"You Obviously Want to Avoid Grammatical Errors, Right?"
Danish High-School Students' Language Attitudes to Grammatical Errors in Written English

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Abstract

This paper aims to explore Danish high-school students' perceptions of grammatical errors in English texts by examining their conscious and unconscious language attitudes to grammatical errors in written English. In order to do this, a three-part survey consisting of a matched guise test, a questionnaire, and an error identification section was conducted with 44 Danish STX high-school students of A-level English from the capital area of Denmark. The findings indicate that Danish high-school students primarily hold negative conscious and unconscious language attitudes to grammatical errors in written English as the presence of certain grammatical errors in English texts causes negative perceptions of the writer's competence. In addition to this, the findings indicate that their conscious language attitudes depend on the text type while their unconscious language attitudes depend on the error type. The present study concludes that readers' conscious and unconscious perceptions of a writer's competence are affected by the presence of grammatical errors, both when the errors are noticed and when they are not.

1. Introduction

When acquiring a foreign language, learners have to develop their communicative competence within different aspects of the language in question. According to Johnson (2018, 15-41), learners must acquire three types of competence: systemic competence, which includes knowledge of the sounds, grammar, and lexis; sociolinguistic competence, which includes knowledge of the rules of use and discourse; and strategic competence, which includes knowledge of the tools to avoid misunderstandings. In Denmark, the official teaching plan for A-level English at STX high schools especially focuses on systemic competence, specifically on grammar, and states that students are expected to communicate with a high degree of grammatical correctness in both writing and speech (Ministry of Children and Education 2017, 2020). The notion of grammatical correctness is closely linked to the standard language ideology, in which non-standard forms – such as deviations from the codified norms described in the dictionaries – are devalued and perceived as errors (see for example Lippi-Green 2012; Milroy and Milroy 2012; Peterson 2020). However, this focus on grammatical correctness in A-level English classes in Danish STX high schools does not necessarily result in the students finding grammatical correctness to be important. Instead, the students may find grammatical correctness to be irrelevant, and even if they do find it to be important, they may not have the linguistic

skills needed to notice and avoid grammatical errors. In other words, the students may or may not share the language attitudes described in the official teaching plan. This article aims to combine language attitude research and error perception research to explore language attitudes to grammatical errors in a written L2 context by answering the following research question: which conscious and unconscious language attitudes do Danish high-school students of A-level English hold to grammatical errors in written English?

2. Language attitude and error perception research

2.1. Defining language attitude

The concept of attitude originates from the field of social psychology and is not easily defined (Garrett 2010, 19-20). One of the earliest definitions comes from Allport (1954), who defines attitudes as learned dispositions to think, feel, and behave in certain ways towards persons or objects. In Sarnoff's (1970, 279) definition, attitude is defined as "a disposition to react favourably or unfavourably to a class of objects." In another definition by Oppenheim (1982, 39), attitude is defined as a social construct that "expresses itself, directly or indirectly, through much more obvious processes as stereotypes, beliefs, verbal statements or reactions, ideas and opinions, selective recall, anger or satisfaction or some other emotion and in various other aspects of behaviour." Following these three definitions, attitudes can be defined as learned and relatively stable dispositions to react either favorably or unfavorably to abstract or concrete objects that influence people's thoughts, emotions, and behaviors and can be expressed both explicitly and implicitly.

Based on this definition, language attitudes can be defined as learned dispositions to react favorably or unfavorably to linguistic phenomena that influence people's thoughts, emotions, and behaviors and can be expressed both explicitly and implicitly. As Garrett (2010, 2) notes, language attitudes can occur at all levels of language and may be concerned with specific words, certain grammatical structures, different pronunciations, entire languages, or any other linguistic phenomenon. Recent studies suggest that language attitudes can be divided into conscious language attitudes and unconscious language attitudes (Kristiansen 2003, 2005; Pharao and Kristiansen 2019). Kristiansen (2005) argues that these two value systems of language may be conflicting and that they influence language use differently: while conscious language attitudes are expressed explicitly and have no or little influence on language use, unconscious language attitudes are expressed implicitly and have great influence on language use.

2.2. Working with language attitudes and error perceptions

Most studies within language attitude research have traditionally examined language attitudes to spoken language, especially to non-standard varieties (see for example Garrett 2010 and Lippi-Green 2012). Often, these language attitudes have been examined using matched or verbal guise tests, where the participants listen to recordings of one or more speakers with different accents and evaluate them on a rating scale without being aware that they are specifically rating the accents (Garrett 2010, 41-42). An example of this is Ladegaard and Sachdev's (2006) study of Danish adolescents' language

attitudes to different varieties of English, in which the participants listened to and unconsciously evaluated five accents of English. Ladegaard and Sachdev's (2006) findings echo those of earlier studies: speakers of accents that are perceived to be standard such as the British standard variety RP (Received Pronunciation) and the American standard variety SA (Standard American) are generally evaluated positively when it comes to their status, while speakers of regional varieties such as Cockney, Scottish, and Australian English are generally evaluated positively when it comes to their social attractiveness. While language attitudes have also been examined in relation to written language (see for example Milroy and Milroy 2012), matched guise tests have only recently been used in these examinations. An example of this is Kristiansen and Rathje's (2014) study of Danish adolescents' language attitudes to errors in social media updates. Their findings indicate that certain spelling errors cause negative evaluations of the writer's competence. Furthermore, their findings indicate that language attitudes to certain errors depend on the context as for example capitalization error are typically evaluated negatively in school essays but not in social media updates.

While it is relatively new to examine error perception in writing through the concept of language attitudes, perceptions of errors in written texts have long been examined. Early error perception studies used questionnaires to examine explicitly expressed perceptions of errors in texts (see for example Hairston 1981; Beason 2001; Gray and Heuser 2003). In these studies, the participants were presented with a number of isolated sentences that each contained a grammatical error and asked how much that error bothered them. Overall, these studies have found that errors bother readers but with different degrees depending on the error type. For example, non-standard verb forms and double negatives were found to be more bothersome than comma errors and fused sentences. During the past decade, error perception research has begun to examine perceptions of errors in context rather than in individual sentences to explore Williams' (1981) claim that readers only notice errors when actively looking for them. Therefore, the participants of these studies were presented with texts from different domains such as product reviews (Stiff 2012), social media updates (Kristiansen and Rathje 2014), email messages (Brandenburg 2015; Queen and Boland 2015), essays (Johnson, Wilson, and Roscoe 2017), newspaper articles (Appelman and Schmierbach 2018), and online dating profiles (Van der Zanden et al. 2020) and asked to evaluate the writer, often on a Likert-like scale, without being informed of the presence of errors. Overall, the findings of these studies suggest that readers notice some but not all errors and that the presence of errors typically result in more negative perceptions of the writer's competence in a variety of contexts.

To recap: previous studies have shown that non-standard varieties and forms – such as grammatical errors – are generally evaluated negatively when it comes to the writer's perceived status and competence. In other words, readers generally have negative language attitudes to errors in a variety of different contexts. While previous studies have worked within an L1 context, I wish to investigate language attitudes to grammatical errors in a written L2 context. In order to do this, I seek to explore the conscious and unconscious language attitudes that Danish high-school students of A-level English hold to grammatical errors in written English.

3. This study

3.1. Research design

According to Garrett (2010, 37-52), there are overall three ways to study language attitudes: the direct, the indirect, and the societal approach. In the direct approach, the researcher examines explicitly expressed language attitudes through for example interviews or questionnaires. In the indirect approach, the researcher examines implicitly expressed language attitudes through for example matched or verbal guise tests by having the participants hear and evaluate recordings of one or more speakers. In the societal approach, the researcher examines media material and official documents to analyze how language attitudes are generally expressed and transferred in society. The present study combines the indirect and direct approaches in a three-part survey which was made using Google Analytics. The first part consists of a matched guise test designed to reveal the participants' unconscious language attitudes to grammatical errors in written English as they evaluate four writers whose texts contain different error patterns (see section 3.1.1.). The second part consists of a questionnaire designed to reveal the participants' conscious language attitudes to grammatical errors in written English (see section 3.1.2.). The third part – which is embedded in the questionnaire – consists of an error identification section that was created to supplement the attitude study as it would provide insight into whether or not the participants had noticed the errors in the matched guise test. The instructions in the survey were written in Danish to ensure that the participants knew what they were to do. The survey can be found in the appendix, and an online copy of it can be accessed through this link: https://forms.gle/yc36rKZ4JURyHKrZ8.

3.1.1. THE MATCHED GUISE TEST

In order to study unconscious language attitudes, the participants must be kept unaware that they are in fact expressing and revealing language attitudes (Pharao and Kristiansen 2019). The true purpose of this study was therefore concealed, and the participants were told that the project would examine how readers perceive anonymous writers based on their texts. The presence of grammatical errors was not mentioned as this would most likely have caused the students to actively look for them (see for example Williams 1981 and Brandenburg 2015). The selection of grammatical errors for the matched guise test was based on an examination of STX A-level English written exam papers from 2016 to 2018. These exam papers all contained a task in which students were asked to identify and explain grammatical errors in seven isolated sentences. The examination showed that students were most frequently asked to find and explain subject-verb concord errors, adjective/adverb errors, and relative pronoun errors. This finding indicates that the Danish Ministry of Children and Education – the maker of the exam papers – perceives these three types of grammatical errors to be particularly important for Danish students to know and avoid. Furthermore, this finding indicates that one can expect the participants to be familiar with these error types, and they were therefore chosen for this study. It should be noted that these errors may not be perceived as errors in all contexts or by all speakers of English; instead, they are unconventional forms that do not follow the accepted standard conventions described in dictionaries and grammar books.

In order to examine how the participants perceive grammatical errors in context, the three error types were placed within four text samples that derived from architectural entries of buildings from London and New York on Wikipedia. This text type arguably lives up to Garrett's (2010, 57-59) principles of authenticity and neutrality. Both the buildings and the text type were assumed to be familiar to the participants, who were told that the texts derived from online encyclopedias to avoid any possible negative attitudes to Wikipedia influencing the project. Each text was constructed to contain approximately 100 words and to have different patterns of errors: adjective/adverb errors, subject-verb concord errors, relative pronoun errors, and no errors. The error-containing texts included three occurrences of the specific error type. Examples of the errors include "[t]he clock's movement is famously for its reliability" (the Adj/Adv text), "[i]t were built" (the S-V text), and "[t]he house who forms" (the Rel.Pron. text). In the appendix, the order of the texts can be seen, and the grammatical errors have been underlined in red. It should be noted that each text always contained the same type of error. For example, all participants have read a text about Big Ben that contained Adj/Adv errors. This causes a limitation as there is a risk that the participants focus on other aspects of writing in their evaluations, and some of the texts may naturally be of a better quality than others. Furthermore, all texts were presented in the same order to all the participants, which may also influence their evaluations; for example, they may think more carefully about how they evaluate the first text than how they evaluate the final text. However, in order to minimize these risks, the chosen texts are as similar as possible when it comes to tone, length, and topic.

After each text, the participants were asked to evaluate the writer on a five-point Likert-like scale by indicating the extent to which they agreed or disagreed with eight different statements. These statements, which can be found in the appendix, describe different sides of a writer's personality, and they – except the added statement on the writer's thoroughness – derive from already existing scales (see Brandenburg 2015; Queen and Boland 2015; Johnson, Wilson, and Roscoe 2017). Two of the statements ("the writer is friendly" and "the writer is sympathetic") orient toward the writer's "sociability" and thus whether the writer seems like a nice person to be around. The rest of the statements orient toward the writer's "competence" and thus whether the writer seems like a competent communicator whose work can be trusted. That way, the scale follows the language attitude research tradition of placing the items along a social and a competence dimension (Rotter 2019). Even though Dörnyei and Taguchi (2019, 25-27) argue that each dimension should be represented by at least three items on the scale, only two items were placed along the social dimension as the competence dimension is arguably more important for this text type.

3.1.2. THE QUESTIONNAIRE

The questionnaire contained four sections. First, the participants were asked to indicate the extent to which they found it important to avoid grammatical errors in three different text types: English school essays, English encyclopedias, and English social media updates. These text types were chosen because they were expected to be familiar to the participants. Then, the participants were asked how important they generally find grammatical correctness to be and why. Next, they were asked if they find it annoying to read and/or produce grammatical errors in English texts. Finally, they were asked

if they had noticed any grammatical errors in the texts in the matched guise test. If they had noticed the errors, they were asked to note the specific ones that they had found.

3.2. Participants

52 A-level English students from an STX high school within the capital area of Denmark were recruited for this study. Eight students self-reportedly spoke English at home, and their answers would thus not reflect language attitudes within a written L2 context. As a result of this, the answers of those eight students were removed. Therefore, the present study is based on data from 44 participants consisting of 26 first-year and 18 second-year high-school students. Third-year students were not recruited for this study as they were busy with their specialized study project (SRP) during the time of data collecting.

3.3. Procedure for data collecting

For both groups, the study took place toward the end of their online English classes in the spring of 2021. Like the written instructions in the survey, the oral introduction was given in Danish to ensure that the participants understood what was asked of them. I stressed that the study was anonymous and that there were no right or wrong answers. Furthermore, I encouraged the students to answer honestly and to elaborate on their answers in the comment sections. As the opportunity for the participants to move back and forth between the different parts of the survey could not be removed technologically, I emphasized the importance of not returning to the matched guise test once having begun the questionnaire. When the participants had completed the survey, they would notify their teacher and be permitted to leave the Zoom meeting.

3.4. Procedure for data processing

In the matched guise test, each response option was assigned a number from 1 = "strongly disagree" to 5 = "strongly agree." Averages for each of the eight statements as well as averages for the two dimensions were calculated. Then, the participants were divided into those who had self-reportedly noticed the errors and those who had self-reportedly not, and averages for these two groups were also calculated. The medians were not calculated as the present study does not focus on the dispersion of the participants' perceptions but rather seeks to get an overall picture of them. The answers to the open-ended question on the general importance of grammatical correctness were divided into three broad categories: grammatical correctness is of great importance, the importance of grammatical correctness depends on the context, and grammatical correctness is not important. It should be noted that such grouping of qualitative data is always based on the researcher's interpretation and choice of coding. For example, one could argue that more categories should have been included to get a deeper insight into the participants' perceptions. As two answers for this open-ended question could not be interpreted, they were removed from the study. All calculations and figures have been made in Excel.

4. Results and discussion

4.1. *The questionnaire and conscious language attitudes*

The results from the questionnaire indicate that the participants generally find grammatical correctness to be important. When asked explicitly about the importance of grammatical correctness in general, 62 % note that it is always important, 28.5 % note that its importance depends on the context, and only 9.5 % note that it is not important. Thus, more than 90 % of the participants find that grammatical correctness is always or sometimes important. The participants note that grammatical correctness is important because grammatical errors are likely to cause misunderstandings and present the writer as "untrustworthy." One participant commented that a reader will automatically assume that a text is "humbug" and written by an "idiot" if it contains grammatical errors. As these two words, along with "untrustworthy," are arguably linked to the competence dimension, this comment suggests that the presence of grammatical errors influence a reader's perception of a writer's competence, at least consciously. Another participant commented that "you obviously want to avoid grammatical errors, right?" and thereby construed the desire to avoid grammatical errors as common sense. Together, these findings indicate that the participants hold negative conscious language attitudes to grammatical errors in written English.

However, the findings of the questionnaire also indicate that the participants' conscious language attitudes to grammatical errors in written English depend on the text type. Figure 1 below illustrates the participants' average answers to the question on the importance of grammatical correctness in three different contexts, and it indicates that the participants find grammatical correctness to be of great importance in English school essays and English encyclopedias and of less importance in English social media updates.
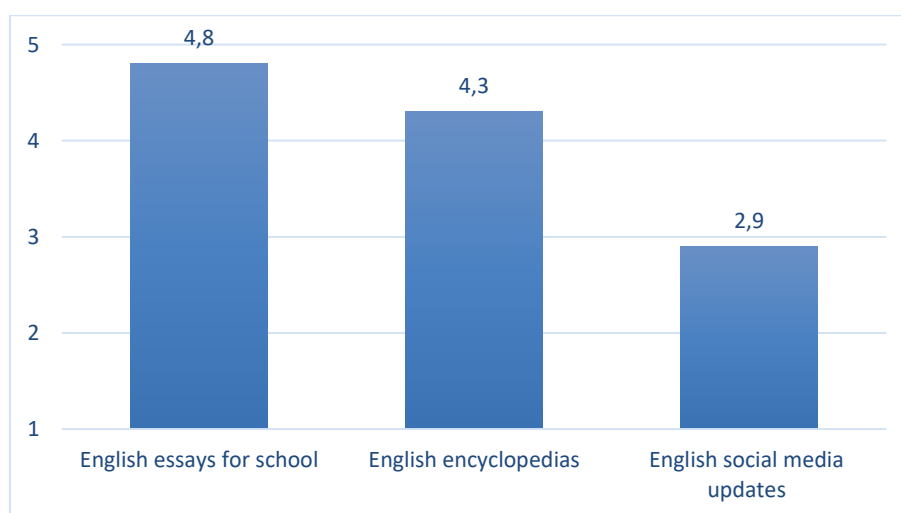

Figure 1: The importance of grammatical accuracy in three different contexts (averages).

93 % of the participants find grammatical correctness to be important or very important in English school essays while 91 % of the participants find grammatical correctness to be important or very important in English encyclopedias. The participants thus greatly agree on the importance of

grammatical accuracy in these two text types. However, when it comes to English social media updates, the participants show less agreement. Here, 34 % find grammatical correctness to be of no or little importance, 32 % find it to be important or very important, and 34 % are neutral. While some of the participants thus find grammatical correctness to be of great importance in English social media updates, others find it completely irrelevant. This indicates that conscious language attitudes to grammatical errors in written English depend on the text type. As a result of this, the participants' answers would potentially have been different if they had been asked about the importance of grammatical correctness in social media comments and messages instead of social media updates.

Overall, the results from the questionnaire indicate that Danish high-school students of English hold negative conscious language attitudes to grammatical errors in written English. These language attitudes are especially linked to the competence dimension as writers who make grammatical errors are consciously perceived as less competent and trustworthy. Furthermore, the results from the questionnaire indicate that conscious language attitudes to grammatical errors in written English depend on the context.

4.1. The matched guise test and unconscious language attitudes

Figure 2 below illustrates the participants' overall evaluations of the four texts in the matched guise test. The four groups of columns represent the four texts. The blue columns represent the average answers on the competence dimension while the orange columns represent the average answers on the social dimension.
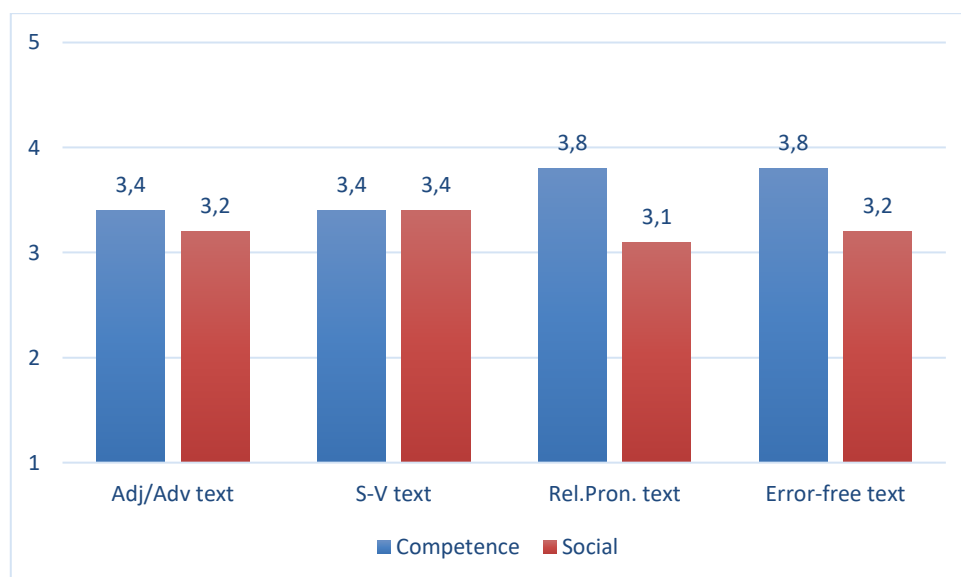

Figure 2: Overall evaluations along the competence and social dimensions (averages).

As mentioned, the results from the questionnaire indicate that the participants hold negative conscious language attitudes to grammatical errors in written English and that they find grammatical correctness to be of great importance in English encyclopedias. As a result of this, one might assume that the

error-containing texts would be evaluated much more negatively than the error-free text. However, the evaluations are not as negative as one might have expected. When looking at the social dimension, it can be seen that the presence of grammatical errors – at least the ones examined here – does not seemingly influence readers' perceptions of writers' sociability as the four texts are evaluated relatively equally. When looking at the competence dimension, it can be seen that the error-containing texts are not evaluated as negatively as one would have expected based on the results from the questionnaire; however, the Adj/Adv text and the S-V text are still evaluated slightly more negatively than the error-free text. Therefore, the results suggest that Adj/Adv errors and S-V errors influence readers' perceptions of writers' competence. Interestingly, the participants evaluate the Rel.Pron text and the error-free text equally along the competence dimension. This suggests that the presence of relative pronoun errors does not cause readers to perceive the writer as less competent. The results thus indicate that the three types of grammatical errors are perceived differently and affect the writers' perceived competence differently. Based on these results, it can be argued that writers should be careful to avoid Adj/Adv errors like *a British culturally icon* and S-V errors like *more than 250 motives contains depictions* if they want to be perceived as competent and trustworthy communicators. In addition to this, writers do seemingly not have to worry about avoiding relative pronoun errors like *John Nash and Edward Blore, which constructed* as these do not seem to influence their perceived competence.

When the participants were asked whether they had noticed any grammatical errors in the four texts, not one student chose the wrong answer "yes, all texts contained errors." However, only 27 % noted that they had found one or more errors in the texts, which means that 73 % did not notice any of the grammatical errors in the matched guise test. There can be multiple explanations for why the participants seemingly did not notice any of the errors. For example, they may not have the necessary knowledge of English grammar to identify grammatical errors, or they may simply not notice grammatical errors when reading English texts. One participant simply stated that s/he "did not look for errors." This comment echoes Williams' (1981) claim that readers only notice errors when they are actively looking for them. However, one must here consider if it is possible for a reader to be affected by the presence of grammatical errors without consciously having noticed them. One might argue that this is impossible: if you do not know that something is an error, you cannot be affected by it. However, one might also argue that this is indeed possible; for example, most people have probably tried to suddenly feel emotional without being able to pinpoint the exact elements that caused this feeling. In order to examine whether consciously noticing the grammatical errors influences a reader's perception of the writer's sociability and competence, and in order to examine whether a reader can be affected by grammatical errors that they have not consciously noticed, the participants were divided into two groups: those who had self-reportedly noticed the errors and those who had not. Figures 3 and 4 below illustrate how these two groups have evaluated the four texts along the social dimension (figure 3) and the competence dimension (figure 4).

Figure 3: Evaluations of sociability depending on whether the errors were noticed (averages).

Figure 4: Evaluations of competence depending on whether the errors were noticed (averages).

The four groups of columns represent the four texts. In figure 3, the blue columns represent the average answers on the social dimension by those who had self-reportedly not noticed the errors while the yellow columns represent the average answers on the social dimension by those who had self-reportedly noticed the errors. In figure 4, the orange columns represent the average answers on the competence dimension by those who had self-reportedly not noticed the errors while the grey columns represent the average answers on the competence dimension by those who had self-reportedly noticed the errors. When looking at the social dimension illustrated in figure 3, it can be seen that the noticing of grammatical errors does not seem to influence a reader's perception of the writer's sociability as the four texts are evaluated relatively equally and without consistency. When looking at the competence dimension illustrated in figure 4, however, a consistent pattern is found. We see that the

participants who self-reportedly noticed the errors consistently evaluate the competence of the writers with error-containing texts 0.4 points lower than those who did not notice the errors. Because the two groups agree on their evaluations of the error-free text along the competence dimension, this 0.4 points difference must be due to a reaction to the presence of grammatical errors. This finding suggests that when readers consciously notice grammatical errors in written English, it will cause them to unconsciously perceive the writer as less competent. Furthermore, figure 4 also shows that even if the reader does not consciously notice the errors, s/he will still be affected by their presence. This argument can be made because the Adj/Adv text and the S-V text are evaluated more negatively along the competence dimension than the Rel.Pron. text and the error-free text by both groups. Based on these results, it can be argued that readers may be affected by the presence of grammatical errors – at least Adj/Adv errors and S-V errors – in written English even if they have not consciously noticed them.

Overall, the results from the matched guise test indicate that Danish high-school students of English hold negative unconscious language attitudes to some grammatical errors in written English. These attitudes affect how they perceive the competence of writers whose texts contain certain grammatical errors, both if they consciously notice the errors and if they do not. The findings indicate that unconscious language attitudes to grammatical errors in written English depend on the type of grammatical error. Based on this study, readers seem to perceive the competence of writers who make Adj/Adv errors and S-V errors more negatively than writers who make relative pronoun errors. Therefore, writers should pay special attention to avoiding Adj/Adv errors and S-V errors to ensure that they will be perceived as competent and trustworthy writers.

4.3. Discussion and implications for future studies

When comparing the results from the questionnaire and the matched guise test, we see that there are several agreements between the students' conscious and unconscious language attitudes to grammatical errors in written English. The results from the questionnaire indicate that Danish high-school students of English hold negative conscious language attitudes to grammatical errors in written English. When asked explicitly about the importance of grammatical correctness, the students generally agree that grammatical correctness is either always or sometimes important in written English as the presence of grammatical errors can cause negative perceptions of the writer's competence. The students' conscious language attitudes do, however, also depend on the context as most students find grammatical correctness to be important in English school essays and English encyclopedias while the students disagree on the importance of grammatical correctness in English social media updates. Based on these results, one would expect the students to evaluate the error-containing texts in the matched guise test more negatively than the error-free text. While the students' evaluations may not be as negative as expected, the results from the matched guise test still indicate that Danish high-school students of English hold negative unconscious language attitudes to – at least some – grammatical errors in written English. The presence of two types of grammatical errors – Adj/Adv errors and S-V errors – causes the students to perceive the writer as less competent and trustworthy, both if they consciously notice the errors and if they do not. The presence of these errors

does not, however, result in negative perceptions of the writer's sociability. Overall, it can be argued that Danish high-school students of English hold both negative conscious and unconscious language attitudes to grammatical errors in written English though these attitudes depend on the text type and error type. What Kristiansen (2015) would call the students' "two value systems of language" – one conscious and one unconscious – are thus not conflicting even though there are certain nuanced differences between them. For example, the students unconsciously show a nuance based on the error type in the matched guise test which they do not consciously express in the questionnaire. This may, however, simply be due to how the questionnaire was constructed.

This paper has shed light on several issues that should be considered in future research examining conscious and unconscious language attitudes to grammatical errors within a written L2 context. Firstly, this paper has shown that Danish high-school students' conscious language attitudes to grammatical errors in written English depend on the context. Therefore, it would be interesting to examine if this is also the case for the students' unconscious language attitudes. This could be examined by making a matched guise test with different text types. Secondly, working on this paper has provided insight into the difficulty of establishing whether or not a participant has noticed the errors in the matched guise test. This is one of the issues with self-reported data. As a result of this, I agree with Brandenburg's (2015, 86-87) suggestion of creating research designs without full anonymity as this would make it possible for the researcher to do follow-up interviews where the participants could point out the specific errors that they had found. Finally, this paper has shown that Danish high-school students are affected by the presence of grammatical errors – both when they notice them and when they do not. For this project, only three types of grammatical errors were examined; however, since this study indicates that the students' unconscious language attitudes depend on the error type, it would be interesting to examine their attitudes to different types of errors in English.

5. Conclusion

By combining direct and indirect methods, the present paper provides insight into how Danish STX high-school students of English consciously and unconsciously perceive grammatical errors in written English. When the students express conscious language attitudes in the questionnaire, they emphasize the importance of grammatical correctness in either all or some contexts as the presence of grammatical errors can cause negative perceptions of the writer's competence. Here, the students express negative conscious language attitudes to grammatical errors in written English, even though their attitudes seem to be influenced by the text type. In the matched guise test, the students express negative unconscious language attitudes to some types of grammatical errors in written English as the presence of Adj/Adv errors and S-V errors causes them to perceive the writer as less competent and trustworthy. This is both the case for the approximately 25 % who noticed the errors and the approximately 75 % who did not. Therefore, the present study indicates that readers are affected by the presence of grammatical errors – at least some grammatical errors – both when they consciously notice them and when they do not. The presence of grammatical errors does not, however, influence the students' perceptions of the writer's sociability. Based on these results, it can thus be argued that

Danish high-school students of English hold both negative conscious and unconscious language attitudes to grammatical errors in written English, and that these attitudes are influenced by the text type and error type in question.

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Appendix: The survey with grammatical errors underlined with red

Læseropfattelser af anonyme skribenter

Dette spørgeskema er en del af mit bachelorprojekt, der undersøger, hvordan vi som læsere danner indre billeder af anonyme skribenter ud fra deres tekster.

Undersøgelsen er anonym, og dens resultater vil blive behandlet med omhu. Ved at deltage i undersøgelsen accepterer du, at resultaterne vil blive brugt i forbindelse med mit bachelorprojekt. Undersøgelsen består af to dele, og det er vigtigt, at du ikke går tilbage til del 1, når du er gået i gang med del 2. Undersøgelsen bør ikke tage mere end 15-20 minutter.

Tak på forhånd for din deltagelse.

Hvor gammel er du? *

Dit svar

Hvilke(t) sprog taler I derhjemme? *

Dit svar

Del 1

I første del af undersøgelsen vil du blive præsenteret for fire tekster på engelsk. Teksterne beskriver bygninger fra London og New York, og teksterne stammer alle fra online opslagsværker. Efter hver tekst bedes du angive i hvilken grad, du er enig eller uenig med en række udsagn. Der er ingen rigtige eller forkerte svar, og du bedes venligst svare så ærligt som muligt.

Tekst 1 - Big Ben   **The Adj/Adv text**

Big Ben is the nickname for the Great Bell of the clock at the north end of the Palace of Westminster; the name is <u>frequent</u> extended to refer to both the clock and the clock tower. When completed in 1859, its clock was the largest clock in the world, and it was the largest bell in the United Kingdom for 23 years. The clock's movement is <u>famously</u> for its reliability. The clock uses its original Victorian mechanism, but an electric motor can be used as a backup. The tower is a British <u>culturally</u> icon recognised all over the world. *

Angiv venligst i hvilken grad du er enig eller uenig i følgende udsagn.

	Meget uenig	Uenig	Neutral	Enig	Meget enig
Skribenten er klog	○	○	○	○	○
Skribenten er venlig	○	○	○	○	○
Skribenten kommunikerer godt	○	○	○	○	○
Skribenten er troværdig	○	○	○	○	○
Skribenten er sympatisk	○	○	○	○	○
Skribenten er hårdtarbejdende	○	○	○	○	○
Skribenten har stor viden om tekstens emne	○	○	○	○	○
Skribenten er grundig i sit arbejde	○	○	○	○	○

Er der andet, du gerne vil fortælle om din opfattelse af teksten og dens skribent?

Dit svar

Tekst 2 - Grand Central Terminal   The error-free text

Grand Central Terminal (also referred to as Grand Central Station or simply as Grand Central) is located in Midtown Manhattan, New York City. The terminal is the third-busiest train station in North America, after New York Penn Station and Toronto Union Station. Grand Central Terminal is one of the world's ten most visited tourist attractions with 21.6 million visitors in 2018, excluding train and subway passengers. The terminal's Main Concourse is often used as a meeting place and is especially featured in films and television. Grand Central has 44 platforms, more than any other railroad station in the world. *

Angiv venligst i hvilken grad du er enig eller uenig i følgende udsagn.

	Meget uenig	Uenig	Neutral	Enig	Meget enig
Skribenten er klog	◯	◯	◯	◯	◯
Skribenten er venlig	◯	◯	◯	◯	◯
Skribenten kommunikerer godt	◯	◯	◯	◯	◯
Skribenten er troværdig	◯	◯	◯	◯	◯
Skribenten er sympatisk	◯	◯	◯	◯	◯
Skribenten er hårdtarbejdende	◯	◯	◯	◯	◯
Skribenten har stor viden om tekstens emne	◯	◯	◯	◯	◯
Skribenten er grundig i sit arbejde	◯	◯	◯	◯	◯

Er der andet, du gerne vil fortælle om din opfattelse af teksten og dens skribent?

Dit svar

Tekst 3 - Buckingham Palace   **The Rel.Pron. text**

Buckingham Palace is the London residence of the monarch of the United Kingdom. The house <u>who</u> forms the core of the palace was built for the Duke of Buckingham in 1703. During the 19th century it was enlarged, principally by architects John Nash and Edward Blore, <u>which</u> constructed three wings around a courtyard. Buckingham Palace became the principal royal residence in 1837 on the accession of Queen Victoria, <u>whom</u> was the first monarch to reside there. The last major structural additions were made in the late 19th and early 20th centuries, including the East Front, which contains the well-known balcony. *

Angiv venligst i hvilken grad du er enig eller uenig i følgende udsagn.

	Meget uenig	Uenig	Neutral	Enig	Meget enig
Skribenten er klog	○	○	○	○	○
Skribenten er venlig	○	○	○	○	○
Skribenten kommunikerer godt	○	○	○	○	○
Skribenten er troværdig	○	○	○	○	○
Skribenten er sympatisk	○	○	○	○	○
Skribenten er hårdtarbejdende	○	○	○	○	○
Skribenten har stor viden om tekstens emne	○	○	○	○	○
Skribenten er grundig i sit arbejde	○	○	○	○	○

Er der andet, du gerne vil fortælle om din opfattelse af teksten og dens skribent?

Dit svar

Tekst 4 - Empire State Building   The S-V text

The Empire State Building is a skyscraper in Midtown Manhattan in New York City. It <u>were</u> built from 1930 to 1931. As of 2020, the building is the seventh-tallest building in New York City and the 19th-tallest in the world. Around four million tourists from around the world annually <u>visits</u> the building's 86th and 102nd floor observatories. As an icon of New York City, the Empire State Building has been featured in various films, books, TV shows, and video games. According to the building's official website, more than 250 movies <u>contains</u> depictions of the Empire State Building. *

Angiv venligst i hvilken grad du er enig eller uenig i følgende udsagn.

	Meget uenig	Uenig	Neutral	Enig	Meget enig
Skribenten er klog	○	○	○	○	○
Skribenten er venlig	○	○	○	○	○
Skribenten kommunikerer godt	○	○	○	○	○
Skribenten er troværdig	○	○	○	○	○
Skribenten er sympatisk	○	○	○	○	○
Skribenten er hårdtarbejdende	○	○	○	○	○
Skribenten har stor viden om tekstens emne	○	○	○	○	○
Skribenten er grundig i sit arbejde	○	○	○	○	○

Er der andet, du gerne vil fortælle om din opfattelse af teksten og dens skribent?

Dit svar

Del 2

Du er nu kommet til undersøgelsens anden del, og du bedes derfor venligst ikke gå tilbage til undersøgelsens første del. I denne del af undersøgelsen vil du blive spurgt ind til dine holdninger til en række scenarier, der kan forekomme, når man læser eller skriver tekster på engelsk. Fokus i disse scenarier er på grammatisk korrekthed. Der er ingen rigtige eller forkerte svar, og du bedes venligst svare så ærligt som muligt.

På en skala fra 1 til 5, hvor 1 er ikke vigtigt, og 5 er meget vigtigt, hvor vigtigt synes du, det er at undgå grammatiske fejl i engelske afleveringer? *

	1	2	3	4	5	
Ikke vigtigt	○	○	○	○	○	Meget vigtigt

På en skala fra 1 til 5, hvor 1 er ikke vigtigt, og 5 er meget vigtigt, hvor vigtigt synes du, det er at undgå grammatiske fejl i engelske opslagsværker? *

	1	2	3	4	5	
Ikke vigtigt	○	○	○	○	○	Meget vigtigt

På en skala fra 1 til 5, hvor 1 er ikke vigtigt, og 5 er meget vigtigt, hvor vigtigt synes du, det er at undgå grammatiske fejl i engelske opdateringer på sociale medier såsom Facebook og Instagram? *

	1	2	3	4	5	
Ikke vigtigt	○	○	○	○	○	Meget vigtigt

Hvor vigtigt synes du generelt, at grammatisk korrekthed på engelsk er? Hvorfor? *

Dit svar

Synes du, at det er irriterende at læse engelske tekster med grammatiske fejl? *

◯ Ja

◯ Nej

◯ Det går an på, hvilken tekst det er

Hvis ja, hvilke grammatiske fejl på engelsk irriterer dig mest i andres tekster? Hvis du ikke synes, det er irriterende at læse engelske tekster med grammatiske fejl , bedes du venligst lade svarfeltet være blankt.

Dit svar

Synes du, at det er irriterende, hvis du selv laver grammatiske fejl i engelske tekster? *

◯ Ja

◯ Nej

◯ Det går an på, hvilken tekst det er

Hvis ja, hvilke grammatiske fejl på engelsk irriterer dig mest i egne tekster? Hvis du ikke synes, det er irriterende at lave grammatiske fejl i engelske tekster, bedes du venligst lade svarfeltet være blankt.

Dit svar

Lagde du mærke til, om der var nogen grammatiske fejl i de fire tekststykker fra undersøgelsens første del? Du bedes venligst ikke gå tilbage til del 1 for at besvare dette spørgsmål. *

◯ Ja, der var fejl i én af teksterne

◯ Ja, der var fejl i flere af teksterne

◯ Ja, der var fejl i alle teksterne

◯ Nej, jeg lagde ikke mærke til fejl i nogen af teksterne

Hvis ja, hvilke grammatiske fejl lagde du mærke til i tekststykkerne? Hvis du ikke lagde mærke til nogen fejl, bedes du venligst lade svarfeltet være blankt.

Dit svar

Mange tak for din tid og hjælp med mit bachelorprojekt.
Husk at trykke send, så jeg modtager din besvarelse.