G3-essay, 15 credits/C-level

English/Linguistics

Englishes Online:
* A comparison of the varieties of English used in blogs

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Abstract

This study is based on data gathered from two corpora. It investigates and analyses the written English of second language users, in this case English used by Swedes, with the English used online in blogs found in the Birmingham Blog Corpus, which includes blogs written in English by authors of various nationalities. The aim is to compare Swedes’ use of English in blogs and the English used in general in blogs. The study focuses on typical features associated with either American English (AmE) or British English (BrE) and investigates which variety is the most prominent online.

The results indicate that features that are generally associated with AmE have a higher frequency in both analysed corpora in this thesis. The conclusion is therefore that AmE tends to dominate both Swedish and international authors’ use of English in blogs.

Keywords: American English, Blog language, British English, Computer-mediated communication, Corpora research, English as a lingua franca, English as a native language, English as a second language, Grammar, Semantics.
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1. Introduction

… the English language no longer belongs numerically to speakers of English as a mother tongue, or first language. The ownership (by which I mean the power to adapt and change) of any language in effect rests with the people who use it, whoever they are, however multilingual they are, however monolingual they are. (C.J Brumfit, Individual Freedom in Language Teaching: Helping Learners to Develop a Dialect of Their Own, quoted in Seidhlofer 2011: 1)

Approximately two billion people use English today, but not all of them are native speakers (Seidhlofer 2011: 2; Melchers and Shaw 2003: 13). Therefore, it is important to ask the question: what is English today? English is suggested to be the global language and is taught in schools worldwide. People learn English as their second language, third and fourth language in order to be able to communicate with the surrounding world. It is common that people with different native languages use English to communicate and therefore use English as their lingua franca (Seidhlofer 2011: 7). The term lingua franca refers to the means of communication between two people (or more) with different native languages. The English language consists of numerous variations. Rohdenburg and Schlüter (2009: 1) ask whether the structural differences between American English (henceforth AmE) and British English (henceforth BrE) are large enough to suggest that they are two different forms of English. However, in today’s globalised world it might be relevant to question if one of the two forms of English is more influential than the other. Then perhaps one can speak of several Engishes.

The English used in Sweden is only one example of a second language English. English is taught in Sweden from primary school and throughout the years of compulsory education. Many Swedes today consider themselves bilinguals (Skolverket 2011[www]). Recent studies suggest that Swedes’ self-reported competence in English is high when compared with many other nationalities (e.g. see the study reported in Språktidningen 2012[www]). One suggested question is therefore if the English spoken and written by Swedes is comparable to a form of Standard English (henceforth, StE) such as AmE and BrE. However, as this seems to be a too straightforward question to pose, it might be a better to ask whether the English used by Swedes is more influenced by one variety of StE, or if it is a blend of several standard varieties.
This study provides examples of differences between AmE and BrE, and investigates whether the English used by Swedes online in blogs follows the American or the British model. The results are based on a comparison of two corpora: firstly, data from the Swedish BC (data collected specifically for this investigation from blogs written in English by Swedes gathered into a Swedish English Blog Corpus, henceforth Swedish BC) and secondly, data from the Birmingham BC (data of written English (not necessary by native speakers) in blog texts drawn from the Birmingham Blog Corpus, henceforth Birmingham BC).

1.1 Aim and scope

The aim is to compare Swedes’ use of English in blogs and the English used in general in blogs. This comparison is conducted to be able to investigate if Swedes’ use of English online in blogs follows the similar trend as the English online in general. Furthermore, this thesis also aims to investigate if Swedes’ use of English online in blogs is more influenced by AmE or BrE. The analysis addresses the following questions:

- What are the differences in the English used online in blogs in general in comparison with Swedes’ online English in blogs?
- Which of the two major varieties, AmE or BrE influence the English used by Swedes in blogs?
- Which of the two major varieties, AmE or BrE influence English online in blogs?

There are more differences between AmE and BrE than people have previously thought (Tottie 2009: 341). Evidence as to why and how AmE and BrE differ can be found in history (Clark 1965: 185; Evans 1960: 126). Areas where the two varieties differ are for instance spelling and grammatical features.

To be able to conduct this study, the topic is limited to five spelling variations and four grammatical features that deviate between AmE and BrE. The characteristics of concern are spellings in noun endings: –er versus –re (center/centre), –or versus –our (color/colour), –ize versus –ise (realize/realise) and, –yze*ing versus –yse*ing (analyze/analyse and analyzing/analysing). Also, irregular verb endings such as –ed/-t (burned/burnt) will be included in the investigation. The other features investigated and analysed are grammatical use of adverbs, prepositions and the use of different verbs, such as a whole lot...
(different)/whole/wholly¹, (get) in/into (shape/trouble/pockets and mouths), have a/take a (look), and try+to+verb and try+and+verb. These features are inspired by previous studies on contrasts between AmE and BrE.

2. Theoretical background

This section provides information about Standards of English, as well as corpora based data providing examples where the two major Standard Englishes deviate. It will also provide a section with information about global and world Englishes and English in Sweden.

2.1 Standards and Standard English

There is a wide range of circumstances that have affected how Englishes are used. Melchers and Shaw (2003: 196) argue that social factors influence the English language today. They include computer-mediated communication and the increasing number of non-native speakers using English more frequently. The English language in all its forms is, on many occasions, used as a lingua franca. The term lingua franca is usually explained as the language of communication between people who have a different mother tongue than the language spoken (Seidlhofer 2011: 7). In other words, non-native speakers use Englishes as means of communication.

Seidlhofer (2011: 42) argues that an international standard ideology should be taken into consideration. Melchers and Shaw (2006: 196-197) agree, but point out that as of yet, no such international standard exists. There are StEs for a large variety of Englishes worldwide, e.g. AmE, Australian English and BrE. Seidlhofer (2011: 42) points out that a standard ideology has its flaws and asks the question of which form of StE should be considered as the StE. Seidlhofer (2011: 42) also discusses the scenario of there being an international StE, and if this were the case, which international variety it would be. In this scenario one StE would be considered correct and valid not only in one particular country but globally. Seidlhofer (2011: 43) further argues that it is not “surprising that there have been no clear proposal in mainstream linguistics or education for any conceivable (let alone acceptable) alternatives to standard models” (Seidlhofer 2011: 43). This is not surprising since most of the studies conducted have been on the ‘major’ western languages, and other ‘standard language cultures’ have therefore been neglected (Seidlhofer 2011: 43). One might ask what the definition of a StE is. Seidlhofer (2011: 44) argues that it is hard to explain and many variations have been

¹ This investigation and analysis is inspired by Rohdenburg and Schlüter’s (2009: 367-369) investigation. See section 2.2.
widely debated. One example of an attempt addressed in Seidlhofer (2011: 44) is as follows: “‘Standard English’ still seems to me to be a ‘confused and confusing’ territory […]” (Coupland 2000: 632 quoted in Seidlhofer 2011: 44).

The question of real English has sometimes been discussed in the context of teaching English as a foreign language (Seidlhofer 2011: 58-61). However, a relevant question is if a StE is considered to be a real English. Real English contains the “idiomatic usage put forward as the norms for users and the model for learners” (Seidlhofer 2011: 58-59). An example of what is considered to be real English is the English presented in textbooks for learners. Knowing ‘proper’ English refers to knowledge in grammar and lexis but also to knowledge in real English as it refers to the knowledge of idiomatic patterns and contextual circumstances known by native speakers (Seidlhofer 2011: 59). Nevertheless, some native speakers still claim that the English language is theirs, even though it can be argued that ‘the English language no longer belongs numerically to speakers of English as a mother tongue, or first language’ (C.J Brumfit quoted in Seidlhofer 2011: 1). The next section will present differences between different StEs, with special focus on AmE and BrE.

2.2 Corpus-based evidence of differences in AmE and BrE

Whilst addressing differences between AmE and BrE, it is important to bear in mind that it is not AmE that has changed but rather BrE (Hogg and Algeo 2001: 326). Hogg and Algeo (2001: 326) exemplify this phenomenon with the use of got and gotten, where BrE prefers got and AmE gotten. Here, the use of gotten represents how the verb was used before. With this in mind, the discussion presented later in this chapter on AmE preferring take a instead of have a also regards to the older grammatical use of the verbs (Hogg and Algeo 2001: 326).

The following section provides a selection of examples of the deviations in grammatical differences drawn from empirical studies by scholars worldwide. Rohdenburg and Schlüter (2009: 421) suggest that there is a difference in the formality of the language, with BrE following a more formal grammatical structure and AmE having a greater affinity of colloquial features. Tottie (2002: 146, 150-151) further argues that there are far fewer grammatical differences than there are differences in the vocabulary between AmE and BrE. Tottie (2009: 342) further writes that most of the time AmE and BrE are similar in grammar, have the same form and rules, but the difference is found in how speakers apply these rules (Tottie 2009: 342). One example where AmE deviates from BrE (and vice versa) is spelling. One of these examples is illustrated with the spelling differences in past participles, with –ed
and –t verb-endings (Tottie 2002: 146, 150-151). In the quotation below Levin (2009: 63) discusses previous studies in the topic of –ed and –t verbs.

A large number of studies suggest that there is a preference for –ed forms in AmE, while both forms generally appear to co-exist in BrE (Quirk 1970, Johansson 1979, Peters 1994 (using the Brown and LOB corpora like Johansson and Hofland 1989), Biber et al. 1999: 396f. Kövecses 2000:189f., and Chapter 1 by Hundt). Interestingly, Kövecses (2000: 189f.) indicates that there is generally a stronger tendency towards regularity in AmE than in other varieties. Specifically, Johansson (1979: 206) suggest that t-forms are ‘almost completely lacking’ in AmE while in BrE they are ‘the preferred choice, though –ed forms are also frequent’ (Levin 2009: 63).

Levin’s (2009: 81) study concludes that there is a higher frequency of –t endings in BrE than in AmE. Examples of words analysed by Levin (2009: 61) are, dreamed/dreamt, burned/burnt, smelled/smelt, and spelled/spelt. Levin’s (2009: 81) findings agree with Tottie’s results (2002: 146, 150-151). In addition, Peters (2004: 173, 529) concludes that the frequency of -t endings of irregular verbs is more frequent in BrE than in AmE. The next section discusses other differences in spelling characteristics between AmE and BrE.

Initially, in BrE the –re is preferred due to Dr. Samuel Johnson’s dictionary and the influences caused by his ideas of what a StE is. His dictionary did standardise the –re spelling in words, e.g., theatre, litre and metre. As for the AmE spelling, –er is preferred due to Webster’s influences in his dictionary of a reformed AmE2. Important to note is that both –er and –re once occurred in BrE, but by the 17th century –re was favoured in BrE and ever since –re has been preferred (Hogg and Algeo 2001: 353). Secondly, Clark (1965: 190-192) writes that the AmE uses –or spelling e.g. favor, rumor, harbor, behavior, neighbor and humor, whilst BrE uses –our instead. AmE spelling dates back to the American Revolution and many cases are influenced by Webster’s ideas whilst BrE follows Johnson’s ideas (Hogg and Algeo 2001: 353). Peters (2004: 397) argues that both alternatives, –or/–our, are legitimate in use in other English-speaking countries. However, they are often dividing AmE and BrE.

Thirdly, in the case of –ize versus –ise, both varieties are accepted in BrE. However the Oxford Dictionary prefers the –ize spelling to the –ise (Peters 2004: 298-299). Clark (1965: 196-197) argues that when Americans are given a choice of either –ize or –ise they always chose the first. Clark (1965: 196-197) further suggests that there is a rising number of

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2 AmE has made some exceptions to the spelling of words such as acre. This scenario is based on mispronunciations that could occur if the spelling ought to be different (Peters 2004: 461; Clark 1965: 191-192).
BrE users who prefer –ize to –ise. However, Peters’ (2004: 298-299) BNC (British National Corpus) data\(^3\) shows that there is a higher frequency of –ise in than –ize in BrE.

Finally, Peters (2004: 590) argues that –yze spelling is standard in AmE, whilst –yse, is preferred in BrE. Peters (2004: 590) does admit that there is evidence in the BNC showing that BrE speakers also use –yze, e.g. in analyze/analyzing, paralyze and catalyzing. According to Hogg and Algeo (2001: 355), –yze in BrE is only correct to use if AmE standard is followed.

In addition to spelling, there are other features that differentiate between AmE and BrE, and the next section discusses a selection of forms drawn from Rohdenburg and Schlüter (2009: 364) who suggest items for further research in the subject of contrasts between AmE and BrE. They completed almost four dozen pilot studies that give suggestions of structures that contrast AmE and BrE, and some of these structures have been chosen for this thesis. The next section discusses the grammatical items that are explored in the empirical part.

The first difference of concern is adverbs. Rohdenburg and Schlüter (2009: 367) suggest that the uses of suffixless adverbs\(^4\) are more typical in AmE than in BrE. Their data shows a rivalry between a whole lot/whole/wholly, with whole being more frequently used in AmE and wholly more in BrE (Rohdenburg and Schlüter 2009: 367-368). “Thus, wholly can modify attributive, post nominal or predicative adjectives, while whole is only an option before attributive adjectives, and a whole lot is limited to post nominal and predicative uses” (Rohdenburg and Schlüter 2009: 368). Since not all cases of a whole lot/whole/wholly are interchangeable, Rohdenburg and Schlüter (2009: 367-368) searched for the cases of whole/wholly “and a third option a whole lot pre-modifying the adjective different (which merely serves as an example here)” (Rohdenburg and Schlüter 2009: 367-368). Secondly, Rohdenburg and Schlüter’s (2009: 373) discussion of the category of degree adverbs suggests that AmE prefers sort of /kind of and the reduced versions sort o’/sorta and kind o’/kinda. Their results show that the use of degree adverbs is more frequent in AmE than in BrE. “AmE has a predilection for using sort of or kind of (and their reduced versions sort o’/sorta and kind o’/kinda) to modify many different types of syntactic elements (e.g. adjectives, adverbs, verbs and clauses introduced by as if) as well as in elliptical uses (where sort of/kind of stands on their own, mostly in affirmative replies)” (Rohdenburg and Schlüter’s 2009: 373). However, it is more widespread to use kind of in AmE, and sort of is more typically BrE (Rohdenburg and Schlüter 2009: 373).

\(^3\) Peters’ BNC data are to be found in Table 16 in Appendix 2.

\(^4\) Suffixed adverbs add information in the end of the word, in this case –ly (Huddleston and Pullum 2005: 266).
Thirdly, another aspect where AmE and BrE contrast is in how they use prepositions, such as *in* and *into*, analysed by Rohdenburg and Schlüter (2009: 382). They found that BrE shows a higher tendency to use *into* whilst AmE prefers the shorter *in*. Rohdenburg and Schlüter (2009: 382) argue that this might be because users of BrE tend to separate *in* and *into* in terms of their grammatical functions. “This implies that BrE tends to distinguish more frequently (though by no means consistently) between indications of place (introduced by *in*) and indications of direction (introduced by *into*)” (Rohdenburg and Schlüter 2009: 382). It is, however, noteworthy to mention the fact that not all cases of *in* are grammatically replaceable with *into* (and vice versa) (Huddleston and Pullum 2005: 127-148). In other words, the prepositional use of *in* and *into* are not always interchangeable. To exclude cases where the prepositions might not be interchangeable Rohdenburg and Schlüter (2009: 382) searched for *get + in/into + noun* with which *in* and *into* are exchangeable\(^5\). Fourthly, yet another example of differences between AmE and BrE is the change in multi-word predicates. The structures of complex verbal structures such as *take a/have a (look)*, have a higher frequency in BrE than in AmE. According to Rohdenburg and Schlüter (2009: 399) the older structure with *take a*, is more frequent in AmE, whilst BrE favours *have a*. Hogg and Algeo (2001: 326) further adds to the claim that AmE has an affinity for older structures with the argument that AmE has not changed in its standard features but it is rather BrE that has changed. Finally, whilst addressing multi-word structures, Tottie (2009: 344) suggests, based on Biber et al (1999: 738-739) and Hommerberg and Tottie (2007), that there is a difference in the choice between *try+to+verb* and *try+and+verb*. Tottie (2009: 344) discusses the results based on Hommerberg (2003) and they suggest in support of Biber et al (1999: 738-739) that *try+and+verb* is more frequent in BrE than in AmE\(^6\) (Tottie 2009: 344). In the following section the concepts of *Global Englishes* and *World Englishes* are addressed.

### 2.3 Global Englishes and World Englishes

Crystal (1996: 5) argues that a language becomes a global language for different reasons, not because it has the largest number of speakers, but rather because of the power the language possesses. A global language gains its ground and status by recognition in other countries around the world. When the language is made a priority and tool of communication in other countries, it becomes a global language. English is spoken by a significant number of speakers today. Only some 25 per cent of the speakers of English are native speakers

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\(^5\) *Get In/into trouble, in/into shape, in/into pocket(s), in/into mouth(s)* (Rohdenburg and Schlüter 2009: 382)

\(^6\) “adding that in fiction *try+and+verb* is ten times as frequent in BrE as in AmE” (Tottie 2009: 344).
Users of English are sometimes visualised using “concentric circles”. The circles are based on Kachru’s model (Seidlhofer 2011: 2). This model places English users in three different sub-groups; firstly, ‘the inner circle’ being those who are native and first language users of English, and whose number in the mid-1980’s, when Kachru first presented this idea, was approximately 320-380 million users; secondly, ‘the outer circle’ refers to those who have English as an official language along with native tongues, and the number was roughly 300-500 million. Lastly, there is ‘the expanding circle’ representing those who learn English as a foreign language, which amounted to approximately between 500 million and 1 billion people (Seidlhofer 2011: 2). Kachru’s model of concentric circles is displayed in Figure 1 to the left below.

Kachru’s model has been revised for the 21st century according to Graddol (2007: 110). This suggested model is based on the fact that the traditional definition of ‘second-language-users’ does not necessarily fit in a globalised world. Graddol (2007: 110) further states that Kachru himself recently has proposed “that ‘the inner circle’ is now better conceived of as the group of highly proficient speakers of English – those who have a ‘functional nativeness’ regardless of how they learned or use the language” (Graddol 2007: 110). Graddol (2010: 60) argues that it is difficult to estimate the number of native English speakers at this time, and further states that the number might be of less importance in estimating world status to a language. However, Graddol (2010: 62) has estimated the number of English speakers where he estimates the number to be approximately 580 million people,
including both native and second language users – a number that is similar to Kachru’s model presented in Figure 2 to the right above.

2.4 English in Sweden

English has been a school subject in Sweden since 1849, but it was not introduced as a compulsory subject for everyone until 1946. Svartvik (2005: 227) writes that it is important for citizens in a small country such as Sweden to know an additional language. The English language surrounds Swedes in their daily activities e.g. in school, media and at work. The National Agency for Education in Sweden therefore argues that it is important for Swedes to learn English. Proficiency in English increases individuals’ opportunities in various social and cultural contexts. With knowledge in English the understanding of different cultures and situations widens, and the situations where one can create important contacts increase (Skolverket 2011:1 [www]).

To be able to handle international communication in the world today, it is necessary for Swedes to speak both Swedish and English and it would naturally be good to know additional languages. According to Svartvik (2005: 227), English is the most predominant international language. Taking this situation into consideration, it is relevant to ask what kind of English Swedes are using – are they influenced by AmE or by BrE, or possibly both? Svartvik (2005: 225-230) argues that the English used by Swedes is predominantly influenced by the AmE accent. This argument is based on the fact that North American sitcoms, other media and computer-mediated communication are frequent in Sweden. In addition, Rohdenburg and Schlüter (2009: 365) mention that the leading role of influencing the world’s English now lies with AmE. However, Sweden and the United Kingdom are geographically close, and have had a connection throughout history (Svartvik 2005: 225-230). Swedish and English also have a grammatical connection historically, due to Old Norse, which provides both languages with similar lexical features. Despite this connection, Swedish and English have developed into two different languages.

Today, the English language influences the Swedish language far more than one might think. Swedish consists of many words borrowed from English, and many of these words are now considered to be Swedish in use. Swedes tend to code-switch between Swedish and English, and Svartvik (2005: 230) suggests that consequences of borrowing words might lead to errors in translation and usage of the words. This is based on the fact that the words borrowed from English might have a different meaning in Swedish; e.g. basket in Swedish refers to the sport, basketball, whilst it in English refers to a container that is used to carry
things in (Svartvik 2005: 230; Oxford Dictionary 2012). The fact that Swedes easily borrow words from English might be indicative of a positive approach towards the English-speaking world. Languages borrow words from other languages, though usually it is a one-way street with Swedish borrowing English words rather than the other way around (Sharp 2001: 1-7). English is one of “the most generous donors of words to other languages” (Filipovic 1996: 37 quoted in Sharp 2001: 1). As the world changes so do languages, and a language changes to accommodate the usage (Aitchison 1991: 3-5).

3. Material and Method

This section presents the material and methods used in this study. Section 3.1 describes the material and section 3.2 provides information about the methods that were used.

3.1 Material

In order to provide empirical results, this analysis is based on two sets of corpora. Firstly, a Swedish Blog Corpus (henceforth Swedish BC), which was created specifically for this investigation, will be used to investigate and analyse the English used by Swedes in blogs. This corpus is based on material collected from online sources, and built into a text corpus. It consists of texts from several Swedish bloggers who partly write blog texts in English. The Swedish BC contains 75,393 words of blog posts with no comments included. The data gathered into the Swedish BC is not a large corpus and therefore provides suggestive results. The Swedish BC could be extended in further studies where time is not a limitation. The data collected covers a time period of two years. The Swedish BC data consists of texts from seven males and ten females, in the age group 16-40. The amount of data collected from each blogger varies significantly depending on the number of words they had written in English.

Secondly, the Birmingham BC (Birmingham Blog Corpus) will be used. The Birmingham BC is a project initiated at Birmingham University, and the data consists of words from web-extracted blog texts and comments in English. The corpus includes 628,558,282 words. The Birmingham BC contains blog material from various blog genres, written by men and women of different ages. In addition, since the data from both corpora differs in number, the results are normalised in occurrences of words per hundred thousands.

Not necessary only writers of British nationality.

Whilst studying corpus linguistics, it is important to note that there might be differences in the data that could lead to problems in understanding the material. Biber et al (1998: 263) point out that in order to be able to
(henceforth, wphT) (Biber at al 1998: 263). Furthermore, the Birmingham BC consists of texts written in English from several blog domains e.g. Google blogs, Blogspot and Wordpress. The corpus can guarantee that the texts are in English but not the nationality of the authors. Therefore, it is necessary to assume that they are not exclusively native speakers.

The material in the Swedish BC is data collected manually from blogs written by writers of Swedish nationality. Since the Internet contains a large amount of anonymous sources, one possible problem with the use of material drawn from it could be the case of the origins of the data: Are the authors who they claim to be, and how can they be proven to be Swedes? In this thesis, a solution was formed by choosing the authors according to the following criteria: firstly by blog domain, .se sites; secondly, by where the writers are located geographically and thirdly, if they wrote in both Swedish and English. Appendix 1 displays the links to the Swedish bloggers. With these criteria in mind, collecting the data was done randomly without any regards to age, gender and genre. Due to time limitation all data found based on stated criteria was collected and reached a number of 75,393 words. The Swedish BC is a rather small corpus in comparison with other corpora such as the Birmingham BC and may therefore show results based on limited data. Crystal (2006: 237) addresses another conceivable problem. He writes that people tend to be more tolerant when it comes to grammatical errors online. This could therefore be one explanation for spelling mistakes and grammatical sloppiness in the data. It is also noteworthy that the authors might make use of spelling programs and, as such, choose whether they prefer to be corrected according to AmE or BrE spelling. In order to alleviate this issue, it was decided to explore both grammatical variation and spelling variation, as exemplified in the previous section.

3.2 Method

The data was investigated and analysed using a program called AntConc (a creation by Laurence Anthony, with the aim of being able to study text corpora and natural language use). The program is a corpus tool which makes it possible to examine large data of text by looking into specific word structures and word-endings. To be able to investigate Swedes’ online English in blogs, a comparison was made between Swedes’ online English in blogs and the English found online in blogs in the Birmingham BC. Tables 1-3 below show the items that compare data with different amounts of words, it is necessary to normalise the data, e.g. occurrences per thousand, since, if one corpus contains 1,000 words and the other corpus 2,000 words, the total occurrence is most likely to be higher in the material with most words.
will be investigated. These words and grammatical variations are chosen based on previous studies in the subject of StE English contrasts\(^9\). The words and grammatical variations have been investigated and analysed in similar trades as to previous conducted studies. Table 1 and 2 below display, firstly the AmE and BrE spellings investigated and analysed in this thesis, and secondly Table 3 below displays the grammatical variations investigated and analysed in this thesis.

**Table 1. The AmE spellings investigated and analysed in the results.**

<table>
<thead>
<tr>
<th>-ed</th>
<th>-er</th>
<th>-ize</th>
<th>-yze*yzing</th>
<th>-or</th>
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<tbody>
<tr>
<td>Burned</td>
<td>Theater</td>
<td>Organize</td>
<td>Analyz(e)ing</td>
<td>Color</td>
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<tr>
<td>Dreamed</td>
<td>Center</td>
<td>Realize</td>
<td>Paralyz(e)ing</td>
<td>Flavor</td>
</tr>
<tr>
<td>Learned</td>
<td>Liter</td>
<td>Recognize</td>
<td>Catalyz(e)ing</td>
<td>Harbor</td>
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<tr>
<td>Smelled</td>
<td>Meter</td>
<td>Recognize</td>
<td>Catalyz(e)ing</td>
<td>Neighbor</td>
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<tr>
<td>Spelled</td>
<td>Meter</td>
<td>Recognize</td>
<td>Catalyz(e)ing</td>
<td>Behavior</td>
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<td>Humor</td>
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**Table 2. The BrE spellings investigated and analysed in the results.**

<table>
<thead>
<tr>
<th>-t</th>
<th>-re</th>
<th>-ise</th>
<th>-yze*ysing</th>
<th>-our</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnt</td>
<td>Theatre</td>
<td>Organise</td>
<td>Analyz(e)ing</td>
<td>Colour</td>
</tr>
<tr>
<td>Dreamt</td>
<td>Centre</td>
<td>Realise</td>
<td>Paralyz(e)ing</td>
<td>Flavour</td>
</tr>
<tr>
<td>Learnt</td>
<td>Litter</td>
<td>Recognise</td>
<td>Catalyz(e)ing</td>
<td>Harbour</td>
</tr>
<tr>
<td>Smelt</td>
<td>Metre</td>
<td>Recognise</td>
<td>Catalyz(e)ing</td>
<td>Neighbour</td>
</tr>
<tr>
<td>Spelt</td>
<td>Meter</td>
<td>Recognise</td>
<td>Catalyz(e)ing</td>
<td>Behaviour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognise</td>
<td>Catalyz(e)ing</td>
<td>Rumour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognise</td>
<td>Catalyz(e)ing</td>
<td>Humour</td>
</tr>
</tbody>
</table>

Table 3 below displays the grammatical variation investigated in this thesis.

**Table 3. The set of grammatical contrasts investigated and analysed in the results.**

<table>
<thead>
<tr>
<th></th>
<th>AmE</th>
<th>BrE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A whole lot (different)</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Whole</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>Wholly</td>
<td>O</td>
<td>X</td>
</tr>
<tr>
<td>Sort of</td>
<td>O</td>
<td>X</td>
</tr>
</tbody>
</table>

\(^9\) Authors of blogs might make use of spelling programs choosing to either be corrected by AmE or BrE, to be able to investigate whether one StE is more influential than the other both spelling and grammatical variation has been analysed and investigated.
Based on Svartvik’s (2005: 225-230) notion that AmE predominantly influences the English used by Swedes, this thesis assumes that the results from the Swedish BC are going to favour characteristics of AmE rather than BrE. This thesis further suggests that the overall results found in the English used online in blogs are going to show a higher tendency of AmE features rather than BrE. This working hypothesis is based on Rohdenburg and Schlüter’s (2009: 365) claim that AmE is the most influential StE in the 20th century. It is noteworthy that the results in this thesis are solely based on the small material gathered and therefore only give suggestions to possible results on which StE is the most influential in the Swedes’ English in blogs and in the English used online in blogs. Noteworthy, is that not all of the grammatical contrasts are interchangeable; the investigation is therefore conducted in the same manors as previous studies. That is to say, the features investigated and analysed are in structures where they are exchangeable. The next section displays the results and then discusses them in comparison with the theoretical background.

4. Results and analysis

The results and analysis are presented in three sections in the following order; firstly section 4.1 deals with spelling differences –ed/–t, –er/–re, –or/–our, –ize/–ise, –yze/–yze, secondly section 4.2 examines the grammatical variation that contrasts AmE and BrE, a whole lot/whole/wholly, sort of/sort o’/sorta, kind of/kind o’/kinda, in/into, take a/have a, try+and+verb, try+to+verb. Finally, section 4.3 discusses the overall results and possible reasons for them.

<table>
<thead>
<tr>
<th></th>
<th>X</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sorta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sort o’</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>Kind of</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>Kinda</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>Kind o’</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>In (shape/trouble/pockets and mouths)</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>Into (shape/trouble/pockets and mouths)</td>
<td>O</td>
<td>X</td>
</tr>
<tr>
<td>Take a (look)</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>Have a (look)</td>
<td>O</td>
<td>X</td>
</tr>
<tr>
<td>Try to</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>Try and</td>
<td>O</td>
<td>X</td>
</tr>
</tbody>
</table>
4.1 Results of spelling varieties

4.1.1 The result and analysis of verbs with –ed/–t endings.

In the theoretical background presented above Tottie (2002: 146, 150-151), Levin (2009: 61, 63, 81) and Peters (2004: 173, 259) suggest that the frequency of –ed is higher in AmE than in BrE. Peters (2004: 173, 529) concludes that the frequency of –t endings of irregular verbs is more frequent in BrE than in AmE. The results from the Birmingham BC suggest that the English used online in blogs is following the typical features of AmE –ed rather than BrE –t spelling in the analysis of irregular verbs. As can be seen in Table 4 below, the total occurrences of –ed in the Birmingham BC is over 90 per cent. However, the Swedish BC indicates that the English used by Swedes in blogs is not as highly dominated by the AmE characteristics as the English used online in blogs. It is important to keep in mind that the frequencies are low (this might be due to the small data gathered). Despite this, the results indicate that 37 per cent of the occurrences of irregular verb endings investigated are written with –t ending which is in line with the BrE characteristic. Nevertheless, the results in the Swedish BC still favour AmE characteristics rather than BrE, although not as significantly as the Birmingham BC. Here Svartvik’s (2005: 225-230) and Rohdenburg and Schlüter’s (2009: 365) observation that AmE is the most influential StE is correct. Example (1) and (2) below provides examples from the corpora of the usage of either –ed or –t endings.

Table 4 below displays an overview of the results found in both corpora when searching for verbs with –ed/–t endings.

<table>
<thead>
<tr>
<th></th>
<th>Swedish BC</th>
<th></th>
<th>Birmingham BC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occurrences</td>
<td>%</td>
<td>Occurrences</td>
<td>%</td>
</tr>
<tr>
<td>–ed</td>
<td>5</td>
<td>63%</td>
<td>72454</td>
<td>91%</td>
</tr>
<tr>
<td>–t</td>
<td>3</td>
<td>37%</td>
<td>7205</td>
<td>9%</td>
</tr>
</tbody>
</table>

(1) I left my job, a few things I learnt in life. (Swedish BC)

(2) However, what we have learned thus far is that. (Birmingham BC)

---

10 Individual results for verbs with –ed/–t endings are to be found in the Appendix 2 Table 17 where all the data is provided.

11 The lists of blogs that are included in the Swedish BC are to be found in Appendix 1.

12 Since the result in Birmingham BC does not enable access to the original files I am only referring to the Birmingham BC itself.
4.1.2 The results and analysis of –er/–re form both corpora.

According to Hogg and Algeo (2001: 353) and Clark (1965: 190-192) –er endings are associated with AmE. As the total results\(^{13}\) in the Swedish BC in Table 5 below suggest, there is a higher tendency to use the AmE spelling characteristics –er rather than the BrE version –re. Out of all the words investigated with either –er or –re characteristics, there was a 100 per cent occurrence of the AmE characteristics and zero per cent of BrE characteristics found in the Swedish BC. The results found in this investigation might have been different if the gathered data was larger. However, based on Svartvik’s (2005: 225-230) argument that Swedes are most inclined to adhere to AmE and Rohdenburg and Schlüter’s (2009: 365) claim that AmE is the most influential StE today, the results might still show a higher frequency of AmE characteristics even if there was a larger amount of data in the Swedish BC. An example of –er use in Swedish BC is displayed in example (3) below.

Furthermore, the results in the Birmingham BC indicated that there was an affinity towards AmE. The difference in the results can be explained by the large amount of data found in the Birmingham BC, leading to a higher frequency of both spelling varieties. Nevertheless, the results show a higher frequency of AmE than BrE spelling in the English used online in blogs. Example (4) below displays a sentence drawn from the Birmingham BC and shows the use of –er endings.

Table 5 below displays an overview of the results found in both corpora when searching for words with –er/–re endings.

<table>
<thead>
<tr>
<th></th>
<th>Swedish BC</th>
<th></th>
<th>Birmingham BC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occurrences</td>
<td>%</td>
<td>Occurrences</td>
<td>%</td>
</tr>
<tr>
<td>–er</td>
<td>5</td>
<td>100%</td>
<td>61792</td>
<td>87%</td>
</tr>
<tr>
<td>–re</td>
<td>0</td>
<td>0%</td>
<td>9302</td>
<td>13%</td>
</tr>
</tbody>
</table>

(3) since I know there are no movie theater in Vaalwater I thought (Swedish BC)
(4) Schneier calls it security theater and all the evidence (Birmingham BC)

4.1.3 The results and analysis of –or/–our from both corpora

The –our characteristics are described in the theoretical background as the spelling belonging to BrE, and –or spellings belongs to AmE (Evans 1960: 126, Hogg and Algeo 2001: 353; Clark 1965: 190-192). The total results for –or/–our are displayed in Table 6\(^{14}\) below. The

\(^{13}\) For individual results see Appendix 2, Table 18.

\(^{14}\) Individual results are displayed in Appendix 2, Table 19
Swedish BC shows a higher frequency of –or, 58 per cent versus 42 per cent. The frequency of –or in the Birmingham BC suggests that there is a higher tendency of the AmE characteristics overall in the English used online in blogs. These results are also in agreement with Svartvik’s (2005: 225-230) claim that Swedes are mostly influenced by AmE as well as the claim that AmE is the most influential StE variety (Clark 1965: 365; Rohdenburg and Schlüter 2009: 365). Examples (5)-(8), below present sentences drawn from both corpora that display the use of –or and –our.

Table 6 displays an overview of the results found in both corpora when searching for words with –or/–our endings.

<table>
<thead>
<tr>
<th></th>
<th>Swedish BC</th>
<th></th>
<th>Birmingham BC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occurrences</td>
<td>%</td>
<td>Occurrences</td>
</tr>
<tr>
<td>–or</td>
<td>7</td>
<td>58%</td>
<td>93948</td>
</tr>
<tr>
<td>–our</td>
<td>5</td>
<td>42%</td>
<td>21127</td>
</tr>
</tbody>
</table>

(5) Love the colour and that they are very comfy (Swedish BC)
(6) It should be paler, a more champagne color, (Swedish BC)
(7) The poor, people of color, LGBTQ people (Birmingham BC)
(8) Used my Copies to colour him in… (Birmingham BC)

4.1.4 The results and analysis of –ise/–ize from both corpora.

As mentioned in the theoretical background, Clark (1965: 196-197) argues that if Americans were given the choice between –ise and –ize they would always choose the latter. The total results of –ise/ize are displayed in Table 7 below. There are no results to be found in the Swedish BC that indicate a usage of –ise, which could be caused by the limited data of 75,393 words or the fact that the words chosen to be investigated and analysed are not as frequent in general blog texts. On the contrary, there are 23 occasions found in the Swedish BC that indicate that –ize word endings are used, though only with AmE spelling rather than BrE. However, the Birmingham BC suggests that the English used online in blogs, on the other hand, uses BrE –ise spelling characteristics and that the words chosen occur in blogs. Though the frequency of these characteristics are not as high as e.g. –or/–our (see Table 6 above) spelling varieties. The results in the Birmingham BC, however, suggest that the AmE characteristics are preferred in 90 per cent of the instances found in the English used online in

15 Individual results are to be found in Appendix 2, Table 20.
blogs. Peters (2004: 298-299) BNC results indicate that users of BrE prefer –*ise* rather than –*ize* it is therefore assumed that the results in Table 7 below indicate a favour of AmE. Example (9) below shows the use of –*ize* in the Birmingham BC.

Table 7 displays an overview of the results found in both corpora when searching for words with –*ise*/–*ize* endings.

<table>
<thead>
<tr>
<th>Swedish BC</th>
<th>Birmingham BC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>-ize</strong></td>
<td><strong>-ise</strong></td>
</tr>
<tr>
<td>Occurrences</td>
<td>79851</td>
</tr>
<tr>
<td>%</td>
<td>90%</td>
</tr>
<tr>
<td>Occurrences</td>
<td>9243</td>
</tr>
<tr>
<td>%</td>
<td>10%</td>
</tr>
</tbody>
</table>

(9) Are our alternatives, I realize it may come down (Birmingham BC)

4.1.5 The results and analysis of –*yze*/ing/-*yse*/ing from both corpora.

The previous section 4.1.4 discussed the features of –*ize* versus –*ise* and the result found in the Swedish BC was zero for –*ise*. The results displayed in Table 8\(^\text{16}\) below, suggest similar traits as the –*ise*/-*ize* results (Table 7 above). There were no occasions of –*yze*/ing and –*yse*/ing characteristics found in the Swedish BC, and the conclusion is based on the assumption that, the results found indicate that the gathered material is too small to give a suggestion to if the words chosen are used or not in English written blogs by Swedes. However, one possible interpretation is that the results found in the Swedish BC indicate that there is an exclusion of words with –*yze*/ing and –*yse*/ing in English by Swedes. However, the results from the Birmingham BC does suggest that the English used online in blogs uses these features, though with a low frequency compared to other characteristics like e.g. –*er*/-*re* (see Table 5 above). In addition, the results of *yse*/ing/y*ze*/ing suggest that AmE characteristics are preferred in 87 per cent of the cases. Another conceivable assumption as to why these variants do not exist in the Swedish BC could be that the features usually occur in more formal structures and blog-texts show tendencies of being more colloquial than formal. Furthermore, the claim that AmE is the most influential StE is still relevant in the results found in Table 8, where the AmE characteristics for –*yze*/ing is used in 90% of the cases found.

Table 8 displays an overview of the results found in both corpora when searching for words with –*yze*/–*yse* endings.

\(^{16}\) Individual results for words searched for in the corpora with –*yze*/ing and –*yse*/ing ending see Appendix 2 Table 21
Table 8. The results of –yze*ing/–yse*ing from both corpora.

<table>
<thead>
<tr>
<th></th>
<th>Swedish BC</th>
<th></th>
<th>Birmingham BC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occurrences</td>
<td>%</td>
<td>Occurrences</td>
<td>%</td>
</tr>
<tr>
<td>-yzing</td>
<td>0</td>
<td>0%</td>
<td>2437</td>
<td>90%</td>
</tr>
<tr>
<td>-ysing</td>
<td>0</td>
<td>0%</td>
<td>266</td>
<td>10%</td>
</tr>
</tbody>
</table>

4.1.6 The overall results and analysis of the spelling characteristics from both corpora.

The total results found on the five different spelling characteristics overall suggest that the English used by Swedes is, in a significant number of cases, influenced by AmE rather than BrE. This agrees with Svartvik’s (2005: 225-230) statement that Swedes’ are more influenced by AmE. The total number displayed in Table 9 suggests that out of all the words investigated and analysed in this thesis, 83 per cent of the occurrences are in favour of AmE. The results further suggest that the English used online also follows AmE characteristics. The total results of the Birmingham BC indicate that in 87 per cent of the cases writers prefer AmE rather than BrE characteristics. One problematic aspect of the results might be that the writers may have chosen to employ either a BrE or an AmE StE by using a spelling program on the computer, which might explain why some of the features did not occur in this investigation and analysis.

The subject of grammatical deviation has therefore been taken into consideration. This concludes the first part of the results and the analysis based on differences in AmE and BrE spelling characteristics. The results indicate a clear affinity towards AmE. The next section will address the second part of the analysis by discussing the results found on the grammatical variations where AmE and BrE differ.

Table 9 displays an overview of the overall results found in both corpora when searching for words associated with either AmE or BrE.

Table 9. The overall results of the spelling characteristics from both corpora.

<table>
<thead>
<tr>
<th></th>
<th>Swedish BC</th>
<th></th>
<th>Birmingham BC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occurrences</td>
<td>%</td>
<td>Occurrences</td>
<td>%</td>
</tr>
<tr>
<td>Total AmE</td>
<td>40</td>
<td>83%</td>
<td>316117</td>
<td>87%</td>
</tr>
<tr>
<td>Total BrE</td>
<td>8</td>
<td>17%</td>
<td>48173</td>
<td>13%</td>
</tr>
</tbody>
</table>
4.2 Results of the grammatical variations investigated and analysed.

This section provides the results of the grammatical variations searched for in both corpora as well as an analysis of the results.

4.2.1 Results and analysis of *a whole lot (different)/whole/wholly*

As mentioned in the theoretical background, not all cases of *whole/wholly* and *a whole lot* are interchangeable. Therefore, Rohdenburg and Schlüter (2009: 367-368) searched for the cases of *whole/wholly* and a third option *a whole lot*, pre-modifying the adjective different. This investigation and analysis is conducted in the same manner. The results displayed in Table 10 below show each feature first by absolute occurrences in both corpora, and secondly wphT (words per hundred thousands). A feature that occurs in both AmE and BrE is *whole*. This feature was addressed in the theoretical background, where it was stated that BrE only occasionally uses *whole*. Rohdenburg and Schlüter (2009: 369) further suggested that *whole* is preferred in AmE whilst *wholly* is preferred in BrE. The Swedish BC data results displayed in Table 10 below indicate an influence of AmE. In the results *a whole lot (different)* and *wholly* do not occur, whilst *whole* has a frequency of 10,61 wphT. The English used online in blogs found in the Birmingham BC indicates a conclusion similar to the Swedish BC results, i.e. that *whole* has a higher frequency. The exception in the Birmingham BC was that *wholly* and *a whole lot (different)* did occur. The frequency was however low, 0,19wphT and 0,43wphT.

Examples (10)-(11) below are sentences that use *a whole lot (different)/whole/wholly* drawn from both corpora. Furthermore, the results of this investigation and analysis agree with previous claims of AmE being the most influential StE (Rohdenburg and Schlüter 2009: 365). The results provide further support for Svartvik’s (2005: 225-230) claim that the English used by Swedes is mostly influenced by AmE.
Table 10 displays an overview of the results found in both corpora when searching for the use of *a whole lot* (*different*)/whole/wholly.

### Table 10. The results of *a whole lot* (*different*)/whole/wholly from both corpora.

<table>
<thead>
<tr>
<th></th>
<th>Swedish BC</th>
<th>Birmingham BC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occurrences</td>
<td>wphT</td>
</tr>
<tr>
<td>a whole lot</td>
<td>0</td>
<td>1251</td>
</tr>
<tr>
<td>whole</td>
<td>38</td>
<td>50,4</td>
</tr>
<tr>
<td>wholly</td>
<td>0</td>
<td>2732</td>
</tr>
</tbody>
</table>

(10) were true without people hating a *whole* country (Swedish BC)

(11) Were funny, but the *whole* thing deteriorated into obnoxious (Birmingham BC)

4.2.2 The results and analysis of sort of/sorta and kind of/kinda.

Another example of grammatical variation given by Rohdenburg and Schlüter (2009: 373) is their analysis on *sort of*/*sort o’/sorta and kind of/kind o’/kinda. Their results indicate that *sort of* is affiliated with BrE and the other variations tend to be more frequent in AmE.

The results found in the Swedish BC indicate a higher frequency of the use of *kind of*, *sort of* and *kinda* rather than the other (*sorta, sort o, and kind o*) where no occurrences were found. These results suggest that the English used by Swedes in this case shows an affinity towards AmE rather than BrE. Furthermore, the results in the Birmingham BC show that all the examples investigated appear in the English used online in blogs, though with varying frequencies. *Sort of* and *kind of* both show a higher frequency than the shorter versions of the degree adverbs. The results, presented in Table 11 below, clearly show a higher frequency of the examples connected with AmE, e.g. *kind of* and *kinda* with a frequency of 0,25wphT and 0,03wphT respectively. Furthermore, the shorter versions *kind o’* and *sort o’* investigated in Rohdenburg and Schlüter (2009: 373) did occur in the Birmingham BC, but the frequency was very low with only 28 and 4 absolute occurrences in the whole corpus. Furthermore, the results in this case display that it is unusual to use these expressions, as the frequency was below 30 out of 600 million words. These results could possibly indicate that the use of *kind o’* and *sort o’* is starting to decline while the use of *kind of/kinda* and *sort of/sorta* is progressing. In other words, the results indicate that there could be a progress of *kind of/kinda* and *sort of/sorta* in the corpora investigated. Examples (12)-(20) below display the use of the examples of *kind of/kinda* and *sort of/sorta* discussed in this paragraph, drawn from both corpora.
Table 11 displays an overview of the results found in both corpora when searching for the use of *sort of*/*sort o’/sorta and *kind of*/*kind o’/kinda.

### Table 11. The results of sort of/sort o’/sorta and kind of/kind o’/kinda form both corpora.

<table>
<thead>
<tr>
<th></th>
<th>Swedish BC</th>
<th>Birmingham BC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occurrences</td>
<td>wphT</td>
</tr>
<tr>
<td>Sort of</td>
<td>11</td>
<td>14.6</td>
</tr>
<tr>
<td>Sorta</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Sort o</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Kind of</td>
<td>66</td>
<td>87.54</td>
</tr>
<tr>
<td>Kinda</td>
<td>6</td>
<td>7.96</td>
</tr>
<tr>
<td>Kind o</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

(12) Asian girl dressed up as some *sort of* anime character appears (Swedish BC)
(13) the compliment and express some *kind of* appreciation. (Swedish BC)
(14) And I’m *kinda* glad that I don’t care either. (Swedish BC)
(15) Glass to make any *sort of* serious run in the… (Birmingham BC)
(16) Of an entirely *sort o* different (Birmingham BC)
(17) It’s not multiplayer is *sorta* the whole point (Birmingham BC)
(18) Gizmo looks like the *kind of* tool that might be (Birmingham BC)
(19) About “nae haein’ ony *kind o’* a summer this year” (Birmingham BC)
(20) Touchscreen only. Its getting *kinda* ridiculous, and I’m starting (Birmingham BC)

### 4.2.3 The results and analysis of in/into.

The prepositional use of *in* and *into* is another characteristic in Rohdenburg and Schlüter’s (2009: 382) research, and their results indicate a higher frequency of the shorter version *in* in AmE and the longer more formal *into* in BrE. The results found in both the Swedish BC and the Birmingham BC, displayed in Table 12 below, clearly show a tendency to prefer AmE rather than BrE. It is relevant to mention that the result found are all the instances where *in/into* appeared in the corpora. The results regarding *in* in the Swedish BC show an occurrence of 14.6wphT compared with *into* which only has an occurrence of 1.69wphT. Examples (21) and (22) below display the use of *in/into* drawn from the Swedish BC. The results found in the Birmingham BC suggest that *in* occurs as many times as 128.8wphT compared to the 1.11wpht which is the frequency of *into*.

Table 12 displays an overview of the results found in both corpora when searching for the use of (get) *in/into (shape/trouble/pockets and mouths).*
Table 12. The results of *in/into* from both corpora.

<table>
<thead>
<tr>
<th></th>
<th>Swedish BC</th>
<th></th>
<th>Birmingham BC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occurrences</td>
<td>wphT</td>
<td>Occurrences</td>
</tr>
<tr>
<td>In</td>
<td>1100</td>
<td>1459.02</td>
<td>80953532</td>
</tr>
<tr>
<td>Into</td>
<td>128</td>
<td>169.78</td>
<td>703393</td>
</tr>
</tbody>
</table>

(21) I will enjoy a cup of tea and then jump *in* bed! (Swedish BC)

(22) alias force people *into* a stereotype from when they are born (Swedish BC)

In addition, it is of importance to mention that not all *in* can be replaced with *into* since it then would be grammatically incorrect (Huddleston and Pullum 2005: 127-148). Therefore, to be able to avoid any of these cases where *in/into* are not exchangeable a study has been conducted along similar lines Rohdenburg and Schlüter’s (2009: 382) study. That is to say, searches were performed for phrases such as *get* + *in/into* + noun *shape/trouble/pockets* and *mouths*.

The numbers in Table 13 below represent a search for where *get* collocates with *in/into* and the same nouns which Rohdenburg and Schlüter (2009: 382) used in their study, *shape/trouble/pockets* and *mouths*.

Table 13. The total results of *in/into* in prepositional position of *get*, *in/into* *shape/trouble/pocket(s)/mouth(s)*.

<table>
<thead>
<tr>
<th></th>
<th>Swedish BC</th>
<th></th>
<th>Birmingham BC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occurrences</td>
<td>wphT</td>
<td>Occurrences</td>
</tr>
<tr>
<td>Total In</td>
<td>298</td>
<td>395,26</td>
<td>2692517</td>
</tr>
<tr>
<td>Total Into</td>
<td>41</td>
<td>54,38</td>
<td>301845</td>
</tr>
</tbody>
</table>

The results of this search have been added into a total number. The total results clearly show an affinity in both corpora towards the AmE characteristics. In addition, the results so far indicate that the claim that Swedes are inclined to adhere to AmE traits Svartvik (2005: 225-230) is still relevant.

4.2.4 The results and analysis of *take a/have a*.

Another contrast between AmE and BrE mentioned in the theoretical background is the usage of multi-word predicates such as *take a/have a (look)* (Rohdenburg and Schlüter 2009: 399). The results are displayed in Table 14 below. BrE generally prefer the *have a (look)*, and *take a (look)* is predominant in AmE (Rohdenburg and Schlüter 2009: 399). The results found in the

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17 The individual results for each word in the search can be seen in Appendix 2, Table 22.
Swedish BC clearly suggest a preference towards the *have a (look)* structure with a frequency of 2.05wphT, with example (23) and (25) below presenting the use of both *take a (look)* and *have a (look)*. In addition, the Birmingham BC results also clearly show an affinity towards this feature with 0.67wphT, with example (27) below displaying the use of *have a (look)* drawn from the Birmingham BC. These results show a clear contrast compared to the results found in previous sections, namely that both the Swedish BC and the Birmingham BC prefer AmE over BrE – in this case, the frequency of *have a (look)* indicates the opposite, that both corpora favours BrE. In other words, *have a (look)*, has a significantly higher frequency in BrE than in AmE.

Table 14 displays an overview of the results found in both corpora when searching for the use of *take a/have a*.

**Table 14. The results of take a/have a (look) from both corpora.**

<table>
<thead>
<tr>
<th></th>
<th>Swedish BC</th>
<th>Birmingham BC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occurrences</td>
<td>wphT</td>
</tr>
<tr>
<td>Take a (look)</td>
<td>23</td>
<td>30.51</td>
</tr>
<tr>
<td>Have a (look)</td>
<td>155</td>
<td>205.59</td>
</tr>
</tbody>
</table>

(23) *Take a look!* (Swedish BC)

(24) Go to Blackballoon's webshop and *have a look* around, (Swedish BC)

(25) Define their network. Now *have a look* at this clip (Birmingham BC)

4.2.5 The results and analysis of *try to/try and*.

As mentioned by Tottie (2009: 344) in the theoretical background, AmE and BrE contrast when it comes to the choice between *try+and+verb* and *try+to+verb*. Tottie’s (2009: 344) results based on Hommerberg (2003) and Biber et al (1999: 738-739) suggest that BrE has a higher tendency of the former, whereas AmE tends to prefer the latter. Tottie (2009: 344) also states that the frequency of *try+and+verb* is higher and preferred in BrE fiction. The results displayed in Table 15 suggest that both Swedish BC and Birmingham BC prefer the construction *try+to+verb*. These results indicate that AmE influences both the English used by Swedes and the English used online in blogs. Examples (26)-(29) below display sentences drawn from the corpora where both *try+to+verb* and *try+and+verb* are used.
Table 15 displays an overview of the results found in both corpora when searching for the use of *try to/*try and*.

Table 15. The results of *try to/*try and* from bot corpora.

<table>
<thead>
<tr>
<th></th>
<th>Swedish BC</th>
<th>Birmingham BC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occurrences</td>
<td>wphT</td>
</tr>
<tr>
<td>Try to</td>
<td>25</td>
<td>33,16</td>
</tr>
<tr>
<td>Try and</td>
<td>1</td>
<td>1,32</td>
</tr>
</tbody>
</table>

(26) I will *try to* be somewhat regular with my updates. (Swedish BC)
(27) I took the time to *try and* pry in the mind of something (Swedish BC)
(28) You thing they already *try to* be too many things (Birmingham BC)
(29) Taliban were quick to *try and* humiliate every one of (Birmingham BC)

4.3 Overall Results

The overall results show tendencies of a preference towards AmE rather than BrE structures. These results might not come as a surprise since, as discussed in the theoretical background, Svartvik (2005: 225-230) argues that the English used by Swedes is predominantly influenced by the AmE variety. Eight out of nine studies conducted in this analysis show clear results of preference towards AmE features, Rohdenburg and Schlüter (2009: 365) did, as discussed in the theoretical background, claim that AmE is the most influential StE at present time. The only exception is found in the variation *have a (look)/take a (look)* where it was found that the Englishes online prefer the use of *have a (look)* rather than the older structure *take a (look)*. The next section will conclude and discuss the analysis and the results found.

5. Conclusion

To summarise, the theoretical background, based on Hogg and Algeo (2001: 326), Rohdenburg and Schlüter (2009: 421) and Tottie (2009: 342) based on Hommerberg (2003) and Biber et al (1999: 738-739), concluded that there are differences between AmE and BrE. Grammarians and dictionary makers have influenced the outcome of what AmE and BrE are today. Webster’s dictionary influenced AmE and Johnson’s dictionary influenced BrE (Hogg and Algeo 2001:353). The differences based on these ideologies are the fundament of this thesis.
The aim of this thesis was to compare Swedes’ use of English in blogs and the English used in general in blogs to be able to investigate if Swedes’ use of English online in blogs follows the same trend as the English in blogs in general. Furthermore, this thesis also aimed to investigate if Swedes’ use of English online in blogs is more influenced by AmE or BrE. The results are based on a rather small material, but they are consistent. AmE is, as stated in the theoretical background by Rohdenburg and Schlüter (2009: 365) and Clark (1965: 185), the most influential variety of English today, and the fact that Swedes are more inclined to use AmE further adds to this trend, as previously suggested in the theoretical background by Svartvik (2005: 225-230). The results throughout, in sections 4.2.1-4.2.3 and 4.2.5 show a clear tendency of AmE being most influential in both Swedes’ use of English and the English used by international authors online in blogs, in contrast to 4.2.4, which displays the opposite, i.e. that both corpora favoured the BrE variant. The overall results of both the sections (i.e. spelling and grammatical items) confirm that the English used by Swedes in blogs and the English used online in blogs favour AmE.

Another question asked was if the English used by Swedes differed from the English found online. This was not the case. The results found in both corpora indicated that there was a higher tendency of AmE features than BrE, and in none of the cases did the results of the Swedish BC deviate from the results found in the Birmingham BC. Finally, the last question asked was whether or not it was possible to predict in what direction the English used online in blogs is heading, that is to say, if one StE was more influential online than the other. The results of this thesis suggest that AmE exerts leading influence on the English used online in blogs. These results agree with the statements made in the theoretical background, that is to say they agree with Rohdenburg and Schlüter’s (2009: 365) statement that AmE is the most influential StE.

To conclude, the English used by Swedes in blogs is influenced by AmE more than BrE, and AmE therefore seems to be the more prominent of the two major StE varieties. The results of the English used online in blogs found in the Birmingham BC suggest that AmE is the most influential StE in the English used online in blogs in general as well. The results found in this analysis only provide quantitative results on a rather small data. This thesis is an empirical study of the English used by Swedes in blogs, and the results therefore only account for a small scope of Swedes’ overall use of English. Further studies on this subject could investigate and analyse a larger amount of data in addition to the Swedish material, comparing not only one English used by second language users but several of them to see if
AmE is overall most influential in Englishes used by non-native speakers. In addition, further studies should possibly be conducted on a larger number of aspects, giving the analysis a larger scope and providing more reliable results.
6. References

6.1 Primary sources

Birmingham Blog Corpus:

http://wse1.webcorp.org.uk/cgi-bin/BLOG/index.cgi?lang=english
Accessed, December 17th 2012.


6.2 Secondary sources


Hommerberg, Charlotte. and Tottie, Gunnel. 2007. Try to or try and? Verb complementation in British and American English. ICAME Journal 31. 45-64.


7. Appendices

Appendix 1

Swedish Blogs:

http://stylegrenade.blogspot.se/2012/09/keep-it-cool.html
Accessed, September 24th 2012 17.08

http://nyheter24.se/modette/lindahallberg/
Accessed, 24th September 2012 17.10

http://nyheter24.se/modette/angelicablick/
Accessed, September 24th 2012 17.20

http://www.bittersweetjazzberry.com/
Accessed, September 24th 2012 18.06

http://www.travelblog.org/FruitPunchosSamurai/
Accessed, September 25th 2012 16.37

http://blogs.kilroy.se/my-africa/
Accessed, September 25th 2012 16.49

http://whatsorcervisthis.blogspot.se/?tmp=846142
Accessed, September 27th 2012 11.43

http://hallengrenabroad.blogspot.se/
Accessed, September 27th 2012 11.45

http://lottaagaton.blogspot.se
Accessed, September 27th 2012 11.51

http://meandalice.blogspot.se
Accessed, September 27th 2012 12.05

http://brallizdaily.blogspot.se
Accessed, September 27th 2012 15.51

http://nilspetternilsson.wordpress.com/about/
Accessed, September 27th 2012 16.13

http://nauraushaun.wordpress.com
Appendix 2

Table 16 displays an overview of Peters (2004: 298-299) BNC results.


<table>
<thead>
<tr>
<th></th>
<th>Realise</th>
<th>3898</th>
<th>Realize</th>
<th>2234</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise</td>
<td></td>
<td>3641</td>
<td>Recognize</td>
<td>2104</td>
</tr>
<tr>
<td>Organise</td>
<td></td>
<td>1273</td>
<td>Organize</td>
<td>824</td>
</tr>
<tr>
<td>Emphasise</td>
<td></td>
<td>964</td>
<td>Emphasize</td>
<td>661</td>
</tr>
</tbody>
</table>

Table 17 displays an overview of the results found in both corpora when searching for words with –ed/–t endings.

Table 17. The results of the –ed/–t found in Swedish BC and Birmingham BC.

<table>
<thead>
<tr>
<th></th>
<th>Swedish BC</th>
<th>Birmingham B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnt</td>
<td>0</td>
<td>2824</td>
</tr>
<tr>
<td>Burned</td>
<td>0</td>
<td>8035</td>
</tr>
<tr>
<td>Dreamt</td>
<td>2</td>
<td>875</td>
</tr>
<tr>
<td>Dreamed</td>
<td>0</td>
<td>3436</td>
</tr>
<tr>
<td>Learnt</td>
<td>1</td>
<td>2721</td>
</tr>
<tr>
<td>Learned</td>
<td>3</td>
<td>56051</td>
</tr>
<tr>
<td>Smelt</td>
<td>0</td>
<td>275</td>
</tr>
<tr>
<td>Smelled</td>
<td>0</td>
<td>1746</td>
</tr>
<tr>
<td>Spellr</td>
<td>0</td>
<td>510</td>
</tr>
<tr>
<td>Spelled</td>
<td>2</td>
<td>3186</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>79659</td>
</tr>
</tbody>
</table>

Table 18 displays an overview of the results found in both corpora when searching for words with –er/–re endings.

Table 18. The results of the –er/-re found in Swedish BC and Birmingham BC.
Table 19 displays an overview of the results found in both corpora when searching for words with –or/–our endings.

Table 19. The results of the –or/-our found in Swedish BC and Birmingham BC.

<table>
<thead>
<tr>
<th>Swedish BC</th>
<th>Birmingham BC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre</td>
<td>0</td>
</tr>
<tr>
<td>Theater</td>
<td>3</td>
</tr>
<tr>
<td>Centre</td>
<td>0</td>
</tr>
<tr>
<td>Center</td>
<td>2</td>
</tr>
<tr>
<td>Litre</td>
<td>0</td>
</tr>
<tr>
<td>Liter</td>
<td>0</td>
</tr>
<tr>
<td>Metre</td>
<td>0</td>
</tr>
<tr>
<td>Meter</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 20 displays an overview of the results found in both corpora when searching for words with –ise/-ize endings.

Table 20. The results of the –ise/-ize found in Swedish BC and Birmingham BC.

<table>
<thead>
<tr>
<th>Swedish BC</th>
<th>Birmingham BC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colour</td>
<td>1</td>
</tr>
<tr>
<td>Color</td>
<td>6</td>
</tr>
<tr>
<td>Flavour</td>
<td>2</td>
</tr>
<tr>
<td>Flavor</td>
<td>0</td>
</tr>
<tr>
<td>Harbour</td>
<td>0</td>
</tr>
<tr>
<td>Harbor</td>
<td>0</td>
</tr>
<tr>
<td>Neighbour</td>
<td>0</td>
</tr>
<tr>
<td>Neighbor</td>
<td>1</td>
</tr>
<tr>
<td>Rumour</td>
<td>0</td>
</tr>
<tr>
<td>Rumor</td>
<td>0</td>
</tr>
<tr>
<td>Humour</td>
<td>2</td>
</tr>
<tr>
<td>Humor</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>
Table 21 displays an overview of the results found in both corpora when searching for words with –yse/–yze endings.

Table 21. The results of the –yse*ysing/yze*yzing found in Swedish BC and Birmingham BC.

<table>
<thead>
<tr>
<th>Word</th>
<th>Swedish BC</th>
<th>Birmingham BC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise</td>
<td>3 100%</td>
<td>17900 90%</td>
</tr>
<tr>
<td>Recognize</td>
<td>0 0%</td>
<td>1950 10%</td>
</tr>
<tr>
<td>Neutralise</td>
<td>0 0%</td>
<td>24 5%</td>
</tr>
<tr>
<td>Neutralize</td>
<td>1 100%</td>
<td>429 95%</td>
</tr>
<tr>
<td>Stabilise</td>
<td>0 0%</td>
<td>56 4%</td>
</tr>
<tr>
<td>Stabilize</td>
<td>4 100%</td>
<td>1219 96%</td>
</tr>
<tr>
<td>Memorise</td>
<td>0 0%</td>
<td>51 9%</td>
</tr>
<tr>
<td>Memorize</td>
<td>2 100%</td>
<td>731 93%</td>
</tr>
<tr>
<td>Categorise</td>
<td>0 0%</td>
<td>54 7%</td>
</tr>
<tr>
<td>Categorize</td>
<td>2 100%</td>
<td>731 93%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>89094</td>
</tr>
</tbody>
</table>

Table 13 below represent a search where in and into have been conducted prepositional to either a/the or a noun, also the same words which Rohdenburg and Schlüter (2009: 382) used in their study, shape/trouble/pockets and mouths.

Table 22. The results of in/into together with a/the, nouns and Rohdenburg and Schlüter (2009: 382) search.

<table>
<thead>
<tr>
<th>Word</th>
<th>Swedish BC</th>
<th>Birmingham BC</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the</td>
<td>185</td>
<td>2124721</td>
</tr>
<tr>
<td>Into the</td>
<td>19</td>
<td>202497</td>
</tr>
<tr>
<td>In a</td>
<td>111</td>
<td>552534</td>
</tr>
<tr>
<td>Into a</td>
<td>21</td>
<td>95798</td>
</tr>
<tr>
<td>In bed</td>
<td>2</td>
<td>5955</td>
</tr>
<tr>
<td>Into bed</td>
<td>1</td>
<td>921</td>
</tr>
<tr>
<td>In trouble</td>
<td>0</td>
<td>7094</td>
</tr>
<tr>
<td>Into trouble</td>
<td>0</td>
<td>1916</td>
</tr>
<tr>
<td>In pockets</td>
<td>0</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>----------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Into pockets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In mouths</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Into mouths</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>In shape</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Into shape</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total in</td>
<td>298</td>
<td>395.26</td>
</tr>
<tr>
<td>Total Into</td>
<td>41</td>
<td>54.38</td>
</tr>
</tbody>
</table>