

STANDARD LANGUAGE IN NORWAY? A STUDY OF CONSCIOUS AND SUBCONSCIOUS ATTITUDES AMONG YOUNG PEOPLE IN EASTERN NORWAY

A SLICE experimental study of language attitudes in Eastern Norway

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The goal of the project

- To do an empirical study of young people's attitudes to language in Eastern Norway
- To analyze patterns of these attitudes and to search for a common factor in these attitudinal patterns across the speech communities
- It is interesting to analyze attitudes towards east vs. west-variety not only in Oslo, but in Eastern Norway as well
 - The question of interest is focused on what role the attitudes play in the spread of the Oslo-dialect
- My research questions are:
“In what degree is it reasonable to say that we have a standard language ideology in Norway? And is there an eastern variety that plays the role as this ideology?”

Historical background

Why Norway is a different speech community

- With a past as a Danish colony and Danish being the only written language after the abolition of the colony, --- the Norwegian language became a symbol of Norwegian identity
- After the Norwegian independence, the dialects were supported in a bigger extent than in other countries in Europe
 - In 1887 it was constituted by law that schoolchildren had the right to speak their own dialects in the classroom
- In contrast to other European societies, the Norwegian society has never had an official language ideology
 - In Norway you can only speak of written standard languages: bokmål and nynorsk
- I believe that the historical factors have, amongst other things, had an important explanatory factor on why Norwegians today can use their dialect in all private and public spheres

Signs of standardization processes in eastern Norway

- Several qualitative and quantitative studies on language changing processes and usage show that we are facing some standardization processes in different places in eastern Norway (see Røsstad, Hårstad, Ims, Hilton and Molde)
- Young people from rural parts of eastern Norway favour dialect features from Oslo instead of their own local dialect (see the analysis of the Tynset-dialect by Røyneland 2005)
- In “Oslo-testen”, a study on reported language usage in Oslo, Karine Stjernholm (2013) finds a correlation between reported language use and actual usage in the traditional division of the eastern and western-varieties in Oslo (see Stjernholm 2013)
 - This can mean that the population of Oslo has a common belief that you speak in certain ways depending on whether you grew up in the eastern or western part of Oslo
- On the basis of Stjernholm’s results we can still speak of two varieties of the Oslo-dialect: Oslo-west and Oslo-east, a division which I will use in this project

The hypothesis of the subconscious language attitude study

- The Oslo-west variety will score higher in the subconscious test
- The rural varieties will score low on the subconscious test
- The youngsters will show 'local patriotism' and like their own 'local dialect name' better than any alternative in the conscious test

The methodical background

Collecting attitudes

- Language attitudes as a psychological construction, is a mental and emotional unity that both characterizes and is an integral part of the individual
- Language attitudes are not something we are born with, but something we acquire during the socialisation processes into society
- Attitudes can therefore not be observed directly, they must be observed indirectly and we have to make them visible through actions (Perloff 2008)
- By exposing informants in my study to different eastern-speech-varieties and asking them to evaluate the varieties in a survey, we can measure language attitudes

- In the study of conscious language attitudes towards language varieties I will measure the cognitive attitudes, while in the subconscious language attitudes I will capture the immediate response
- In the language attitude survey I will use verbal-guise technique (Masketest), which make subconscious language attitudes more measurable (see Lambert 1960)
- I will use school classes with pupils aged 15-16 as an informant base
- The informants will evaluate personality traits after two dimensions derived from the Speech Evaluation Instrument (SEI), which also are used in the studies by Kristiansen in Denmark and Sandøy in western Norway
- The speech varieties will be evaluated on the basis of superiority qualities that are intellectual traits and dynamic qualities that are traits of compassion. The division represents two different value systems in language attitudes (Zahn & Hopper 1985)

The speech varieties in the verbal-guise technique

- In the test-design I wish to include as many marked dialect words as possible into the stimuli-voices for the “masketest”
- I will base my understanding of the two Oslo-varieties on Stjernholm’s (2013) description of a western- and eastern-variety, which are built on the TAUS-research from the 1970’s and the NoTa-research from 2000
- For the different rural varieties it will be important to include as many marked words, for example: monophthongization, morphological and lexical variables and stressed first or second syllable in foreign imported words

EAST	WEST	Translation	Description
åssen	vordan	how	lexical variation
sjøl	sel	self	reflexive pronoun
mora di/ mor di	din mor/moren din	your mother	syntactic/morphological
finni	funnet	found	perf.part. regular verb
driti	dritet/dritt	Regular expression: "make a fool out of myself"	perf.part. regular verb
håppa	håppet	Jumped	paste tense irregular verb
døra	døren	door	definite singular noun
ingra	ingrene	fingers	definite plural noun
veit	vet	know	diphthong/monophthong
gammal	gammel	old	not reduced/reduced vowel
trur	tror	believe	root vowel u/o

The stimuli-voices

	EAST-Oslo- variety	WEST-Oslo- variety	Different varieties for the rural Centres
Stimuli-voices	Four voices	Four voices	Four voices

- The test-design in the municipality of Oslo will consist of only eight stimuli-voices
- Outside the municipality of Oslo the survey will consist of 12 stimuli-voices
- The stimuli-voices will talk about the same topic for around 30 seconds. There will be a fixed interval between each of the stimuli-voices to give the informants time to complete the evaluation forms
- The stimuli-voice speech should be spontaneous so that the evaluations of them are solely made on the basis of the different varieties (Garett, Coupland, Williams 2003)

The evaluative scales

- The informants will evaluate the stimuli-voices on personality traits after assessment scales with measuring points
- The measuring points are the seven-step scale consisting of adjectives: intelligent to stupid, conscientious to happy-go-lucky, goal-directed to dull, trustworthy to untrustworthy, self-assured to insecure, fascinating to boring, cool to uncool, nice to repulsive (Grondelaers & Kristiansen 2013: 17)
- In the survey I will use an extended Likert scale with a seven-step rating possibility from "agree" to "disagree" response option between the adjectives (see Likert 1932)

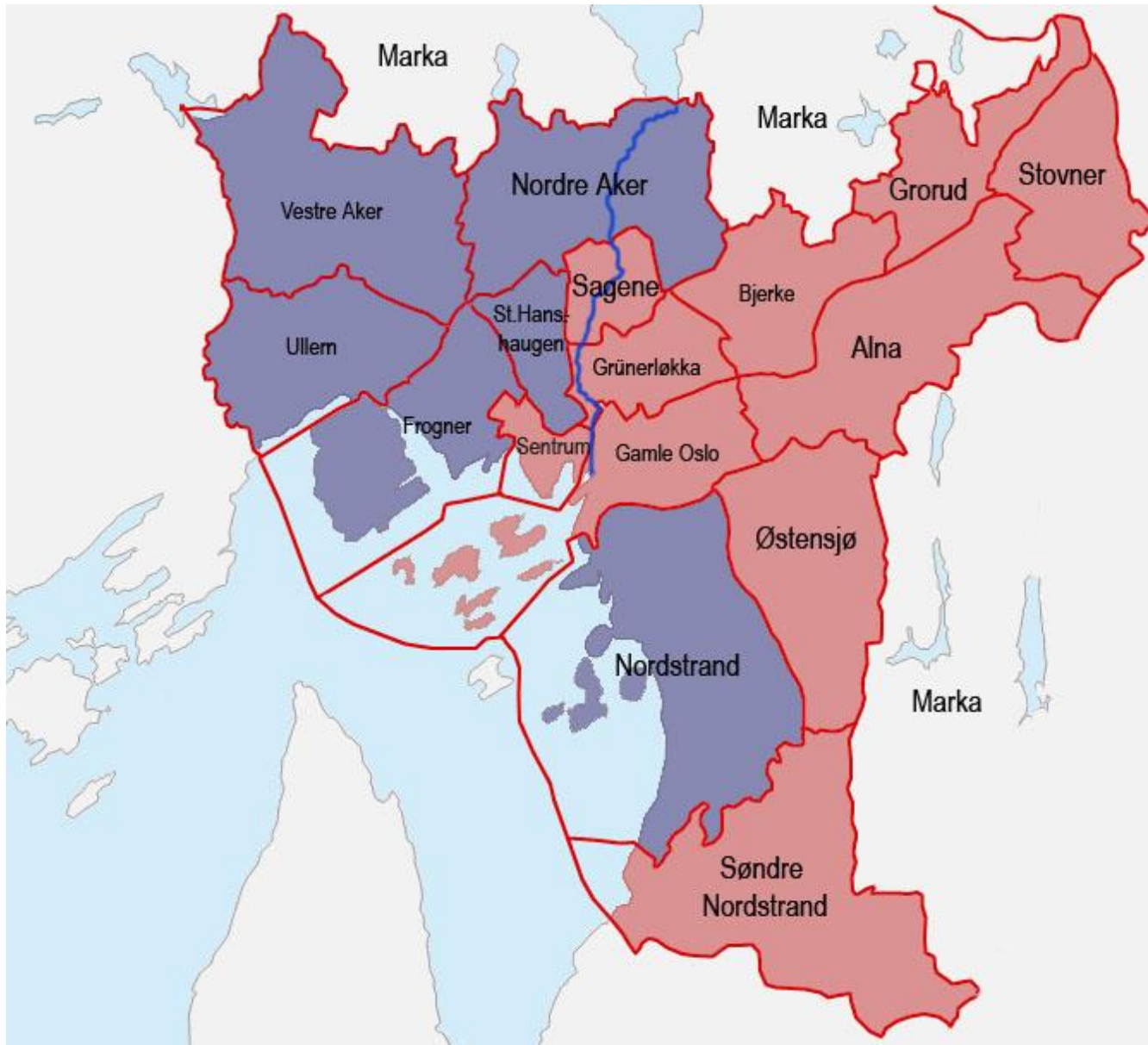
The conscious part of the survey

- The conscious part of the survey will deal with the term 'standard language' and geographical location of the stimuli-voices
- The evaluation of in which degree the stimuli-voices are a standard language or not, will also happen on a seven-point scale and the stimuli-voice will at the same time be placed geographically
- This data can provide information on whether or not the attitude patterns from the subconscious survey reflects the subconscious language attitudes
- If it turns out that the informants from rural eastern Norway are unable to distinguish between the stimuli-voices from Oslo and the stimuli-voices from their own local centre on a conscious level, it is unlikely that they have been able to distinguish between them on a subconscious level

- As an additional question in the subconscious test, I will ask for an evaluative comment on each stimuli-voice
- This can give additional information on the evaluations after the Likert scale (Kristiansen 2009: 176, Zahn & Hopper)
- At the end of the conscious survey the informants will do a 'label ranking task'. They will rank different dialects labels
 - These data will be compared with the subconscious data results

The project's geographical area
of eastern Norway

The 16 parts of the municipality of Oslo



Possible measuring points in Oslo-West

Town district	Inhabitants	Schools	Name	Number of pupils
Vestre Aker	45.186	3	Ris, Hovseter, Midtstuen	?, 600, 450
Nordre Aker	48.432	4	Nordre Aker, Nordberg, Engebråten, Morellbakken	?, 580, 720, 420
St.Hanshaugen	34.109	2	Marienlyst, Ila	?, ?
Ullern	31.275	2	Øraker, Bjørnsletta	?, ?
Frogner	52.531	3	Majorstuen, Uranienborg, Ruseløkka	?, ?, ?
Nordstrad	47.696	5	Brannfjell, Kastellet, Karlsrud, Nordseter, Lambertseter	500, ?, ?, ?, 130

Possible measuring points in Oslo-East

Town district	Inhabitants	Schools	Name	Number of pupils
Sagene	35.990	3	Bjølsen, Nordpolen, Sagene,	?, ?, ?,
Grünerløkka	49.307	3	Sofienberg, Frydenberg	?, ?
Gamle Oslo	44.958	3	Fyrstikkalleen, Jordal	?, 550
Bjerke	29.090	3	Årvoll, Linderud, Veitvet	?, ?, ?
Grorud	26.777	3	Apaløkka, Grorudalen, Bjøråsen	?, 350, ?

Possible measuring points in Oslo-East

Town district	Inhabitants	Schools	Name	Number of pupils
Stovner	30.554	5	Rommen, Tokerud, Haugenstua, Stasjonsfjellet, Haugen	?, 300, 398, 269, ?
Alna	47.786	4	Gran, Ellingsrud, Lindeberg, Haugerud,	540, ?, ?, 380
Østensjø	47.164	5	Høyenhall, Oppsal, Skøyenåsen, Abildsø, Bøler,	?, ?, ?, ?, ?
Søndre Nordstrand	36.304	4	Lofsrud, Hauketo, Bjørnholt, Holmlia	?, ?, 400, 340

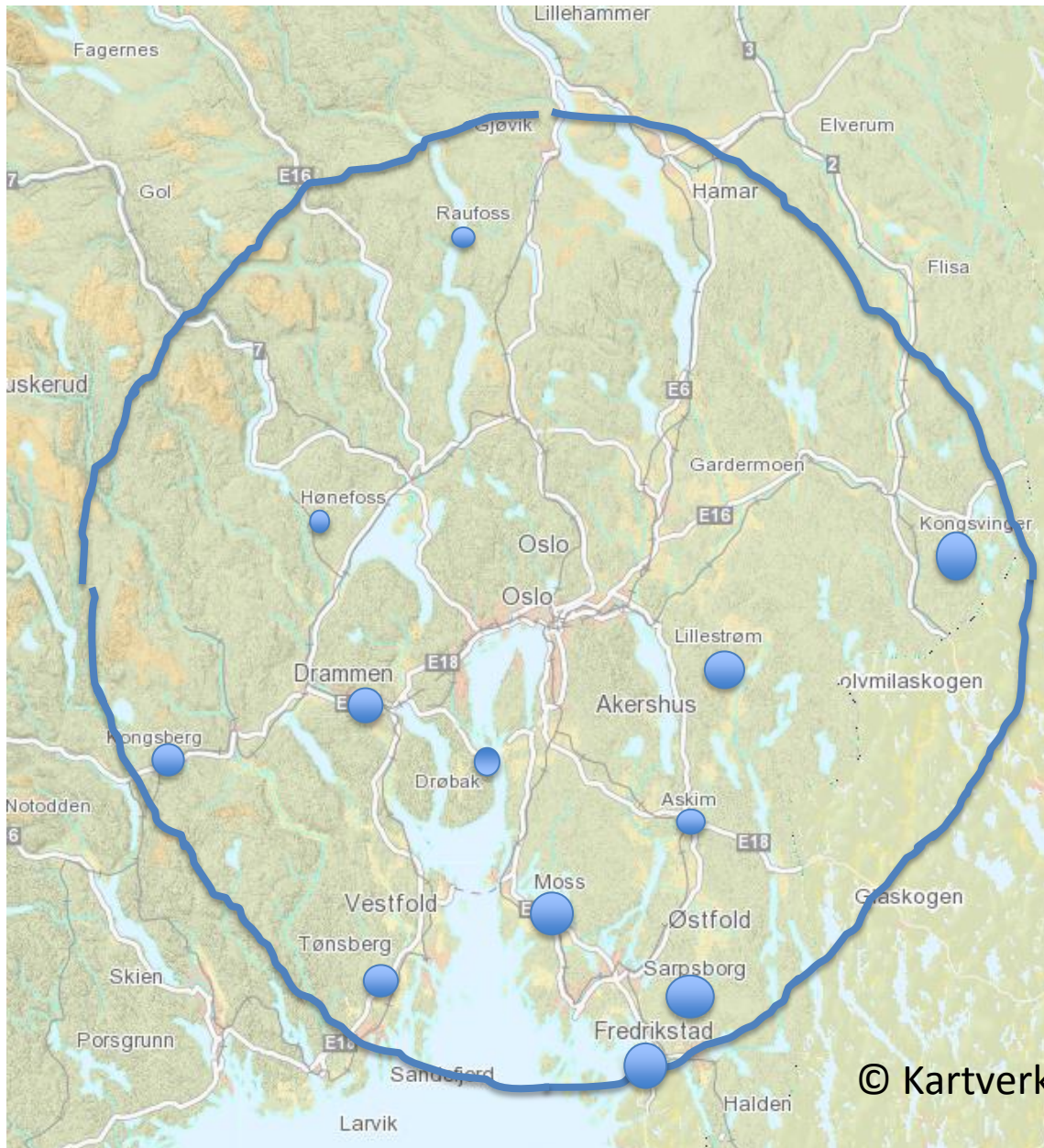
Southern Norway



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Eastern Norway and suggestions of places to conduct my studies



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Possible geographical measuring points

Municipality, County	Inhabitants	Schools	Names of schools	Number of pupils
Raufoss i Vestre- Toten, Oppland	6000	2	Raufoss, Reinsvoll	?
Kongsvinger, Hedmark	11.000	2	Holt, Tråstad, Roverud	257, 250,?
Lillestrøm, Akershus	12.000	1	Kjellervolla	400
Askim, Østfold	13.000	1	Askim	550

Possible geographical measuring points

Municipality, County	Inhabitants	Schools	Names of schools	Number of pupils
Sarpsborg, Østfold	50.000	5	Grålum, Hafslund, Kruseløkka, Sandbakken, Varteig	350, 380, 520, 600, ?
Fredriksstad, Østfold	80.000	9	Begby, Borge, Cicignon, Gressvik, Gudeberg, Haugeåsen, Kråkerøy, Kvernhuset, Vestbygda	145, 489, ?, 400, ?, ?, ?, 500, 182
Moss, Østfold	30.000	5	Bytårnet, Hoppert, Jeløy, Nøkkeland, Verket	?

Possible geographical measuring points

Municipality, County	Inhabitants	Schools	Names of schools	Number of pupils
Tønsberg, Vestfold	40.000	4	Byskogen, Kongseik, Presterø, Ringshaug	?, 246, 448, 221
Drøbak in Frogn, Akershus	14.000	1?	Seiersten	377
Drammen, Buskerud	65.000	6	Børresen, Galterud, Kjøsterud, Svensedammen, Marienlyst, Gulskogen	?, 300, 315, 537, 560, 530
Hønefoss in Ringerike, Buskerud	14.000	3	Haugsbygd, Hov, Veienmarka	225, 240, 300
Kongsberg, Buskerud	27.000	3	Skrim, Tislegård, Vestsiden	190, ?, 300

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