used in different areas of society and therefore has gotten a greater role in some of society’s domains, such as ”...science, education, entertainment and mass media, information technology, politics and economy” (Boyd, 1999:234). There are two reasons for the wide spread of English around the world, one being the geographical spread and the other being the influence from the United States during recent years concerning economic, military, technical and scientific dominance (Svartvik, 1999:13).

There is a conflict between researchers when it comes to discussing the role of English in Sweden. While some find it threatening, others see it as a development that does not interfere with the Swedish language (Boyd 1999:234). Boyd (1999) also brings up the interest in Swedish education to use English in schools targeted on using English in a bilingual way and to give senior high school students the possibility of studying courses in English at certain schools (p.234).

The interest in English has increased in Swedish society as a whole during the latter decades, through media such as television shows, films and music (Boyd, 1999:242). Also entertainment, such as pop music, produced in Sweden uses English to a larger extent today and shows the influence of American culture (Boyd, 1999:242). Also Modiano (2009) argues that American English is the source of English outside of school for Swedish students today through information technology and media.

**2.3 English as a Subject in Swedish Schools**

Since the 1960’s English has been a mandatory school subject in Swedish schools (Svartvik, 1999:332). In senior high it is mandatory to study the course English 5 and in order to continue on with further studies at a university English 6 is also needed. There is also an English 7 course which is normally studied at the programs for students who are to continue their studies at a university (LGy, 2011:54).

There has for a long time been an idea of ’school English’ in Sweden, which is based on classic British Received Pronunciation. This ’school English’ has in recent years changed into a modified version of British Received Pronunciation and General American pronunciation is also said to be accepted today (Westergren Axelsson 2002:132). Tottie (2002) also brings up this subject and states that even though there are 240 million native speakers of English in the United States and 57 million native speakers of English in Britain, most of the English used in television, film,
international business and science is American English. Textbooks in schools are still mostly British English and sometimes present American English as something irregular (p.2).

The picture of English taught in Swedish schools as often being based on British English is confirmed by Modiano (2009:193), who states that materials used in the teaching of English in Swedish schools are focused on British English. This includes grammars, textbooks and dictionaries. This does not mean that these materials are only imported from Great Britain, but also materials produced in Sweden by Swedish authors are based on British English. Modiano (2009) also shows that although other varieties of English are more common in recently produced materials, these are often portrayed as odd and "Americans are often downplayed while the British themselves are invariably depicted as individuals who demonstrate what proper language and appropriate social protocol are all about" (p.193). Modiano (2009:42) also points out that Americans are not as concerned with the teaching of English as a foreign language as the British.

Mobärg (1998) discusses the development of attitude towards American and British English from the perspective of the school’s policy documents and states that British English was for a long time the set standard for English teaching and English teachers in Swedish schools but that this changed with Lpo94, where it says that "...the English pronunciation model is to be ‘cultivated British or American English’ " (p.250). In the section on assessment in the commentary material for the syllabus for English from the year 2000 it says "[a]ssessment of spoken English is further directed towards a clear articulation on part of the students, i.e. what is said should be easy to understand and emphasis and intonation should be developed towards a, for the speech area, native pattern" (Skolverket, 2000:64). In today’s policy documents there is nothing on which variety should be used, instead focus lies on the students’ communicative abilities. In the description of the aim of the subject English at senior high school level it says that "[s]tudents should be given the opportunity, through the use of language in functional and meaningful contexts, to develop all-round communicative skills. These skills cover both reception, which means understanding spoken language and texts, and production and interaction, which means expressing oneself and interacting with others in speech and writing, as well as adapting their language to different situations, purposes and recipients" (Skolverket, 2012b:1).

English is today taught from an early age in Swedish schools and there are both positive and negative sides to this. Svartvik (1999) brings up the teachers’ competence as a possible problem with this, since teaching students a foreign language at such an early age needs teachers who are fluent in their English and have a good pronunciation. According to Svartvik these are high demands that have not always been met by the education of teachers (p.333-334). Jenkins discusses

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1 Quote taken from Skolverket (2000) and translated by me.
the role of English in today's society and states that much more research on the topic of English as a **lingua franca** is needed before any guidance to teaching of English world wide can be given. The article also states that English teachers today are confused as to what variety they should teach, but should according to the article teach something that is locally viable and that can be used in an international context (Christner Riad, 2009:1). Modiano (2009) discusses the role of variety in the English speaking classroom and says that American English is on the rise, but many Swedish English teachers still keep to British English. He also states that the increased interest in American English is due to the exposure that English learners receive from media, especially from television and the Internet (p.134).

### 2.4 Differences Between American English Standard and British English Standard

There is a standard English when speaking of the written language. This means that there are rules concerning grammar, syntax, lexis etcetera when writing in English and this variety of English is becoming more standardized over the world (Modiano, 2009:40). However, spoken English is diverse and differs depending on who speaks it. Due to globalization and the use of English in this context, however, a spoken world standard is developing (Modiano, 2009:41). This standardized English can be seen as what Modiano (1996:5) calls a **Mid-Atlantic English**, which is a mixture of American English and British English.

Even though English, when seen as a **lingua franca**, is developing towards a more standardized form even in speech, there are difference between American English and British English. Modiano (1996) points out that regardless of this development, it is important for learners to be able to understand the differences between the varieties, since it helps learners to communicate more effectively. The differences between American English and British English concern both vocabulary, spelling, pronunciation and grammar. Modiano acknowledges that the differences in pronunciation are the most evident, but that there are also differences in vocabulary and spelling that are significant too, but are often seen as not being as important (p.5).

Most of the differences in spelling between American English and British English are systematic, such as the British English *-our* in colour, but *-or* in the American English color. Other such differences are British *-re* in metre, but *-er* in American meter and the British *-logue* in catalogue compared to *-log* in American, for example in catalog (Tottie, 2002:10). When looking at differences in vocabulary it is clear that there are differences between the two varieties, but there are also many words used in both varieties in slightly different ways or just not as frequently in one variety. For example the words *holiday* and *vacation* can be used in both American and British...

There are, as mentioned earlier, differences in pronunciation between British and American English. The kind of British English pronunciation that is traditionally seen as a standard is \textit{Received Pronunciation}, shortened RP. It is also known as Oxford English, The Queens English and BBC English (Svartvik, 1999:168). In the United States there are three different varieties of American English and these are Eastern, Southern and General American. \textit{General American}, shortened GA is the American equivalent to RP and is seen as standard as it is what most Americans use (Svartvik, 1999:173).

\subsection*{2.5 Exposure to Media Among Young People in Sweden}

Young people today are exposed to a great deal of media through television, music, the Internet and other sources. This means that they are also to large extent exposed to the English language. Drotner (2008) states that young people do not consider engaging in digital practices as being a part of their learning, since it is outside of school and learning is not the purpose of participating in these activities. Nevertheless they do learn while engaging in them (p.168).

The Swedish Media Council has produced four reports in five years on what young people’s relation to media looks like and have mapped how much they interact with different kinds of media (Mediarådet, 2010:5). In the report, The Swedish Media Council defines high consumers as those who spend three hours or more with one form of media per day (Mediarådet, 2010:8). The results from this research shows that many of these young people are in fact high consumers and do not only spend three hours or more on one form of media, but often do many at the same time, for example, watch television while being on the Internet (p.37). This means that young people are exposed to media to a large extent in their everyday life. The report does, however, not investigate what language is usually consumed through this.

Due to the great influence of English in Swedish society today and the differences between the English often presented in school and the English presented to students outside of school, the aim of this essay is to research what influences of English affect the students’ English the most.

\section*{3. Literature Overview}

In this section previous research on the subject and theoretical perspectives applicable for this study are discussed.
3.1 Previous Research

In order to know more about what the education of English looks like in Swedish schools and to understand the relation between influences outside of school and the students’ English, different aspects of the topic must be acknowledged in previous research.

3.1.1 Knowledge of English and the Different Varieties Among Swedish Students

In 2002, a study was carried out in eight European countries in order to compare the results from students at the end of their obligatory education in the different countries. The results showed that Swedish students at this level are good at English and are confident in their own English (Skolverket, 2004:1).

Also the results from Internationella språkstudien 2011 shows that Swedish students do well in English compared to other European countries (Skolverket, 2012a:28). This study included the results from 53 000 European students in 14 countries at the end of their mandatory education and the study tested these students ability in reading, listening and writing. The study was carried out in order for the European Union to use to set up goals for different levels in the different languages and thus create European standardized levels in language teaching. Especially when it comes to listening it is clear that Swedish students are significantly better than students from the other thirteen countries (Skolverket, 2012a:10).

In ”Swedish Upper Secondary School Students and their Attitudes Towards AmE, BrE, and Mid-Atlantic English” Söderlund and Modiano (2002) report on Swedish senior high school students’ attitudes towards American English, British English and Mid-Atlantic English (p.150). A listening comprehension was carried out with recorded voices speaking British or American English. The aim with this test was to see whether the students could identify American English and British English (p.155). The results showed that when it comes to identifying the two varieties the students did well (p.162-163).

3.1.2 Attitudes Towards English Among Swedish Students

It is shown in the report English - here and there and everywhere that Swedish students meet English both in school and in other parts of their lives and that have a positive view on both English as a subject and as a language (Skolverket, 2004:1). The Swedish students’ attitudes towards English were studied and showed that Swedish students compared to students from the other countries studied to a larger extent thought that English expressions are needed and sound better
than those in their native language. They also said that English is needed in order to understand television shows that do not have subtitles (Skolverket, 2004:34).

The report *Internationella språkstudien 2011* brings up the fact of English being learnt outside of school as well as one of the factors behind the high level of English that the Swedish students are at. Also the fact that Swedish students find English easy to learn and the fact that they profit from knowing English is one of the factors to why their skills are as good as they are (Skolverket, 2012a:11).

Apelgren and Miliander (2009) have written an article discussing the results from The National Agency for Education’s national evaluation of the mandatory school in Sweden concerning English as a subject and puts this in relationship with didactic research. The aim of the national evaluation was to see if the students’ knowledge was in line with the demands from the policy documents. The students were evaluated in several subjects, but Apelgren and Miliander have only researched the results from English (p.79). The study was carried out using questionnaires to the teachers and students as well as proficiency tests for the students. This was done since these evaluations have been done before and should be carried out again using the same method (p.80). In year 5, the students were asked how important English is as a school subject and the results showed that the students found English to be more important than Swedish, but less important than Maths. In year 9, the students were asked how interested they were in English, if they found English to be important and which subject the student found to be the most useful. Of the students in year 9, 86 percent answered that they were interested in English, 95 percent that English is important and that English is the most useful subject, followed by Maths (p.81).

### 3.1.3 Attitudes Towards American English and British English Among Swedish Students

Söderlund and Modiano (2002) asked the senior high school students in their study which variety they preferred and let them choose between American English and British English. A majority of the students answered that they preferred American English. Söderlund and Modiano see an increase in preference for American English among Swedish senior high school students (p.152).

Westergren Axelsson (2002) has studied usage of and attitudes towards American and British English among first-term students of English at Uppsala University. The features studied were the students’ pronunciation, the students’ own variety, the factors influencing the students’ pronunciation, the students’ preferences to accents of English and their school background (p.133). Westergren Axelsson also asked the students in her study which variety they preferred, by using an open question. The results show a high proportion of students expressing a preference towards
British English, which does not quite correlate with how many students in the study who claim to speak British English. Westergren Axelsson explains this by saying that many of the students who mix varieties express a wish to speak British English and also some of the students who speak a more American English have this wish (p.140).

3.1.4 Usage of American and British English Among Swedish Students

Westergren Axelsson (2002) has used both recordings of the student’s pronunciation and questionnaires, in her study, in order to study the usage of American and/or British English among Swedish first-term English students at university level (p.133). By using recordings Westergren Axelsson let the students read a text where five phonetic differences in pronunciation between American and British English could be found (p.134). The results showed that British English was more common, but that a mix often occurred (p.137). With the questionnaire Westergren Axelsson asked the students what they used and which variety they preferred (p.138-139). The question on which variety the students themselves claim to speak showed that it was fairly even between American English, British English and a mixed English. However, it can also be seen that the percentage of students claiming to speak American English is high compared to how many actually do consistently speak this variety (p.139).

By using questionnaires Söderlund and Modiano (2002) studied what variety the students used and put these in relation to their answers on perception and preferences to the varieties. In order to identify what variety the students used, spelling and vocabulary use was tested by letting the students translate twenty-six Swedish words into English (p.157). Of all the students, 49 percent used American vocabulary and 45,9 percent of the students used American spelling (p.163-165).

Mobärg (2002) made recordings of students and studied whether Swedish senior high school students use American General pronunciation or British Received Pronunciation. This was carried out by recording students reading texts in English designed for this study. Mobärg has focused on studying three phonetic sounds that differ between American and British English in order to see what variety the students use the most (p.119). The results from Mobärg’s study show that British Received Pronunciation was used the most among the students. The words that were pronounced using General American pronunciation were not consistent depending on what sound was used, but instead depended on the subject. Mobärg explains this pattern by discussing in what way the words were acquired. Some words belong to a central basic school vocabulary and other are presumably acquired via media. Mobärg does not, however, draw any strong conclusion from this, but he does note a difference in what standard being used when it comes to the formality of the
text. Received Pronunciation is associated with formal style and General American pronunciation is associated with a more informal style of the text (p.128).

Melchers (1998:263) recognized that students in European countries are often asked to be consistent in their use of variety of English, it does not matter if it is British or American. Students today often mix the two varieties and produce what she and Modiano (1996:5) call Mid-Atlantic English. Melchers has done several studies on the subject of Swedish people’s use of variety, using different methods. In “Fair Ladies, Dancing Queens” A study of Mid-Atlantic accent” she presents the results of these studies. One result significant to this essay is the one done on school children’s pronunciation, which Melchers has not carried out herself. This was researched in an unpublished student essay by Kent Pettersson in 1988, which Melchers supervised (p.266). Pettersson studied the use of six different features of pronunciation that differ between British RP and General American pronunciation. When researching the subject, Pettersson found that the use of BATH and GOAT vowels oscillate between British and American English depending on which words they are used in. Pettersson had drawn the conclusion that this is due to some words being learnt in school and therefore the features of British RP is used when pronouncing these words, while others are learnt via television and pop music and due to this area being represented by American pronunciation, these words are learnt with a General American pronunciation. The LOT vowel is usually pronounced with British RP, which Pettersson explains as having to do with the spelling of these words as well. T-voicing did not occur often, while L was dark, suggesting a General American pronunciation. The pronouncing of /r/ among these Swedish school children differed depending on where in a word the sound was found. Melchers comments on this by stating that this is an example of copying the Swedish retroflexion rule, since there was a merge between /r/ and the consonant that followed and this is a feature of Swedish (p.268). Overall, this shows that Swedish school children mix the two varieties to a large extent and that words being taught in school, often with a British RP, keep being pronounced this way, while words learnt through television and music are often learnt with a General American pronunciation.

3.1.5 Exposure to and Influence of English in School Among Swedish Students

In the report English – here and there and everywhere (Skolverket, 2004:38) it is also shown that the Swedish students are those who, in comparison to the other countries, use English the most during lessons and whose teachers speak the most English in class. The countries which argue to have the most exposure to English are also those countries where the students have the best results in this study.
In order to study the influence from within school, Westergren Axelsson (2002) asked the students if their school teachers had ever expressed a preference towards a specific variety of English and if so, had they also expressed any reason for this. The students expressed that most teachers taught British English and in those few cases where a reason for this had been expressed, it was that British English is the ‘proper’ English. Other more extended answers expressed that their teachers used British English but accepted other varieties as long as the students were consistent (p. 142).

Söderlund and Modiano (2002) also studied some of the teachers’ attitudes and preferences towards the varieties and what variety they use in their teaching. The results from the teachers’ questionnaires showed that a clear majority use British English, a majority teach British English and when asked about which variety they prefer there was an even distribution between Mid-Atlantic English and British English (p.162).

In Apelgren and Miliander’s (2009) article on the evaluation on the mandatory school, carried out by The National Agency for Education in 2003, both teachers and students in year 9 were asked about English used in the classroom. Almost 50 percent of the students answered that they use English as a working language the whole lesson or almost the whole lesson. The numbers were slightly lower in the teacher questionnaire, but it turned out that there were also some differences in the definition for using English in the classroom (p.83).

3.1.6 Exposure to and Influence of English Outside of School Among Swedish Students

In the report *English – here and there and everywhere* it is shown that among Swedish students, 55 percent sense that they have learnt English in school while 31 percent sense that they have learnt it through the influence of media. And fourteen percent answered that they had learnt it in some other way. The influence of media includes television, papers and the Internet and ‘some other way’ includes travels and contact with English speaking people (Skolverket, 2004:36).

Westergren Axelsson (2002) used an open question on factors influencing the students in their use of English. It showed that there are three main factors in their influence, namely, television and film, more or less frequent and longer visits to the United States or Britain, and school (p.141).

Söderlund and Modiano (2002) asked the students what type of English they were exposed to the most in order to research the influences for the students’ English (p.153). Almost a third of the students felt that they were more exposed to American English than other varieties (p.162).

In ”Media exposure vs. educational prescription” Mobärg (1998) has studied how media preferences and the exposure from media influences Swedish students’ attitudes towards the two
varieties of English. He has put this in relation to formal teaching of English and this study can therefore be said to research the relationship between students’ attitudes towards American and British English and their level of exposure to English outside of school through media and inside school through formal teaching (p.250-251). As a method Mobärg used both questionnaires and listening sessions. The results showed that the students who had expressed a media preference for the United States also knew more about the United States and American English as well as showed a greater preference for General American English compared to British Received Pronunciation. The results also displayed that this group had a greater knowledge of cultural aspects in general and Mobärg therefore considered there to be background factors in this group that show a larger interest in media input overall. The listening sessions showed that the group expressing a media preference towards the United States was good at differentiating between American and British English at an earlier age than the other group (p.260). Overall the question concerning judgement of the speaker showed that the American voices were more favored and attracted the students more than the British voices, it did not matter if the students were highly influenced by American English or not. Mobärg therefore draws the conclusion that American popular culture through media does influence Swedish school students to a large extent (p.261).

In the study "Everything I read on the Internet is in English": on the impact of extramural English on Swedish 16-year-old pupils' writing proficiency, Olsson (2012) has studied what impact English outside of school has on Swedish 9th graders’ writing skills (p.27). Since different kind of texts demand different kind of words and styles when writing, Olsson had the students write a news article and a letter, which means one formal text and one informal. The results from Olsson’s study showed that the students with a higher level of exposure outside of school used longer sentences when writing letters, but not when writing a news article. Olsson explains this by saying that the exposure to English outside of school might influence students’ informal language, but not to the same extent when it comes to formal language (p.126). Students with a higher level of exposure used longer words in the article too (p.127). These students also had a higher level of variety when using expressions to express attitude or gradation in their texts and thus produced a more complex sentence structure (p.130). The results showed that the grades in English and the results at from the National Test in both Swedish and English from those students more exposed to English outside of school were higher than those students with a lower exposure to English outside of school (p. 124-125).

Sundqvist (2009) has studied what effect exposure to English outside of school has on Swedish 9th grade students’ oral proficiency and vocabulary (p.5). The author used a questionnaire
in order to get background information on the informants, such as their motivation for learning English and their views on language (p. 88.) Sundqvist used a language diary that the students were to write for one week as well, once during the fall semester and once during the spring semester. In these diaries, the students filled in how much time they spent in contact with English, Swedish and possibly other languages through activities outside of school. Most popular of the activities outside of school was listening to music, second came video games and in third watching television. Reading newspapers or magazines was carried out far less frequently than the other activities (p. 192). Sundqvist points out that there are those students who are very exposed to English and other languages in their spare time, but there are those who are very little exposed too (p. 191). Further, the results show that there is a correlation between high exposure to English outside of school and good oral proficiency (p. 193). The study also showed that there is an even clearer correlation between high exposure to English outside school and vocabulary than there is to oral proficiency (p. 196).

3.2 Theoretical Perspectives

The theoretical perspectives valid for this study will be described in this section.

3.2.1 Formal and Informal Linguistic Environments

There are, according to Krashen (1981), two linguistic environments. A formal environment when it comes to language learning is organized teaching such as the teaching that occurs in the classroom. The formal environment includes a place where feedback is given and rules are presented. Informal environments are those that are not organized, but there is still exposure to the target language, for example when people are on vacation in a country where the target language is the native language of the population. The ideas concerning formal and informal linguistic environments differ. Some researchers state that informal environments do not increase the learners’ second language acquisition, while some say that it does but in combination with previous formal teaching (Krashen, 1981:40).

3.2.2 The Affective Filter Hypothesis and Motivation

Krashen (1981) introduces the term socio-affective filter. Learners with high filters will take in less of the language that they are exposed to, while learners with low filters take in more. Krashen connects this idea of socio-affective filters to what he calls attitudinal or affective factors, which he means adds to a low affective filter (p. 22). Attitudinal factors are those that encourage intake and/or
enable the learner to use the language heard and to acquire it (p.21). *The affective filter hypothesis* states how affective factors are related to the process of second language acquisition. The affective factors that Krashen (1982) brings up are *motivation, self-confidence* and *anxiety*. High motivation, a good self-confidence and self-image, and a low level of anxiety help learners in their language acquisition (p.31).

Dörnyei (2001) states that motivation explains why people decide to learn, called the *choice of activity*, how long they keep up with an activity, called *persistence* and how hard they will carry out the activity, called *effort* (p.8). Ellis (1997) brings up four different kinds of motivation possible for learning a language. *Instrumental motivation* is the motivation that pushes the learner who wants to learn a language for practical reasons, such as in order to get a job or get into a good university. If the learner is learning a language for the reasons that he or she is interested in the people and culture of the target language, that learner has *integrative motivation*. *Resultative motivation* is motivation that can be seen as a result of learning. If the learning is going well some may be motivated by this and keep on learning even more. The fourth kind of motivation that Ellis brings up is *intrinsic motivation*, which is common for foreign language learners. Intrinsic motivation involves curiosity that differs from time to time depending on how personally involved and interested the learner is in the learning activities. This kind of motivation focuses on the learners interest and attitudes (p.76).

3.3.3 Extramural English

Sundqvist (2009) uses the term *extramural English* (EE) in order to label the English that students are exposed to in their spare time via for example television and music. In the term extramural English, Sundqvist includes the aspect that there does not have to be any deliberate intention to learn English when engaging in activities where extramural English is presented, but it can also involve a deliberate intention to learn English. The learner might choose to interact in situations where he or she is exposed to English outside of the classroom, but the learner can also be exposed to it without making the choice to do so (Sundqvist, 2009:25).

4. Aim and Questions

In this section, the aim and the research questions of this study are presented.
4.1 Aim
The aim of this essay is to study whether Swedish senior high school students use American or British English and investigate different attitudes towards and exposure to American respectively British English that can be found among these students.

4.2 Research Questions
1. Do the students first and foremost use American or British English?
2. Are influences in school via e.g. the teacher associated with the students’ use of variety and if so, how?
3. Do the students’ attitudes towards American and British English relate to their use of variety and if so, how?
4. Are the students’ exposure to American and British English in their spare time associated with their use of variety and if so, how?

5. Method
In this section, the method chosen for the study is described and discussed.

5.1 Method for Collecting Data
By using the questionnaire as a method for this study, a large number of informants can be included. This is in order to reach some general conclusions and see a pattern among the students’ answers. This method is quantitative and a great amount of information can be collected from each student in an efficient way. The choice of questionnaire enables a large variety of questions concerning the students’ own English and their exposure to and attitudes towards the two varieties of English.

To get information that can be analyzed using statistics to see patterns in the students’ answers the same questions will be given to all informants and answer alternatives will be given to each question (Esaiasson, 2003:254-255). This is done in order to see clear tendencies and to make compiling the results less time-consuming.

Using questionnaire as a method has been done in similar studies such as Söderlund’s and Modiano’s (2002) study Swedish Upper Secondary School Students and their Attitudes Towards AmE, BrE and Mid-Atlantic English where Swedish senior high school students’ English, and their attitudes towards and exposure to varieties of English have been studied. They have also tested
vocabulary and spelling, as is done in this study, but have done it by letting the students translate the words themselves. In this study, answer alternatives are instead given to the students in order to avoid the risk of students not knowing how to translate a word into English or the risk of misspelling. A listening comprehension was also done by Söderlund and Modiano (2002) in order to check the students’ knowledge of difference in pronunciation between American English and British English. This was not done in this study, since the main focus is to study the students’ attitudes towards and exposure to these two varieties. The examination of the students’ English by testing their vocabulary use and spelling is to compare to their attitudes towards and exposure to the two varieties. A listening comprehension added to this study would also be too time-consuming without filling any real purpose. Söderlund and Modiano (2002) have done a short examination of the teachers’ English as well by letting them answer questions on which variety of English they use in teaching. In the study for this essay the two teachers involved via their classes only answered the question ”What variety of English do you use when you teach?”. The students were also asked what variety they think their teacher uses.

5.2 Selection
Students from four senior high school classes in a town in South-East Sweden have participated in this study. This has resulted in 80 informants. No specific high school programs were selected for this study, but it was a random selection, the selection of classes instead focuses on which teacher the classes have in English. Two of these classes are taught by a teacher who uses American English in his or her teaching and two classes are taught by a teacher using British English in his or her teaching. The students are all born 1994 or 1995, which means they are all in their second or third year of senior high school. No selection was made regarding gender.

5.3 Material
The material used for this essay are the filled out questionnaires answered by 80 Swedish senior high school students from different programs in a senior high school in a town in South-East Sweden.

The questionnaire initially brings up questions concerning the students’ gender and age, but also their possible connection to a variety of English due to their family’s and/or their own background. These questions confirm whether the student’s choice of English might depend on, for example, a parents being a native speaker of English or even the student him or herself is a native
speaker. This is done since these students then have other factors than the other students studied that affect the students in their choice of English and these should be noted.

The questionnaire continues with questions where it is displayed whether the students use American or British English when it comes to spelling and choice of vocabulary. The questions are designed in a way that the students can choose between American and British alternatives instead of letting the students translate Swedish words themselves. This design has the purpose of avoiding problems concerning misspellings or lack of knowledge of how to translate the Swedish vocabulary into English. The students are not given any information on which words are spelled using a British standard and which are spelled using an American standard. The choice of words used for the vocabulary and spelling section are to a large extent taken from Marko Modiano’s (1996) *A Mid-Atlantic Handbook: American and British English*.

The next section of the questionnaire consist of questions concerning the students’ attitudes towards the two varieties and how they apprehend American and British English. Here it can be shown if the students consciously favor a certain variety. Also questions concerning the teacher’s English and the students’ view on their own English is answered in this section. The students’ view on their own English is studied since it then can be compared to their actual English shown by the answers to the questions in the section concerning vocabulary and spelling. The students were asked about their teacher’s English is in order to compare their answers to the teacher’s actual English and in that way see whether the students perceive the teacher’s English correctly and whether they at all register what variety the teacher uses. This connects to the aim of the study and can show if there is a difference in influence from school and extramural English.

The very last part of the questionnaire contains questions on the students’ exposure to American and British English through for example travels and also how large a part English plays in the students’ lives outside of school through extramural English and to what extent these influences are American and/or British English.

### 5.4 Processing of Data and Method for Analysis

To compile the collected data the program SPSS Statistics is used. With this program the information from the answered questionnaires is added and with the features of the program, tendencies and trends can be spotted and data presented through frequency tables and figures. For example, the students’ use of variety of English can be connected to which variety the students themselves state that they use. By cross-matching the different questions the result can be analyzed and studied to see if there are certain questions that are connected more than others. The results
from this study can then be compared to previous research on the subject and whether the results from this study correlates with the results from others can be concluded. The theoretical perspectives of this study will also be applied in the analysis of the results.

In order to define whether students actually use American English or British English, a minimum of six out of nine from the vocabulary and spelling test is set for students to be seen as using American English or British English. These groups are labeled AmE+ and BrE+.

5.5 Realization

The questionnaires were handed out to 82 senior high school students and 41 of these students have a teacher who uses American English in his or her teaching and 41 of these students have a teacher who uses British English in his or her teaching. However, two students whose teacher uses British English did not complete the questionnaire, since they are dyslectic and therefore could not complete the part on spelling. Therefore the data consists of 80 questionnaires, 41 from students with a teacher who uses American English and 39 from students with a teacher who uses British English. The questionnaires were marked with which teacher they belonged to to compare the results from the students with a teacher using American English and a teacher using British English. The teacher’s variety of English is relevant to this study since the influence from the teacher then can be put in comparison to influences from extramural English.

5.6 Ethical Aspects

The demand on information is fulfilled since the students participating in the study do this by choice and were informed of the aim of the study. It is not desirable that the students who participate in the study know exactly what is being studied before they have filled out the questionnaire, since that might affect their answers. However, they were informed in a general way before and received more information of the purpose of the study after completing the study and were then given the chance to decline participation in this survey. The demand on confidentiality is also relevant since it is important not to disclose of the students’ identities. This was done naturally, since the students did not write their names on the questionnaires, but the questionnaires were filled out anonymously. The collected questionnaires were marked with which teacher they have, since a comparison will be made between the results of those students who have a teacher who uses American English in his or her teaching and those students who have a teacher who uses British English in his or her teaching. This is connected to the demand on use (Vetenskapsrådet, 2002).
5.7 Reflections on Method

The survey went as planned and there were no great problems with the collecting of data. There were, however, some issues that surfaced when it was time to process and analyze the data collected. One of the words in the vocabulary section was crossed off after the survey was done, since I had mistakenly used a word where there was no clear distinction between American English and British English. This word was ‘fängelse’ which had been translated into prison and jail, however, I then noticed that prison, which was marked as British English, could also be used in American English. Jail is however not used in British English. Due to this, the word was crossed off and is not part of the results.

The first questions concerning the students’ habits outside of school was on reading literature. A comment to this is that reading should have included more than literature. It would have been beneficial if this question concerned all kinds of reading with examples such as books, magazines and newspapers, preferably both digitally and printed. This unfortunately realized after the survey was completed.

5.7.1 Reliability and Validity

The questionnaires used to collect data consist of questions connected to the research questions for this study and are used to fulfill the aim of the study. Due to this coherence between the research questions and the results, there is validity to this study. Since questionnaire is a quantitative method, some trends can be found and some general conclusions can be made. Reliability also means that the collecting of data and the analysis of data has been carried out systematically and with a purpose, which has been done for this study. The material used consist of a sufficient amount of data for this study.

6. Results and Analysis

The results of the research is presented and analyzed in this section.

6.1 Background Information

A total of 80 students participated in this study and out of those, 42 were male and 38 female, which means that there was a rather even spread between the genders. As mentioned earlier, out of the 80 students, 41 have a teacher who uses American English and 39 have a teacher who uses British English. In the classes taught by a teacher who uses American English, 24 are female and 17 are
male and in the classes taught by a teacher who uses British English, 14 are female and 25 are male. As mentioned before, the students are all born 1994 or 1995, with a majority of those born 1995. In the first section the students were asked if they or any of their parents had English as a native language and none of them did.

### 6.2 The Students’ Use of AmE and/or BrE

In this section the students’ usage of the two varieties was tested in order to see if they did in fact use more AmE or more BrE.

#### 6.2.1 Vocabulary

The students were to translate four Swedish words by choosing between two alternatives. One of the alternatives was the American translation and one of them was the British translation. The students were not aware of which one was BrE and which one was AmE.

![Figure 6.2.1 Usage of AmE and BrE in vocabulary.](image)

As Figure 6.2.1 shows, the first word, ‘bensin’ was translated using the AmE alternative *gas* by 70 students and 10 students used the BrE word *petrol*. The second word, was ‘lägenhet’, which 71 translated to *apartment*, the AmE variant and 9 used the BrE *flat*. The Swedish word ‘hiss’ was translated by 70 students to *elevator*, which is AmE and 10 students used the BrE *lift*. The final vocabulary was ‘bio’ and the two alternatives were *cinema*, BrE and *movie theater*, AmE. Of the 80 students, 15 used the AmE alternative and 65 used the BrE alternative.

The first three words show a strong tendency among the students for using AmE, while the majority of the students use the BrE alternative for the last word. In spite of this, AmE is favored among the students when it comes to vocabulary.
6.2.2 Spelling

Spelling was tested as well and the students were to choose between an AmE spelling and a BrE spelling, without know which spelling represented which variety of English.

As Figure 6.2.2 shows, the first word was 'meter', which 76 students used the AmE spelling *meter* for and 4 students used the BrE *metre*. 'Analysera’ was spelled *analyze* using AmE by 53 students and *analyse* using the BrE spelling by 27 students. 'Färg’ and ‘favorit’ are two words where the same feature was tested and the results showed fairly equal results for the two words. The AmE spelling *color* was used by 36 students and the AmE spelling *favorite* was used by 32 students. The BrE spelling *colour* was used by 44 students and the BrE spelling *favourite* was used by 48 students. The last word to check spelling was ‘däck’, which can either be spelled *tire*, using AmE or *tyre*, using BrE. AmE was here clearly favored since 72 students used the AmE spelling and 8 used BrE spelling.

Spelling also shows that AmE is favored, but not as clearly. ‘Meter’ is strongly favored by AmE, which could be explained by the fact that AmE spelling and Swedish spelling is the same for this word. The AmE spelling of ’däck’ shows a high usage of AmE and ‘analysera’ shows a greater usage of AmE than BrE, but not as clearly as ‘meter’ and ‘däck’. ‘Färg’ and ‘favorit’ are examples of the same difference in spelling between AmE and BrE and here BrE is favored on both words. Overall, AmE is used more often than BrE also on spelling, but there is a more even spread between the two varieties than on vocabulary.

6.2.3 Compiled Usage of AmE and BrE

In order to see the students’s overall usage of AmE and BrE, their usage of the two varieties in both vocabulary and spelling has been compiled.
Table 6.2.3.1 Frequency of usage of AmE in vocabulary and spelling.

<table>
<thead>
<tr>
<th>Number of AmE words used</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>1 (1,3)</td>
</tr>
<tr>
<td>3</td>
<td>1 (1,3)</td>
</tr>
<tr>
<td>4</td>
<td>3 (3,8)</td>
</tr>
<tr>
<td>5</td>
<td>18 (22,5)</td>
</tr>
<tr>
<td>6</td>
<td>27 (33,8)</td>
</tr>
<tr>
<td>7</td>
<td>17 (21,3)</td>
</tr>
<tr>
<td>8</td>
<td>10 (12,5)</td>
</tr>
<tr>
<td>9</td>
<td>3 (3,8)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80 (100)</strong></td>
</tr>
</tbody>
</table>

As Table 6.2.3.1 shows, there are three students who use AmE fully in both vocabulary and spelling, none who uses it only once, and one who uses it twice and one who uses it three times out of nine. Most common among the students, is to use AmE six times out of nine.
Table 6.2.3.2. Frequency of usage of BrE in vocabulary and spelling.

<table>
<thead>
<tr>
<th>Number of BrE words used</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3 (3.8)</td>
</tr>
<tr>
<td>1</td>
<td>10 (12.5)</td>
</tr>
<tr>
<td>2</td>
<td>17 (21.3)</td>
</tr>
<tr>
<td>3</td>
<td>27 (33.8)</td>
</tr>
<tr>
<td>4</td>
<td>18 (22.5)</td>
</tr>
<tr>
<td>5</td>
<td>3 (3.8)</td>
</tr>
<tr>
<td>6</td>
<td>1 (1.3)</td>
</tr>
<tr>
<td>7</td>
<td>1 (1.3)</td>
</tr>
<tr>
<td>8</td>
<td>0 (0)</td>
</tr>
<tr>
<td>9</td>
<td>0 (0)</td>
</tr>
<tr>
<td>Total</td>
<td>80 (100)</td>
</tr>
</tbody>
</table>

In Table 6.2.3.2 the full usage of BrE in both vocabulary and spelling is shown. There is no student who only uses BrE, but there are three students who do not use it at all, these are the same students as shown in the previous table, who only use AmE in this survey. Most common among the students is to use BrE three out of nine times.

As seen in these two tables, AmE is used more often and there are three students who only use AmE but none who only uses BrE. As mentioned in the method section, in order to classify students as using AmE or BrE, a minimum of six out of nine has been set for a student to be seen as using a certain variety in this study. These groups are called AmE+ and BrE+. There are 57 students in the AmE+ group and only two in the BrE+ group. This shows that AmE usage is much more common than BrE usage among the student.

6.2.4 Summary of The Students' Use of AmE and/or BrE

The AmE+ group consists of 57 students, which means that 71% of the students use AmE six or more times out of nine on the vocabulary and spelling test. This shows a frequent usage of AmE among the students and 3 of these use only AmE. The BrE+ group only consists of two students, which clearly shows that BrE usage is not as common as AmE usage.
6.3 The Students’ Variety

The next section of the questionnaire focuses on the students’ variety according to the student and the students’ reasons for their own variety.

6.3.1 The Students’ Variety According to the Students

The students were to state what variety they consider themselves using.

As seen in Figure 6.3.1, a majority of the students, 45 students said that they use a mixed variety, 23 answered that they use AmE, seven that they use BrE and five answered that they use the alternative ‘other’. This shows that AmE is also favored when it comes to the students’ own choice of variety.

6.3.2 The Students’ Usage and the Students’ Variety According to the Student

In order to study if the students are aware of their own variety a cross-table has been made in order to see if what they say that they use is also what they actually use. Usage of AmE means the total of AmE variety used in vocabulary and spelling from section 6.2.3.
Table 6.3.2.1. Comparison between students’ overall usage of AmE and their variety according to themselves.

<table>
<thead>
<tr>
<th>Usage of AmE</th>
<th>BrE according to the student</th>
<th>AmE according to the student</th>
<th>Mixed according to the student</th>
<th>Other according to the student</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>8</td>
<td>16</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>4</td>
<td>11</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>23</td>
<td>45</td>
<td>5</td>
<td>80</td>
</tr>
</tbody>
</table>

As can be seen in Table 6.3.2.1, all three of the students who used AmE consistently also have also stated using AmE. Also, most of those who answered mixed are those who are in the middle of the scale, that is use AmE six or seven times out of nine. The number of students stating that they use AmE does increase with the number of usage of AmE. There is one student who has answered AmE and only uses it three out of nine times.

The same kind of comparison is made between full usage of BrE from the vocabulary and spelling test and the students’ variety according to themselves. Usage of BrE means the total of BrE variety used in vocabulary and spelling from section 6.2.3.
Table 6.3.2.2. Comparison between students’ overall usage of BrE and their variety according to themselves.

<table>
<thead>
<tr>
<th>Usage of BrE</th>
<th>BrE according to the student</th>
<th>AmE according to the student</th>
<th>Mixed according to the student</th>
<th>Other according to the student</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>4</td>
<td>11</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>8</td>
<td>16</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>23</td>
<td>45</td>
<td>5</td>
<td>80</td>
</tr>
</tbody>
</table>

Table 6.3.2.2 shows that fewer students stated that they use BrE than students stating that they use AmE and therefore these results are not as clear. No student used BrE fully, but most of them used BrE one to four times. Out of those who stated that they use BrE, none of them actually used it more than four out of nine times. The student who used BrE the most, seven out of nine times, stated to use a mixed variety. One student, also seen in the previous table, used BrE six out of nine times and was the one who used BrE the second most, but stated to use AmE. This shows that the students who stated to use AmE or a mix of the two varieties are better aware of what they use than those who have stated to use BrE, since none of them used BrE fully.

6.3.3 The Reasons for the Students’ Variety

The students were also to answer why they use this variety and here they were allowed to choose more than one alternative. The different reasons that were given as alternatives were *It’s cool, It’s proper, It’s the correct form of English, It’s what people around me use, It’s the easiest variety to understand and use* and *It’s what I’ve been taught in school.* Out of the 80 students participating, 33 answered that it is because it is what they have been taught in school, 31 that it is because it is the easiest variety, 29 that it is because it is what people around me use, 18 that it is because it is cool, eight that it is because it is proper and five that it is because it is the correct form. The most
common reason is that it is what they have been taught in school and almost as many answered that it is because it is the easiest variety and that it is what people around them use. Features of the language such as ‘cool’, ‘proper’ or ‘correct’ is not as important. Table 6.3.3 below shows the spread of the reasons given and how it correlates with which variety the students state using.

Table 6.3.3. Relation between students’ variety according to the students and reasons for the variety.

<table>
<thead>
<tr>
<th>Reason for the student’s variety</th>
<th>Mixed according to student (%)</th>
<th>AmE according to student (%)</th>
<th>BrE according to student (%)</th>
<th>Other according to student (%)</th>
<th>Total no. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s cool</td>
<td>10 (22)</td>
<td>6 (26)</td>
<td>1 (14)</td>
<td>1 (20)</td>
<td>18</td>
</tr>
<tr>
<td>It’s proper</td>
<td>4 (9)</td>
<td>1 (4)</td>
<td>3 (43)</td>
<td>0 (0)</td>
<td>8</td>
</tr>
<tr>
<td>It’s the correct form of English</td>
<td>0 (0)</td>
<td>4 (17)</td>
<td>1 (14)</td>
<td>0 (0)</td>
<td>5</td>
</tr>
<tr>
<td>It’s what people around me use</td>
<td>17 (38)</td>
<td>8 (35)</td>
<td>3 (43)</td>
<td>1 (20)</td>
<td>29</td>
</tr>
<tr>
<td>It’s the easiest variety</td>
<td>16 (36)</td>
<td>10 (43)</td>
<td>2 (29)</td>
<td>3 (60)</td>
<td>31</td>
</tr>
<tr>
<td>It’s what I’ve been taught in school</td>
<td>24 (53)</td>
<td>7 (30)</td>
<td>2 (29)</td>
<td>0 (0)</td>
<td>33</td>
</tr>
</tbody>
</table>

In order to see how important a certain reason is for the students stating to use a certain variety, the number of students within that variety stating that reason has been divided by the total number of students within that variety, which can be seen in Table 6.3.3. For example, 24 out of 45 students who stated using a mixed variety, found that they use that variety because it is what they have been taught in school, which means that 53% of the students who claim to use a mixed variety find that reason important.
The most important reason for those students who stated to use AmE is that it is the easiest variety and for those who state that they use BrE the most important reason is that it is what people around me speak and that it is proper. The most common reason for those few who have stated that they use another variety is also that it is the easiest variety. The variety given as ‘other’, could be a Swedish-English version that the students feel that they use. For the students stating to use a mixed variety the most important reason is that it is what they are taught in school, which means that extramural English is not as important to them as the English from the formal environment is. For the students stating to use BrE it is equally important that it is what people around them use as the fact that it is proper. This shows that influence from other users of English is important and this influence could be either from the formal environment in school or extramural English. The BrE group are the only students who find a trait of the language, i.e. BrE is proper to a larger extent and they find this important. The students stating to use AmE, find that AmE is easy and this is the most important reason for using it. A reason for this could be resultative motivation. In order to see AmE as easy the students have probably had success in the subject and this motivates them to continue their learning and makes them feel confident in using their English. To feel confident is one of the attitudinal factors together with high motivation and low anxiety that pushes people to do well in their language learning, which contributes to a low affective filter and higher intake.

6.3.4 Summary of the Students’ Variety

A majority of the students say that they use a mixed varieties and this is also the case. All but three students in the survey do mix the two varieties. Out of the 23 students who answered that they use AmE, only three students actually use it exclusively. Out of the seven students who claim to use BrE, none used it fully. The main reasons for using a certain variety are factors such as that it is what they have been taught in school, that it is easy and that it is what people around them use. These three reasons are also especially important for different groups of students with different choices of variety, since the main reason for the mixed variety students is that it is what they have been taught in school. For the AmE variety students and the ’other’ variety students, it is that it is easy and for the BrE variety students, it is equally important that it is what people around them use and that BrE is proper. The only group that find extramural English to be of great influence, according to their answers on why they us a certain variety, is the BrE group, which states that what people around them use is of great importance and this could involve extramural English.
6.4 The Teacher’s English

The students were asked which variety their teacher uses. This was done in order to see what influence the teacher might have on the students’ English and also to see how aware of the varieties the students are by letting them identify their teacher’s English.

6.4.1 The Teacher’s English According to the Students

The teachers’ variety according to the students was studied in order to see how conscious of it the students were and if the were affected by it.

Table 6.4.1. Relation between teacher’s actual variety and the teacher’s variety according to the students.

<table>
<thead>
<tr>
<th></th>
<th>BrE according to student</th>
<th>AmE according to student</th>
<th>Mixed according to student</th>
<th>Other according to student</th>
<th>Total number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>AmE teacher</td>
<td>2</td>
<td>14</td>
<td>22</td>
<td>3</td>
<td>41</td>
</tr>
<tr>
<td>BrE teacher</td>
<td>5</td>
<td>9</td>
<td>23</td>
<td>2</td>
<td>39</td>
</tr>
</tbody>
</table>

As seen in Table 6.4.1, more students who are taught by the BrE teacher thought that her or he uses a mixed variety than students taught by the AmE teacher did. This might be due to the fact that the AmE teacher is a native speaker and therefore is easier to identify. Most students managed to identify what their teacher uses, but some did not. However, overall the students were conscious of their teacher’s variety.

6.4.2 The Teacher’s Variety and the Students’ Variety

To see if the teacher’s variety has any affect on how the student see their own variety, this matter has been researched by comparing the students’ variety according to themselves and the teacher’s variety.

Table 6.4.2. Relation between teacher’s actual variety and the students’ variety according to the students.

<table>
<thead>
<tr>
<th></th>
<th>BrE according to student</th>
<th>AmE according to student</th>
<th>Mixed according to student</th>
<th>Other according to student</th>
<th>Total number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>AmE teacher</td>
<td>2</td>
<td>14</td>
<td>22</td>
<td>3</td>
<td>41</td>
</tr>
<tr>
<td>BrE teacher</td>
<td>5</td>
<td>9</td>
<td>23</td>
<td>2</td>
<td>39</td>
</tr>
</tbody>
</table>
In Table 6.4.2 it is shown that there are more students who claim to use AmE in the classes taught by the AmE teacher and there are more students claiming to use BrE in the classes taught by the teacher using BrE. The most students do however state that they mix and there is a fairly equal distribution of these students among the two teachers.

Among the students in the AmE+ group, consisting of 57 students, 27 of them have a teacher who uses AmE and 30 students have a teacher who uses BrE. Both of the students in the BrE+ group have a teacher who uses BrE. This shows that there is no clear correlation between what the teacher uses and what the students use.

6.4.3 Summary of The Teacher’s English

The teacher’s variety seems to have an effect on the students’ variety when comparing what the students say that they use and what the teacher uses if looking at the results from the two groups claiming to use a specific variety. However, there are a majority of students who claim to mix and these students are distributed equally on the two teachers. Most of the students are able to identify the teacher’s variety and the BrE teacher is more often seen as mixing than the AmE teacher. When looking at the students’ actual usage of AmE and BrE no connection can be found between the teacher’s English and that of the students.

6.5 The Students’ Attitudes

In this section the students’ attitudes towards AmE and BrE was studied in order to see if this affects their own use of English.

6.5.1 Attitudes Towards AmE and BrE

The students were asked to express their attitudes towards AmE and BrE by choosing one or more form the alternatives *It's cool, It's proper, It's easy* and *It's difficult.*
Figure 6.5.1. The students’ attitudes towards AmE and BrE.

Figure 6.5.1 shows that among the 80 students, 43 students found AmE cool and 35 students found BrE cool, 18 of these students found both AmE and BrE to be cool. There were 17 students, who found AmE proper and 47 students, who found BrE to be proper. Out of these, five students found both AmE and BrE proper. When choosing to answer if AmE and/or BrE is easy, 38 student chose to answer that AmE is easy and 11 students, that BrE is easy. Out of these students, eight found both AmE and BrE to be easy. The last alternative that the students could choose was whether or not they find AmE and/or BrE difficult. The students could choose multiple alternatives and therefore it does not mean that the students who did not answer easy, answered difficult. There were two students who answered that AmE is difficult, while 10 students answered that BrE is difficult and among these students, one student answered that both AmE and BrE was difficult. AmE is more often seen as easy and BrE more often as difficult, when two students found AmE difficult and ten BrE difficult. That is to say, almost as many find BrE difficult as those who find it easy, while few find AmE difficult and almost half of the informants find it easy. Overall both varieties seem to be seen as cool, which can be interpreted as positive, since it shows a positive view on English as a whole.

BrE is seen as being proper to a larger extent than AmE. When comparing the results of the two varieties concerning degree of difficulty, AmE is seen as easier than BrE. It can therefore be said that the attitudes towards AmE are more positive than the attitudes towards BrE. There are also more opinions on AmE than on BrE in general.

6.5.2 The Students’ Attitudes Compared to Usage of AmE and BrE

In order to see to what extent the students are affected by their attitudes towards the two varieties, the attitudes of the AmE+ group and the attitudes of the BrE+ group are compared.
Figure 6.5.2 illustrates how the students’ usage of AmE and BrE are connected to their attitudes towards the varieties. The numbers are given in percent, since there is such an uneven distribution between number of students in the AmE+ group with 57 students and the BrE+ group with two students. Due to this the results show either 0%, 50% or 100%, for the BrE+ group. What is interesting to study is therefore the connection between the AmE+ group and what they think of the two varieties. Many students in the AmE+ group think that both AmE and BrE is cool. They also find AmE easy to a larger extent than they find BrE easy, some BrE find difficult, but neither of the two in the BrE+ group find AmE or BrE difficult. AmE is perceived as quite easy by the AmE+ group. What can be said about the BrE+ group is that they both find BrE proper, but not AmE.

6.5.3 The Students’ Attitudes Compared to the Students’ Variety
A connection can also be found between which variety the students state that they use and what they think of the two varieties. The numbers are given in percentage, since there are such big differences between how many students that state to use which variety. There are 45 students who state that they use a mixed variety, 23 that state using AmE, seven stating to use BrE and five stating to use another variety.
As seen in Figure 6.5.3, AmE is seen as easy, especially by students who stated using AmE and these also find BrE more difficult than AmE and BrE more proper than AmE. BrE is seen as difficult to a larger extent than AmE, especially by those who did not state using BrE. BrE is seen as proper, especially by those who state that they use BrE. Among those who say that they mix, many find both AmE and BrE cool, while BrE is seen as more proper than AmE and AmE is seen as easier than BrE. The difference in how easy and/or difficult the different groups find the two varieties can be connected to resultative motivation, because when the student finds something easy and the student is successful, the student’s motivation increases.

6.5.4 Summary of the Students’ Attitudes

Some conclusions can be drawn from the students’ attitudes on the two varieties; AmE is seen as easy more often than BrE is and BrE is also seen as difficult to a larger extent than AmE is. Both varieties are seen as cool. BrE is more often seen as proper than AmE, both by those students who say that they use BrE and those who state using AmE. In general the students have expressed more opinions on AmE than on BrE, when given the chance to choose more alternatives. Since the attitudes towards AmE are more positive than those towards BrE, it could be said that there is a bigger interest in AmE than in BrE and this could for some students result in intrinsic motivation, if the students learn better when the learning involves an interest of theirs.
6.6 Extramural English

In this section the students were asked about their habits concerning travels, literature, television, movies, and music. The question on travels was if they had ever spent five days or more in an English-speaking country. The section on reading, watching and listening, the students were asked whether they did read literature, watch television and/or movies, and listen to music in English. The follow-up question for those who had answered yes, was in which variety of English this mainly was. They could choose between AmE, BrE, Other and Don’t know. In this section, all English asked about, is extramural English.

6.6.1 Travels

In order to get a view of how experienced the students are of being exposed to English in an environment where English is the native language, they were to answer if they had ever spent five days or more in an English-speaking country. The alternatives they could choose from were, Malta, Great Britain, the United States, Canada, South Africa and Other. It turned out that few of the students had actually spent five or more days in an English-speaking country. Only 5 students had been to two countries and out of those 5 students, 4 students had been to both Great Britain and the United States. Out of the 80 students, 23 students had spent five days or more in one English-speaking country. A majority had never spent five days or more in an English-speaking country. Any connection between the students’ experience of English in an English-speaking country and their use of variety or variety according to themselves cannot be found.

6.6.2 Reading Literature

As stated in the method section, the question on reading literature should have been extended to reading books, magazines and newspapers in digital or printed form in order to get a fuller picture of the students’ contact with texts in English outside of school. The narrow definition of reading in this survey might explain the results of the questions concerning reading. As it turns out, only 34 students, read literature in their spare time. If reading would have included more genres, the results might have looked differently. Out of these 34 students, 13 answered that they read mainly literature in AmE, nine mainly BrE, four chose the alternative ‘other’ and eight answered that they did not know.
6.6.3 Watching Television and/or Movies

When asked whether they watch television and/or movies in English, all but one student answered that they do watch television and/or movies in English during their spare time. Out of these 79 students, 62 answered that they mainly watch television and/or movies in AmE, four students answered BrE, five ‘other’ variety of English and eight students answered that they did not know. Here it is clear that most students do watch television and/or movies in English and most commonly in AmE.

6.6.4 Listening to Music

The very last question on the questionnaire for the students to answer, was whether they listen to music in English in their spare time and if so, which variety is it mostly in? The numbers for listening to music in English were the same as for watching television and/or movies, that is to say 79 out of 80 students answered that they do. There is, however, more of a spread between the different varieties here than when it comes to watching television and/or movies. Of the 80 students participating, 44 answered that they listen mainly to music in AmE, six answered that it is mainly BrE music, 14 that it is some other variety of English and 15 student answered that they do not know.

6.6.5 Overall Influences from Literature, Television and/or Movies and Music

Figure 6.6.5 below illustrates the overall influence of AmE and BrE from literature, television and movies, and music.

![Figure 6.6.5. Overall reading, watching and listening.](image-url)
The results show that AmE is the most influential variety of English both when it comes to reading books, watching television and/or movies and listening to music.

6.6.6 The Students' Use and Influences from Literature, Television and/or Movies and Music

In order to see if the students who are more consistent in their use of variety of English are affected by extramural English, the habits regarding reading, watching and listening of the groups AmE+ and BrE+ were also studied.

![Figure 6.6.6.1. AmE+ group students’ influences of AmE.](image)

As seen in Figure 6.6.6.1 there were 13 students who stated that they read mainly American literature in their spare time. Out of these 13, nine belong to the AmE+ group. When asked about watching television and/or movies, 62 students answered that they mainly watched American television-shows and/or movies and out of these, 47 belong to the AmE+ group. When it comes to music, 44 students stated that they mainly listen to American music and 34 of these belong to the AmE+ group.

A majority of the students who do read literature, watch television and/or movies and listen to music in AmE in their spare time also use AmE frequently. There are some who are influenced mainly by AmE, but do not use it six or more times out of nine, but a majority of those who are influenced by it, also use it very frequently.
Figure 6.6.6.2. BrE+ group students’ influences of BrE.

Figure 6.6.6.2 shows that when it comes to BrE, nine students stated that they read mainly British literature outside of school and two of these belong to the BrE+ group. Only four answered that they mainly watch BrE television and/or movies and two of these belong to the BrE+ group. Out of the six students who answered that they mainly listen to British music, two belong to the BrE+ group. Since there are only two students in the BrE+ group the results show that those two students are influenced by mainly BrE in their spare time, but that there are also more students who are influenced by BrE that do not use BrE to a larger extent.

6.6.7 The Students’ Variety and Influences from Literature, Television and/or Movies and Music

To see if, and in that case how, the students’ habits outside of school and therefore their level of extramural English affects their choice of variety of English, the three figures below are made. The first one shows how many of the 80 students who do read in English in their spare time, in which variety they read and how many of those belong to respective variety according to themselves.

Figure 6.6.7.1. Relation between students’ variety according to the students and which variety they read in.
As shown in Figure 6.6.7.1 the majority of those who state that they use AmE and do read literature in their spare time get their biggest influence when it comes to reading from AmE literature. The students who say that they mix the two varieties get an equal amount of influence from AmE and BrE through literature. It also shows that a lot of students do not read in their spare time at all, especially among the students who claim to use a mixed variety. The students who claim to that their variety is BrE have an equal amount of influences from AmE and BrE and a majority of them answered that they do not know.

In the figure below, it is shown how many of the 80 students who do watch television and/or movies in English, in which variety they watch and how many of those who belong to respective variety according to themselves.

Figure 6.6.7.2 shows that a large part of the influence via television and/or movies for both the students stating to use AmE and those who state to use a mixed variety come from AmE influences. Also for those who say that they use BrE compared to other varieties of television and/or movies. All but one student watch television and/or movies in English.

The last of the three figures in this section shows how many of the 80 students who listen to music in English in their spare time, in which variety they listen to the music and how many of those belong to a variety according to themselves.
Also Figure 6.6.7.3 shows that the students are mostly influenced by AmE, but there is also a large part of students who claim that they use a mixed variety that chose the alternative ‘other’. There is an equal number of students that mostly listen to BrE music among the varieties AmE, BrE and mixed, but most of them especially the ones who say that they use AmE or a mixed variety, listen mostly to AmE music. There is an equal distribution of AmE music and BrE music for the students who state using BrE.

The reason to why some students seem to be more affected by the influences via literature, television and movies, and music, could be that they have a lower socio-affective filter. Attitudinal factors add to a low affective filer. A high level of motivation, high self-confidence and a low level of anxiety can in this way increase the chance of acquisition and the intake of influences from sources such as literature, television and movies, music.

6.6.8 Summary of Extramural English

Overall, the influences from outside of school show that American media is favored and a high proportion of the students’ extramural English is therefore AmE. AmE media is the most common among the students, both when it comes to literature, television and movies, and music. Most evident is that the students get a large part of their television and/or movies influences from AmE, that fairly few of the students read in English in their spare time and that quite many of the students listen to music in another variety than AmE or BrE. There is a correlation between the students’ actual usage of AmE and BrE and the influences from the two varieties in their spare time. This is mainly since many students use AmE to a large extent and most of the influences via extramural English come from AmE. Among the students who use BrE and also those who state BrE as their variety it is not as easy to see a pattern, since these groups are small. There is no real connection between the students’ travels and their use of a certain variety. The high level of influences from
AmE can be seen as an interest of AmE and American culture and this interest could result in integrative motivation.

7. Discussion & Conclusion

In this final section, the results of the study is discussed and put in relation to previous research, background, theoretical perspectives, pedagogical consequences and future research.

7.1 Previous Research & Background

In this section, the results of the study will be discussed in relation to previous research and background.

7.1.1 Attitudes Towards English

The report *English - here, there and everywhere* from The National Agency for Education discussed in Previous Research showed a picture of Swedish students and their attitudes towards and knowledge of English both as a language and as a school subject. These reports and the research done on the subject show that Swedish students overall are good at English compared to other European countries and also that they find it to be useful to know and are positive towards both English as a subject in school and as a language (Skolverket 2004:1). The results from this study also show a positive view on English. A majority of the students found AmE to be cool and slightly below 50 percent of the students found BrE to be cool, which can be said to show that these students see English in a positive way. The report from The National Agency for Education’s report *Internationella språkstudien 2011* (Skolverket, 2012: 11) shows that Swedish students find English easy to learn and that is also true for this study, where almost 50 percent of the students found AmE easy and 25 percent found BrE easy.

7.1.2 Attitudes and the Students’ Variety

Only three out of 80 students used the variety that they stated using, fully. On the other hand a majority of the students stated that they used mixed variety and all but three students did in fact mix, but to different degrees. Westergren Axelsson (2002:139) found in her study that there is a high proportion of students that claim to speak AmE compared to how many who actually do it and this is also true of this study. Westergren Axelsson’s (2002:139) survey of students’ variety and oral
usage shows that there is an even distribution of AmE, BrE and mixed English. The students in Westergren Axelsson’s study are older and have made the choice to study English at university and therefore could be said to be more conscious in their choice of variety and also more aware of their variety.

Söderlund and Modiano (2002:163-165) see an increase of AmE usage among Swedish senior high school students and their results show that AmE is the preferred variety of the two. This is also true for this study. In Westergren Axelsson’s (2002:140) study the students instead preferred BrE, but few used it. By the students in this study who claim to use BrE, the most important reasons for this is that BrE is what people around them speak and that it is proper. BrE has for long been seen as the correct form of BrE and this correlates with the views on BrE by the students claiming to use it. As both Tottie (2002:2) and Modiano (2009:193) states, BrE is the variety that is presented in the most positive way in Swedish schools, while AmE is seen as something different. Modiano (2009:193) also states that the British themselves are seen as people who use a proper language and are more sophisticated.

7.1.3 School

The teachers asked in the study include one native speaker of AmE and one who uses BrE. However, both teachers, the BrE one more than the AmE one, were seen as using a mixed variety by some students. The students’ views on their variety seem to be in correlation with the teacher’s variety, but not the students’ actual use of variety. Mobärg (2002:128) discusses the difference in how words are acquired and how some words belong to a central basic school vocabulary and how others are more likely acquired from for example television or music. This, Mobärg says could have affect on the pronunciation of the students in his study. The same theory could be applied on the results from the spelling test of the students in this study. Some words, such as *favourite* and *colour* has the specific -our in BrE and this is often learnt in school and the students might keep to this spelling since it is in their central basic school store of spelling. Also Melchers (1998:268) draws the same conclusion when it comes to students’ pronunciation and says that the word learnt in school is often BrE and that this pronunciation sticks with the students, while other words, through extramural English, are often AmE. Spelling is also more of choosing one way, it cannot be spelled both ways and therefore what is learnt first learnt might stay, if a conscious choice to favor one variety is not made by the individual. Vocabulary on the other hand can be seen differently, since the two varieties of a word can be seen as synonyms. The student can for example know that
‘bensin’ is called both petrol and gas, but due to more exposure to gas through extramural English that variety might be used.

Even though the groups AmE+ and BrE+ have been created and these can be seen as students who have a high usage of the respective varieties, there are only three students who consistently use one variety and these three use AmE. This means that almost all students in the survey do actually mix. Most of the students, 56 percent, claim that they mix the two varieties and therefore can be said to be aware of their own variety. This is in line with Melchers’ (1998:268) study which states there is a high frequency of mixing among the school children in her study. Mixing is not just an important result of this study since it is what the students do and what they say that they do, but also the fact that the majority of the students who state that they mix, say that they reason for this is that it is what they have been taught in school. This shows that the idea of ’school English’ based on BrE is getting less focus and that schools are today not as focused on variety (1998:250). Today, also schools are influenced by factors from other parts of society such as media, which today is highly influenced by AmE. Jenkins also says in the article by Christner Riad (2009:1) that the English taught should be usable locally and internationally. According to Modiano (2009:41) a new spoken standard, which he calls Mid-Atlantic English is becoming more common due to globalization and the results from this study can be seen as being an example of this mixed variety receiving more focus in the Swedish classrooms.

7.1.4 Extramural English

In the report English – here and there and everywhere (2004:36) and in Axelsson Westergren’s (2002:141) study, travels are mentioned as one of the factors that influence students’ English. In this survey, however, travels were not a large influence on the students’ English. Literature seems to be a small part of the students’ influences of English outside of school and therefore does not say as much as television and movies, and music does. If literature had included other texts and both digital and printed sources, the results might have looked differently. Sundqvist’s (2009192) study of students’ activities involving English also shows that reading is less favored in comparison to watching television and listening to music. Television and movies show a big favoring of AmE and this is the most influential source of AmE in the students’ lives outside of school. These results also agree with Westergren Axelsson’s (2002:141) which showed that the most influential factor for students is television. Especially television and movies present a picture of the United States and its people and culture and not just the language which creates an interest for the culture as well.
There is a majority of AmE music listened to compared to BrE among the students in this survey, but there are also quite many students who chose the alternative ‘other’. A reason for this might be, that much of Swedish music produced, is sung in English, which is also mentioned as a phenomenon of English in Sweden by Boyd (1999:242). In this context, the English used by Swedish singers, can be said to be another variety. More students answered that they did not know on the music question than on the other questions concerning extramural English. A reason for this might be that the context and cultural aspects of a television show or movie more clearly show where the show or the movie is produced and where it is set, which makes it easier for the students to know which variety of English that is being used. When listening to a song, where students only have pronunciation and possible knowledge of the background of the singer or band to rely on it is not as easy to know about the variety. Mobärg (1998:260) brings up the connection between students who express a more positive attitude towards AmE and their knowledge and interest in cultural aspects. This could be one of the reasons to why students in general favor AmE both in their usage, attitudes and preference when it comes to habits. Through a great influence from the United States in certain areas, English has spread and influenced other cultures around the world (Svartvik, 1999:13).

The results from Olsson’s (2012:126) study show that there is an increase in the quality of the students’ language among those students who have a great exposure to English outside of school. However, this is only in the students’ use of informal language, not in their formal. AmE is often seen as informal compared to BrE (Mobärg 2002:128). In this study, it cannot be clearly stated if the students’ formal and informal language are influenced differently, since there is no clear distinction between formal and informal language among the words tested in the section on vocabulary and spelling. Sundqvist’s (2009:193) study shows that there is a positive correlation between students’ exposure to extramural English and their oral proficiency and their knowledge of vocabulary. This connects to what has been discussed in earlier section of the discussion part concerning vocabulary, that learning AmE words from for example television can be seen as learning synonyms, while the students still know the BrE word from school and have therefore expanded their vocabulary.

7.2 Theoretical Perspective

In this section, the results of the study will be discussed in relation to the theoretical perspectives valid for this essay.
7.2.1 Formal and Informal Linguistic Environment and Extramural English

The students learn English both via, what Krashen (1981:40) calls, a formal and an informal environment. The students attend school, which is the formal environment and they are also exposed to extramural English to a large extent in their spare time and here get the opportunity to pick up other kinds of knowledge of the language and get to practice their skills in different ways than in the formal environment.

One of the factors that indicates that the formal environment of school does affect the students’ choice of variety is the fact that the statement *It is what I have been taught in school* was the most common reason given to the students’ use of variety. Since it was especially common as reason by those students who claim to use a mixed variety, which results showed that most students actually do as well, this means that a mix between BrE and AmE is what is taught in school. This might be because different aspects of the teaching is in different varieties. Typical formal environment learning aspects such as grammar and spelling could be in BrE, but other sources for learning in school such as video-clips or literature read might be in AmE. However, the results also show that extramural English, and therefore the informal linguistic environment does affect the students’ use of English, since there is a high frequency of AmE used and a high level of influences from AmE in their habits.

The views on whether an informal environment do affects the learner differ between researchers, but in this study it do seems to be the case. This is probably due to the combination of a formal and an informal linguistic environment. The students consciously learn in the formal environment, but in the informal environment of extramural English they might not deliberately choose to learn, but still learn. As extramural English includes, there can also be those who do deliberately participate in activities where they know they will be exposed to extramural English and have themselves set up a goal to learn through these activities.

7.2.2 Motivation and Socio-Affective Filters

Those students with a low affective filter take in more of the language than those with a high affective filter (Krashen 1981:22). One of the factors of the affective filter is motivation, which can take different forms for different students due to the reasons for why they want to learn English. Ellis’ (1997:76) categorization of different kinds of motivation includes resultative, integrative, intrinsic and instrumental motivation. Some students could be affected by resultative motivation and since many find American English easy, that is also what they to a large extent use. Integrative motivation includes an interest for the people and culture of a language and due to the high
exposure to American culture through the influence of English in their spare time, it can be said that this also affects the students use of variety of English. Intrinsic motivation is the motivation that students feel when what they learn is within the field of their interests and goes hand in hand with their attitudes. The attitudes towards AmE is in general more positive than those towards BrE and this could affect their motivation. Instrumental motivation, which means learning for a practical reason has not been investigated, but previous research shows that Swedish students find English good to know and useful and the students in this survey do in general have a positive view on English.

7.3 Pedagogical Consequences

As, mentioned earlier in this discussion, a majority of students mix the two varieties and they also feel that this is alright to do, since many find that this is what they have been taught in school. It can therefore be said that the view of English taught in school as being based on British English, is now an outdated view on English taught in Swedish schools. There is today a higher acceptance for mixing the two varieties and this goes hand in hand with the policy documents set up for English in Swedish schools today, which focus on communicative skills. In order to communicate in English a certain variety is not needed. However, Modiano (1996:5) points out that even though a more global standardization, first and foremost spoken, variety of English is getting more acknowledged, it is still important for students to know the differences between American and British English. This in order to make communication more efficient. This means there are still high demands to be set on teachers of English, which Svartvik (1999:333-334) says has not been done. As Jenkins states, teachers of English as a foreign language around the world are confused as to which variety to teach (Christner Riad, 2009:1). This could be one of the reasons to why the results of this study shows that a mixed variety of English is being taught in Swedish schools. To conclude, students should be taught to recognize differences in the two major varieties of English, American and British English, but focus should stay on communication and not a restrictions on what variety to use.

7.4 Future Research and Concluding Comments

This study maps the students’ usage of the two varieties and their attitudes and influences. Further research on the subject could include qualitative studies to further research how the students themselves reason about their use of variety on English. How aware are they really and to what extent is their use of variety a conscious choice? This would also give a clearer picture of what
motivates they students both to learn English, but also if this motivation correlates to a certain variety or not.

My person conclusion is that some students are conscious and choose to use a certain variety, due to their attitudes, which are due to their exposure to extramural English. This goes for both those who express a partiality to American English and those who express one for British English. Most of the students, however, do not make a conscious choice according to their attitudes, but instead mix the two varieties and keep to some features learnt in school and adopt some features learnt via their exposure to extramural English through media, such as television and music.
Literature

Books & Chapters


**Curricula, Syllabi, Reports and Commentary Material**


**Internet - Other**


Attachment
Questionnaire

1. Background information

I am  
Female  Male

I am born 19….

Do you have English as a native language?  YES  NO

Do any of your parents have English as a native language?  YES  NO

2. Vocabulary

Which of these English words would you use to translate the Swedish word?
*Please, only choose one alternative for each Swedish word.*

<table>
<thead>
<tr>
<th>Swedish</th>
<th>English 1</th>
<th>English 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bensin</td>
<td>gas</td>
<td>petrol</td>
</tr>
<tr>
<td>Lägenhet</td>
<td>flat</td>
<td>apartment</td>
</tr>
<tr>
<td>Hiss</td>
<td>elevator</td>
<td>lift</td>
</tr>
<tr>
<td>Fängelse</td>
<td>prison</td>
<td>jail</td>
</tr>
<tr>
<td>Bio</td>
<td>cinema</td>
<td>movie theater</td>
</tr>
</tbody>
</table>

3. Spelling

Which of these spellings would you use to translate the word in Swedish?
*Please, only choose one alternative for each Swedish word.*

<table>
<thead>
<tr>
<th>Swedish</th>
<th>English 1</th>
<th>English 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meter</td>
<td>metre</td>
<td>meter</td>
</tr>
<tr>
<td>Analysera</td>
<td>analyze</td>
<td>analyse</td>
</tr>
<tr>
<td>Färg</td>
<td>color</td>
<td>colour</td>
</tr>
<tr>
<td>Favorit</td>
<td>favourite</td>
<td>favorite</td>
</tr>
</tbody>
</table>
4. Attitude

a) Which variety of English do you think you use?
*Please, only choose one alternative.*

British English                        American English
A mixture of British and American English Other

b) Why do you use this variety?
*You may choose more than one alternative.*

It’s cool                               It’s proper.
It’s the correct form of English.        It’s what people around me use.
It is the easiest variety to understand and use. It’s what I’ve been taught in school.

c) What variety of English do you think your teacher uses?
*Please, only choose one alternative.*

British English                        American English
A mixture of British and American English Other

d) What do you think of British English?
*You may choose more than one alternative.*

It’s cool                               It’s proper
It’s easy                                It’s difficult

e) What do you think of American English?
*You may choose more than one alternative.*

It’s cool                               It’s proper
It’s easy                                It’s difficult
5. Habits

a) Have you ever spent 5 days or more in an English speaking country?

YES  NO

b) If yes, where?

You may choose more than one alternative.

Malta  Great Britain  The United States
Canada  South Africa  Other…………………

c) Do you read literature in English on your spare time?

YES  NO

d) If yes, is it mainly…

Please, only choose one alternative.

American literature  British literature
Other  Don’t know

e) Do you watch television shows or movies in English?

YES  NO

f) If yes, is it mainly…

Please, only choose one alternative.

American shows and movies  British shows and movies
Shows and movies in another variety of English  Don’t know

g) Do you listen to music in English?

YES  NO
h) If yes, is it mainly…

*Please, only choose one alternative.*

<table>
<thead>
<tr>
<th>American music</th>
<th>British music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music in another variety of English</td>
<td>Don’t know</td>
</tr>
</tbody>
</table>

Thank you for participating in this study!

/Anna