

Göteborgsstudier i nordisk språkvetenskap 28

Inflätat och överlappande

Flerspråkighet och språkanvändning bland svensktalande ungdomar i Europa

(English Summary)

av Marie Rydenvald

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TITLE: Complex and Dynamic. Multilingualism and language use among Swedish speaking teenagers in Europe
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Abstract

The overall aim of this thesis is to gain a deeper understanding and extended knowledge about the multilingualism and language use of teenagers with Swedish backgrounds who live abroad and participate in Swedish instruction.

This thesis is based on four empirical studies comprised of a total of 143 high school students. Three of the studies are based on data from a questionnaire and analyzed by means of descriptive and inferential statistics. The fourth study is based on a three-fold set of data, including self-recordings, interviews, and a questionnaire, that was analyzed by using nexus analysis.

The results indicate that the multilingualism and language use of the participants are dynamic and complex. Although social domains (e.g. home, school, and social life with friends and peers) appear to have an impact on the participants' language use, there is heterogeneity in the patterns of language use. These results are discussed in the light of domain theory and the dynamic perspective on multilingualism.

According to the results, the language of instruction plays a vital role in their participants' multilingualism regardless of whether it is a L1, L2 or foreign language. It is argued in the thesis that the conception of these linguistic terms becomes challenged by the language use in the international globalized society.

The main principles of language choice among the participants in the fourth study are those of inclusion and, what I metaphorically define as, 'the least common denominator'. The principles of language choice are discussed in the light of the multilingual educational environment that these teenagers are a part of.

Methodologically, the fourth study illustrates the importance of triangulating data. The results show a discrepancy between the participants' reported language use and the face-to-face interaction in the self-recordings. Finally, the participants share a Swedish speaking background but the extents to which they use Swedish in their everyday lives vary.

KEYWORDS: multilingual teenagers, language use, language choice, Swedish, L1, L2, dynamic multilingualism, complexity theory, domain theory, national Swedish education abroad, international education, TCK, migration, globalization, elite bilingualism.

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