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Chill, take it easy, would you mind settling down?

An empirical study of code switching within the English language when spoken by teenagers in Sweden

Code Switching

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1. Introduction

"English is everywhere "(in Sweden) Statement made in the TV-show *I Love språk* (I Love language) 6th September 2009.

In Sweden there is a first language Swedish and minority languages such as Finnish, Tornedalen Finnish, Romany, Samian, and Yiddish. Although English is not a second language in Sweden some people suggest it should be. From the age of nine children start to learn the English language in school. English is a core subject in the school system alongside Swedish and math. In several companies it is the language used. In commercials from different companies aimed at the Swedish population English is used. An example of that is Aquafresh that sell their product named "between teeth". This toothbrush has some bristles that are longer and go between the teeth to make it cleaner. They could have used "mellan tänderna" but chose the English words for it instead. This is just one example of the use of English in Sweden today. Music, computers, games, movies, TV and commercials are big contributors. In magazines and newspapers you often find English words as well. This is something that should be looked into more, for example how English is used in Swedish newspapers. My hypothesis is that teenagers who live in Sweden and do not have English as a native tongue have gained access to the language and some of its codes. The research question in this essay is:

- Do non-native English speakers in Sweden switch codes when speaking English in different situations?

2. Background

Code switching is a topic that is often studied. In many cases the focus on the studies are the code switches between two languages. In other cases you will find studies where the switches of codes within a language are studied. The definition of code switching used here is by Bloomberg (2005) "Code-switching refers to alternating between one or more languages or dialects. It

also occurs within a particular language. We use different forms of expression depending on the person we are speaking to and where we are speaking to that person". Another definition that is used in this essay is made by Coffey (2009) "Code-switching is the practice of moving between variations of languages in different contexts. Everyone who speaks has learned to code-switch depending on the situation and setting. In an educational context, code-switching is defined as the practice of switching between a primary and a secondary language or discourse." As we can see from both definitions used in this study, code switching is not only between two languages, but also the register shift within a language.

In this study we will look in to the switches of codes within the English language when teenagers, who do not have English as a native tongue, speak. There are several different aspects that will be discussed and the teenage language is one important aspect. Stenström et.al (2002) conducted a study of teenagers' language in London. In that study the COLT (Corpus of London Teenage Language) corpus of half a million words was created and several aspects of the trends in teenage language were documented. The authors provided teenagers (13-17 years old) with recording devices and 50 hours of speech was recorded. There are studies made in other countries but they have not been as extensive. To be able to determine if code switching occurred in this study it was needed to gather information about the different features that would be analyzed. In the study of code switching there are several factors to include when analyzing the empirical material. Below I have listed the variables that are accounted for in the analysis. The variables were created with inspiration from the transcripts. Discussions on the various interesting features were held with my tutor Dylan Glynn. In this reflection and discussion critical variables were induced from the material. However I also want to give reference to a similar methodology used by Sarah Ann Telley in her study on teenage dialect in which she analyses teen language in video recordings." *I chose to transcribe with measurements that were most relevant to my research—*

mainly, characteristics such as stressed words, elongated words, pauses, and overlapped speech. Another decision I made was to transcribe the most relevant parts of each video, rather than transcribing each video in its entirety. Therefore, I chose sections of each video that contained the best display of teenage language features." (2008: 11) Ibid et passim.

It was also evident that there was a need to specify what teenage language is. Teenage talk: as described by Telley S (2008) Emotional language and group language are common features of the teenage language." *During these years, they create a language full of emotion and personal and peer identity*'. (2008:33) Telley's thesis is supported by other scholars. In *Trends in teenage talk* (2002) you will find several examples of how creativity and humour plays a part in creating teenage talk. In media there have been quite frequent discussions on how teen language is cryptic and how often it is very difficult to understand and to some extent that might be true. This more cryptic talk can be found in text messages and on internet forums for example.

In 2008 Sarabjit Parmar published an article on teenage talk in London. In that article the author had listed words that were frequently used by teenagers in England. From that list I could identify several words that are also used in teenage American English so there are some trendy words that appear in both countries. A lot of the movies, TV shows and music come from the U.S and therefore it is important to look at those expressions and that language use when comparing codes. Already in 1991 Romaine & Lange stated "At the moment the use of *like* as a quotative complementizer appears to be confined to American English, though there are perhaps traces of a similar development in British English". (1991: 248-249) Ibid et passim.

2.1 *Categories for analysis*

Turn-taking is important to analyze as an indicator of intensity in the interaction. Turn-taking can be accomplished in a variety of ways. In my study I have used the variables intensity, continuing other person's input and ellipsis to analyze and identify turn-taking. A similar approach can be found in Psathas (1995: 34).

Tempo is measured as words per second, another indicator of the intensity of the conversation. *Word length* and *sentence length* are measured in order to establish if certain conversation situations trigger the use of longer or shorter words or sentences respectively. *Affirmations* are important since a large portion of teenage talk has the purpose of socializing. *Initiatives* are measured to identify different roles in the conversation. Especially interesting is to see the difference between the different situations. *Informal register* and the use of *emotional* words are also measured. These are features of teenage talk. In previous research there has been a debate around the use of slang as an analytic category. Researchers like Professor Marcel Danesi (2003) and others claim that the use of slang as an analytic category is often done in an incorrect way. Therefore I abstain from using this term and use informal register instead. The uses of the words *yeah/yes* and *really* are measured individually. *Intensifiers* are also measured separately as they hold interesting information that can suggest code.

2.2 *This study related to earlier research*

As described in the introduction and background I have defined my study with inspiration from two fields of research. See figure 1.

Figure 1. Design of study
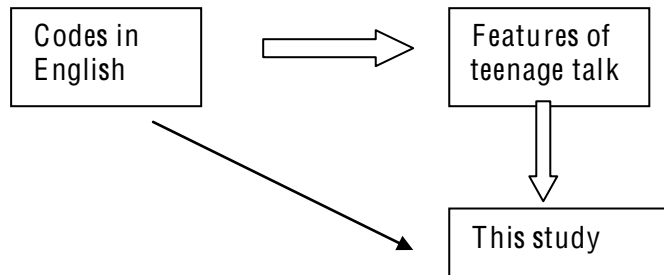
One of the fields is the study of codes in English. I am interested in code switching within the English language and how different situations call for different expressions. Another field of interest are the features of teenage talk. Since my study deals with 16 year old students it is necessary to understand and analyze how young people speak.

The special contribution of my study is that I analyze the code switching in spoken English. The speakers all live in Sweden and do not speak English as a native tongue. This study analyses how they participate in conversations with a native speaker, a teacher and among themselves.

3. Method

How non-native speakers of English switch codes is difficult to measure. There are several ways to go about it and one big concern is how to get the conversation as natural as possible. Another question is how to analyze the switching of codes in a conversation, how can you measure it? The thesis in this essay is that the young non-native speakers of English in Sweden have been subjected to English from so many angles that they have become aware of the codes in English. Therefore to measure if code switching occurs, the non-native speakers should be placed in different situations where different codes might be used. In this study a core group of teenagers participated in three conversations in three different situations. The first

conversation was between the core group and a native speaker. The second conversation was between the core group and a teacher. The third conversation was the core group itself.

In this study I used an inductive method inspired by an ethnological research tradition. Psathas (1995) describes the process of conversation analysis and how analytical categories can be defined from empirical data. Psathas discusses the relevance of situation in conversation analysis and suggests that conversations must be interpreted as parts of social structures. (1995: 54ff)

For this study it was decided to record three different speaking situations. A core group that was going to be the base of the study and participate in all of the recordings was put together. This group was put together solely by their interest. Ninth grade students in an English class were asked if they would be interested in participating in this project. A note where a parent should sign to accept their teen's participation was given to those who were interested. The students did not know what features of their language that was going to be studied in the different recordings. The information given to the students was that they were going to participate in three recordings. They were to speak English in the recordings. They were guaranteed anonymity. They were also asked to speak about anything they wanted to, i.e. I did not ask them to speak about certain topics. Within a week I had 5 signatures from parents and the project could start. For future studies it might be of interest to ask specifically for certain topics that the speakers should address, but this way the speakers talk about things that feel natural to them and that they have an interest in talking about.

The first recording was done with the core group and a native speaker of English. The native speaker is a University student who is studying in Sweden for a year. The native speaker was given the same information about the project as the core group. One of the speakers in the core group had met the native speaker once before but four of the speakers

in the core group and the native speaker had never met before. The second recording was between the core group and a teacher. None of the students in the core group has this teacher as her/his English teacher. The third recording was with the core group itself. To make sure that none of the speakers made changes in his/her language because of me I decided to be elsewhere when the actual recording took place. I started the recording device and after that I left the room on all of the recordings.

When the recordings were completed, I started to transcribe the conversations. Only parts of the conversations were transcribed based on topic. This was decided due to time limits. Four categories of conversation were created and they are *Spare time, School, Future* and *Culture*. These four categories were all discussed in two or more conversations. When the transcriptions were done, tables from macro level to micro level, such as, word frequency were made. This is shown in results and analysis. In the tables there are 15 categories which are *Ellipsis of a word, Intensity, Length, Tempo, Word length minimum and maximum, Informal Register, Ellipsis of two or more words, Initiative, The use of Love/Hate, Affirmation, Short reply, Continue other person's input, yes, yeah* and *really*. Those categories were created after careful studying of the transcribed conversations. These categories are to assist in finding switches of codes in the conversations. One such aspect is teen language with informal register, this is found among teenagers and perhaps not in an interview. When searching for utterances and labelling them in the categories above, I worked with another person as a second reader to make sure as little as possible was misinterpreted. The categories above have to do with the use of words, expressions and length of words and it was all counted by hand. If you choose to count using a software program you have the risk of missing several important factors and also it is difficult to set the computer count to which way a word is used. In the tables you will not only find categories.

There are other abbreviations as well. C is short for *conversation*, so C1 means conversation one. S is short for *speaker*. S1-5 are the ninth grade students. S6 is the native speaker and S7 is the teacher. T is short for *topic*. T1 is topic one (spare time).The tables consist of abbreviated forms to take less space in the columns, see figure 2.

Figure 2. Analytic categories

Abbreviation	Meaning
E W	Ellipsis of a word. Speaker has left out a word in a sentence.
Intense	Speaker uses an intensifier, such as *a lot, Wow,*
Length	The longest input from a speaker counted in words uttered.
Tempo	Level of words per minute, Rel is relaxed, Hi is high tempo. The calculation is presented in section 4.
W. L min	The shortest length of a word in an utterance. (I = 1)
W. L max	The longest word in an utterance, letters counted
I R	Informal register such as *kinda, sucked, gonna*.
E S	Ellipsis of two or more words in a sentence.
Init	Initiative in conversation from a speaker.
Love/hate	The use of the lexical terms *love* and *hate* made by a speaker.
Affirm	Affirmation from a speaker in conversation such as *yeah, mm, uhu.*
S R	Short reply from a speaker such as *yes, no, ok*.
C.O.P.I	Continue other person's input.
Yes	The use of the word *yes* in conversation.
Yeah	The use of the word *yeah* in conversation.
Really	The use of the word *really* as a lexical marker

3.1 *A critical review of the method used*

There have been difficulties in the process. One such difficulty is that the speakers are always aware that they are recorded. How would you know that the speakers are using their natural way of speaking? An assumption is that in the beginning of a recording speakers are very aware of it but as the conversation goes along you get less and less conscious about it. There are however different ways to go about this and this was the method I chose for this study. Another issue that should be mentioned is that the transcriptions are made from topic only. This leaves out parts of the conversation and other interesting aspects might have come forward had I the time to transcribe all of the recorded material. A third obstacle that should be addressed is the fact that the recordings are of different length. That means that a conversation could not be compared directly because a) the time is not the same and b) the topics vary between the conversations. I am aware of these obstacles and my belief is that the comparison is possible due to topic similarity. This means that you can compare and make predictions from the material since in two or more of the conversations the same topic has been addressed. The last thing that should be mentioned is the number of participants. For another study of this kind it would be interesting to have more participants to be able to draw a more general conclusion.

4. Results and analysis

In this section of the paper the three transcribed conversations are analyzed. Conversation one is between the students and an American student who is studying at a University in Sweden. Conversation two is between the students and a teacher. Conversation three is between the students. The

areas of the conversation that are transcribed are; *Spare time (T1), School (T2), Future (T3) and Culture (T4).* The students in the recordings are the same except for in conversation two where two were ill. Speaker 1-5 are students and speaker 6 is an American University student. Speaker 7 is a teacher.

In the three conversations the information given to the student group was the same. The instruction was to talk about areas of interest that they wanted to.

Table 4.1

Overview of all conversations – number of utterances

	T1	T2	T3	T4	
C1	20	32	4	40	96
C2	0	2	35	0	37
C3	78	6	30	72	186
Total	98	40	69	112	

To be able to validate the results a T-test was done between C1 and C2, between C2 and C3 and between C1 and C3. The T-test measures if there is a statistically significant difference between the conversations. None of the differences between the three conversations show any significant difference for the number of utterances. The two-tailed P-value for the pair wise T-test for C1 versus C2 = 0.2517. The corresponding value for C2 versus C3 is 0.2790. For C1 versus C3 the value = 0.1876. For there to be proof of significant differences with a 95% confidence interval there must be a P-value which is 0, 05 or smaller. In topic and number of utterances we see no evidence of statistically significant differences.

In table 4.1 we see the total amount of utterances in the different conversations and topics. It is in this table evident that topic 1 and 4 are not discussed in the conversation with the teacher. We can also establish that C2 has fewer inputs by a quite big margin. The most inputs around the four

topics were made in C3 where the students spoke on their own. C3 has almost double the amount of utterances than C1.C1 has more than double the amount of inputs than C2. Below you can find the tempo of the three different conversations. One section of the transcribed conversation was chosen and calculated. From all three conversations a total of 16 lines were analyzed. Then the total amount of words uttered in those 16 lines was counted and after that the time was measured. This way the tempo was calculated as words per second.

C1 16 inputs = 48 sec
111 words = 2.3 words/ sec

C2 16 inputs = 63 sec
127 words = 2.0 words/ sec

C3 16 inputs = 40 sec
114 words= 2.85 words / sec

We can see that the amount of words per second is the highest in C3. This is where the tempo was the highest. In C2 we can establish the highest input of words which indicates that the sentences in C2 are longer than in C1 and C3. According to this measurement the tempo in C1 is fairly relaxed, in C2 it is also relaxed. In C3 we have a high tempo. We have now looked at the total inputs in the different topics in C1, 2 and 3. We have also established the tempo in the three conversations. In table 4.2 you will find all speakers and all topics conflated. The categories mentioned in figure 1 are used. The numbers indicated in sentence length, word length minimum and maximum are average numbers. The other numbers are total sums.

Table 4.2

All conversations conflated topics and speakers.

	E W	Inte nse	Len gth	Te mp o	W.L min	W.L max	I. R	E S	I ni t	Love/ hate	Affi rm	S. R	C.O .P.I	Y es	Ye ah	Re ally
C 1	7	2	10,3	rela xed	1,75	8,8	7	1 4	2	0	7	3 4	4	4	30	6
C 2	4	0	22,5	rela xed	2,4	7,9	4	4	6	1	2	8	4	0	7	0
C 3	5	10	12,3	hig h	1,5	7,9	8	2 7	5 6	7	14	2 3	7	7	15	5

For table 4.2 a T-test has been made. For C1 versus C2 for all variables, for C1 versus C3 for all variables and also for C2 versus C3 for all variables. For C2 versus C3 the P-value = 0.0266 this shows statically significant differences on a 95% level. In the other tests no significant differences were found. That shows evidence of code switching when the students speak with a teacher compared to when they speak on their own.

Ellipsis of one word is quite even in the three conversations. Intensifiers are not used in C2 at all. In C3 intensifiers are used a lot more in comparison to both C1 and C2. An interesting finding is that the length of sentences is much longer in C2. This is where the students discuss with a teacher. This table indicates that the teacher allows questions and statements that the students can elaborate on. This shows that the teacher uses professional knowledge to create a meaningful conversation where both teacher and students are involved. The word yeah is used most frequently in C1 with the native speaker. Yeah is used much more than yes. The word yes was used in situations such as replies or statements like "Yes I do".   The students continue other people's inputs in all three

conversations, although most in C3. Now we will look into the different topics and the linguistic features of the various categories. In table 3.3 you will find the total amount of conversation 1, 2 and 3 labelled and counted in the categories mentioned above (figure 1) and discussed by topic.

Table 4.3

Summary all inputs all conversations made by students.

C1, 2,3	E W	Inte nse	Len gth	T e m p o	W. L min	W. L ma x	I.R	E S	Init	lo ve /ha te	Affi rm	S.R	C.O. P.I	Y es	Ye ah	Re ally
S T	2	4	16,3		2	2	3	17	24	5	7	14	3	6	10	3
Sch o	5	6	4,5		3	6	0	3	3	0	1	10	0	1	8	4
Fut	4	0	18		4,3	6,8	6	9	16	1	4	14	5	0	10	1
Cul t	5	2	17,5		1,5	11	10	16	21	2	11	27	7	4	24	3

In table 4.3 we find several interesting aspects. In the discussion around *future* no intensifiers were used. In the conversation around *culture* the longest word average was used, one of 11 letters. The highest average sentence length is also found in the culture category. The love/hate utterances are most frequently used in the category of *Spare time*. There are no utterances of love/hate in the *School* category. The highest level of student initiative is found in the Spare time category with 24 tightly followed by Culture with 21 initiatives. In the *School* and *Future* categories there are much fewer ellipsis in sentences which may indicate that when speaking around those topics you are more concerned with complete sentences. In the following table you will find information about the individual speakers in the three conversations.

Table 4.4

Total amount of utterances by speakers.

	C1	C2	C3	Total
S1	23	11	41	75
S2	21	0	47	68
S3	16	15	27	58
S4	24	11	49	84
S5	12	0	22	34
Total	96	37	186	

In table 4.4 a T-test was done. Statistical significance was found in comparisons between C1 and C2, P-value= 0.0154, between C1 and C3, P-value 0.0154 and between C2 and C3, P-value 0.0014. This table shows total amount of utterances. It is important to keep in mind that it does not show words used or sentence length. As mentioned above S2 and S5 were ill during C2. This obviously has an impact on their total amount of utterances. However, S2 has made quite a lot of utterances in spite of not participating in C2. In C2 the amounts of utterances made by the students are evenly spread. In C1 we can establish that S1, 2 and 4 make the most utterances. In C3 the same speakers have the highest amount of utterances made. This table shows only one aspect of the interaction in the conversations. It is limited in the aspect that it does not show the sentence length and therefore the amount of activity by a certain speaker. In light of this the significant differences are of less importance. In the next table the speakers' total utterances in the four topics will be shown.

Table 4.5

Total amount of utterances by speakers in topics.

	T1	T2	T3	T4	Total/S
S1	17	7	21	30	75
S2	33	8	9	18	68
S3	15	11	18	14	58
S4	20	7	17	40	84
S5	13	7	4	10	34
Total	98	40	69	112	

In the analysis of total amount of utterances by speakers in topics significant difference was found in T1 versus T2 where the P-value is 0.0127 and between T2 and T4 with a P-value of 0.0326. In no other topic comparisons significant differences were found. The results indicate that there is a possibility that speakers change code due to topic and not due to situation. However, it is evident from table 4.5 that the total number of utterances made in T2 is significantly smaller. The result of the T-test can be affected by this fact.

In this table we can see that topic 1 (*spare time*) and topic 4 (*culture*) were the most popular to talk about. The highest amounts of utterances are found in those two topics. We also need to keep in mind that in C2 topic 1 and four were not discussed which makes the difference even bigger. The topic least spoken of is T2 (*school*). There can be several reasons for that, one being that the speakers were in school when the recordings took place. Being in school might have the effect that it is too obvious to talk about, it is the environment they are in at that moment. If we look at the right side of the table we can see that S1-4 are quite even although S4 has the highest amount of utterances made. S5 has the least amount of utterances made, partly due to absence. The climate of the conversations is that all of the

speakers are included. We do see differences in the amount of utterances but still it is clear that S1-5 are all participating in the discussions about the different topics.

In the next part of the paper we will look more closely at the different conversations based on topic. From now on there will be no averages of utterances or lengths of either words or sentences. The number you see indicate the longest and shortest words used. The number in sentence length indicates the longest sentence used by a speaker. We start with an analysis of the spare time conversations.

Table 4.6

Topic Spare time conversation 1

Spare time	EW	Intense	Length	Tempo	W.L min	W.L max	I.R	ES	Init	Love /hate	Affirm	S.R	C.O.P.l	Yes	Yeah	Really
S 1	0	0	2	Rel	2	7	0	1	0	0	1	1	0	0	2	0
S 2	0	0	4	Rel	2	9	0	1	1	0	0	0	0	0	0	0
S 3	1	3	32	Rel	1	9	0	1	0	0	0	1	0	0	0	1
S 4	0	0	1	Rel	2	7	0	1	0	0	1	1	0	0	1	0
S 5	0	0	6	Rel	2	7	0	2	0	0	2	2	0	3	2	0
S 6	1	3	14	Rel	2	12	4	1	10	0	4	1	0	0	0	1

Table 4.7

Topic Spare time conversation 3

Spare time	EW	Intense	Length	Tempo	W.L min	W.L max	I.R	ES	Init	Love/ hate	Affirm	S.R	C.O.P.l	Yes	Yeah	Really
S 1	1	0	10	Hi	1	9	1	2	3	1	1	3	0	1	4	0
S 2	2	0	19	Hi	1	9	0	7	12	2	2	2	3	0	1	0
S 3	0	2	29	Hi	1	11	0	0	3	0	0	1	0	0	0	1
S 4	1	1	21	Hi	1	10	1	1	2	2	0	1	0	1	0	1

S5	2	0	9	Hi	1	10	1	1	3	0	0	2	0	1	0	0

In the discussion about the topic Spare time I will compare table 3.6 and 3.7. One interesting finding is that in C1 the native speaker takes all initiatives but one in the conversation. In C3 we can see that S2 takes a lot of initiative and the other speakers share the initiatives evenly. In C1, S2 was the only student who took an initiative. There can be several reasons for the students to hand over the initiative to the native speaker. First it is about respect for someone who is not acquainted to them. It is a social rule that you listen and pay respect to a person when he/ she is speaking. Secondly a lot of the conversation was about the native speaker asking the students about their spare time activities and what was different in Sweden from the U.S. this is also something that can be expected in a cross-cultural conversation. Thirdly the native speaker naturally lead the conversation as part of being a bit older and also speaking the language fluently.

If we move on to look at the longest utterance in words used in a sentence it is also clear that in C1 the students overall speak using quite short sentences. The only speaker who produces a longer sentence is S3 with 32 words in a sentence. In C3 more of the students make longer sentences about this topic. The use of longer words seem to be about the same in the two conversations, however, the native speaker used the longest word of both conversations. Another interesting finding is that the words love and hate are not used at all in C1, but in C3 they are used 5 times. This indicates that when the students speak among themselves they use stronger words than when they speak to the native speaker. This can be evidence of teenage language and that the students know when to use which words.
We can also see that the number of short replies is more frequent in C3. This can be linked to the tempo of the conversations. In C3 the tempo is high, there are more short replies and more ellipsis of two or more words. Informal register is used only by the native speaker in C1. In C3 the students use informal register 3 times. This is a finding which is interesting.

The students use informal register among themselves but not when speaking to the native speaker. This may be another indication of a code switch.

Table 4.8

School conversation 1.

School	E W	Int ens e	Le ngt h	Te mp o	W. L min	W. L m ax	I. R	E S	Init	Love /hate	Aff irm	S. R	C.O .P.I	Y es	Ye ah	Re all y
S 1	0	0	2	rel	2	4	0	0	0	0	0	2	0	0	1	0
S 2	1	0	2	rel	1	5	0	1	0	0	0	1	0	0	1	1
S3	1	0	10	rel	2	10	0	0	0	0	0	3	0	0	3	1
S4	2	0	10	rel	1	12	0	0	0	0	0	1	0	0	1	0
S5	0	0	11	rel	1	9	0	0	0	0	0	3	0	1	2	1
S 6	3	0	22	rel	2	10	1	3	14	0	3	0	0	0	0	0

Table 4.9

School conversation 2

School	E W	Int ens e	Len gth	Te mp o	W.L min	W.L max	I. R	E S	I ni t	Love /hate	Aff irm	S. R	C.O .P.I	Y es	Ye ah	Re all y
S 1	0	0	6	rel	3	7	0	0	1	0	0	0	0	0	0	0
S 2	N/ A	N/A	N/A	N/A	N/A	N/A	N/ A	N/ A	N/ A	N/A	N/A	N/ A	N/A	N/ A	N/ A	N/ A
S3	0	0	4	rel	4	4	0	0	0	0	1	0	0	0	0	0
S4	0	0	0	rel	0	0	0	0	0	0	0	0	0	0	0	0
S 5	N/ A	N/A	N/A	N/A	N/A	N/A	N/ A	N/ A	N/ A	N/A	N/A	N/ A	N/A	N/ A	N/ A	N/ A
S6	N/ A	N/A	N/A	N/A	N/A	N/A	N/ A	N/ A	N/ A	N/A	N/A	N/ A	N/A	N/ A	N/ A	N/ A
S 7	0	0	15	rel	1	10	0	0	0	0	0	0	0	1	0	0

Table 4.10

School conversation 3

School	EW	Intense	Length	Tempo	W.L min	W.L max	I.R	ES	Init	Love /hate	Affirm	S.R	C.O.P.I	Yes	Yeah	Really
S 1	0	0	6	hi	3	5	0	0	1	0	0	0	0	0	0	0
S 2	0	0	4	hi	2	7	0	1	0	0	0	0	0	0	0	0
S 3	0	0	5	hi	2	4	0	0	1	0	0	0	0	0	0	0
S 4	1	0	15	hi	1	6	0	1	0	0	0	0	0	0	0	1
S 5	0	0	0	hi	0	0	0	0	0	0	0	0	0	0	0	0

In C1 the total amount of inputs was 42, in C2 it was 4 and in C3 it was 6. This shows that the students speak about school with the native speaker. There they address differences between the school systems and the differences between the countries. It is not as interesting to talk about school with each other or with the teacher since there is a mutual understanding of the topic. If you would add other students from other schools you might have a different result. Once again we find that the native speaker takes the initiatives in C1.

Example 1

S6 How is it over here, I mean?
S3 Well, we've got, we got really good facilities for PE
S6 OK
S3 because we've got uhm I think it's a 400 meter running track and high jump and
S6 do you do you do any of those?

In C2 the initiative is taken by one of the students. In general the speakers use short sentences and make few inputs. In C1 you find that they word yeah is used 8 times whereas it is not used at all in C2 and C3. This is another piece of evidence in the switching of codes.

Table 4.11

Future conversation 1

Future	EW	Intense	Length	Tempo	W.L min	W.L max	I.R	ES	Init	Love /hate	Affirm	S.R	C.O .P.I	Yes	Yeah	Really
S 1	0	0	1	rel	2	2	0	0	0	0	0	1	0	0	0	0
S 2	0	0	5	rel	2	7	0	1	0	0	0	0	0	0	0	0
S 3	0	0	1	rel	2	2	0	0	0	0	0	1	0	0	0	0
S 4	0	0	1	rel	2	2	0	0	0	0	0	1	0	0	0	0
S 5	0	0	0	rel	0	0	0	0	0	0	0	0	0	0	0	0
S 6	0	1	24	rel	1	10	0	0	3	0	1	0	0	0	0	0

Table 4.12

Future conversation 2

Future	EW	Intense	Length	Tempo	W.L min	W.L max	I.R	ES	Init	Love /hate	Affirm	S.R	C.O .P.I	Yes	Yeah	Really
S 1	0	0	8	rel	2	9	0	2	0	0	1	3	2	0	2	0
S 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
S 3	1	0	76	rel	1	11	1	1	3	1	0	3	0	0	3	0
S 4	3	0	36	rel	1	11	3	1	2	0	0	2	2	0	2	0
S 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
S 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
S 7	2	0	29	rel	1	10	0	2	7	0	5	2	2	0	3	0

Table 4.13

Future conversation 3

Future	EW	Intense	Length	Tempo	W.L min	W.L max	I.R	ES	Init	Love /hate	Affirm	S.R	C.O.P.I	Yes	Yeah	Really
S 1	0	0	15	hi	1	9	1	1	1	0	1	2	1	0	2	0
S 2	0	0	8	hi	2	5	0	2	7	0	0	0	0	0	0	0
S 3	0	0	6	hi	2	7	0	0	0	0	1	0	0	0	0	1
S 4	0	0	20	hi	1	8	1	0	3	0	1	0	0	0	1	0
S 5	0	0	14	hi	1	9	0	1	0	0	0	1	0	0	0	0

The aspect that first comes to mind when you study these tables is that in C2 there are several long sentences used as opposed to C1 and C3. You can also distinguish that S3 and S4 produce the longest sentences. The total amount of utterances per conversation differs as well. This is the topic that was discussed the most in C2. There may be various reasons for that. One can be that the students and the teacher got in to an area that they truly found interesting and giving. They were able to elaborate on the topic and one question led to another. In this conversation there was a lot of depth and follow up questions. The initiatives in the three conversations vary. In C1 the native speaker takes all of the initiatives. In C2 the teacher takes 7 initiatives and the students take 5. In C3 S2 takes 7 initiatives and S4 takes 3. The word length is fairly similar in all three conversations. In C2 three speakers continue other person's input twice. This is interesting, it shows that the speakers are listening carefully and feel that the conversation is relevant and interesting. Informal register is only found in C3, which once again might have to do with teenage language. Ellipsis of a word is found only in conversation two. This may indicate an activeness and a bit higher tempo. It can show that the speakers are eager and have a lot to say. In C1

there is only one ellipsis of two or more words. In C2 and C3 there are 6 and 4 respectively. This can be due to the tempo in the conversation and also how speakers interrupt each other. It may also be that the students pay extra attention when speaking to a native speaker.

Example 2

S1 something in the topic of music

S7 in what area do you think?

S1 well, mostly like music, singing, playing guitar

S7 Ok, what about the rest of you?

S4 Well at first I've gotta apply to (school) and get on like the area I want, I wanna work with music and things

S7 what are your plans?

S3 I'm not quite sure but I'm very into sort of cars and engines, so maybe developing new types of engines or doing research in alternative fuels.

Table 4.14

Culture conversation 1

Culture	E.W	Intense	Length	Tempo	W.L min	W.L max	I.R	ES	Init	Love/hate	Affirm	S.R	C.O.P.I	Yes	Yeah	Really
S 1	0	0	9	rel	1	9	2	1	0	0	0	6	2	0	6	2
S 2	1	0	14	rel	1	8	0	0	0	0	0	2	0	0	1	0
S 3	0	0	6	rel	2	8	1	1	0	0	0	1	1	0	8	0
S 4	1	0	24	rel	1	10	4	4	1	0	3	6	1	0	1	0
S 5	0	0	1	rel	4	4	0	0	0	0	0	1	0	0	1	0
S 6	1	4	20	rel	2	8	2	6	14	0	2	3	1	0	1	3

Table 4.15

Culture conversation 3

Culture	EW	Intense	Length	Tempo	W.Lmin	W.Lmax	I.R	ES	initiative	Love/hate	Affirm	S.R	C.O.P.l	Yes	Yeah	Really
S 1	1	0	11	hi	1	10	0	3	5	0	3	1	1	1	3	0
S 2	2	0	5	hi	2	8	1	3	4	1	1	1	0	0	1	0
S 3	0	0	8	hi	1	9	1	0	4	0	2	2	0	0	0	1
S 4	0	1	16	hi	1	12	1	4	5	0	0	4	2	0	2	0
S 5	0	1	13	hi	1	9	0	0	2	1	2	3	0	3	1	0

In the last topic of Culture we can see that the native speaker continues to take initiatives. He takes 14 out of 15 initiatives. In C3 the initiatives are almost evenly spread. Again we can also see a difference in the use of the words *love* and *hate.* Those words are only used in C3 here as well.

Example 3

S3 you must have a favourite something!

S5 I don't.. I like all kinds of music except rock. I hate it.

S3 So any music except for rock?

S4 So what do you like (name)?

S3 I like *(band name)* as well.

S2 I hate them

S5 yeah

S2 I just want to say that

S5 What do you listen to (name)

S4 I listen to *(band name)* mostly, but I also listen to...

Yeah is used 7 times in C3 and 18 times in C1. This indicates that when the students speak to a native speaker they use the term *yeah* more frequently. In C1 the word really is used 5 times. Over all the word really has been used very briefly but in C1 it is used within the *Culture* topic. This can indicate that when you speak about certain topics such as pop culture

certain words go with the topic. In C1 *School* the word really was used 3 times, so it is possible that it has to do with other things than topic.

Another aspect to bring up from the conversations about *Culture* is the use of affirmations. When the students speak on their own they use affirmations 8 times compared to 3 in C1 (native speaker not counted). In both C1 and C3 the sentence length is quite similar to the *Spare time* conversation. The conversation about future has the longest sentences.

4.1 *Turn-taking*

In the three conversations the turn-taking was studied. As a general in all three conversations the speakers gave each other the possibility to speak and did not interrupt each other. With regard to initiative in the conversation, it varied between the three. In conversation 1 the main initiator was speaker 6. In the other two conversations it was more evenly spread between all speakers. We did find evidence of overlapping. Most of the turn-taking in the three conversations agree with Psathas' turn-taking organization in conversation (1995:34) however, the occurrences of overlapping occurred more frequently in this study. This is what is mentioned as C.O.P.I. in the tables. When this occurs there must be a mutual understanding of content and intention from the speaker. It is very interesting to witness how this occurs in more situations than one. This indicates an active listening and also an interest to participate in the conversation. When C.O.P.I. was recorded it was not done in a way that would interrupt or interfere with the speaker's input. It was done more in a way that would re-assure or confirm what was talked of. The students all gave each other the opportunity to talk and elaborate on the different subjects. In conversation 3 there was a higher tempo. The speakers initiated many new topics but still not vary many interruptions appeared.

5. Discussion

The results presented above show that it is possible to say that code switches have occurred. The speakers use different words in the different speaking situations. Some features are very much alike in the three conversations, such as, word length. It does not appear to be the case that longer or shorter words are used in the different conversations. However, the sentence length varies between the conversations. So there is a clear difference. The longest inputs were made in C2. There the speakers all made longer inputs and went more into depth in the various areas, but mainly in the *future* category. Another aspect that is evident is the use of the words *love* and *hate*. They are very seldom used in C1 and C2. In C3 we can see the highest number of utterances which include those words. This corresponds well with the definition made by Telley (2008) where she lists emotional words as one of the key ingredients in teenage talk. It becomes evident that the teenagers speak one way when they are among their peers. This further shows knowledge of how to use the language. When can you say what to whom seems to be something that is considered.

The aspects of ellipsis of one or more words and continuing of other person's inputs proved to be interesting categories. In C3 the tempo was higher and therefore we found a higher frequency of ellipsis of one or more words. We could also find that in C1 where the students spoke with an American university student there were not as many ellipses, the reason for that might have to do with wanting to express themselves clearly towards a native speaker. Then again we found the most frequent use of yeah in C1. The use of informal register was around the same frequency in C1 and C3. In C2 we found the longest average sentences. The average sentence was 22, 5 words long compared to 10, 3 in C1 and 12, 3 in C3.

As presented in section two of the paper teenage talk occurs within the group of teenagers and not in other situations. This corresponds well with the findings in this study. It is my opinion that teenagers are very well aware of different social rules and codes of the language. Often slang or taboo words are mentioned in the discussions around teen language but it is more complex than that. It has several factors that play part and one of them is creativity.

Language teachers in Sweden often use existing knowledge and interest to get started in a learning situation, i.e. find out what students know and what they are interested in. This method can be complemented by using different speaking situations in a learning context. As we have seen in this study all three of the conversations worked very well and had different features. In my opinion one is not better or more important than the other. However, together the three conversation situations proved to be useful in different linguistic aspects. Together they provide a deeper understanding of the English language and of its codes.

In this study four main topics of conversation were found (*spare time, school, future and culture*) and the recordings were transcribed according to those topics. To be able to distinguish if those topics were consistent with other recorded teenage talk I compared it with a well-known study called *Trends in teenage talk*. In that study Stenström, Andersen and Hasund (2002) recorded teenagers in London over a period of 3-5 full days. In the book they list common topicality among the teenage speakers. All of the topics above are found in their categories as well. Several other categories are presented in the book as one would assume given that they recorded for much longer time periods.

6. Conclusion

In this essay I have analyzed a research question. The question is: Do non-native English speakers in Sweden switch codes when speaking English in

different situations? Based on the empirical studies that were conducted we can conclude that non-native English speakers in Sweden switch codes depending on the situation. Even though the study is limited in participants and recordings made, the analyzed material show indications that are clearly interesting and make it plausible that code switching actually occurs. I have in the tables and examples found in section 4 and 5 illustrated several variants of code switching.

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