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A THREAT OR AN OPPORTUNITY?

A Descriptive Study on Adolescents' Attitudes
towards English and Its Status in Finland

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ABSTRACT

Maria-Tiina Heinonen: A Threat or an Opportunity? Adolescents' Attitudes towards English and Its Status in Finland.

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This thesis studies the language attitudes of 13–15-year-old Finnish adolescents. The aim is to provide new information on the attitudes of this age group, as it is a topic that has not been studied recently. The focus is on the experiences, beliefs, and emotional evaluations adolescents have on languages used in Finland. In addition to filling a gap in the field of attitude research, this study aims to discuss what kind of implications language attitudes have for language education.

The research questions are:

1. How do adolescents perceive the status of English in Finland?
2. What are the adolescents' attitudes towards English?

The data were gathered with a questionnaire, which was created in the LimeSurvey online survey system. The questionnaire form consisted mainly of multiple choice questions and statements that were put on Likert scale. Thus, the collected data were quantitative. The data were analysed with descriptive statistical methods. The informants invited to the study were pupils of the Tampere University Training School. There were in total 159 respondents, of which 64 were 7th graders, 45 were 8th graders, and 50 were 9th graders.

The results show that adolescents see English as a lingua franca that nearly everyone is expected to be able to speak in Finland. Moreover, English is strongly present in the lives of adolescents: they use it nearly daily and in multiple different contexts, such as interactions with their friends, media consumption, and searching for information. Despite this, adolescents' use of English is mainly limited to contexts that favour informal language. Because of this, it is possible adolescents are less familiar with the formal register, even if they otherwise were proficient users of informal English. In addition to this, the results show that in spite of the wide prevalence of English, adolescents do not see the language or its status as a threat to Finnish. However, English may marginalise other foreign languages that are spoken in Finland: adolescents do not think the ability of speaking foreign languages is a necessary skill, but instead consider it as a marker of one's social class.

Based on the results, it is apparent that the attitudes of Finnish adolescence towards English are strongly positive. They assign English both instrumental and intrinsic value, and they regard the influence of English on Finnish mostly in positive light. However, the study detects a difference between males and females in terms of their attitude strength. Male adolescents emphasise standard English as the model of correct language more than female adolescents, and female adolescents are more tolerant of non-standard grammar and pronunciation than male adolescents. Furthermore, the results suggest the language attitudes change and develop between the ages 13 to 15. The strong positive attitude towards English weakens as adolescents age, while at the same time the positive attitude towards the status of English in Finland becomes stronger. An interesting contradiction in the development of attitudes is also observed: regardless of the gender, adolescents' attitudes towards non-standard English becomes more tolerant at the same time as adolescents adopt the language ideology that emphasises standard English as the only grammatically correct language variety. These findings on language attitude development indicates that the secondary school can be a propitious time for discussions on language attitudes if the aim is to increase language awareness and support the development of positive attitude towards languages and multilingualism.

Although the study succeeds in producing new information on Finnish adolescents' language attitudes, further research is needed to complete the findings. Follow-up studies could, for example, investigate what kind of factors affect the formation of adolescents' attitudes towards foreign languages, how adolescents explain and argue for their language attitudes, or how the ideology of standard language coexists with adolescents' positive attitudes towards non-standard language.

Keywords: attitude research, language attitudes, adolescents, English in Finland, applied linguistics, sociolinguistics

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TIIVISTELMÄ

Maria-Tiina Heinonen: A Threat or an Opportunity? Adolescents' Attitudes towards English and Its Status in Finland.

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Tämä tutkielma tarkastelee 13–15-vuotiaitten suomalaisnuorten kieliasenteita. Työn tavoitteena on tuottaa uutta tietoa tämän ikäluokan asenteista, joita ei viime aikoina ole tutkittu. Keskiössä on nuorten kokemukset, käsitykset sekä emotionaaliset arviot Suomessa käytettyjä kieliä kohtaan. Sen lisäksi, että tutkielma täydentää asenteiden tutkimuskentässä olevaa aukkoa, se pyrkii myös tarkastelemaan, millaisia vaikutuksia kieliasenteilla on kielenopetuksen näkökulmasta.

Tutkimuskysymykset ovat:

1. Millaisena nuoret näkevät englannin kielen aseman Suomessa?
2. Millaisia asenteita nuorilla on englannin kieltä kohtaan?

Tutkimuksen aineisto kerättiin Internet-kyselylomakkeella, joka laadittiin LimeSurvey-järjestelmällä. Lomake koostui lähinnä monivalintakysymyksistä sekä Likert-asteikolle asetetuista väittämistä. Näin ollen aineisto oli laadultaan kvantitatiivista. Aineisto analysoitiin deskriptiivisen analyysin metodein. Tutkimukseen kutsutut informantit olivat Tampereen yliopiston normaalikoulun oppilaita. Tutkimukseen osallistui yhteensä 159 vastaajaa, joista 64 oli seitsemäsluokkalaisia, 45 kahdeksaslukkalaisia ja 50 yhdeksäsluokkalaisia.

Tulokset osoittavat, että englanti näyttäytyy nuorille *lingua francana*, jota kaikkien odotetaan osaavan Suomessa. Englannin kieli on myös vahvasti läsnä nuorten elämässä: he käyttävät sitä liki päivittäin ja useissa erilaisissa konteksteissa, kuten ystävien kanssa keskustellessa, viihdettä kuluttaessa sekä tiedonhaussa. Tästä huolimatta nuorten englannin käyttö rajoittuu lähinnä epämuodollista kieltä suosiviin konteksteihin. Tämän vuoksi on mahdollista, että muodollinen rekisteri jää nuorille vieraaksi, vaikka he muutoin olisivatkin taitavia kielenkäyttäjiä informaalin englannin saralla. Lisäksi tulokset osoittavat, että englannin laajasta levinneisyydestä huolimatta nuoret eivät pidä englantia tai sen asemaa uhkana suomen kielelle. Sen sijaan englanti saattaa marginalisoida muita Suomessa puhuttuja vieraita kieliä: nuoret eivät koe vieraiden kielten kielitaitoa kenellekään välttämättömänä kykynä, vaan he mieltävät laajan kielitaidon kertovan siitä, mihin yhteiskuntaluokkaan yksilö kuuluu.

Tutkimustulosten perusteella on ilmeistä, että suomalaisnuorten asenne englannin kieltä kohtaan on vahvasti positiivinen. He näkevät englannilla olevan sekä väline- että itseisarvoa, ja he suhtautuvat englannin suomen kieleen tuomaan vaikutukseen pääosin myönteisesti. Tutkimuksessa havaitaan kuitenkin, että sukupuolten välillä on eroja asenteiden vahvuudessa. Pojat korostavat standardienglantia mallina oikeakielisyydestä tyttöjä vahvemmin, kun taas tytöt suhtautuvat ei-standardinmukaiseen kielioppiin ja ääntämykseen poikia sallivammin. Lisäksi tulokset viittaavat siihen, että kieliasenteet muuttuvat ja kehittyvät ikävuosien 13–15 aikana. Vahvasti positiivinen asenne englannin kieltä kohtaan heikenee nuorten vanhetessa, mutta samalla myönteinen asenne englannin Suomessa saavuttamaa asemaa kohtaan vahvistuu. Asenteiden kehityksessä havaitaan myös kiinnostava ristiriita: sukupuolesta riippumatta asenne ei-standardinmukaista englantia kohtaan muuttuu hyväksyvämmäksi samalla kun nuoret omaksuvat kieli-ideologian, joka korostaa standardienglantia ainoana oikeakielisenä kielimuotona. Nämä havainnot kieliasenteiden kehityksestä osoittavat, että yläkoulu on todennäköisesti otollista aikaa kieliasenteita koskeville keskusteluille, jos tarkoituksena on vahvistaa kielitietoisuutta ja tukea myönteisen asenteen kehittymistä kieliä ja monikielisyyttä kohtaan.

Vaikka tämä tutkimus onnistuikin tuottamaan uutta tietoa suomalaisnuorten kieliasenteista, lisätutkimuksia tarvitaan tulosten täydentämiseksi. Jatkotutkimukset voisivat esimerkiksi pyrkiä selvittämään sitä, mitkä taustatekijät vaikuttavat kieliasenteiden kehitykseen, millaisia perusteluita nuoret antavat asenteilleen tai miten oikeakielisyysideologia asettuu rinnakkain ei-standardinmukaista kieltä koskevien asenteiden kanssa.

Avainsanat: asennetutkimus, kieliasenteet, nuoret, englannin kieli Suomessa, soveltava kielitiede, sosiolingvistiikka

Tämän julkaisun alkuperäisyys on tarkastettu Turnitin OriginalityCheck –ohjelmalla.

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1 Introduction

The aim of this thesis is to provide answers to what Finnish adolescents think of English. This question may be simple, but the answer is anything but. On one hand, it is a well-known fact that English has become a global language that has both native and second or foreign language speakers in many countries, including Finland. Being able to speak English is certainly helpful, if not even necessary: it is used as a lingua franca in formal and informal contexts, it has an extremely high number of speakers all over the world, and it is often chosen as the working language in associations, unions, and companies. On the other hand, its presence has been interpreted as a threat to local languages by language authorities in different countries. This can be seen in Finland, too: the Institute for the Languages of Finland have published a language political action plan (Hakulinen et al. 2009) to maintain the status of the national languages of Finland in the globalizing world, and in 2018, they published a statement where they expressed concern for Finnish and Swedish. According to the Institute for the Languages of Finland, English posed a “serious threat” to the national languages by marginalising them in work-life and service contexts. In addition to the official aims to protect Finnish from English, some of the recent headlines of news articles and letters to the editors have expressed similar concerns, albeit with more colourful descriptions: “Englanti syö suomen” [English will eat Finnish] (*Helsingin Sanomat*, May 27, 2022), “Englannin kieli uhkaa suomen kielen perustuslaillista asemaa” [English threatens the constitutional status of Finnish] (*Turun Sanomat*, October 10, 2022), “Englannin kielen ylivalta ei tarkoita kansainvälisyyttä, vaan ajattelun kaventumista” [The supremacy of English does not mean internationalism but narrower thinking] (*Apu*, January 12, 2021), “Professorit yhtyvät huoleen kielen näivettymisestä – “Pahimmissa uhkakuvissa suomi jää juttelukieleksi kotona” [Professors agree with the concern of wilting Finnish: “in the worst case scenario, Finnish will be used only for chatting at homes”] (*Yle* October 31, 2018) and “Joudummeko luopumaan kielestämme? Poikkeuksellinen hätähuuto rappioituvan suomen kielen asemasta: ‘Vakava uhka’” [Will we have to

give up on our language? Exceptional cry of alarm for the crumbling status of Finnish: “A serious threat”] (*Ilta-lehti* 30 October, 2018). Nevertheless, opposite arguments have been published as well: “Englanti suomen kielen rinnalla ei ole uhka, vaan mahdollisuus” [English used alongside Finnish is not threat but an opportunity] (*Ilbera*, November 30, 2018), two university students write in response to the threat scenarios painted by the language authorities and media.

Despite the presence of English and the reactions it has evoked, the attitude research in Finland has mainly focused on Finnish and its dialects. When attitudes towards foreign languages have been studied, the informants have been almost without exception older adolescents (namely, students of upper secondary schools) or adults. The National Survey on the English Language in Finland (Leppänen et al. 2009) is perhaps the most comprehensive study made on Finns’ attitudes on English. Nonetheless, it cannot comment on the current attitudes of adolescents: the youngest informants were 15 years old, the study focused on all age groups instead of the youth specifically, and it was conducted fifteen years ago in 2007. The youngest informants who participated in the study are no longer teenagers. This means that the Finnish language attitude research cannot currently provide any information on the attitudes of adolescents towards English.

In other words, we simply do not know what Finnish adolescents think of English. My study aims at filling this gap in the language attitude research in Finland by investigating what kind of new information we can obtain of the attitudes of the secondary school pupils. My research questions are:

1. How do the secondary school pupils perceive the status of English in Finland?
2. What kind of attitudes do the secondary school pupils have towards English?

The first question focuses on the status of English. However, my aim is not to describe how English is actually used in Finland. Instead, the focus is on adolescents’ view on English: How do they use it? Who do they believe needs English and in what kind of contexts they think English is used in Finland? Questions like these are connected to the cognitive component of attitudes, which refers to

the beliefs people have of the attitude object. Although the second research question also studies the cognitive component, I have decided to discuss the status of English separately because it is often brought up in the public discourse, as the newspaper headlines listed previously demonstrate.

The second research question is one of the main topics of all attitude research: what adolescents' attitudes are. However, rather than studying the language attitude as a whole, I have decided to focus mainly on the cognitive and affective components of attitudes (i.e. what kind of beliefs and emotional evaluations adolescents have of and associate with English). In addition to these, attitudes are believed to have a behavioural component. I will comment on this component in my study as well, but I will not discuss it in as much detail as the other components. This is because studying the behaviour of the informants would require different research methods than the one I have used in this study.

Since previous research on attitudes towards English both in Finland and in other countries has shown that attitudes tend to be positive, my hypothesis is that Finnish adolescents' attitudes are also positive. However, I expect there to be a minority of adolescents who have negative attitude towards English, since this would be in line with the attitude reflected in public discourse and the statements of the Institute for Languages of Finland. Moreover, previous studies have shown that English has a strong status in Finland. Due to this and the articles published in media, I believe adolescents are aware of the prevalence of English.

The thesis consists of the following parts. I will first discuss the theoretical background and relevant terminology in chapter 2. The topics include how English became a global language and what its current status in Finland is, what attitudes are and what kind of characteristics they have, and the previous attitude studies and their findings that are relevant to my own. In chapter 3, I will describe the research methodology, the data, and my analysis methods. Since my informants were legally minors, I have also dedicated a subchapter for ethical discussion, where I comment on the possible risks of the study and how I have sought to overcome them. The analysis of my data

can be found in chapter 4. I have divided the chapter into two parts: responses that were given to the multiple choice questions and responses given to the items on Likert scale. I will discuss the findings in chapter 5. I will first answer the research question 1 by examining how adolescents perceive English and its status in Finland. I will then proceed to answer the research question 2 by commenting on the observations made of the respondents' attitude components and what their overall attitude appears to be. I will also compare the findings of my study to previous research done in Finland and in other countries. Finally, I will provide a summary of the results in chapter 6, comment on the significance of the findings and the limitations of the study, and suggest topics for further research.

2 Theoretical framework

In this chapter, I will discuss the theoretical framework of the study. I will begin by explaining how English became a language that is spoken in Finland. I will then describe how the language policy in Finland has responded to the spread of English, and what kind of role English has in the educational system of Finland. After this, I will explain what is meant by the term *attitude* in academic research. Lastly, I will describe previous language attitude research that has been conducted both in and outside of Finland.

2.1 English as a global language

This subchapter focuses on how English became a widespread lingua franca. In addition to this, Kachru's (1985) model of World Englishes is introduced with comments on how well it has succeeded in describing the current status of English as a global language. I will also explain what is meant by the term *lingua franca*, how it applies to English, and why its existence has been interpreted as a threat to other languages.

2.1.1 How English became a global language

English spread first in the British Isles to the traditionally Celtic speaking areas (Schmitz 2014: 328), but it was the British empire's "pioneering voyages", trading routes, and later colonies that

took English outside of Europe (Crystal 2003: 29, Melcher, Shaw & Sundkvist 2019: 7–8). By the end of the 19th century, English had spread to the Americas, Asia, Oceania and Africa. Although the strength of the British empire weakened as many of its colonies declared independence in the 20th century, the status of English has remained strong. There are several reasons for this. Firstly, many of the former British colonies chose English as their official or semi-official language, which contributed in helping English to remain as a globally spoken language. Secondly, the industry, technology, and research in the United States of America strengthened the importance of English in the end of the 19th century (Melcher, Shaw & Sundkvist 2019: 177). Thirdly, the wars of the 20th century weakened the status of German and French as the lingua franca in Europe (Melcher, Shaw & Sundkvist 2019: 177). In addition to this, the US popular culture, technology, science, the Internet, and social media have made English and especially its American variety known even in countries where English does not have any legal status (Melcher, Shaw & Sundkvist 2019: 178, 182; Pandey 2019: 186; Crystal 2003: 59). As a result, the number of non-native speakers is nowadays four times higher than the number of native speakers (House 2019: 363). English is no longer in the hands of its native speakers alone; it is now used and thus owned by many speakers from different linguistic and cultural backgrounds across the globe.

2.1.2 Kachru's model of World Englishes

Kachru's (1985) model of three circles of Englishes is perhaps the best known classification of where and by whom English is spoken in the world. The model consists of three circles that represent the status of English in different countries in the world:

Inner circle. English is the main language of the population. This category includes the original home of English, England, as well as rest of the British Isles, and some of the former British colonies, such as the US, Canada, and Australia.

Outer circle. English was brought to the outer circle countries as a result of colonialism, but the language did not become the main language of the population. Instead, English may be

used as a lingua franca or it may have become the main language in education and administration, either on its own or alongside with local languages. Examples of outer circle countries are, inter alia, India, Singapore, and Nigeria.

Expanding circle. English is not the official or main language of the country, but English is nonetheless used in various different settings such as research, education, business, popular culture or the mass media (Melcher, Shaw & Sundkvist 2019: 179). Majority of the countries in the world – and hence, majority of English speakers – belong to this category (Melcher, Shaw & Sundkvist 2019: 9).

In addition to these, Pandey (2019) has also suggested a fourth circle that she calls the Hybrid Circle. She has observed the speech style of the Indian youth, whose language is a cultural and linguistic hybrid that combines different registers and varieties of English, and even different languages (Pandey 2019: 187). According to her, this form of language is result of the increasing contact between the different circles of English, and it “epitomizes cultural fusion evident in the spheres of oral, written and nonverbal language” (Pandey 2019: 198).

Despite its popularity, the model has also received criticism. One of its greatest weaknesses is its simplicity. The way the countries are divided into three circles seems to suggest that all the native speakers are in the Inner circle, second language learners are in the Outer circle, and the foreign language learners are in the Expanding circle. In reality, different kinds of English speakers can be found in each circle. Even if the free movement of people was not taken into account, the three circles do not reflect the actual linguistic situation in countries. Firstly, the circle does not show the proficiency level of the speakers (Schmitz 2014: 373): not everyone speaks the English equally well, and the model fails to comment on this. Secondly, the model overlooks the multiculturalism and multilingualism that exists in the inner circle countries (Schmitz 2014: 390). For example, the United States have many linguistic minorities where English is learnt as a second language, which makes calling it an inner circle nation misleading (Schmitz 2014: 388). Moreover,

there are Outer circle nations where English has an official status and where it is used “for a variety of functions”, but only by a minority of the population (Melcher, Shaw & Sundkvist 2019: 127).

Another problem with the model is its usability. Researchers tend to expect more of the model that it can offer: it does not comment on the proficiency levels of the speakers within the Circles, the variations of English dialects, or how many people in each Circle use English in their daily life (Schmitz 2014: 373). For example, knowing that Finland belongs to the Expanding circle only tells us that English does not have a legal status as an official language, and that most speakers are learning English as a foreign language. We cannot make any predictions of the fluency of speakers or how much or by whom English is used in Finland.

A third problem is the age of the model. Kachru created the model in the 1980's, but the world and the position of English in it is hardly the same as it was forty years ago. For example, (Crystal 2003: 60) has suggested the third circle should be renamed as “expanded circle”, since there are not many countries left to where English would not have spread yet. (Schmitz 2014: 403) notes that the “circles are becoming more and more blurred”, and that the older view of associating the Inner circle solely with native speakers of English, Outer circle with speakers of English as a second language, and Expanding circle with learners of English as a foreign language no longer holds. Similarly, (House 2019: 363) states that the three circles “may no longer be a useful descriptive tool today” since it does not show how English has become a “tool for national, regional and local renaissance and resistance by its new expert non-native users”.

2.1.3 English as a lingua franca

English is learnt both as a foreign language and as a lingua franca by its non-native speakers. The former refers to a situation where the learning goal is to be able to communicate with native speakers, whereas lingua franca refers to a contact language that is used for communication between speakers from different linguistic and cultural backgrounds (Melcher, Shaw & Sundkvist 2019: 177-178; Jenkins 2009: 200; House 2019: 365). Since each speaker brings their own cultural

norms and linguistic knowledge to the conversation, English as a lingua franca (ELF) is not a stable variety. Instead, the participants negotiate how they wish to use English in their conversation in terms of, for example, how much code-mixing is involved and what kind of discourse strategies are used (House 2019: 364, Seidlhofer 2011: 14, 35, 64, 76). Because of this, ELF involves local variation and sub-varieties that depend on where the speakers come from and what other languages they can speak (Jenkins 2009: 201).

Despite the variation, ELF also shares some common ground among its speakers (Jenkins 2009: 201). Some of these shared features are similar to English as spoken by the native speakers (Jenkins 2009: 201), but there are also forms that differ from it. ELF is the result of non-native speakers “developing their own discourse strategies, speech act modifications, genres and communicative styles in their use of ELF” (House 2019: 365). Some of these may even be ungrammatical in the native varieties of English. However, since they have become established features in ELF, they are not usually regarded as errors that stem from lack of competence (Jenkins 2009: 202; House 2019: 366; Seidlhofer 2011).

The attitudes toward ELF vary. Some people hold an ideology that does not see ELF and English as a foreign language (EFL) as two separate varieties but instead argue that all ELF is a type of EFL (Jenkins 2009: 202). Therefore, differences between ELF and English as a native language are interpreted as learners' errors rather than features of a legitimate variety (Jenkins 2009: 203). On one hand, this view can lead to a strong negative attitude towards ELF (Jenkins 2009: 203): the variety is seen as result of deficient language skills. On the other hand, research has proven that people who emphasize the communicative function of languages may appreciate ELF as well even if they did not see it as its own variety (Jenkins 2009: 206). Moreover, not everyone wishes to sound like native speakers of English. For them, acquiring a fluency in ELF can be the end goal of language learning as well as a chance to maintain their identity or a strategy to create a new group identity (House 2019: 383, Seidlhofer 2011).

2.1.4 English as a threat

A shared global language offers many advantages. It is a useful tool for communication as a lingua franca in business, research, education, and tourism. It provides a neutral option for administration and education in countries where choosing one of the local languages could cause resentment or where giving every local language an equal status would be impractical, for instance, due to funding related issues (Melcher, Shaw & Sundkvist 2019: 150). Despite this, the spread of English has not always been seen in a purely positive light. There are several reasons why some people have expressed their concern for the consequences of having English as a global language.

Firstly, the claim that English is a neutral option for communication has been questioned. It is argued that having English as a global language gives an advantage to the native speakers who do not need to invest money or time to learn the language and who do not experience similar difficulties in communication as non-native speakers do (Fiedler 2011: 80; Crystal 2003: 15; Choi 2021: 277; Schmitz 2014: 375). In addition to this, not everyone has an equal chance to learn English; those who receive formal education have an advantage over those who do not (Schmitz 2014: 375). For example, English has become “the language of elite formation, social inclusion and exclusion” in India (Phillipson 2008: 251) instead of bringing people together.

Secondly, some have been concerned that the existence of a global language can discourage people from learning other languages or reduce opportunities to study anything but English (Crystal 2003: 15, Le Donne 2017: 224). This can happen – and to some extent, has already happened – in all of the Kachru's Circles. For example, immigrants in French speaking areas of Canada wish their children to learn English rather than French (Schmitz 2014: 405); in British schools and universities, the teaching of foreign languages is in decline (Le Donne 2017: 224); and in Finnish schools, the learners of English have outnumbered the learners of other foreign languages for the last two decades (Official Statistics of Finland: n.d.). This kind of a dominance of one language over others can have negative consequences. For example, (Fiedler 2011: 80) states that it

reduces the discourse patterns, creates “a tendency towards a unilateral approach to research”, and favours Anglo-American ideas and authors.

Lastly, it is feared that English and the idea that English is the only language one needs to know poses a threat to the existence of smaller languages (Crystal 2003: 15). Although Crystal (2003) sees language death as a natural phenomenon that has and would happen even without the presence of English, other researchers have made less positive remarks. (Phillipson 2008: 251) represents the extreme opposite of Crystal's view. In her article “Lingua franca or lingua frankensteinia? English in European integration and globalisation” (2008), she renames English as “lingua frankensteinia” and a “linguistic cuckoo” that replaces the original local languages like a cuckoo replaces the eggs in another bird’s nest. She also writes that the “elimination of linguistic diversity has been an explicit goal of [English speaking] states attempting to impose monolingualism within their borders”. Schmitz (2014: 382-383) shares Phillipson’s (2008) concern as he argues that the notion of one country and one language has set the foundation for monolingualism, nationalism, and racism. Mora (2014) states that globalism will lead to “dominant languages [taking] the place of lesser known or indigenous languages”. Moreover, similar concerns can be seen reflected in language policies made in the Expanding Circle. For example, the Nordic countries have attempted to reduce the influence of English with their local languages and linguistic landscape (Hakulinen et al. 2009; Phillipson 2008: 252) Nevertheless, the attitudes of the citizens towards the presence of English can be contradictory:

English is indeed part of their livelihood and their career; some may view it as not being “natural, neutral and beneficial” (Pennycook, 1994, p. 7), while others contend that the language “is displacing and replacing local languages rather than functioning as an ‘auxiliary’ or ‘additional’ language (Phillipson, 1992, p. 282) or a “linguistic cuckoo” (Phillipson, 2006). Others may consciously (or unconsciously) hold a celebratory or triumphant view with regard to the presence of English in the world. A possible example of this stance is the belief that knowing English functions as a “passport” to being a world citizen. (Schmitz 2014: 380-381)

2.2 English in Finland

This subchapter describes the status of English in Finland. I will first explain how English is seen and treated in the Finnish language policy. I will then outline the educational system of Finland, describe the language studies that are offered to the pupils, and explain what kind of status English has as a school subject in Finland.

2.2.1 Language policy in Finland

Language policy refers to the planned actions that affect a language or its status in society (Tieteen termipankki 2021; Kotimaisten kielten keskus [Kotus] n.d.). For example, the languages that are taught in education system and rights of local and foreign languages are described in language policies (Kotus n.d.). Language policy in turn guides the legislation, language political programs, and reports that aim at governing the language use in institutions as well as influencing individuals' language attitudes (Kotus n.d.).

The European Union member states – including Finland – are bound to follow the language political aims of the EU that are written in its constitution. The main objectives can be summarised in two points. Firstly, the member states are responsible for promoting multilingualism and linguistic diversity in their countries (McMenamin & Walt 2018: 61–62), which EU sees as one of its core values (Iskra 2021). Secondly, language competence is seen as a “facilitator of student mobility and employability” (McMenamin & Walt 2018: 62). In addition to maintaining the local languages, each EU member state citizen should have the right and opportunity to learn at least two languages in addition to his or her mother tongue (see e.g. EUR-Lex 2002, 2005, 2006, 2008).

As a member of the Nordic Council, Finland is also adhered to the principles of the Nordic countries' shared language political aims (Hakulinen et al. 2009: 45). These focus on protecting the status of the official languages in each country (Hakulinen et al. 2009: 45). The Nordic language policy stems the fear of diglossia, where English would become the main language and the local languages would be restricted to the sphere of home (see e.g. the annual report of the Nordic Council 2002). However, the Council does not intend to ban the use of one language to

protect the other, but instead promote parallel use of languages. This means that English can be used, for instance, in science and higher education as long as the local languages are used in these contexts as well (Hakulinen et al. 2009: 52).

The language policy of Finland takes into consideration both the aims of the EU and the concerns voiced by the Nordic Council. Although the main focus is on the national languages of Finland, English has been described as a possible threat in the Strategy for the National Languages in both 2012 and 2021: it is feared that its “fast and uncontrolled spread” can weaken the status of smaller languages, including Finnish and Swedish (Hakulinen et al. 2009: 11). In the worst case scenario, Finnish could even become completely marginalised by English:

Jos suomen kieli eristyy ja eristetään vain omaa kulttuuria koskeviin tilanteisiin, käynnistyy hiljainen taantuminen, jonka loppupäässä suomea sopii käyttää vain saunassa perheen kesken. Emmehän halua palata tilanteeseen, josta 1800-luvun fennofiilit työnsä aloittivat? [If the Finnish language becomes limited only to those contexts that concern the Finnish culture, a slow regression will begin, which will end with Finnish as a language that may be used only in a sauna with one's family. Surely we do not wish to return to the circumstances in which the fennofiles began their work in the 19th century?] (Hakulinen et al. 2009: 222)

In order to protect the national languages, the Finnish language policy aims at supporting the vitality and use of Finnish and Swedish in Finland. For example, the national language political programme of action (Hakulinen et al. 2009) and the two publications of the Strategy for the National Languages (2012, 2021) name measures for how Finnish and Swedish can be heard, used, and accepted as equals in different contexts. Despite this, the Finnish language policy does not suggest the use of English should be limited or diminished, but instead sees the parallel use of languages as both necessary and possible (Hakulinen et al. 2009: 12) as long as English (or other languages) do not dominate the linguistic landscape to an extent where “scientific and economic elite” are diverged from rest of the population (Hakulinen et al. 2009: 12). Moreover, the support shown to the national languages is not intended as an act of defending Finnish and Swedish against English. Instead, the Strategy of the National Languages (2012) presents it as a way of balancing between the obligation of multilingualism set by the EU and the concern for the status of Nordic

Languages expressed by the Nordic Council: supporting the use of local languages alongside English ensures multiple languages can be and are used in different fields, which will maintain and even increase the linguistic diversity of Finland.

2.2.2 The educational system

The educational system in Finland consists of early pre-primary education, comprehensive school, upper secondary school and vocational institutions, and universities and universities of applied sciences (Appendix A). Pre-primary education, which lasts for a year, is meant to serve as a bridge from childhood care to the world of education and support children's learning and development (Ministry of Education and Culture: n.d.). After this, the children will begin their basic education in a comprehensive school (*peruskoulu*). The comprehensive school lasts until the syllabus for basic education has been completed, which takes nine years in total (Basic Education Act 1998/628 §9, §26). Although majority of the pupils in the comprehensive school are between seven and sixteen years old, there can be exceptions: it is possible to start the basic education either one year earlier or later than enacted due to psychological or medical reasons (Basic Education Act 1998/628 §27).

The compulsory school is commonly divided into two: grades 1 to 6 are referred as primary school (*alakoulu*), and the grades 7 to 9 are called secondary school (*yläkoulu*). There is also an additional 10th grade for any pupil who wishes to improve his or her grades before finishing the basic education. The aim of the basic education is to provide the pupils with necessary skills and knowledge (Opetushallitus 2022). Moreover, completing the comprehensive schooling grants the pupils eligibility for further studies in upper secondary and vocational schools, which in turn will allow the pupil to continue their studies in universities and universities of applied sciences.

The education in comprehensive school is guided by the National Core Curriculum (Finnish National Board of Education 2014) that provides a shared basis for all schools in Finland. The aim of the curriculum is to ensure the equality and quality of education and to create a favourable environment for the growth, development, and learning of pupils (Finnish National

Board of Education 2014: 9). Each pupil is entitled to teaching that abides by the curriculum (Basic Education 1998/628 §30). However, the education providers can make decisions on certain topics concerning the organisation of education themselves. For example, each education provider can choose the language of instruction, language studies that are offered, and the grade in which the language studies begin (Finnish National Board of Education 2014: 12). In other words, the National Core Curriculum sets the general guidelines that the education providers are allowed to interpret depending on their own needs and values.

2.2.3 Language studies in comprehensive school

In the Finnish educational system, language studies are divided into two main categories based on the syllabus and the grade in which the child begins to learn the new language. In addition to this, numbers are used to signify whether it is a compulsory language that everyone must learn or a free-choice language: number 1 indicates a compulsory language, whereas 2 and 3 refer to a free-choice language.

If the language teaching follows an advanced syllabus, the language is called an A-level language. From the year 2020 onwards schools have been required to begin teaching an A1 language in the first grade (Suomen kielenopettajien liitto ry [SUKOL]: n.d.-a). There were no official rules on when languages should be taught before 2020, but the common practise was to begin teaching the mandatory language from grade 3 or later (Finnish National Board of Education 2014: 127, 198) In addition to the A1 language, one free-choice advanced syllabus language is also offered in the primary school, starting either in the fourth or fifth grade (SUKOL: n.d.-a). Although the schools are allowed to decide which languages they wish to offer as A1 and A2 languages and the pupils are free to choose which of the offered languages they wish to study, English dominates in both: in 2021, 75.4% of the pupils in grades 7-9 had chosen it as their A1 language and 5.9% studied it as an A2 language (Table 1).

Language studies following the intermediate and short syllabi are called B-level languages. Teaching of the compulsory B1 language begins in the sixth grade (SUKOL: n.d.-b). This language is either Finnish or Swedish depending on the language of instruction: in Finnish medium schools, the B1 language is Swedish, and in Swedish medium schools, it is Finnish. If the pupil has chosen Finnish or Swedish as the A1 language, he or she is exempted of studying the B1 language. In addition to this, a free-choice B2 language begins in the secondary school, either in the seventh or eighth grade. The most popular choices for the B2 language in 2021 were German, Spanish, French, and Russian (Table 2).

	A1 language	% of all pupils	A2 language	% of all pupils	Total
English	168922	75,4%	13158	5,9 %	182080
Swedish	2023	0,9%	10879	4,9 %	12902
Finnish	9266	4,1%	1341	0,6 %	10607
French	1643	0,7%	3321	1,5 %	4964
German	1774	0,8%	7608	3,4 %	9382
Russian	534	0,2%	983	0,4 %	1517
Spanish	230	0,1%	2137	0,1 %	2367
Other	180	0,1%	105	0,1 %	285
Total	184572	82,4%	39532	17,64 %	224104

Table 1: A1 and A2 language choices by pupils in grades 7-9 in 2021 (Official Statistics of Finland n.d.)

	B1 language	% of all pupils	B2 language	% of all pupils	Total
English	85	0,10%	69	0,04%	154
Swedish	156379	89,76%	3	0,00%	156382
Finnish	213	0,12%	2	0,00%	215
French	97	0,06%	3428	1,97%	3525
German	301	0,17%	7346	4,22%	7647
Russian	0	0,00%	1448	0,83%	1448
Spanish	0	0,00%	4326	2,48%	4326
Other	6	0,00%	512	0,04%	518
Total	157081	90,17%	17134	9,83%	174215

Table 2: B1 and B2 language choices by pupils in grades 7-9 in 2021 (Official Statistics of Finland n.d.)

2.3 What is attitude?

This subchapter aims to answer the question of what attitudes are by providing an overview on the theories about the nature of attitudes. I will first define what is meant by the term *attitude* in attitude research. After this, I will discuss the structural characteristics of attitudes: the model of three components, which is used as the basis for the design of this study, and attitude stability, strength, importance, and accessibility, which are important characteristics of attitudes for all attitude research. Lastly, I will briefly comment on some closely related terms, of which some are sometimes used synonymously with attitudes – namely, values, opinions, beliefs, and ideologies.

2.3.1 Definitions of attitude

The term attitude has different definitions in informal and academic registers. In every-day speech, attitudes refer to a “settled way of thinking or feeling about something”, “a negative or hostile state of mind”, or “a cool, cocky, defiant, or arrogant manner” (Oxford University Press 2021; Merriam-Webster.com 2022; see also e.g. Cambridge University Press 2022; Urban Dictionary 2021). However, the scientific definitions have more variation in what kind of characteristics attitudes have, as can be seen in the following subchapters. There is no consensus yet on how persistent or “settled” attitudes are, and a negative state of mind as well as arrogant manners are understood as realisations of attitudes rather than being the attitude themselves. Nonetheless, attitude researchers are unanimous in that attitude refers to thoughts and emotions: it is a mental disposition that can be either favourable or unfavourable (Fabrigar, MacDonald & Wegener 2005: 79).

The earliest scientific definitions of attitude saw attitude as a negative or positive evaluation that “efficiently encapsulate[d] prior life experiences and direct[ed] thinking and action” (Howe & Krosnick 2017: 328). After research in the following decades proved that the relationship between attitude, experiences, and behaviour was not quite as straightforward as had been expected, researchers have proposed new definitions for attitude. Most of them include three characteristics that attitudes have: they are seen as a mental state, described as values, beliefs, or feelings, and they are said to affect one’s behaviour (Altmann 2008: 146). For example, Allport (1954, cited in Garret

2010:19) has defined attitude as a “learned disposition to think, feel, and behave toward a person (or object) in a particular way”; Sarnoff (1970: 279) as “a disposition to react favourably or unfavourably to a class of objects”; and Gagné and Briggs (1974, cited in Aiken 2002: 3) as “an internal state which affects an individual’s choice of action toward some object, person, or event”. Baker’s (1988: 112-115) list of five attitude characteristics is perhaps one of the most detailed definitions:

- 1) Attitudes are dimensional and they vary in degree of favourability and unfavourability.
- 2) Attitudes tend to persist but they are also modified by experience
- 3) Attitudes can affect person’s behaviour, although there is an “absence of a strong relationship between attitudes and actual behaviour”
- 4) Attitudes are cognitive and affective
- 5) Attitudes are learnt

Some researchers have also added that as mental states, attitudes cannot be studied directly (Oppenheim 1982: 39; Garrett 2010: 20; Llamas & Watt 2014: 610). However, attitudes can be observed indirectly due to the fact that attitudes are reflected in one’s speech, behaviour, and reactions to the attitude object (Oppenheim 1982: 39; Garrett 2010: 19–20, Llamas & Watt 2014: 610). By measuring these, researchers can deduce what their informants’ attitudes are.

2.3.2 Attitude structure

Attitude structure refers to the relationship between an attitude object (such as a language or its speakers), an evaluation made of the object, and an associative link that connects the object with the evaluation. At its simplest form, attitude structures are believed to consist of one attitude object, one evaluation made of the object, and one link between the two (see e.g. Fazio & Olson 2003). However, some theories characterise attitudes as more complex systems that “may be part of larger sets of knowledge structures” and that may consist of multiple associative links between the

evaluation(s) and, for example, different attributes of the same object (Fabrigar, MacDonald & Wegener 2005: 80).

The attitude component model (also known as the ABC model) is one example of the complexity of attitude structures. According to the model, attitude object is connected to affective, behavioural, and cognitive components (Ajzen 2005: 5). Although this resembles the definitions that describe attitudes as dispositions to feel, behave, and think in a particular way (e.g. Allport 1954), there is one major difference: the ABC model does not expect that our emotional, behavioural, and cognitive reactions to an attitude object are always aligned. In practise, this means that a person may, for example, report a positive attitude in survey even if his or her behaviour reflected a negative attitude.

The affective component refers to the emotions and evaluations that the attitude object brings to one's mind (Garrett 2010: 23; Gardner 1985: 8; Fabrigar, MacDonald & Wegener 2005: 82; Ajzen 2005: 4). It also includes the degree of how strongly we approve or disapprove the object (Garrett 2010: 23). The affective component can be revealed in verbal responses as comments on the emotions that one experiences in regards of the object (Ajzen 2005: 4). For example, a respondent in a study could comment on how much they like or dislike a language, express anxiety or negative memories that are associated with the language, or describe the language with evaluative adjectives such as beautiful, ugly, romantic, or unpleasant.

The behavioural component can be seen in either actual or intended behaviour (Garrett 2010: 23; Gardner 1985: 8; Fabrigar, MacDonald & Wegener 2005: 82). It can be studied by observing how people act in different situations, which has been the traditional method in attitude component research (Fabrigar, MacDonald & Wegener 2005: 82). However, it can also be reported in questionnaires or interviews as expressed intentions or commitments to do something, such as plans of learning a language, travelling to a country where the language is spoken, or reading or writing in the language.

The cognitive component refers to the beliefs one has about the world and the attitude object (Garrett 2010: 23; Gardner 1985: 8; Fabrigar, MacDonald & Wegener 2005: 82). In language attitude research, it can be observed from responses that comment on, for example, how important a language is, who needs to know a certain language, or what kind of characteristics speakers of certain language or language variety are believed to have.

Attitude stability and strength

Attitude stability refers to the attitude's tendency to persist in time. It has been traditionally accepted as an inherent part of attitudes (Fabrigar, MacDonald & Wegener 2005: 80). It is also an important concept for attitude research, since stability of attitudes affects the research reliability. Despite this, some researchers have questioned how stable attitudes truly are. For example, Erber, Hodges, and Wilson (1995: 433) note that attitudes seem to “depend on what people happen to be thinking about at any given moment”. In a similar vein, Potter (1998: 244) writes that “the same individual can be found offering different evaluation on different occasions, or even during different parts of a single conversation”. In order to provide an explanation for these observations, it has been suggested that some attitudes are more prone to change than others. For example, the concept of non-attitudes, constructionist view of attitudes, and the theories of attitude strength and dual attitudes offer different arguments for what causes attitude instability and why it affects only some of the attitudes.

Non-attitudes are temporary attitudes. They are created in situations where people have to report an attitude even when they are not capable of doing so; it might be the first time they have encountered the topic, or the matter could be too complex for them to begin analysing their attitude before having to verbalise it (Garrett 2010: 29). If they are pressured to give an answer that they do not have, they will construct a nonce evaluation on the spot based on what information is available at the time. Since the creation process depends on the context and since non-attitudes are only temporary in their nature, it is likely that the same person would appear to have a different attitude

if questioned again in a different context. It is also possible that he or she would eventually form a stable attitude that could be different from the first reported non-attitude. This could be mistaken as an attitude change if the researcher had not recognised that the first report reflected a temporary attitude.

Constructionist view of attitudes takes the idea of attitudes that are created on the spot one step further. According to it, all attitudes are temporary constructions of summary evaluation, which is based on the knowledge structures a person has (Fabrigar, MacDonald & Wegener 2005: 80). A change in attitude is a reflection of change in these knowledge structures, in their strength, or in their accessibility (Fabrigar, MacDonald & Wegener 2005: 80). The strongest version of a constructionist view sees all information that is stored in one's memory as non-evaluative: there are no attributes, emotions, or global evaluations attached to it (Fabrigar, MacDonald & Wegener 2005: 81). However, Fabrigar, MacDonald, and Wegener (2005: 81) propose a less extreme interpretation of the theory. According to them, some people may have "clearly formed global evaluations" of an attitude object, and thus they do not have the need to construct their attitudes anew every time they encounter the object. Instead, a construction process is necessary only if the global evaluations have not been formed or if the links between them and the attitude object are weak.

The theory of dual attitudes offers another explanation for why an attitude may appear unstable. It has been theorised that attitudes may be either implicit or explicit; a person may be aware or unaware of what his or her attitudes are. The theory of dual attitudes extends this idea by assuming that a person can simultaneously possess two contradicting attitudes towards the same object. In this case, one of the attitudes is explicit and the other is implicit. The explicit attitude is activated when a person is able or motivated to retrieve the attitude from memory (Wilson, Lindsey & Schooler 2000: 104). This can happen when he or she is considering how to answer in a survey, for example. If a person does not have the capability or motivation to process the attitude object, the implicit attitude is activated (Wilson, Lindsey & Schooler 2000: 104). The implicit attitude also

guides uncontrollable responses or responses that “people do not view as an expression of their attitude and thus do not attempt to control” (Wilson, Lindsey & Schooler 2000: 104). This means that an individual may express different attitude towards the same object depending on whether the implicit or explicit attitude has been activated.

Lastly, some attitudes have a greater capability to shape one’s thoughts, intentions, and behaviour than others. This capability is called attitude strength, and the discovery of its existence has been “[a]rguably one of the most valuable advances in the understanding of attitudes” (Howe & Krosnick 2017: 328, Eaton & Visser 2008: 1720). Attitude strength correlates with attitude stability: influential or strong attitudes tend to resist change, whereas weak attitudes tend to be unstable (Howe & Krosnick 2017: 328). However, attitude strength itself is not always stable. Weak attitudes can eventually become strong, and strong attitudes can become weak when, for example, there is a change in attitude importance.

Attitude importance

The stability of an attitude is influenced by the individual’s own judgement of how significant the attitude is to him or her. This personal evaluation, known as the attitude importance, is one possible indicator of attitude strength – in other words, the more important an attitude is, the stronger it is (Boninger, Krosnick & Berent 1995: 61; Howe & Krosnick 2017: 329). In addition to this, high attitude importance is connected to the behavioural component of attitudes. It has been proven that attitudes that are perceived important are more likely to influence one’s behaviour than non-important attitudes (Eaton & Visser 2008: 1727–1728; Howe & Krosnick 2017: 343).

Moreover, attitude importance is influenced by and connected to self-interest, social identification, and personal values (Howe & Krosnick 2017: 330; Boninger, Krosnick & Berent 1995: 61). In other words, an attitude can be important to a person because the attitude objects concerns matters that are interesting or close to a person, or because a person has adopted the attitudes of people with whom he or she identifies himself or herself. Moreover, the amount of

knowledge concerning the attitude object correlates with the perceived importance of the attitude: we tend to know more about matters that are important to us and consider them carefully (Howe & Krosnick 2017: 337, 339, Boninger, Krosnick & Berent 1995: 62). However, one should not expect correlation to mean causation. Increase in the amount of knowledge does not automatically result in higher attitude importance (Eaton & Visser 2008: 1730).

A high attitude importance also correlates with extremity of attitudes (Howe & Krosnick 2017: 341; Eaton & Visser 2008: 1729). This is true for both very negative and very positive attitudes. Therefore, if an attitude is important to a person, it can be expected that he or she has an extreme attitude towards the attitude object – and if a person's responses reflect an extreme attitude, it is likely the attitude is highly important for him or her. Nevertheless, one should be careful when identifying patterns like these in attitude research. Although the correlation between attitude extremity and importance has been proven, its strength has been observed to be only slight to moderate (Howe & Krosnick 2017: 341-342; Boninger, Krosnick & Berent 1995: 61).

Attitude accessibility

Accessibility is “perhaps the most basic structural properties of attitudes” (Fabrigar, MacDonald & Wegener 2005: 81). It refers to the associative link between an attitude object and the evaluation made of the object (Fabrigar, MacDonald & Wegener 2005: 81). The more accessible an attitude is, the more easily the evaluation is brought to mind when an attitude object is encountered. This activation process can be even automatic, as is the case with highly accessible attitudes (Fabrigar, MacDonald & Wegener 2005: 81). The degree of attitude accessibility is determined by how frequently the attitude has been activated and how direct the experiences with the attitude object have been (Fabrigar, MacDonald & Wegener 2005: 83; AI 19). In addition to this, attitude importance usually increases the accessibility (Eaton & Visser 2008: 1728). Attitude importance and accessibility also form a pair where the importance guides evaluations made of attitude object during spontaneous processing, while attitude accessibility dominates conscious processing of the

object (Howe & Krosnick 2017: 331). Lastly, attitude strength tends to correlate with accessibility: strong attitudes are usually more accessible than weak ones (Howe & Krosnick 2017: 331).

2.3.3 Closely related terms

Although it is necessary to define what attitudes are before they can be studied, it is equally important to define what attitudes are not in order to not confuse attitudes with other closely related terms. In the following sections, I will discuss how values, opinions, and beliefs differ from attitudes.

Values

Both values and attitudes tell us about a person's stance towards something. However, they differ in what the target is: the attitude object can be anything ranging from abstract ideas to groups of people, whereas the field of social psychology limits the scope of values as "attitude[s] toward the ideals, customs, or institutions of a society" (Aiken 2002: 5). Therefore, values can be seen as a subtype of attitudes with a narrower target. It is also possible to see values as "superordinate ideals we aspire to" or as being more global and general than what attitudes are (Garrett 2010: 31). Moreover, values are more closely connected to personality and expression of individual needs than attitudes (Aiken 2002: 5).

Opinions

Opinions are judgements of people or objects (Ajzen 2005: 5). They are the result of attitudes that have been combined with facts (Aiken 2002: 6), and as such, they are overt expressions of the attitude (Ajzen 2005: 5). They are cognitive in their nature, but unlike attitudes, they lack an affective component (Garrett 2010: 32). Moreover, they tend to be "less central, more specific, more changeable, and more factually based" than attitudes (Aiken 2002: 5). They are also easier to verbalise than attitudes as people tend to be more aware of their opinions than their attitudes (Aiken 2002: 5; Garrett 2010: 32). Because of this, it is possible that the expressed opinion differs from underlying attitude (Garrett 2010: 32). This resembles the ABC model of attitudes, where the cognitive component can contradict other components, and the dual attitude structure, where one

attitude is implicit and another one is explicit. Therefore, it is not surprising that some researchers do not differentiate between attitudes and opinions, but instead use the terms interchangeably (Garrett 2010: 32).

Beliefs

Beliefs are estimations of how correct a piece of information is (Wyer & Albarracín 2005: 273, Aiken 2002: 6). They share many similar characteristics with attitudes. For example, they resemble the cognitive component of attitudes (Garrett 2010: 31), they can vary in accessibility (Kruglanski & Stroebe 1995: 359), and they have a wide range of possible targets that can be either specific or general in scope (Wyer & Albarracín 2005: 274). They can also vary in strength (Wyer & Albarracín 2005: 273). For example, Wyer and Albarracín (2005: 273) write that factually based beliefs are stronger than those that cannot be proved (Wyer & Albarracín 2005: 273). However, Aiken (2002: 6) states that beliefs range from faith to knowledge, where the former has the weakest and the latter the strongest factual basis. He also sees beliefs themselves as part of a continuum where attitudes “are in lowest place, opinions next, and beliefs at the top” in terms of the amount of factual support (Aiken 2002: 6).

Despite the characterisations of beliefs and Aiken’s continuum, it can be difficult to make a clear distinction between a belief and an attitude. According to Wyer and Albarracín (2005: 277), “the relation between them is a matter of theoretical and empirical interest and does not exist by definition”. Kruglanski and Stroebe (1995: 359) add that attitudes are beliefs “albeit of different contents”. Even if beliefs are accepted as separate from attitudes, there is a connection between the two. Due to the attitude-congruent effect, individuals will align their beliefs about attitude objects with the attitude (March & Wallace 2005: 396). In addition to this, beliefs are affected by attitudes through “information processing that is biased for motivational or cognitive reasons” (March & Wallace 2005: 369). In other words, a person’s beliefs are likely aligned with his or her attitudes.

Ideology

While language attitude research attempts to understand what kind of attributes are associated with different varieties, languages, or groups of people, study of language ideologies focuses on “models that link types of linguistic forms with the types of people who stereotypically use them” (Wortham 2008: 43) and how these links are created, used, and maintained in society (Rosa & Burdick 2016: 103, 106; Mäntynen, Halonen, Pietikäinen & Solin 2012: 327). In other words, language ideologies combine metalinguistic discourse with social structures (Rosa & Burdick 2016: 109). Because of this, language ideologies can have an influence on language attitudes (Garrett 2010: 34; see also Irvine & Gal 2000): for example, standard language ideology that emphasizes the correctness of language can affect how deviations from the standard are evaluated. This connection between attitudes and ideologies is also the reason why the language attitude research “shares many concerns with research on language ideologies” (Rosa & Burdick 2016: 105). Moreover, it is possible to regard study of language attitude as “one set of methodological options for studying language ideologies” (Garrett 2010: 35). Therefore, the results of this study on adolescents’ language attitudes can potentially inspire further research on language ideologies in Finland.

2.4 Previous research on attitudes

This subchapter illustrates how language attitudes have been studied previously. I will first describe the common topics and methods that are often used in language attitude research. After this, I will discuss the previous studies made on language attitudes. The studies have been selected based on their relevance to the study presented in this paper: they either share a similar topic or method. Moreover, all of them have been conducted during the 21st century.

2.4.1 Common topics and methods of language attitude research

Language attitude research belongs to the field of sociolinguistics and the social psychology of language (Garrett 2010: 30, Garrett 2001: 326; Edwards 1999: 101-102, Methods of attitude research 5). It also shares similarities with folk linguistics (Garrett 2001: 327) that study layman’s views, concepts, and understanding of language (Mielikäinen & Palander 2002: 90; Mäntynen et al.

2012: 336). Language attitude research can focus on, for example, a certain language, a variety, language features, the speakers of a certain language or variety, or stereotypes of the speakers. In research on attitudes towards English, common research topics have been the variety taught or used in school or college instruction, and the attitudes towards anglicisms (Hyrkstedt & Kalaja 1998: 346). However, there has also been a tendency to conceptualise English as a single entity when studying non-native speakers' language attitudes (McKenzie 2010: 58).

The methods used in language attitude research stem from social-psychology (Edwards 1999: 103; Garrett 2001: 627) as well as perceptual dialectological and folk linguistic approaches (Garrett 2001: 627). The approaches are usually divided into three categories: direct methods, indirect methods, and the analysis of societal treatment approach (Garrett 2010: 37).

Direct approaches rely on the informant overtly reporting his or her attitude towards the attitude object (Llamas & Watt 2014: 611; Garrett 2010: 39). This is achieved by prompting the informant to analyse his or her beliefs, feelings, or behaviour towards the attitude object (Llamas & Watt 2014: 611). Commonly used methods include interviews and questionnaires, which can produce either qualitative or quantitative data (Llamas & Watt 2014: 611). In the case of the latter, attitudes are typically measured in a linear continuum (Oppenheim 1992: 175; Llamas & Watt 2014: 611).

Indirect methods are subtler than direct methods; (Garrett 2010: 41) describes them as “even deceptive” since the informants are not necessarily explained what the focus of the study truly is. For example, informants can be asked to respond to a prompt that encourages them to discuss a topic where their attitudes towards a certain language, language variety, or dialect is indirectly revealed (Kristiansen 2020: 13). Another example of an indirect method is the matched guise method, where informants are asked to listen to a recording of different accents and then evaluate how they view these accents and their speakers. The informants are lead to believe each

accent has been recorded by a different speaker, whereas in reality all the recordings were made by the same person.

The analysis of societal treatment of languages relies on data that is not elicited directly from informants (Kristiansen 2020: 13). Instead, the data are gathered, for example, from advertisements, language policy documents, magazines, or newspapers (Garrett 2010: 46, 50-51). In other words, the authors are not aware at the time of writing of their texts that they will be used for research purposes in future. Although this kind of method can be “a useful way of obtaining insights into the social meanings and stereotypical associations of language varieties and languages”, it is sometimes criticised for being too informal and difficult to combine with statistical analysis (Garrett 2010: 51). Some also believe it to be challenging to generalise the results gained with this method to a larger population (Garrett 2010: 51). Perhaps these kinds of doubts towards the method is the reason why it has been as popular in language attitude research as the direct and indirect approaches (Garrett 2010: 51).

2.4.2 Examples of previous research

As was said in the previous chapters, language attitude research can focus on many different target populations and utilise various different methods. It also has a relatively long history, which means that there is a myriad of interesting studies. However, a comprehensive description of all attitude research would not be a reasonable goal for the purposes of this study. In order to limit the scope of this chapter, I have included only studies that have been conducted in the 21st century and that have had either similar research questions, methods or target group as mine.

The relationship between one’s native language and English has been a common topic in research. It can be approached either as the role of English in the society or by examining how English is seen in comparison to the native language. For example, Walsh (2015) studied the attitude towards anglicisms and the status of English in France. She discovered that language attitudes are tied to the context: people expressed both negative and positive attitudes towards

anglicisms depending on the context in which they were used. Moreover, a discrepancy was observed between the language attitudes of the public and the attitudes reflected in official texts: while the former were not worried of English posing a threat, the latter reflected a concern for the purity of French.

Official language policy and the public's attitudes have also been compared by Mortensen (2015). He studied Faroese language attitudes with data that consisted of political documents, a national newspaper, and questionnaire forms that were filled by teenagers. His results revealed that the official documents favoured linguistic purism. This view was partially mirrored in the participants' replies. Majority of the teenagers stated that Faroese should be protected from outside influence and that there were too many English loan words in Faroese. Nonetheless, the respondents did not believe English was a threat to their native language, and a majority had a positive attitude towards English. In other words, Mortensen's findings resemble Walsh's (2015) results even though the studies were conducted in different countries.

Language attitudes have also been studied in the context of education, where the focus can be either on the teachers' or the language learners' perspective. For example, Busse (2017) studied the adolescent students' attitudes towards learning English and other European languages in Bulgaria, Germany, the Netherlands, and Spain. Her participants were "highly aware of the global status of English" and how important English would be for them career-wise in future. Their attitudes were mostly positive, but Busse (2017) notes that it may lead to them perceiving other languages less valuable and thus less important to study. She also adds that the importance of English can "feel threatening to the national or local identity" (Busse 2017: 578)

Jeeves (2015) studied the perceived relevance of learning English in Iceland. She collected her data by interviewed young adults. Unlike Busse's suggestion of English posing a threat to a national identity, Jeeves's results indicated that a bilingual identity might be emerging among the Icelandic youth: respondents maintained their national identity as Icelanders, but enacted

their personal identity through English. There were also some findings that are especially interesting in the point of view of my own study. Firstly, the Icelanders stated that using English outside school was a significant source of language learning for them (Jeeves 2015: Abstract). Secondly, the respondents who had entered the work-life reported feeling surprised by “how much they have to use English at work” (Jeeves 2015: para. 4.2) Both of these topics are also addressed in the questionnaire used in this study; I shall return to them in chapter 5.

Language attitude research conducted in Finland has mostly focused on attitudes towards dialects of Finnish and autochthonous languages of Finland, such as Swedish. Nonetheless, there have been some attempts to explore Finns’ attitudes towards English. For example, Leppänen et al. (2009) invited Finns of all ages to the National Survey on English in Finland in 2007. The results confirmed that the presence of English in Finland was strong: it was both used and studied more widely than any other foreign language. Finns’ attitudes were mostly positive. They did not consider English to be a threat either to their native language nor to their culture.

Inspired by the National Survey, Laitinen (2014) studied the presence of English in Finland by travelling 630 kilometres and observing where and how English was used. His aim was to offer “more ethnographically oriented perspective to the linguistic landscape” of Finland (Laitinen 2014: 74). According to his findings, English was present even in the most remote, rural locations (Laitinen 2014: 63).

Tamminen-Parre (2011) examined how the use of loan words is motivated in discourse by studying an in-depth interview that was conducted as part of the project *Modern Loanwords in the Nordic Countries*¹. Based on her results, she suggested that the use of loan words and talking about loan words could be connected “with a person’s attention to certain topics like advertisements, media and marketing” (Tamminen-Parre 2011: 223). Moreover, she discovered a case of ambivalent attitude: the informant explicitly stated that Finnish words ought to be used instead of English whenever possible, yet implicitly showed a positive attitude towards English loan

1 For more information on the project, see Graedler 2004.

words. Nevertheless, the greatest weakness of Tamminen-Parre's study lies in the size of her data: she only had one respondent in her study. Although Tamminen-Parre's suggestion that there is a connection between attitude and context where language is used is undeniably interesting, her findings were not meant to represent the entire population. Therefore, it is difficult to ascertain how common ambivalent attitudes towards English are among Finns.

Loan words have also been studied by Sánchez and Tuomainen (2014), who interviewed 27-year-old participants on their attitudes towards anglicisms in Finnish. Sánchez and Tuomainen noticed that while some of the informants were sceptical of English and self-aware of their own language, others had a more positive attitude to anglicisms. A possible gender based difference was also observed: males appeared to have moderate purist attitudes towards anglicisms, whereas females were in the group of "speakers fully welcoming that influence [on Finnish]" (Sánchez & Tuomainen 2014: 120).

The two studies conducted by Kalaja and Hyrkstedt (Kalaja & Hyrkstedt 2000, Hyrkstedt & Kalaja 2003) are examples of Finnish language attitude research in the field of education. However, unlike the research presented above, their goal was not to obtain new information on language attitudes per se; they were inspired by discourse analytic methods, which they wished to test in attitude research. Therefore, their studies are a demonstration on how discourse analysis can be successfully used to study language attitudes. Admittedly, Kalaja and Hyrkstedt's research has little to do with my own. It is, nevertheless, an interesting example of language attitude research done in Finland for the novelty of its methodological framework.

In addition to the aforementioned studies, language attitudes have been researched by several postgraduate students in Finland. For example, Virtanen (2019) collected data on attitudes towards English in the city of Kotka with an online questionnaire. Her findings mirror the results of language attitude research presented in this chapter: attitudes were mostly positive and English and the respondents were proud of their English proficiency levels. They saw English as a symbol of

internationalism and believed their English skills would be appreciated by the society to which they belonged.

Nykänen (2015) and Karjalainen (2018) studied the attitudes towards non-standard English. Nykänen's (2015) target group were the teachers and their tolerance of non-standard language in education. Her findings indicate that on one hand, teachers rely on grammar rules to evaluate how acceptable an expression is, but on the other hand, they use communicative success to determine the usability of that expression. Karjalainen (2018) collected her data from social media, and similarly to Hyrkstedt and Kalaja (2000, 2003), analysed the language use with discourse analytic methods. According to her results, some of the respondents showed support to non-standard English, while others ridiculed and mocked it. Karjalainen (2018) then argued the attitudes observed in her study were connected to language ideologies present in the society. Although my study will not discuss this perspective, Karjalainen's (2018) study demonstrates how language attitudes can, indeed, stem from and be influenced by a shared ideology.

Lastly, Gustafsson's (2005) study is an interesting example of research on language attitudes in Finland. Her intention was to discuss the attitude of Finnish adolescents towards Finnish. However, her respondents submitted unprompted comments on English to an extent that she chose to include it as one of the themes of her study as well. In other words, the presence of English was already so strong in the early 21st century that evaluating one's language attitudes towards Finnish activated the attitudes toward English, too. The descriptions the respondents gave about English were similar to Karjalainen's (2018) study: it was seen as "important", "global", "European's common language", "the language of future" – but also as a "forced language" that must be studied whether one wants it or not. Moreover, the respondents named English as one of the greatest threats to the Finnish language.

3 Data and methodology

In this chapter, I will describe the research methodology and the questionnaire form that were used in this study. I will also explain what analysis methods were used and summarise the data that were gathered. Lastly, I have included a separate section for ethical discussion in order to comment on how I ensured the privacy and rights of the underage informants.

3.1 Research methodology

This study belongs to the field of attitude research, which in turn is part of applied linguistics. As was demonstrated in the previous chapter, the attitude research allows for multiple different approaches for data collection. Each of these methods have its own strengths and weaknesses. After a careful consideration, a direct method – namely, an online questionnaire – was chosen as the most suitable for this study for several reasons. Firstly, this method was time and cost-effective, since the respondents could fill the forms independently without my assistance or presence. It facilitated data collection from nearly two hundred respondents within a short time frame.

Secondly, the presence of the researcher during data collection can lead to the social-desirability bias: the respondents modify their answers and start replying with what they assume to be the correct, socially acceptable answers. Since the questionnaire increased the distance between the researcher and the respondent, the results are less likely to be affected by the respondents' wish to appear in favourable light to others. However, this also means that the researcher cannot rephrase questions if the respondents do not understand the questionnaire items. In order to compensate it, I gave my contact information to the class masters and mistresses with a short introduction to the research that I requested they read to the respondents (Appendix B). I also included answers to questions I presumed the pupils might ask their class masters and mistresses.

Thirdly, I wanted to be sure the respondents knew they were being studied, why they were being studied, what was the purpose of the study, and what their rights as respondents were. A questionnaire was an apt method for achieving this. Filling a questionnaire is a conscious act of

partaking in a study and, unlike with indirect methods, the respondents are always aware that they are being studied. It is also easy to include information of the purpose of the study, of the rights of respondents, and ask for consent in the questionnaire form (see Appendix F). Furthermore, since all of this is in written form, respondents can spend as much time as they need to familiarise themselves with the study and their rights before giving their consent without pressure to proceed before they are ready.

Fourthly, I hoped a questionnaire could help tackle one of the challenges of surveys: the completion rate. Although I was able to contact a great number of pupils via their school, I had no guarantees that they would wish to partake in the study or complete the form. Since questionnaires can be designed to be quick and easy to fill, I assumed this method would motivate the respondents to participate and finish the survey from and thus, increase the completion rate. Moreover, there was a limit to how much time the respondents could take from their school day to participate in the study, which set its own limitations to what data collection methods were feasible.

Finally, an indirect research method was a practical solution during the COVID-19 pandemic, as no tête-à-tête contact was necessary between the pupils and the researcher. Moreover, an online questionnaire form could be filled at home in the case pupils were in quarantine or otherwise unable to attend school. Therefore, the response rate would not suffer due to absences from school if the pupils were otherwise interested in taking part in the study.

3.2 Questionnaire form

I created the questionnaire form (Appendix F) on the basis of theories about attitudes and their formation and structure presented in chapter 2, the language political programme of action by Kotimaisten kielten tutkimuskeskus (Hakulinen et al. 2009), the feedback received from volunteer testers of the form, and, to a lesser extent, my own experiences as a substitute teacher and a citizen of Finland. In addition to this, inspiration for the questionnaire was taken from the form used by Leppänen et al. (2009). However, none of the items were copied directly as they were from

Leppänen et al. Instead, I adapted the phrasing as well as the response options to suit the study and its target group. Hence, the influence of Leppänen et al. was limited to the topics included in the questionnaire and the formation of the question items.

The questionnaire form was written in Finnish in order to make sure the respondents understood the items correctly. It was not possible to estimate reliably what the respondents' proficiency levels in English were, whereas it was reasonable to expect majority of them to speak Finnish as it was the medium of instruction in their school. Using English would have created a risk of language barriers and misunderstandings, which would have weakened the validity of the results.

The questionnaire began with a preface explaining the structure of the questionnaire, the purpose of the study, and the contact information of the researcher. The respondents were also requested to give explicit consent to partake in the study and allow the researcher handle their personal information. After this, the respondents were asked to provide three final digits of their phone number and their date of birth. These were used to identify the form in case a respondent wished to cancel his or her consent. The respondents were informed of the reason why this information was asked and assured that it would be removed before analysing the data. The questionnaire form itself consisted of three pages. The pages were themed by the type and content of the questions rather than the themes used later in the analysis. This was intended to help the respondents answer to the questions as they could predict what kind of question type each page of the form would have.

The first page gathered demographic information: namely, gender, language skills, and whether the respondent had lived in a country where he or she had used English daily. If the respondent had lived in such country, he or she was presented with a follow-up question that asked in which country or countries he or she had lived and for how long he or she had lived there. It was necessary to rely on an open-ended question here since it was not possible to predict how many of

the respondents had lived abroad, in how many countries they had lived, and how long they had stayed there.

The second page focused on the use of English in Finland. The respondents were first asked about their personal need for English: how often and in which kind of contexts they used English currently, and how much and in what kind of context they expected they would need English in future. The respondents were then asked to evaluate which languages different groups of people should be able to speak in Finland. These groups were based on age, ranging from primary school pupils to pensioners. I did not include the age group of children younger than seven since teaching a second language typically begins in primary school. In addition to age, I had three groups that represented people who had not been born in Finland: immigrants, tourists, and exchange students. The response options given were “Finnish or Swedish”², “English”, and “some other language”. If the respondent chose the last option, he or she was asked to name the language(s) he or she had in mind in a separate text field.

After this, the respondents were asked to estimate which languages people would need in their studies or at work in Finland. The following groups of people were named for the respondents: students at universities, students at universities of applied linguistics, and exchange students; upper, middle, and working class employees. Since I assumed the respondents might not be familiar with the social class system, I offered examples of possible careers in each group. For the middle class, I chose careers in customer service because it is likely one would need to speak different languages with different customers. The response options were the same as in the previous question: Finnish or Swedish, English, and some other language.

The third page had 20 statements concerning the English language and its status in Finland. The respondents were asked to rate the statements in a 7-point Likert scale. This method

² These were presented as one answer option because they are both national languages of Finland. Moreover, I wished to maintain the focus of this study on attitudes towards English and by doing so, reduce the time needed to fill the questionnaire, even if this decision meant the respondents could not report their attitudes towards Finnish and Swedish separately.

was chosen for two reasons: Firstly, Likert scales tend to have a higher reliability than some other scales, such as the Thurstone scale (Oppenheim 1992: 200). Secondly, Likert scales are the most widely used method in attitude research (Llamas & Watt 2014: 611), which further speaks for their functionality in attitude measurement.

Although the number of points in Likert scale can be decided by the researcher, the most commonly used types have five or seven points (Llamas & Watt 2014: 611–612; Oppenheim 1992: 200). I chose the latter, since it provides enough detailed information for the researcher while simultaneously taking into account the respondents' motivation and ability to analyse his or her level of agreement (Llamas & Watt 2014: 612). Moreover, I included the neutral midpoint in the scale, as it is usually seen preferable to not force the respondents to commit to agreement or disagreement (Garrett et al. 2003: 41). However, I did not offer the option of skipping items. Although this option could prevent non-attitudes entering the data, I feared it could also encourage to pass any and each item of which the respondents would not have a strong, defined opinion. As I had designed the items with the respondents' age group in mind and offered a possibility for leaving additional comments on the items, I chose to take the risk of non-attitudes.

Despite its strengths, Likert scale has also some weaknesses. Firstly, it can be affected by the central tendency bias, which refers to the respondents' tendency of avoiding the extreme ends in scales (Douven 2017: 1). This can potentially create data that suggests very few of the respondents had strong attitudes. I sought to reduce the effect of central tendency bias by using a 7-point Likert scale instead of the more traditional 5-point scale. Thus, the extreme options were no longer “disagree” and “agree” but “strongly agree” and “strongly disagree”.

Secondly, attitudes exist in continuum, yet Likert scales force the respondent to reduce the complexity of their attitude to simple agree—disagree binary with three options for the strength of the (dis)agreement (see e.g. Oppenheim 1992:200). It prevents the respondents from explaining how they evaluated their attitudes: what kind of arguments they considered, and why they decided a

certain point in the scale would describe their attitude best. In other words, two respondents could choose the same option for different reasons, but the researcher would not know how their arguments differed.

Moreover, the research cannot control how the respondents have understood the statements. There could be interpretations the researcher had not meant to be made. It is also possible respondents misunderstand the statement. In order to avoid this, I planned the formation of the statements with extreme care and asked for feedback from voluntary testers before sending the questionnaire to the respondents. I also created two comment boxes for additional comments on the statements in case the respondents wished to share their arguments in their own words. In addition to their primary function, I also used the answer boxes to divide the statements into two groups. I believed this would make the number of statements seem less intimidating and bothersome to read for the respondents. In addition to being more visually motivating, it also made the verbal scale from strongly agree to strongly disagree visible above all statements when viewed on computer screen.

At the last page of the form, the respondents were given an opportunity to leave feedback or any other comments in regards of language attitudes towards English and the questionnaire form they had completed. The researcher's contact information was also repeated for the convenience of the respondents.

3.3 Analysis methods

The data were analysed with methods of descriptive statistics analysis. I decided to focus on identifying possible tendencies that could be verified or disproved by further research instead of aiming to generalise the results of this study to all Finnish adolescents, as I deemed the data were not representative enough for such endeavours due to its size. Inspiration for the analysis of the data was taken from Bell (2005) and Leppänen et al. (2009). Since the statistics used in the study were descriptive rather than inferential, not all of the methods used in the studies of Bell and Leppänen et

al. could be implemented in mine. However, their methods that I chose not to use here – such as chi-square test used by Leppänen et al. (2009) – could be useful in future research if this study were to be repeated in a larger scale.

After I had received the filled questionnaire forms, I transferred the responses into a single file and omitted the identification codes, which had been asked for the respondents' right to cancel their consent and withdraw from the study. Moreover, I also disregarded the question "which countries have you lived in?" because it had not received enough responses for analysis: only a small minority of the respondents had lived abroad. I arranged the remaining responses by the gender and age of the informants. This resulted in three groups of respondents based on their gender: males, female, and others. The latter category included answers from non-binary respondents as well as those who had not specified their gender; these were combined because there were not enough respondents to make the sample of either non-binary respondents nor respondents who had non-specified gender representative. There were also three groups in total when the responses were arranged by the age of the respondents. Since the attitudes can be influenced by our social environment (Garrett 2010: 22), grades were used instead of birth year as the basis for the grouping. Thus, the age based groups were 7th, 8th, and 9th graders. The respondents were also provided with the option of 10th grade, but as none of the respondents chose it, it was not included in the analysis.

I calculated the most important values of the data for the analysis, namely the answer percentages and mode. Since the strength of the opinions between respondents of different ages and genders varied, I combined the seven response options used for Likert scale items into "agreed", "disagreed", and "neither agreed nor disagreed" to reduce the interference of the strength. I then calculated the total percentages of respondents who had agreed, disagreed, or neither agreed nor disagreed with the statements to determine whether the overall attitude was positive or negative.

The questionnaire items were divided into two groups based on which research question they answered. The first group consisted of items that commented on the status of English in Finland (Table 3). The second group consisted of items that described the three components of language attitudes. These were further divided into three subgroups: attitudes towards non-native English spoken by Finns, attitudes towards English when compared to Finnish, and attitudes towards English as a language (Table 4).

Research question 1: The status of English in Finland	
Item	What was studied
What languages do you speak?	Do adolescents study foreign languages?
How often do you use English?	How strong is the presence of English in adolescents' lives?
Where do you use English?	In what kind of contexts do adolescents use English?
Where do you estimate you will need English as an adult?	What kind of differences are there between current and estimated need of English?
What languages should be spoken in Finland?	What are adolescents' attitudes towards different languages spoken in Finland? What is the status of English in comparison to other languages in Finland?
What languages are needed in Finland?	What languages are needed in Finland when studying or working? Who needs these languages? Does the status of English differ from other languages?
Likert scale items	How agreement to the item is interpreted
1. It is easier to learn English elsewhere than in school.	Agreement to this item indicates the main source of language learning for adolescents is their social environment, not formal language lessons.
9. Proficiency in English enhances one's opportunities to become employed.	Agreement indicates English is needed in work-life in Finland. The replies to this item are compared to the replies to item "What languages are needed in Finland?"

Table 3: Items analysed to answer research question 1: Status of English in Finland

Research question 2: Attitudes towards English spoken by Finns		
A: English as spoken by Finns	Positive attitude to English	Negative attitude to English
5. Grammar mistakes are a sign of weak language skills.		x
6. Finnish accent is a sign of weak language skills.		x
7. Finns are better at English than other Europeans (excl. native speakers).	x	
19. The English spoken by Finns is worse than English spoken by a native speaker.		x
B: English in comparison with Finnish		
2. Being able to speak English is more useful than being able to speak Finnish.	x	
4. It annoys me when people use English words instead of their Finnish counterparts.		x
8. Phrases modelled after English are a threat to the Finnish language.		x
10. Service must be available in English too in Finland.	x	
12. Even if the content was the same, a sentence sounds better in English than in Finnish.	x	
16. People use too much English in Finland.		x
17. Too many words are borrowed into Finnish from English.		x
18. English is a more important language than Finnish.	x	
C: English as a language		
2. Being able to speak English is more useful than being able to speak Finnish	x	
3. English proficiency is overvalued.		x
11. In future, some other foreign language will be more important to Finns than English.		x
13. Proficiency in English is part of one's general knowledge.	x	
14. It would be strange if someone of my age could not speak English.	x	
15. If I could choose, I would rather study some other language than English.		x
20. It is unnecessary to study other foreign languages than English.	x	

Table 4: Items analysed to answer research question 2: Attitudes towards English

3.4 Data

The data were collected from the Tampere University Teacher Training School, which was contacted and its pupils invited to participate in the study. Majority of the data was gathered during the school day on the 5th of November. However, the survey file was accessible from the 4th to 7th of November 2021 via a link that was shared by form masters and mistresses to their pupils. This made it possible for the pupils to participate in the study even if they were absent or if they did not finish filling the form on the 5th of November.

The Tampere University Teacher Training School has 258 pupils in the secondary school, of which 208 participated in the study. 45 of the forms remained unfinished by the time the survey closed. These were excluded from the study, since the respondents had been informed that an unfinished form would be interpreted as a sign of cancelled consent. In addition to this, four of the filled and sent survey forms had to be disregarded, since the response style implied the questionnaire had not been filled sincerely. Finally, any respondent who had not estimated his or her Finnish proficiency level as at least intermediate was excluded from the data. As the survey was completely in Finnish, respondents with insufficient Finnish skills could have misunderstood the questionnaire items and the rights of respondents explained at the beginning of the survey. Hence, at least a good command of Finnish had to be required from the respondents. After all the invalid survey forms were removed, the total number of the respondents was 159.

3.5 Ethical discussion

Since the respondents were minors, the ethical questions of the study were considered carefully both before and after the respondents had participated in the survey. I had two main aims. Firstly, I deemed it especially important that the pupils were aware of the purpose of the study, how their information was going to be used, and what their rights as respondents were. Secondly, I wanted to make sure that the risk of participating in the study was as low as possible: all personal information

should be kept secure and the data anonymised in order to avoid anyone recognising the respondent(s).

A risk assessment was made as part of the research permission application process. Following risks were identified. Firstly, the questionnaire gathered personal information that could be used to identify the respondents. Because of this, the filled questionnaire forms and the notes and analysis that were made were kept within the LimeSurvey system and the researcher's personal computer. Both were protected by a user ID and a password to prevent any third parties accessing them. In addition to this, the personal information was either deleted or anonymised before analysis. For example, data on countries where the respondents had lived was insufficient for analysis due to low number of respondents who had had a history of living abroad, and as such it was deleted. No sensitive personal information was gathered. An anonymous setting was enabled on LimeSurvey, which meant that the filled forms could not be connected to the respondents in any other way than the previously mentioned identification method of date of birth combined with the last three phone number digits.

The guardians of the pupils were informed of the study prior the data were collected (Appendix C), but their consent was not asked as per the decision of the headmaster of the Tampere University Teacher Training School. In order to ensure the informants themselves understood the research process and their rights, I added a brief description of the study, its aims, the questionnaire form, the analysis method, and the handling and eventual deletion of the data at the beginning of the survey. The information was given in a frequently-asked-questions format, as it is easy to read and comprehend. The pupils were also informed of their right to cancel their consent at any point they wished without repercussions. They were explicitly asked to give their consent by filling a check box in the first page of the questionnaire form. The term consent was also explained in order to ensure the pupils knew and understood what it meant.

Throughout the form, the language was kept as simple as possible. Long sentences and complex grammar were avoided both in order to take into account the respondents' age and the possibility that some of the respondents might not have had Finnish as their first language. Terminology the respondents might not have known were either rephrased with words used in everyday life (e.g. "using English words instead of Finnish" in place of *code-switching*) or explained (e.g. different social classes were provided with examples of careers that the respondents would be familiar with). These measures were important to ensure the reliability of the results.

4 Analysis

This chapter consists of three sections. I will first describe the demographics of the informants. I will then analyse the replies based on which of the research questions they answer: the subchapter 4.2. focuses on the items that describe the status of English in Finland, and the subchapter 4.3. illustrates the results regarding the attitudes towards English. A summary of all the results based on the age of the respondents can be found in Appendix D, and the results based on gender are summarised in Appendix E.

4.1 Demographics

Of the 159 respondents, 62 were males, 87 were females, and 10 were neither males nor females or preferred not to disclose their gender³. 64 were in the 7th grade, 45 in the 8th grade, and 50 in the 9th grade. The respondents were born between the years 2005 and 2008. 151 respondents had never lived abroad in a country where they would have used English on a daily basis. Nearly all of the respondents – 150 in total – spoke Finnish as their native language. Three respondents reported their native language was English. There were also eight respondents who had some other native language than Finnish or English. Of these, four were non-Indo-European.

112 respondents spoke English fluently. Four respondents evaluated their English skills as low. There were no respondents who would not have known English at all. 142 respondents had

³ The options "other gender" and "prefer not to say" are combined here since the number of respondents who did not identify as males or females or who chose not to disclose their gender was low.

begun learning English in primary school. The most commonly reported ages were nine (51 respondents) and ten (65 respondents). There were 16 respondents who had begun learning English before the age of seven, including the respondents who reported English as their native language. In addition to English, most of the respondents who could speak one or more of the following languages: Swedish, German, French, Russian, Spanish, Somali, Korean, Italian, Kurdish, Arabic, Turkish, Estonian, Japanese, and Hindi. The number of speakers and their proficiency levels are summarised in figures 1 and 2.

The respondents who identified as some other gender than males or females or who had not revealed their gender were not analysed in comparison to males and females, since their number was significantly lower than the number of respondents who identified as males or females. However, their responses were included when the answers were compared on the basis of the respondents' age. The respondents whose native language was English could potentially have different attitudes towards the language than respondents whose native language was not English. Similarly, the level of language proficiency could correlate with one's language attitudes. Unfortunately, there was not enough variation in the data did not allow this kind of comparisons to be made, and thus I chose to not separate the respondents' answers based on other factors than age and gender.

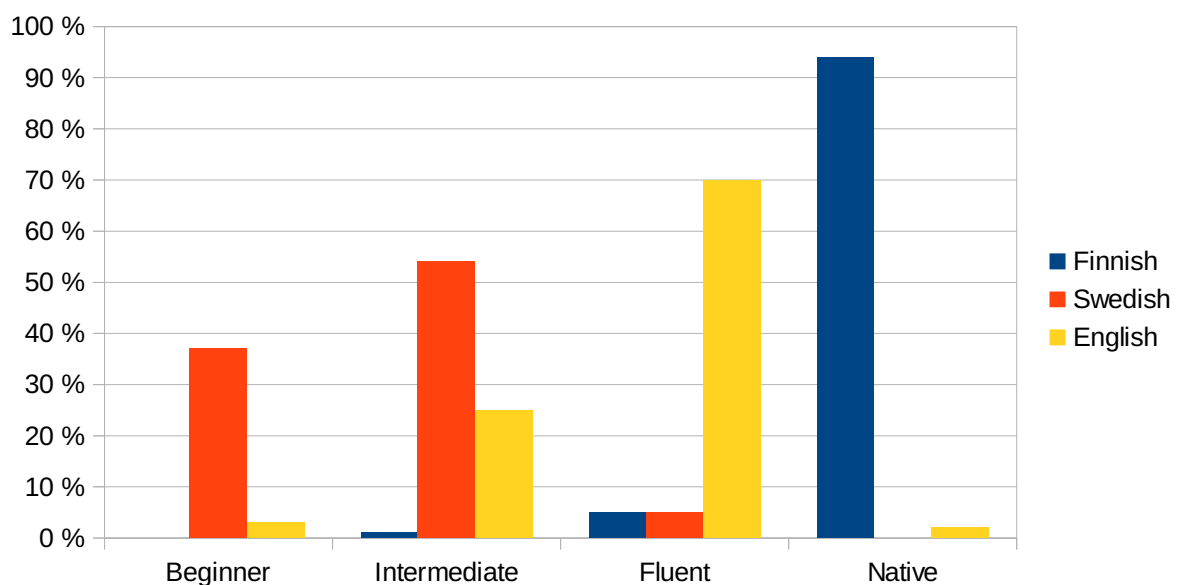


Figure 1: Percentages and proficiency levels of respondents who spoke Finnish, Swedish, or English

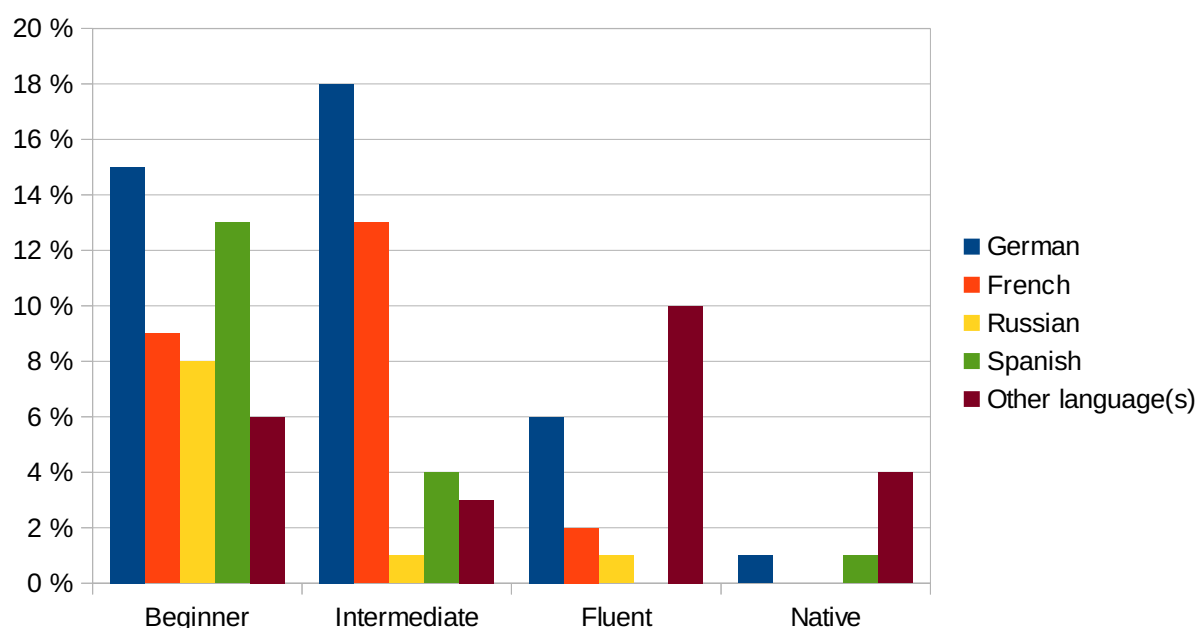


Figure 2: Percentages and proficiency levels of respondents who spoke German, French, Russian, Spanish, or some other language(s)

4.2 Replies regarding the status of English in Finland

71% of the respondents used English either daily or nearly every day, and 20% used English a few times per week. 14 used English less than a few times per week. There were no significant differences between the age groups, but a difference between the genders was observed. Males used English more often than females: 81% of the male respondents but only 61% of the female respondents used English daily, and 15% of the male and 26% of the female respondents used English weekly.

When asked for the contexts in which English was used, the most common choice in each age group and for each gender was reading or listening for entertainment: it was chosen by 81% of the 7th graders, 89% of the 8th graders, 94% of the 9th graders; 82% of males, and 90% of females. Some respondents chose to specify where they would read or listen to English: they mentioned video games (six respondents) and watching videos, series, and films (one respondent). Although this was the most common answer for both genders, females used English for entertainment more than males as 90% of the female and 82% of the male respondents chose this option. The number of respondents who used English for entertainment also increased in correlation

with age: 81% of the 7th graders, 89% of the 8th graders, and 94% of the 9th graders read or listened to English.

The second most common context where the respondents used English was searching for information. This was marked by 69% of the 7th graders, 78% of the 8th graders, 80% of the 9th graders. As with the entertainment, the use of English seems to correlate with age: the older respondents used English more than the younger ones. Another similarity with the entertainment was that females were more likely to use English than males: 77% of the female and 69% of the male respondents reported searching for information in English.

The next most common contexts were writing or speaking, holidays, and friends. However, the order varied: 67% of the 7th graders wrote or spoke in English, 42% used English on holidays, and 34% used English with their friends. With 8th graders, the third most common context was holidays (67% of the respondents) followed by writing and speaking (60%), friends who cannot speak Finnish (49%) and Finnish-speaking friends (42%). 9th graders used English when writing or speaking for entertainment (58%) and on holidays (58%), followed by friends (46% in both friends who can and cannot speak English). A greater percentage of males used English with friends who cannot speak Finnish (52%) more than on holidays (45%), whereas females used English more on holidays (59%) than with non-Finnish speaking friends (40%).

As with the current usage, the predictions of the respondents about where they would use English in future were similar in each of the age and gender based groups. Holidays were the most common choice by all: it was named by 82% of males, 98% of females, 91% of 7th graders, 93% of 8th graders, and 90% of 9th graders. This was followed by reading or listening to English for entertainment and work: reading or listening was chosen by 79% of males, 92% of females, 89% of 7th graders, 82% of 8th graders, and 90% of 9th graders. Work was named by 77% of males, 87% of females, 80% of 7th graders, 87% of 8th graders, and 86% of 9th graders. As can be seen, entertainment was a more common choice than work in each group except the 8th graders.

Searching for information was also high on the list of activities the respondents named. 77% of males, 86% of females, 84% of the 7th graders, 80% of the 8th graders, and 86% of the 9th graders believed they would use English when searching for information. This was the fourth most common choice by all groups except the 7th graders; among them, it placed higher than context of work-life.

The fifth and sixth most common context were “with friends who do not speak Finnish” and “writing or speaking for entertainment”. However, the order varied. 68% of the male respondents would use English with their friends and 65% for writing or speaking, whereas 75% of females would use English for writing or speaking and 64% with friends. The 7th and 9th graders believed they would use English more for writing or reading (72% and 74% respectively) than with their friends (63% and 66%), but a greater number of the 8th graders had chosen friends (73%) than writing or speaking (67%).

Although the most common answers were mostly similar between different ages, there were two activities whose popularity as response options increased in correlation with age. Firstly, a greater percentage of the 9th graders (36%) believed they would use English with friends who speak Finnish than the respondents in 7th and 8th grades (23% and 27% respectively). Secondly, the percentage of respondents who predicted they would need English when studying in Finland increased with the age of the respondents: this option was chosen by 27% of the 7th graders, but by 36% of the 8th graders and 38% of the 9th graders.

In addition to the respondents’ own relationship with English, they were asked about languages used in Finland. Here the aim was not to give an accurate description of the actual linguistic landscape, but investigate how adolescents perceive that landscape: What languages do they think are needed in Finland? What languages would they wish were spoken in Finland? Who needs or should need these languages? The respondents were quite unanimous in which languages they would wish that were spoken in Finland and who should use these languages. A majority of the

respondents in each age group agreed that Finnish or Swedish should be spoken by primary and secondary school pupils, students in upper secondary schools, young adults, adults, and pensioners. However, there were some differences in the percentages of how many of the respondents chose each of the categories: young adults, adults, and pensioners were selected by 96% of the 9th graders, but only by 86% of the 7th graders and 82–87% of the 8th graders.

The ranking of the categories in terms of the percentage of respondents who had selected them was nearly identical between the 8th and 9th graders. The category of young adults was most commonly chosen by both 8th and 9th graders (87% and 96% of the respondents respectively), followed by adults (84% and 96%), pensioners (82% and 96%), upper secondary school students (78% and 92%), secondary school pupils (78% and 90%), and primary school pupils (71% and 88%). However, the 7th graders had placed upper secondary schools above the other categories: it had been selected by 88% of the respondents, followed by young adults (86%), adults (86%), pensioners (86%), secondary school pupils (84%), and primary school pupils (77%). It should be noted, though, that the difference between the upper secondary school students and young adults, adults, and pensioners was only 2%.

When the answers of males, females, and others were compared, the results were rather similar both to each other and to the answers grouped by the age of respondents. Young adults was selected by 87% of the male respondents, followed by pensioners (85%), upper secondary schools students (84%), adults (84%), secondary school pupils (79%), and primary school pupils (71%). The ranking of categories by the percentage of females who had selected them was as follows: adults (93%), young adults (92%), pensioners (91%), secondary school pupils (90%), upper secondary school students (90%), and primary school pupils (85%).

Immigrants, tourists, and exchange students were the least popular choices when asked who should speak Finnish or Swedish in Finland. Tourists were selected by 16% of the 7th graders, 16% of the 8th graders, and 20% of the 9th graders. Exchange students were selected by 30% of the

7th graders, 33% of the 8th graders, and 34% of the 9th graders. However, the answers differed with the category of immigrants: it was selected by 28% of the 7th graders, 47% of the 8th graders, and 60% of the 9th graders. Moreover, males and females had different opinions on these categories: immigrants was selected by 56% of the male and 34% of the female respondents, tourists by 27% of the male and 9% of the female respondents, and exchange students by 44% of the male and 24% of the female respondents.

The differences in the ranking of the categories was nearly non-existent when the respondents were asked who they would wish knew English: upper secondary school students, young adults, adults, immigrants, and tourists were all selected by more than 90% of the respondents. This was true both when the answers were grouped by the age of the respondents and by their gender. The category of secondary school pupils was also selected by 93% of the 8th graders and 90% of the 9th graders, but it was slightly less common choice among the 7th graders, of which only 84% had selected it. The categories of primary school pupils and pensioners remained under 80% in each age group: Primary school pupils were selected by 66% of the 7th graders, 78% of the 8th graders, and 72% of the 9th graders. Pensioners were selected by 72% of the 7th graders, 73% of the 8th graders, and 78% of the 9th graders. Similarly, 90% of the male and 87% of the female respondents had selected the category of secondary school pupils, 79% of the male and 67% of the female respondents had selected the primary school pupils, and 74% of the male and 72% of the female respondents had selected the pensioners.

The percentage of respondents who wished people would speak some other languages besides Finnish, Swedish, or English in Finland were low. The categories of primary school pupils, secondary school pupils, pensioners, immigrants, tourists, and exchange students were selected by less than 10% of the 7th graders. All of the categories included in this item were selected by less than 10% of the 8th graders – the categories of primary school pupils and secondary school pupils were not selected by any of them. Less than 10% of the 9th graders had selected the categories of primary

school pupils, pensioners, and tourists. However, secondary school pupils, upper secondary school students, and adults were selected by 14%, exchange students by 16%, young adults by 18%, and immigrants by 22% of the 9th graders.

The answers of males and females resembled each other. In both groups, the categories of primary school pupils, secondary school pupils, pensioners, and tourists were selected by less than 10% of the respondents. Upper secondary school students, young adults, adults, and immigrants were selected by 11% of the male respondents. 9% of the female respondents selected the category of upper secondary school pupils, 11% selected adults, 13% selected young adults and exchange students, and 16% selected immigrants. When asked what other languages the respondents had had in mind, the most common answers were “one’s own language” (13 respondents), Russian (seven respondents), German (five respondents), Spanish (four respondents), and French (four respondents).

The respondents were also asked which languages they think people actually need in Finland. This question was limited to the perspective of studying and working to ensure some control over what contexts for language use the respondents had in mind. The responses were nearly identical when they were grouped according to the age of the respondents. Students at universities as well as the upper and middle class employees were marked as people who would need Finnish or Swedish in their studies and careers by more than 90% of the 7th, 8th, and 9th graders. In addition to this, students at universities of applied sciences were selected by 89% of the 7th graders, 96% of the 8th graders, and 98% of the 9th graders. Working class employees were selected by 81% of the 7th graders, 89% of the 8th graders, and 94% of the 9th graders.

The answers of males and females regarding the need of Finnish or Swedish were also similar to each other. More than 90% of both the male and the female respondents believed students at universities and universities of applied sciences as well as upper and middle class employees would need Finnish or Swedish. Working class employees were selected by 92% of the male and

85% of the female respondents. Exchange students were selected by 60% of the male and 45% of the female respondents.

A clear majority of 7th, 8th, and 9th graders believed English was needed by the people in each of the categories included in this item. Students at universities, exchange students, and upper and middle class employees were selected by more than 90% of the respondents. Students at universities of applied sciences were selected by 94% of the 7th graders, 78% of the 8th graders, and 84% of the 9th graders. Working class employees were selected by 81% of the 7th graders, 71% of the 8th graders, and 80% of the 9th graders. Similarly, each of the categories were selected by more than 90% of both males and females. The only exceptions to this were students at universities of applied sciences (selected by 87% of the male and 86% of the female respondents) and working class employees (79% of the male and 78% of the female respondents).

Less than 5% of the 7th graders believed any of the people in the categories included in the item would need other languages besides Finnish, Swedish, or English with the exception of upper class employees, who were selected by 16% of the 7th graders. None of the 8th graders believed students at universities of applied sciences would need other languages, and less than 5% of them believed students at universities, exchange students, and working class employees would use other languages in their studies or careers. Finally, 9% of the 8th graders had selected middle class employees and 18% had selected upper class employees in this item. Less than 5% of the 9th graders had selected students at universities, students at universities of applied sciences, and working class employees. 14% had selected exchange students, 16% had selected middle class employees, and 36% had selected upper class employees.

Less than 5% of the male and female respondents believed students at universities, students at universities of applied sciences, and working class employees would have a need for other languages in their studies and careers. Less than 10% of both genders believed the same of exchange students and middle class employees. Lastly, 19% of the male and 25% of the female

respondents had selected upper class employees in this item. When asked what other languages the respondents had had in mind, the most common answers were German (10 respondents), French (seven respondents), and Russian (six respondents). Some respondents also commented on why they had chosen the option “other languages”: two respondents had mentioned that doctors need many languages, one respondent stated knowing some other language could be useful, and one respondent wrote that one cannot expect everyone to know Finnish, Swedish, or English.

The answers to the statement *1. It is easier to learn English elsewhere than in school* increased in correlation with the respondent’s age: 58% of the 7th graders, 60% of the 8th graders, and 74% of the 9th graders agreed with the statement. In other words, there was a 16% difference between the 7th graders and 9th graders. Moreover, a higher percentage of males (71%) than females (57%) agreed with the item. There were also more male respondents (34%) than female respondents (15%) who strongly agreed.

The respondents were unanimous in their opinion in regards of the statement *9. Proficiency in English enhances one’s opportunities to become employed*. 97 % of the 7th graders, 93% of the 8th graders, and 100% of the 9th graders agreed with the statement. Moreover, a majority of the respondents strongly agreed with it: this answer option was chosen by 63% the 7th graders, 56% of the 8th graders, and 74% of the 9th graders. Similarly, there were no significant differences between genders. In total, 97% of both males and females agreed with the statements, and 61% of the male respondents and 66% of the females respondents strongly agreed.

4.3 Replies regarding attitudes towards English

The replies that provided answers to the second research question were analysed in three groups. These were: Group A: English spoken by Finns. Group B: English in comparison with Finnish. Group C: English as a language. The presentation of the results follows this grouping. However, the responses to the statement 2, which belongs in both groups B and C, are presented only under the group B to avoid unnecessary repetition.

Group A: English spoken by Finns

69% of the 7th graders, 51% of the 8th graders, and 68% of the 9th graders disagreed with the statement 5. *Grammar mistakes are a sign of weak language skills*. Majority of those who did not disagree chose the option “neither agree nor disagree”. Only a minority of the respondents had agreed with the statement; the most common answer among them was “somewhat agree”. Although the respondent’s age did not seem to affect the answers, a notable difference in replies could be seen between males and females: 53% of the male respondents disagreed and 26% agreed with the statement, whereas 68% of the female respondents disagreed and 11% agreed with it. The most common answer among the male respondents was “somewhat disagree” (27%) followed by “neither agree nor disagree” (21%). Among the female respondents, the most common answer was “disagree” (30%) followed by “somewhat disagree” (22%).

The total percentage of respondents who disagreed with the statement 6. *Finnish accent is a sign of weak language skills* was nearly identical in each grade: 72% of the 7th graders, 69% of the 8th graders, and 70% of the 9th graders disagreed with the statement. However, the mode differed. Among 7th graders, the most common answer was “strongly disagree”, whereas among 8th and 9th graders it was “disagree”. When the replies of males and females were compared, the percentage of respondents who disagreed with the statement was observed to be nearly same (65% of males and 71% of females). However, the percentage of respondents who agreed with the statement was 24% among males but only 9% among females.

The percentage of respondents who disagreed with the statement 7. *Finns are better at English than other Europeans (excl. native speakers)* decreased in correlation with age: 70% of the 7th graders but only 49% of the 8th graders and 44% of the 9th graders disagreed with the statement. Moreover, the mode among the 7th graders was “disagree” (38%), but “neither agree nor disagree” among the 8th and 9th graders (31% and 40% respectively). It is also worth noting that only 5% of the 7th graders believed Finns know English better than other Europeans, whereas the respective percentage for 8th graders was 20% and for 9th graders 16%. However, no significant difference

between males and females was observed: 58% of males and 56% of females disagreed with the statement. The most common answers were “disagree” and “neither agree nor disagree” for both males (32% and 29%) and females (26% and 31%).

Majority of the respondents evaluated native speaker’s English higher than the English spoken by Finns: 53% of the 7th graders, 71% of the 8th graders, and 62% of the 9th graders agreed with the statement 19. *The English spoken by Finns is worse than English spoken by a native speaker.* The answers were distributed quite evenly between the answer options. However, the percentage of respondents who disagreed with the item decreased in correlation with age: the percentage were 25% among 7th graders, 11% among 8th graders, and 6% among 9th graders. The answers between the two genders were mostly similar: 68% of the male respondents and 59% of the females respondents agreed, and 10% of the male respondents and 18% of the female respondents disagreed with the statement. However, one difference was observed: 31% of males but only 14% of females strongly agreed that English spoken by Finns is not as good as native speakers’ English.

B: English in comparison with Finnish

53% of the 7th graders, 53% of the 8th graders, and 62% of the 9th graders agreed with the statement 2. *Being able to speak English is more useful than being able to speak Finnish.* Interestingly, the percentage of respondents who disagreed varied more than the percentage of those who agreed: 17% of the 7th graders, 27% of the 8th graders, and 12% of the 9th graders did not believe English was more useful than Finnish. Percentage between male and female respondents were nearly similar: 60% of males and 53% of females agreed with the statement, with the most common answers among both genders being “neither agree nor disagree” (24% of males and 28% of females) and “somewhat agree” (24% of males and 24% of females).

Majority of the respondents did not consider the use of English loan words annoying: 77% of the 7th graders, 71% of the 8th graders, and 62% of the 9th graders disagreed with the statement 4. *It annoys me when people use English words instead of their Finnish counterparts.*

However, the percentage of respondents who disagreed decreased in correlation with their age. Moreover, the percentage of respondents who had chosen the answer option “strongly disagree” decreased as well from 44% of the 7th graders and 42% of the 8th graders to 26% of the 9th graders. Correspondingly, the percentage of respondents who agreed increased from 23% of the 7th graders to 29% of the 8th graders and 38% of the 9th graders. Furthermore, the answers of the male and female respondents were slightly different: 65% of males disagreed and 24% agreed with the statement, whereas 72% of females disagreed and 14% agreed with it.

The respondents had a unanimous opinion on the statement 8. *Phrases modelled after English are a threat to the Finnish language*: 78% of the 7th graders, 78% of the 8th graders, and 74% of the 9th graders disagreed with the statement. The mode in each group was “strongly disagree” (45% of the 7th graders, 33% of the 8th graders, and 36% of the 9th graders). Moreover, the percentage of respondents who neither agreed nor disagreed decreased from 22% of 7th graders and 20% of 8th graders to 12% of the 9th graders. Likewise, the responses of male and females were similar to each other: 77% of males and 75% of females disagreed with the statement. However, there was a slight difference in the strength of the disagreement: 48% of males and 33% of females chose the option “strongly disagree”, while 13% of males and 29% of females chose the option “disagree”.

83% of the 7th graders, 87% of the 8th graders, and 72% of the 9th graders agreed with the statement 10. *Service must be available in English too in Finland*. The mode in each group was “strongly agree”. The responses between the genders were unanimous as well: 81% of males and 78% of females agreed with the statement, with the most common answer option being “strongly agree” in both groups.

The percentage of respondents who agreed with the statement 12. *Even if the content was the same, a sentence sounds better in English than in Finnish* increased in correlation with the age: 48% of the 7th graders, 58% of the 8th graders, and 62% of the 9th graders agreed with the

statement. Moreover, majority of the 7th graders chose the option “neither agree nor disagree” (39%), whereas the respective percentages for 8th and 9th graders were 20% and 22%. However, there were no significant difference between genders, as 56% of the male respondents and 52% of the female respondents agreed with the statement.

78% of the 7th graders, 82% of the 8th graders and 72% of the 9th graders disagreed with the statement *16. People use too much English in Finland*. However, the distribution of which answer options were chosen changed in correlation with age: among the 7th graders, 42% strongly disagreed, 27% disagreed, and only 9% somewhat disagreed, whereas the respective percentages for the 8th graders were 27%, 36%, and 20%, and for 9th graders, 22%, 30%, and 20%. No significant differences between the responses of the male and female respondents were observed: 76% of both genders disagreed with the statement.

75% of the 7th graders, 71% of the 8th graders, and 56% of the 9th graders disagreed with the statement *17. Too many words are borrowed into Finnish from English*. The percentage of respondents who strongly disagreed decreased from 36% of the 7th graders to 20% of the 8th graders and 14% of the 9th graders, whereas the percentage of those who somewhat disagreed increased from 14% of the 7th graders to 27% of the 8th graders and 22% of the 9th graders. Moreover, 20% of the 9th graders agreed with the statement, while the respective percentages for the 7th and 8th graders were 8% and 9%. Interestingly, most of the male respondents either strongly disagreed (31%) or neither agreed nor disagreed (26%), whereas the responses of the female respondents were more evenly distributed. Moreover, there were in total more females than males who disagreed with the statement.

The responses to the statement *18. English is a more important language than Finnish* varied wildly: Among the 7th graders, 36% disagreed, 38% neither agreed nor disagreed, and 27% agreed. 31% of the 8th graders disagreed, 20% neither agreed nor disagreed, and 49% agreed. 36% of the 9th graders disagreed, 34% neither agreed nor disagreed, and 30% agreed. However, there was

a clear difference in responses between the genders: 42% of the male respondents agreed, whereas 41% of the female respondents disagreed with the statement.

C: English as a language

80% of the 7th graders, 82% of the 8th graders, and 80% of the 9th graders disagreed with the statement 3. *English proficiency is overvalued*. However, the percentage of respondents who strongly disagreed decreased in correlation with age from 48% of the 7th graders and 47% of the 8th graders to 32% of the 9th graders. Correspondingly, the percentages of respondents who somewhat agreed increased from 8% of the 7th graders to 13% of the 8th graders and 18% of the 9th graders. Moreover, a difference between the responses of males and females was also observed: while the most common answer among both genders were “strongly disagree” and “disagree”, a higher percentage of males than females (52% versus 33%) chose the former.

80% of the 7th graders, 89% of the 8th graders, and 74% of the 9th graders disagreed with the statement 11. *In future, some other foreign language will be more important to Finns than English*. However, the strength of the opinion on the future importance of English decreased in correlation with age: while 55% of the 7th graders strongly disagreed and 8% somewhat disagreed, the respective percentages for 8th graders were 44% and 18%, and for 9th graders 30% and 30%. However, no significant differences between the responses of males and females could be detected.

72% of the 7th graders, 91% of the 8th graders, and 74% of the 9th graders agreed with the statement 13. *Proficiency in English is part of one's general knowledge*. Although the percentages for each of the answer options were otherwise quite similar between the age groups, the option “neither agree nor disagree” was a notable exception. 19% of the 7th graders and 26% of the 9th graders chose to neither agree nor disagree, whereas only 2% of the 8th graders chose this option. No correlation with gender was detected: majority of the male and female respondents agreed with the statement (79% and 77% respectively).

The responses to the statement 14. *It would be strange if someone of my age could not speak English* were similar in each age group: 58% of the 7th graders, 64% of the 8th graders, and 62% of the 9th graders agreed with the statement. However, it is interesting that the percentage of respondents who disagreed with it decreased from 28% of the 7th graders to 20% of the 8th graders and 16% of the 9th graders. Moreover, a higher percentage of males than females agreed with the statement (69% versus 53% respectively). The percentage of the male respondents who strongly agreed was also higher than the percentage of female respondents (53% and 17% respectively).

Majority of the respondents in each age group disagreed with the statement 15. *If I could choose, I would rather study some other language than English*. Nevertheless, the percentage of respondents who disagreed decreased in correlation with age from 80% of the 7th graders and 87% of the 8th graders to 70% of the 9th graders. Moreover, the degree of how strongly the respondents disagreed with the statement changed as well: 53% of the 7th graders strongly disagreed and 8% somewhat disagreed, whereas the respective percentages for 8th graders were 51% and 13%, and for 9th graders 32% and 16%. The percentage of male respondents who disagreed strongly was also higher than the respective percentage of female respondents (58% versus 39%). Correspondingly, the percentage of females who chose the option “somewhat disagree” was higher than the respective percentage of males (16% versus 3%).

Lastly, the disagreement with the statement 20. *It is unnecessary to study other foreign languages than English* increased in correlation with age from 66% of the 7th graders and 62% of the 8th graders to 62% of the 9th graders. The percentage of respondents who strongly disagreed with the statement increased as well from 25% of the 7th graders and 24% of the 8th graders to 38% of the 9th graders. However, it is interesting that the percentage of 8th graders who agreed with this statement was significantly higher than the percentages of other age groups: while only 9% of the 7th graders and 6% of the 9th graders agreed, as many as 29% of the 8th graders agreed with the statement. Moreover, the replies of males and females differed from one another. 58% of the male

respondents and 76% of the female respondents disagreed with the statement, and 23% of the male respondents but only 9% of the female respondents agreed that studying other languages besides English would be unnecessary.

5 Discussion

In this chapter, I will return to the research questions and discuss how the findings of the study answer them. The first research question of how adolescents' perceive the status of English in Finland is discussed in subchapter 5.1, and the second research question regarding the attitudes adolescents have towards English is discussed in subchapter 5.2. Lastly, I will comment on how the results of this study compare to the findings of earlier research in subchapter 5.3.

5.1 How adolescents perceive the status of English in Finland

The first research question focused on the status of English in Finland and how it is perceived by the youth. The results proved the initial hypothesis correct: adolescents are aware that English has a strong presence in Finland. This can be seen both in how the respondents use English themselves and how they estimate where others would use English. However, the difference in the replies of male and female respondents indicate English is not used in the same manner by both genders. Males reported using English more frequently than females. They also used English in contexts that require output from the learner, such as writing and speaking with their friends, whereas female respondents used English in context that mainly provide input without output, such as listening and reading for entertainment. It is possible this difference in how adolescents use English affects how their language skills develop. The results of this study suggests males can be expected to have higher proficiency than females in contexts that require production of language, since they engage in activities that require those skills in their free-time. Their skills may also develop faster than females due to the fact that they use English more frequently.

Although the respondents reported using English in multiple contexts, majority of them typically operate in informal register. Thus, English has a strong presence in Finland, but it is

mostly limited to informal register for adolescents. This is a clear difference from the Outer Circle countries, where English is used for formal registers. Because of this, it can be said that while English is frequently used in Finland, its status does not currently resemble the criteria used for Outer Circle countries. Moreover, this suggests adolescents are more familiar with informal registers than formal registers, which can affect their language proficiency. This is important to acknowledge when teaching English to adolescents: they may be skilled users of English in the domains they use daily, but can struggle with producing formal texts, for example.

The results also suggest the use of English is connected to age: the older the respondents were, the more contexts they selected for where they usually need English. This means the variety in contexts where English is used increases as a person ages, and that this change happens during the secondary school. Moreover, an interesting difference was observed between how the respondents reported using English currently and how they believed they would use English as adults. When the respondents imagined themselves as adults, they estimated they would no longer use English with their Finnish-speaking friends. Instead, they selected categories where English was used for international communication: strangers met on holiday, colleagues at work, and friends who would not know Finnish. This suggests that adolescents have a reason for using English that is not motivated by a lack of shared language, and that the significance of this reason will subside as they age.

In addition to how they themselves use and plan to use English, the respondents were asked how they wished English was used in Finland and how they believe it is currently used. The replies to the first question show that adolescents see English as a *lingua franca* that they wish everyone could speak, whereas they would like to reserve Finnish and Swedish for native speakers only. However, this changes during the time adolescents are in secondary school: instead of using native speaker as the criteria for who should speak Finnish and Swedish, older adolescents wish anyone who resides permanently in Finland knew at least one of the national languages. In addition

to age, the ideas of what language should be spoken is connected to the gender: females wish immigrants and exchange students used English, whereas males would prefer them to learn Finnish or Swedish.

Moreover, English has a special status when compared to other foreign languages. Even though nearly all of the respondents wished English was used in Finland, the opposite was true for other languages. This suggests that adolescents see English and English alone as the *lingua franca* in Finland. Despite this, the respondents had studied other languages than English and they also disagreed with the statement “studying other languages than English is unnecessary”, which suggests adolescents appreciate languages. In other words, adolescents have positive attitude towards foreign languages, but they do not wish they were spoken in Finland. There are two possible explanations for this. Firstly, adolescents might have some other reason for studying foreign languages than communicational needs in Finland, such as interest in languages or wish of visiting the country where the language is spoken. Secondly, it can be an example of a dual attitude. The Likert statement openly encourages the respondent to evaluate the worth of different languages, which is likely to activate the explicit attitude and the cognitive attitude component. The question of what languages one wishes were spoken is less direct, and thus can activate the implicit attitude. Moreover, it allows the respondent to rely on the affective component more easily than the Likert scale statement does. Therefore, there could be contradicting implicit and explicit attitudes or contradicting affective and cognitive components that affect the replies given to these questionnaire items.

Another proof of the strong status English has in Finland is the respondents’ firm belief that English is needed in higher education and in different occupations, and that English skills will increase one’s opportunities to become employed. This also suggests that although English is a tool for informal communication and entertainment to adolescents, they will need the ability to use it in formal contexts later in life. Because of this, it is important to ensure that they are aware of the

differences between informal and formal English and that they learn to master both. Teaching informal English will provide them with language variety they can use immediately, whereas lessons on formal English will prepare them for the future.

Although adolescents perceive English as an important language in Finland, the results indicate that it has not gained its status by replacing the local languages. Adolescents believe that in addition to English, Finnish and Swedish are also needed in both education and work-life. The only exception to this is the category of exchange students. Approximately half of the respondents estimated exchange students would need to know Finnish or Swedish, while nearly everyone believed exchange students would need English in their studies. This supports the earlier observation that adolescents perceive English as a *lingua franca* in Finland: it has not replaced the national languages because it is used mainly in international communication with people who do not speak Finnish or Swedish as their first language.

However, as a *lingua franca*, English can diminish the need of other foreign languages in Finland. Adolescents believe one does not need to know other languages even in occupations where the employees may have to interact with tourists from different countries. Instead, they associate the ability to speak foreign languages with social class: upper class employees are believed to need English more than the working class. This is also a belief that develops and strengthens between the ages 13 and 15. Furthermore, the idea of what languages middle class employees need changes during this time as well: while nearly none of the respondents in the 7th grade believed middle class employees need to know other foreign languages besides English, one in fifth respondents in the 9th grade thought middle class employees should know another foreign language. Since the results indicate that the language attitudes develop during the time adolescents are in secondary school, this seems to be a favourable time for discussing language awareness and multilingualism with the pupils as the National Core Curriculum (Finnish National Board of Education 2014) recommends.

Lastly, the replies to the Likert scale statement 1. *It is easier to learn English elsewhere than in school* show that the presence of English is so strong in Finland that an average adolescent will encounter and use the language to such extent that it is impactful enough to overweight the education received in formal lessons. It is also apparent that even though English is frequently used in Finland in multiple contexts, adolescents do not oppose its presence: unlike the articles published in newspapers in recent years, they believe English is not used too much in Finland.

5.2 Adolescents' attitudes towards English

The second research question focused on the language attitudes adolescent have in terms of the cognitive, affective, and behavioural components. The results show that adolescents have a positive attitude towards the presence of English in Finland. They do not think its status as the most important foreign language to the Finnish citizens would be challenged by any other language in future. Furthermore, they believe the appreciation of English proficiency in Finland is not ungrounded, and they assign English instrumental value as a language that will aid them in finding employment. However, adolescents also see English is a language that everyone is expected to speak: it is general knowledge that, albeit useful, is not impressive to possess.

Interestingly, adolescents did not believe English would pose a treat to Finnish despite its strong presence in Finland and the concerns expressed by the public and the language authorities. Instead, occasionally adolescents may have even more positive attitude towards English than to Finnish: they think English makes any sentence sound better than Finnish, and they believe it is a more useful language than Finnish. Nevertheless, the question of which of the two languages is more important divides opinions. While nearly everyone has a positive attitude to English, some adolescents do not think it is more important than Finnish. As the data were quantitative, it is not known why this was a question where adolescents were so clearly divided. However, it seems adolescents value English over Finnish in some contexts and Finnish over English in others, which can be rooted in differences in the affective and cognitive components: the question of which

language sounds better activates emotional responses, whereas the question of importance is related to cognitive beliefs of the linguistic landscape in Finland. Moreover, it is possible the answers differ depending on whether the person considers the importance of Finnish locally or globally, as the wording of the statement did not specify which context should be used.

The results also show that adolescents have a positive attitude towards learner's English that does not always adhere to standard English norms. Adolescents do not think deviations from standard English grammar or pronunciation are an indicator of a lack of language proficiency. On the contrary, some of the respondents even defended English spoken with a Finnish accent. Despite this, the results suggest adolescents do not agree with Seidlhofer's (2011) description of *lingua franca*, which sees both the native varieties and the variety used by non-natives in international communication as equally valid forms of English. This is especially interesting when compared to the findings concerning the status of English in Finland: adolescents believe English is used as *lingua franca* in Finland, yet they see the native-level proficiency as the ideal model of correct language for every English user.

An unexpected yet interesting finding was that the language attitudes develop and change during the secondary school. The results suggest younger adolescents are more certain than the older adolescents that Finns do not know English better than other Europeans. This means the beliefs regarding the proficiency levels of English in different European countries change in favour of Finland during the three year period between the ages of 13 and 15. However, the positive attitude towards English as a language appears to weaken during the same time. Older adolescents are not as certain as the younger ones that proficiency in English is not overvalued in Finland and that other languages would not become more important to Finns in future. They also have less positive attitude towards word and phrase structures that are borrowed from English to Finnish. Moreover, the results indicate the older the adolescents are, the more accepting towards non-standard English they become. Despite this, the idea of standard English as the model of correct

language strengthens as the adolescents age. This suggests that the ideology that emphasises standard English as the prestige variety is learnt and strengthened before and during the ages of 13 to 15. This is important for the teachers to acknowledge if they wish to emphasise the communicative competence and the use of English as lingua franca as the aim of language education.

Another surprising result was that male and female adolescents evaluate English differently. Males value the standard English and its norms: they are less tolerant of non-standard grammar and pronunciation than females, and more certain than females that English spoken by Finns is worse than native speakers' English. Moreover, males have a stronger belief than females that English proficiency is not overvalued, and they would consider it strange if someone did not know English. Males do not wish to study any other language instead of English, whereas females think learning other languages is not unnecessary. Despite this, both genders have a firm belief that English is part of the general knowledge everyone should have. This suggests females value languages in general, whereas males have stronger positive attitude towards English specifically.

The findings concerning the status of English in comparison with Finnish revealed gender based differences as well. In line with their positive attitude towards English, male respondents had a stronger opinion than female respondents that English phrases would not be a threat to Finnish. They also evaluated English as a more important language than Finnish, whereas female respondents believed English was not more important. Moreover, the results suggest males tend to have stronger opinion on English loan words than females: most of the male respondents either disagreed strongly or neither disagreed nor agreed with the statement *17. Too many words are borrowed into Finnish from English*, whereas the female respondents' replies were more evenly distributed between the answer options ranging from neither agree nor disagree and strongly disagree. Similar pattern could be observed in the replies to the statement *4. It annoys me when people use English words instead of their Finnish counterparts*, where the difference between the

most and second to most common answers was more notable in the responses of males than females.

5.3 Comparison to previous research

For the most part, the results of this study resembled the results obtained in previous research. A positive attitude towards English had been observed in both studies done in Finland (Leppänen et al. 2009, Virtanen 2019) and in other countries (Mortensen 2015, Busse 2017). Hence, it was not unexpected that the results of this study confirmed the language attitudes of Finnish adolescents are positive as well. In addition to this, the respondents were also aware of the global status of English and its strong presence in work-life, which resembled the observations made by Busse (2017), Virtanen (2019) and Gustafsson (2005). Likewise, they appeared to have a clear conception of the status of English in Finland. This is not surprising, since previous research has shown how widespread the presence of English in Finland (Leppänen et al. 2009, Laitinen 2014).

The studies by Gustafsson (2005), Mortensen (2015), Sánchez and Tuomainen (2017), and Busse (2017) showed that even if people had overall positive language attitudes, they could still be concerned by the spread of English and see it as a threat to their own language(s). However, the respondents of this study did not have such concerns. The adolescents had a welcoming stance towards anglicisms and believed neither loanwords nor the English language would pose a threat to Finnish; this was similar to the results of Walsh (2015), Jeeves (2015), Leppänen et al. (2009), and Virtanen (2019). Since both the attitudes towards English as a language and towards its presence in Finland were so positive, it could have been expected that the favourable stance towards English would happen at the expense of other foreign languages, as Busse (2017) believed. However, as was discussed earlier in chapter 5.1, the relationship between English and other languages seems to be rather complex. On the one hand, the adolescents did regard English as a language that is and should be used for communication between people who do not speak each other's native languages, and they seemed to expect there to be less need for foreign languages than for English in education

and work-life. On the other hand, the respondents did not believe studying more languages than English would be unnecessary, and they had themselves studied other foreign languages.

Lastly, Tamminen-Parre's (2011) study proved that it is possible some respondents have ambivalent attitudes instead of a simple positive-negative binary. However, this study was not designed to reveal ambivalent attitudes, which is why it is difficult to compare the results of this study to those of Tamminen-Parre (2011). Despite this, there was one interesting case that resembled Tamminen-Parre's observation of ambivalence: nearly all of the respondents believed English would be required in higher education, but only one third of them assumed they would need English in their future education themselves. This could be a sign of contradicting behavioural and cognitive components (i.e. adolescents know how much English is used in education but do not plan to use English themselves) or contradicting implicit and explicit attitudes (one being activated with the item concerning their own use of English, and the other with the item focusing on how English is used in society). However, since the data cannot provide a reliable explanation in this case, future research is needed to examine the degree of attitude ambivalence both to verify how common it is among the adolescents and to investigate if it could be used to complement the findings of this study.

6 Conclusion

This study aimed to fulfil the current gap in Finnish attitude research by investigating the attitudes adolescents have towards English and how they perceive its status in Finland. The results indicated that adolescents have strongly positive attitude towards English and its status. They perceive it as a lingua franca that does not threaten the local languages. However, other foreign languages can suffer from the special status English has. Although adolescents appreciate proficiency in any second language, they believe English is the only language that is needed by everyone. Those who believe there to be careers where other languages besides English could be required associate the

employees' linguistic proficiency with social class: upper class employees are estimated to need more languages than working class employees.

Moreover, the results showed that English is first and foremost an informal language for the adolescents. For the educational field, this means that adolescents are not necessarily familiar with the formal register and may need support in developing the ability to distinguish between different registers and use them appropriately. Another important finding for the purposes of education was that males and females use English differently in their free-time. Males tend to engage in activities that require input, whereas females use English passively. This can surface as differences in language competence. Awareness of this possibility is important, as it can help teachers to decide which teaching methods suit the needs of their pupils the best.

The second research question focused on the cognitive, affective, and behavioural components in adolescents' language attitudes. The results indicated that the components are aligned, and the overall attitude towards English as a language is strongly positive. Adolescents believe English is a useful language that will help them in becoming employed, but they also assign intrinsic value to it: they think sentences sound better in English than in Finnish, and have a positive attitude towards loan words borrowed from English to Finnish. This revealed that adolescents do not agree with the articles and language policies published in recent years that have expressed concern for the prevalence of English in Finland and its influence on the Finnish language.

It was also observed that language attitudes differ between the genders to some extent: although both females and males have similar, positive attitude towards English, males emphasise standard English as the correct form of language, whereas females are more open to the use of non-standard varieties. Moreover, the results indicated that language attitudes develop and change during the adolescence. Since this means the attitudes towards English and other languages that are spoken in Finland are not yet stable, the adolescent years may be a propitious time for encouraging the development of positive language attitudes and awareness of multilingualism, which has been

named as the aim of both the EU language policy and the National Curriculum of Finland (McMenamin & Walt 2018: 61–62; Iskra 2021; Finnish National Board of Education 2014).

However, there are limitations to how reliably the results of this study can be generalised. The demographics of the informants were mostly similar: they attended the same school in the same city, majority of them were native speakers of Finnish, and only a few had ever lived in a country where they would have needed English. Moreover, the number of informants who identified as neither male or female was not sufficient for reliable analysis. Since this means the data were not representative of all Finnish adolescents, further research is needed to verify and complement the results gained in this study. For example, it could be interesting to compare whether the language attitudes of adolescents who lived in the countryside or spoke some other language than Finnish differed from those who lived in smaller towns or spoke Finnish as their mother tongue.

The size of the data sets limitations to the generalisability of the findings as well. Although the consistencies in the data indicated attitudes are connected to the age and gender, further research is needed to verify this observation. For example, a longitudinal study could be used to gain more information on how an individual's language attitudes change during the adolescence. Furthermore, the size of the data limited the choice of analysis methods. If future studies had a higher number of informants, the data could be analysed with statistical methods to determine how significant the correlations between different background factors and the attitudes are.

The method used for gathering the data had its own limitations as well. Typical problem with Likert scales is that they force the informant to simplify their attitudes into a continuum of disagreements and agreement with predetermined points between the two extreme ends of the scale. It also reduces the voice of the informant: it produces quantitative data that do not comment on how or why the informant chose their reply. Therefore, a qualitative follow-up study could complement

the results of this study. For example, the focus could be on what languages adolescents perceive as important, valuable, or useful, and where these languages were needed in their opinion. It would also be interesting to study the behavioural component of attitudes in more depth, especially since the attitude research as typically focused on cognitive and affective components.

Moreover, further research is required to provide more information on some of the findings of this study. Firstly, the instances of possible dual attitudes should be studied in greater depth to verify whether they are indeed examples of dual attitudes or whether there could be some other explanation for the apparent contradictions in language attitudes. Secondly, since this study only briefly commented on the relationship between English and other languages, it would be interesting to focus on language attitudes towards other languages spoken in Finland in order to compare how they differ from the attitudes towards English. Thirdly, the study revealed adolescents have a reason to use English with their Finnish-speaking friends that they do not expect to last to their adulthood. A follow-up study could focus on this and aim to describe and explain how the need of English changes and what kind of reasons people give to why they would choose English or Finnish in different contexts. Lastly, it was observed adolescents use mostly informal English. It could be interesting to study in greater depth how adolescents use English: do they also use formal English in some contexts – and if yes, what those contexts are –, how aware they are of different registers, and do they think they would need formal English as adults. Moreover, the belief that English is easier to learn outside of school is worth investigating in more detail. A follow-up study could verify whether this belief is connected to the use of informal English, and investigate what adolescents' attitudes towards English as it is taught in schools are.

Although further research is still needed to complement the results, this study helped in creating a more comprehensive view on the current status of English in Finland. It also both confirmed and challenged the findings of previous attitude research by providing new information on the attitudes of 13 to 15-year-old adolescents, which is an age group that had not been studied

recently. In addition to this, the findings gave directions for future research by indicating possible tendencies in adolescents' attitudes that can be studied further in order to both verify them and provide more detailed information on the language attitudes. Lastly, this study discussed the significance of language attitudes in the educational field by commenting on how awareness of language attitudes can help teachers to reach the aims set for language education in Finland and Europe. Hopefully, this study and its findings will spur the interest of both teachers in their classrooms and researchers in the fields of applied linguistics and education, and inspire further studies on the language attitudes of adolescents in future.

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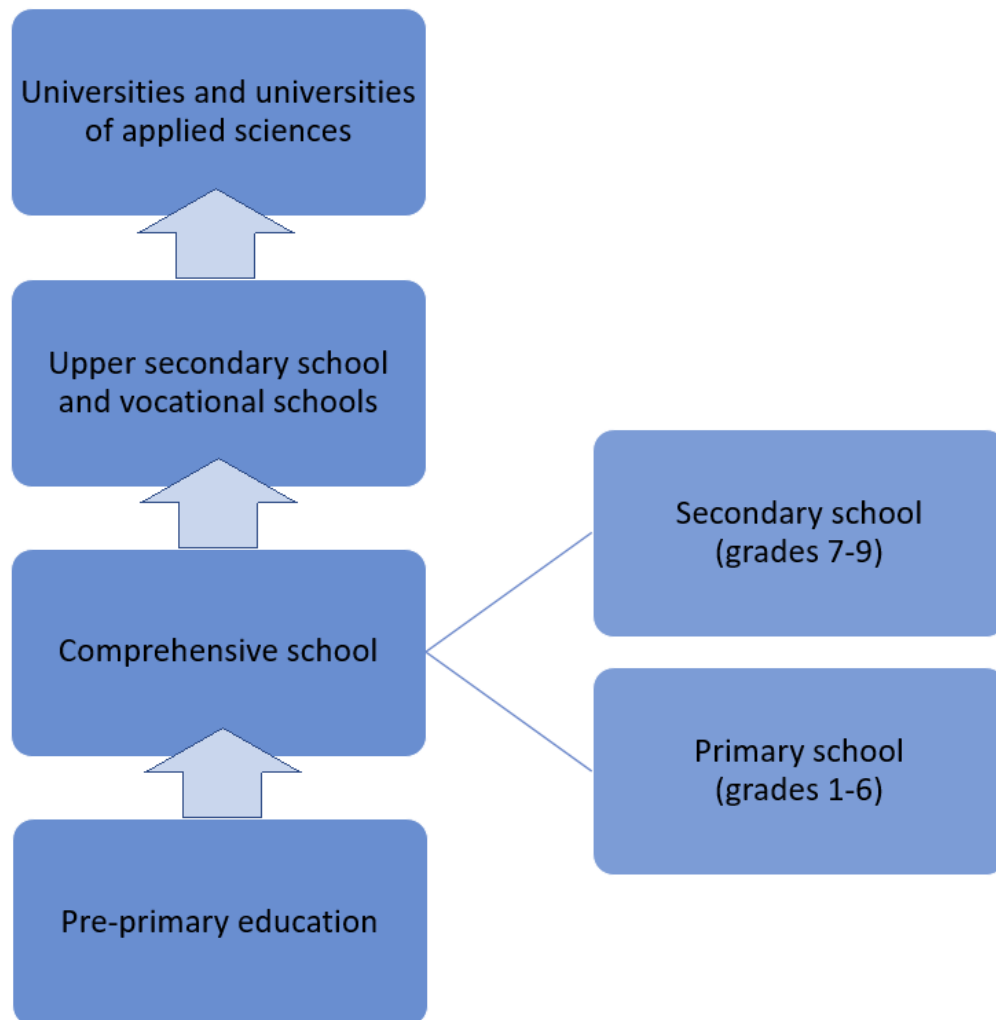
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Appendices

Appendix A. Finnish educational system



Appendix B. The instruction letter sent to the form masters and mistresses

Hei!

Olen Maria-Tiina Heinonen, Tampereen yliopiston kielten maisteriohjelman opiskelija, ja teen parhaillani pro graduani yläkouluikäisten nuorten kieliasenteista ja käsityksistä englannin kielestä. Lähestyn sinua tällä viestillä, koska haluaisin kutsua ohjaamasi luokan oppilaat osallistumaan tutkimukseeni.

Kerään aineistoni kyselylomakkeella, jonka täyttämiseen kuluu noin 10-15 minuuttia. Olen alustavasti sopinut Tiina Juutilaisen kanssa, että oppilaat voisivat vastata kyselyyn luokanohjaajan tuokion aikana tiistaina 2.11.2021. Toivon, että voisit luokanohjaajana varata aikaa kyselyyn vastaamiseen sekä välittää oppilaille parhaaksi katsomallasi tavalla linkin sähköiseen kyselylomakkeeseen. Erillistä rekisteröintiä ei vaadita, vaan lomaketta pääsee täyttämään heti linkin auettua.

Välitettävä linkki on: <https://survey.tuni.fi/lime/xxxxxx>

Kerron tutkimuksesta oppilaille lomakkeen ensimmäisellä sivulla, mutta voit vielä lukea tai näyttää yhteisesti johdantona luokalle seuraavan tekstin:

"Hei, olen Maria-Tiina Heinonen. Opiskelen Tampereen yliopistossa ja olen tekemässä pro gradua eli yliopiston viimeistä lopputyötä ennen valmistumista. Tutkin gradussani sitä, millaisia asenteita ja käsityksiä nuorilla on englannin kielestä.

Haluan kutsua sinut mukaan gradu-tutkimukseeni. Olen laatinut kyselylomakkeen, johon toivoisin sinun vastaavan. Lomake on helppo ja nopea täyttää: siihen menee kymmenisen minuuttia. Vääriä vastauksia ei ole, koska haluan tietää, mitä juuri sinä ajattelet englannin kielestä. Jos siis et ole aivan varma, miten vastaisit johonkin kysymykseen, valitse se vaihtoehto, joka tuntuu sinusta sopivimmalta. Älä mieti sitä, miten joku muu vastaisi kyselyyn, vaan keskity itseesi! :)

Iso kiitos teille kaikille, jotka täytätte kyselylomakkeeni! Teidän ansiostanne olen askeleen lähempänä valmistumista. :)"

Olen tehnyt lomakkeesta mahdollisimman yksiselitteisen sekä helpon ja nopean täyttää.

Kysymysten ohessa on tarkentavia ohjeita ja esimerkkejä, mutta toivon, että voisit aikuisena valvoa lomakkeiden täyttöä. Jos oppilailla herää lomakkeesta kysymyksiä, olen luokanohjaajan tuokion aikana tavoitettavissa numerosta xxx-xxxxxxx. Minuun saa yhteyden soittamalla, tekstiviestillä tai Whapsin kautta. Laitan vielä tämän viestin loppuun "liitteeksi" pari UKK-tyylistä tarkennusta lomakkeen täyttöön liittyvistä asioista, joita arvelen, että joku oppilaista saattaisi kysyä.

Jos haluat lisätietoja tutkimuksesta tai sinulla on muita aiheeseen liittyviä kysymyksiä, voit myös lähettää minulle sähköpostia osoitteeseen xxxxxxxxxxxx@tuni.fi.

Kiitos jo etukäteen ajastanne ja vaivannäöstänne!

Ystävällisin terveisin

Maria-Tiina Heinonen

Kielten maisteriohjelman tutkinto-opiskelija

Tampereen yliopisto

Liite: muutama tarkennus lomakkeeseen luokanohjaajan avuksi

1) Kielitaidon merkitseminen kohdassa "Mitä kieliä osaat? Kuinka hyvin osaat näitä kieliä?"

> Oppilas osaa kieltä, jota ei ole valmiiksi listalla: tällaisen kielen taidon voi arvioida kohdassa "muu kieli 1", "muu kieli 2" ja "muu kieli 3".

> Oppilas osaa enemmän kuin kolmea listalta puuttuvaa kieltä: valitse näistä kolme vahvinta kieltä. Jos kaikki kielet ovat yhtä vahvoja, valitse niistä kolme aakkosjärjestyksessä ensimmäistä.

2) Mitä eroa on kysymyksillä "4. Mitä kieliä Suomessa asuvien/vierailevien pitäisi osata puhua" ja "5. Mitä kieliä seuraavat henkilöt tarvitsevat Suomessa"?

> Ensimmäinen kysymys koskee sitä, mitkä kielet oppilaan mielestä ovat niin tärkeitä, että hänen mielestään ihmisten pitäisi osata puhua niitä. Tässä ei ole väliä sillä, tarvitsevatko he ko. kieliä Suomessa vai eivät.

> Toinen kysymys koskee sitä, mitä kieliä Suomessa todellisuudessa tarvitaan: mitä kieltä sinun on osattava, että pärjää, riippumatta siitä, haluatko opetella ko. kieltä vai et.

3) Likertin asteikko ja kommenttilaatikot

> Kommentointi on vapaaehtoista. Oppilas voi kommentoida 0-10 väittämää.

4) Oppilas ei ehdi täyttää lomaketta, mutta haluaa osallistua tutkimukseen

> Lomakkeen voi tallentaa keskeneräisenä ja täydentää loppuun myöhemmin. Toivon kuitenkin, että lomakkeet lähetetään niin pian kuin mahdollista, ettei tutkimuksen valmistuminen viivästy.

Appendix C. The information letter sent to the guardians of the pupils

Hei!

Olen Maria-Tiina Heinonen ja opiskelen Tampereen yliopistossa. Lähestyn teitä tällä viestillä, koska haluan kutsua huollettavanne osallistumaan tutkimukseeni, joka toteutetaan osana yliopiston päättötyötä eli pro gradua.

Tutkimukseni aiheena on yläkouluikäisten nuorten kieliasenteet ja käsitykset englannin kielestä. Tutkimuksen tavoitteena on selvittää, millaisia käsityksiä nuorilla on englannin kielestä ja sen asemasta Suomessa sekä millaisia asenteita heillä on englannin kieltä kohtaan. Tutkimuksessa käytettävä aineisto kerätään kyselylomakkeella tiistaina 2.11.2021 Tampereen yliopiston normaalikoulussa koulupäivän aikana.

Tutkimukseen osallistuminen on vapaaehtoista. Oppilaalta pyydetään kyselyn yhteydessä suostumus tutkimukseen osallistumiseen sekä henkilötietojen käsittelyyn. Oppilaalla on oikeus kieltäytyä tutkimukseen osallistumisesta. Hänellä on myös oikeus perua suostumuksensa milloin vain ilman seuraamuksia. Teillä oppilaan huoltajana on myös oikeus halutessanne kieltää huolettavaanne osallistumasta tutkimukseen.

Kyselylomake on anonymi, mutta sillä kerätään muutamia tutkimuksen toteutuksen kannalta välttämättömiä henkilötietoja (mm. luokka-aste, englannin kieltä koskevat asenteet). Arkaluontoisia tietoja tai suoria tunnistetietoja ei kysytä. Aineisto käsitellään analyysivaiheessa niin, että valmiista pro gradu -työstä ei voi tunnistaa yksittäistä vastaajaa. Henkilötietoja ei käytetä profilointiin tai automaattiseen päätöksentekoon.

Täytetyt kyselylomakkeet säilytetään salasanalla ja käyttäjätunnuksella suojattuna. Aineistoa ei luovuteta ulkopuolisille, eikä siihen ole pääsyä muilla kuin tutkimuksen tekijällä (eli allekirjoittaneella) sekä pro gradun ohjaajalla. Kyselylomakkeet tuhotaan pro gradun valmistuttua. Arvioitu valmistumisaika on joulukuu 2021.

Liitän lopuksi tähän viestiin tutkimuksen tietosuojailmoituksen, johon voitte halutessanne tutustua.

Ystävällisin terveisin

Maria-Tiina Heinonen

Tampereen yliopiston kielten maisteriohjelman opiskelija

Sähköpostiosoite: xxxxxxxxxxxx@tuni.fi

Appendix D. The results by age

Items	7 th grade	%	8 th grade	%	9 th grade	%
How often do you use English?						
Every day or nearly every day	48	75%	31	69%	34	68%
A few times per week	14	22%	9	20%	9	18%
A few times per month	0	0%	3	7%	4	8%
Less than a few times per month	1	2%	2	4%	3	6%
Never	1	2%	0	0%	0	0%
With whom or when do you use English?						
With family	12	19%	10	22%	17	34%
With friends who can speak Finnish	22	34%	22	49%	23	46%
With friends who cannot speak Finnish	22	34%	19	42%	23	46%
On holidays	27	42%	30	67%	29	58%
On language courses	5	8%	6	13%	8	16%
When searching for information	44	69%	35	78%	40	80%
Entertainment, reading or listening	52	81%	40	89%	47	94%
Entertainment, writing or speaking	43	67%	27	60%	29	58%
Nowhere	1	2%	0	0%	0	0%
Somewhere else	8	13%	3	7%	3	6%
With whom or when will you use English as adult?						
With friends who can speak Finnish	15	23%	12	27%	18	36%
With friends who cannot speak Finnish	40	63%	33	73%	33	66%
On holidays	58	91%	42	93%	45	90%
At work	51	80%	39	87%	43	86%
When studying in Finland	17	27%	16	36%	19	38%
When searching for information	54	84%	36	80%	43	86%
Entertainment, reading or listening	57	89%	37	82%	45	90%
Entertainment, writing or speaking	46	72%	30	67%	37	74%
Nowhere	0	0%	0	0%	0	0%
Somewhere else	5	8%	1	2%	4	8%

Statements	7 th grade	%	8 th grade	%	9 th grade	%
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1. It is easier to learn English elsewhere than in school.

Strongly disagree	1	2%	0	0%	0	0%
Disagree	2	3%	0	0%	0	0%
Somewhat disagree	3	5%	6	13%	3	6%
Neither agree nor disagree	21	33%	12	27%	10	20%
Somewhat agree	13	20%	14	31%	13	26%
Agree	11	17%	5	11%	9	18%
Strongly agree	13	20%	8	18%	15	30%

2. Being able to speak English is more useful than being able to speak Finnish

Strongly disagree	1	2%	2	4%	0	0%
Disagree	3	5%	3	7%	0	0%
Somewhat disagree	7	11%	7	16%	6	12%
Neither agree nor disagree	19	30%	9	20%	13	26%
Somewhat agree	15	23%	8	18%	14	28%
Agree	9	14%	6	13%	7	14%
Strongly agree	10	16%	10	22%	10	20%

3. English proficiency is overvalued.

Strongly disagree	31	48%	21	47%	16	32%
Disagree	15	23%	10	22%	15	30%
Somewhat disagree	5	8%	6	13%	9	18%
Neither agree nor disagree	9	14%	4	9%	4	8%
Somewhat agree	4	6%	3	7%	2	4%
Agree	0	0%	1	2%	2	4%
Strongly agree	0	0%	0	0%	2	4%

4. It annoys me when people use English words instead of their Finnish counterparts (e.g. followata – seurata).

Strongly disagree	28	44%	19	42%	13	26%
Disagree	16	25%	8	18%	9	18%
Somewhat disagree	5	8%	5	11%	9	18%
Neither agree nor disagree	9	14%	4	9%	7	14%
Somewhat agree	4	6%	5	11%	5	10%
Agree	2	3%	1	2%	3	6%
Strongly agree	0	0%	3	7%	4	8%

Statements	7 th grade	%	8 th grade	%	9 th grade	%
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5. Grammar mistakes are a sign of weak language skills.

Strongly disagree	10	16%	5	11%	13	26%
Disagree	14	22%	9	20%	12	24%
Somewhat disagree	20	31%	9	20%	9	18%
Neither agree nor disagree	11	17%	11	24%	10	20%
Somewhat agree	5	8%	6	13%	3	6%
Agree	2	3%	2	4%	2	4%
Strongly agree	2	3%	3	7%	1	2%

6. Finnish accent is a sign of weak language skills.

Strongly disagree	20	31%	8	18%	11	22%
Disagree	16	25%	13	29%	15	30%
Somewhat disagree	10	16%	10	22%	9	18%
Neither agree nor disagree	9	14%	7	16%	8	16%
Somewhat agree	3	5%	5	11%	4	8%
Agree	4	6%	0	0%	1	2%
Strongly agree	2	3%	2	4%	2	4%

7. Finns are better at English than other Europeans (excl. native speakers).

Strongly disagree	10	16%	4	9%	6	12%
Disagree	24	38%	13	29%	8	16%
Somewhat disagree	11	17%	5	11%	8	16%
Neither agree nor disagree	16	25%	14	31%	20	40%
Somewhat agree	3	5%	7	16%	7	14%
Agree	0	0%	1	2%	0	0%
Strongly agree	0	0%	1	2%	1	2%

8. Phrases modelled after English are a threat to the Finnish language.

Strongly disagree	29	45%	15	33%	10	20%
Disagree	15	23%	11	24%	10	20%
Somewhat disagree	6	9%	9	20%	9	18%
Neither agree nor disagree	14	22%	9	20%	6	12%
Somewhat agree	0	0%	1	2%	5	10%
Agree	0	0%	0	0%	1	2%
Strongly agree	0	0%		0%	1	2%

Statements	7 th grade	%	8 th grade	%	9 th grade	%
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9. Proficiency in English enhances one's opportunities to become employed.

Strongly disagree	0	0%	0	0%	0	0%
Disagree	0	0%	0	0%	0	0%
Somewhat disagree	1	2%	1	2%	0	0%
Neither agree nor disagree	1	2%	2	4%	0	0%
Somewhat agree	11	17%	5	11%	3	6%
Agree	11	17%	12	27%	10	20%
Strongly agree	40	63%	25	56%	37	74%

10. Service must be available in English too in Finland.

Strongly disagree	0	0%	0	0%	1	2%
Disagree	1	2%	0	0%	1	2%
Somewhat disagree	4	6%	1	2%	2	4%
Neither agree nor disagree	6	9%	5	11%	10	20%
Somewhat agree	10	16%	9	20%	9	18%
Agree	13	20%	10	22%	7	14%
Strongly agree	30	47%	20	44%	20	40%

11. In future, some other foreign language (e.g. Chinese) will be more important to Finns than English.

Strongly disagree	35	55%	20	44%	15	30%
Disagree	11	17%	12	27%	7	14%
Somewhat disagree	5	8%	8	18%	15	30%
Neither agree nor disagree	11	17%	4	9%	9	18%
Somewhat agree	2	3%	1	2%	3	6%
Agree	0	0%	0	0%	1	2%
Strongly agree	0	0%	0	0%		0%

12. Even if the content was the same, a sentence sounds better in English than in Finnish.

Strongly disagree	1	2%	2	4%	2	4%
Disagree	4	6%	2	4%	1	2%
Somewhat disagree	3	5%	6	13%	5	10%
Neither agree nor disagree	25	39%	9	20%	11	22%
Somewhat agree	9	14%	16	36%	14	28%
Agree	8	13%	7	16%	6	12%
Strongly agree	14	22%	3	7%	11	22%

Statements	7 th grade	%	8 th grade	%	9 th grade	%
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13. Proficiency in English is part of one's general knowledge.

Strongly disagree	1	2%	1	2%	0	0%
Disagree	0	0%	0	0%	0	0%
Somewhat disagree	5	8%	2	4%	0	0%
Neither agree nor disagree	12	19%	1	2%	13	26%
Somewhat agree	15	23%	10	22%	8	16%
Agree	12	19%	12	27%	12	24%
Strongly agree	19	30%	19	42%	17	34%

14. It would be strange if someone of my age could not speak English.

Strongly disagree	2	3%	0	0%	1	2%
Disagree	9	14%	4	9%	3	6%
Somewhat disagree	7	11%	5	11%	4	8%
Neither agree nor disagree	9	14%	7	16%	11	22%
Somewhat agree	13	20%	11	24%	12	24%
Agree	9	14%	6	13%	6	12%
Strongly agree	15	23%	12	27%	13	26%

15. If I could choose, I would rather study some other language than English.

Strongly disagree	34	53%	23	51%	16	32%
Disagree	12	19%	10	22%	11	22%
Somewhat disagree	5	8%	6	13%	8	16%
Neither agree nor disagree	9	14%	4	9%	8	16%
Somewhat agree	3	5%	0	0%	2	4%
Agree	0	0%	2	4%	2	4%
Strongly agree	1	2%	0	0%	3	6%

16. People use too much English in Finland.

Strongly disagree	27	42%	12	27%	11	22%
Disagree	17	27%	16	36%	15	30%
Somewhat disagree	6	9%	9	20%	10	20%
Neither agree nor disagree	12	19%	7	16%	10	20%
Somewhat agree	1	2%	1	2%	3	6%
Agree	1	2%	0	0%	1	2%
Strongly agree	0	0%	0	0%	0	0%

Statements	7 th grade	%	8 th grade	%	9 th grade	%
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17. Too many words are borrowed into Finnish from English.

Strongly disagree	23	36%	9	20%	7	14%
Disagree	16	25%	11	24%	10	20%
Somewhat disagree	9	14%	12	27%	11	22%
Neither agree nor disagree	11	17%	9	20%	12	24%
Somewhat agree	3	5%	4	9%	6	12%
Agree	0	0%	0	0%	1	2%
Strongly agree	2	3%	0	0%	3	6%

18. English is a more important language than Finnish.

Strongly disagree	6	9%	4	9%	7	14%
Disagree	9	14%	2	4%	5	10%
Somewhat disagree	8	13%	8	18%	6	12%
Neither agree nor disagree	24	38%	9	20%	17	34%
Somewhat agree	7	11%	9	20%	8	16%
Agree	2	3%	7	16%	1	2%
Strongly agree	8	13%	6	13%	6	12%

19. The English spoken by Finns is worse than English spoken by a native speaker.

Strongly disagree	4	6%	2	4%	1	2%
Disagree	1	2%	2	4%	0	0%
Somewhat disagree	11	17%	1	2%	2	4%
Neither agree nor disagree	14	22%	8	18%	16	32%
Somewhat agree	14	22%	11	24%	12	24%
Agree	8	13%	9	20%	11	22%
Strongly agree	12	19%	12	27%	8	16%

20. It is unnecessary to study other foreign languages than English.

Strongly disagree	16	25%	11	24%	19	38%
Disagree	12	19%	10	22%	10	20%
Somewhat disagree	14	22%	7	16%	9	18%
Neither agree nor disagree	16	25%	4	9%	9	18%
Somewhat agree	4	6%	8	18%	1	2%
Agree	1	2%	1	2%	2	4%
Strongly agree	1	2%	4	9%	0	0%

If you could choose, which languages should the following groups of people be able to speak in Finland?

Finnish or Swedish	7th grade	%	8th grade	%	9th grade	%
Primary school pupils (ages 7-12)	49	77%	32	71%	44	88%
Secondary school pupils (ages 13-15)	54	84%	35	78%	45	90%
Upper secondary school students	56	88%	35	78%	46	92%
Young adults	55	86%	39	87%	48	96%
Adults	55	86%	38	84%	48	96%
Pensioners	55	86%	37	82%	48	96%
Immigrants	18	28%	21	47%	30	60%
Tourists	10	16%	7	16%	10	20%
Exchange students	19	30%	15	33%	17	34%

English

Primary school pupils (ages 7-12)	42	66%	35	78%	36	72%
Secondary school pupils (ages 13-15)	54	84%	42	93%	45	90%
Upper secondary school students	62	97%	43	96%	47	94%
Young adults	62	97%	42	93%	48	96%
Adults	62	97%	43	96%	47	94%
Pensioners	46	72%	33	73%	39	78%
Immigrants	58	91%	41	91%	45	90%
Tourists	60	94%	43	96%	49	98%
Exchange students	63	98%	43	96%	49	98%

Other language(s)

Primary school pupils (ages 7-12)	2	3%	0	0%	4	8%
Secondary school pupils (ages 13-15)	5	8%	0	0%	7	14%
Upper secondary school students	8	13%	1	2%	7	14%
Young adults	7	11%	4	9%	9	18%
Adults	7	11%	4	9%	7	14%
Pensioners	3	5%	2	4%	3	6%
Immigrants	6	9%	4	9%	11	22%
Tourists	6	9%	2	4%	3	6%
Exchange students	6	9%	2	4%	8	16%

What language(s) do you think the following people need in Finland in their studies or at work?

Finnish or Swedish	7th grade	%	8th grade	%	9th grade	%
Students at universities	60	94%	43	96%	49	98%
Students at universities of applied sciences	57	89%	43	96%	49	98%
Exchange students	31	48%	24	53%	28	56%
Higher class employees	58	91%	44	98%	48	96%
Middle class employees	59	92%	43	96%	48	96%
Working class employees	52	81%	40	89%	47	94%
English						
Students at universities	61	95%	41	91%	47	94%
Students at universities of applied sciences	60	94%	35	78%	42	84%
Exchange students	62	97%	42	93%	48	96%
Higher class employees	64	100%	43	96%	49	98%
Middle class employees	62	97%	42	93%	50	100%
Working class employees	52	81%	32	71%	40	80%
Other language(s)						
Students at universities	1	2%	1	2%	3	6%
Students at universities of applied sciences	2	3%	0	0%	2	4%
Exchange students	1	2%	2	4%	7	14%
Higher class employees	10	16%	8	18%	18	36%
Middle class employees	2	3%	4	9%	8	16%
Working class employees	1	2%	1	2%	1	2%

Appendix E. The results by gender

Items	Total	%	Males	%	Females	%	Other	%
How often do you use English?								
Every day or nearly every day	113	71%	50	81%	53	61%	10	100%
A few times per week	32	20%	9	15%	23	26%	0	0%
A few times per month	7	4%	2	3%	5	6%	0	0%
Less than a few times per month	6	4%	1	1%	5	6%	0	0%
Never	1	1%	0	0%	1	1%	0	0%
With whom or when do you use English?								
With family	39	25%	12	19%	22	25%	5	50%
With friends who can speak Finnish	67	42%	24	39%	35	40%	8	80%
With friends who cannot speak Finnish	64	41%	32	53%	25	29%	7	70%
On holidays	86	54%	28	45%	51	59%	7	70%
On language courses	19	12%	7	11%	10	11%	2	20%
When searching for information	119	75%	43	69%	67	77%	9	90%
Entertainment, reading or listening	139	88%	51	82%	78	90%	10	100%
Entertainment, writing or speaking	99	63%	42	68%	49	56%	8	80%
Nowhere	1	1%	0	0%	1	10%	0	0%
Somewhere else	14	9%	8	12%	5	60%	0	0%
With whom or when will you use English as adult?								
With friends who can speak Finnish	45	28%	18	29%	22	25,29 %	5	50%
With friends who cannot speak Finnish	106	67%	42	68%	56	64,37 %	8	80%
On holidays	145	91%	51	82%	85	97,70 %	9	90%
At work	133	84%	48	77%	76	87,36 %	9	90%
When studying in Finland	52	33%	18	29%	28	32,18 %	6	60%
When searching for information	133	84%	48	77%	75	86,21 %	10	100%
Entertainment, reading or listening	139	87%	49	79%	80	91,95 %	10	100%
Entertainment, writing or speaking	113	71%	40	65%	65	74,71 %	8	80%
Nowhere	0	0%	0	0%	0	0,00 %	0	0%
Somewhere else	9	6%	5	8%	4	4,60 %	0	0%

Statements	Total	%	Males	%	Females	%	Other	%
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1. It is easier to learn English elsewhere than in school.

Strongly disagree	1	1%	0	0%	1	1%	0	0%
Disagree	2	1%	1	2%	1	1%	0	0%
Somewhat disagree	12	8%	3	5%	9	10%	0	0%
Neither agree nor disagree	43	27%	14	23%	26	30%	3	30%
Somewhat agree	40	25%	16	26%	22	25%	2	20%
Agree	25	16%	7	11%	15	17%	3	30%
Strongly agree	36	23%	21	34%	13	15%	2	20%

2. Being able to speak English is more useful than being able to speak Finnish.

Strongly disagree	3	2%	1	2%	1	1%	1	10%
Disagree	6	4%	3	5%	2	2%	1	10%
Somewhat disagree	20	13%	6	10%	14	16%	0	0%
Neither agree nor disagree	41	26%	15	24%	24	28%	2	20%
Somewhat agree	37	23%	15	24%	21	24%	1	10%
Agree	22	14%	9	15%	12	14%	1	10%
Strongly agree	30	19%	13	21%	13	15%	4	40%

3. English proficiency is overvalued.

Strongly disagree	68	43%	32	52%	2	2%	7	70%
Disagree	40	25%	9	15%	2	2%	2	20%
Somewhat disagree	20	13%	8	13%	1	1%	0	0%
Neither agree nor disagree	17	11%	7	11%	9	10%	1	10%
Somewhat agree	9	6%	3	5%	6	7%	0	0%
Agree	3	2%	1	2%	2	2%	0	0%
Strongly agree	2	1%	2	3%	0	0%	0	0%

4. It annoys me when people use English words instead of their Finnish counterparts (e.g. followata – seurata).

Strongly disagree	60	38%	26	42%	30	34%	4	40%
Disagree	33	21%	9	15%	19	22%	5	50%
Somewhat disagree	19	12%	5	8%	14	16%	0	0%
Neither agree nor disagree	20	13%	7	11%	12	14%	1	10%
Somewhat agree	14	9%	7	11%	7	8%	0	0%
Agree	6	4%	3	5%	3	3%	0	0%
Strongly agree	7	4%	5	8%	2	2%	0	0%

Statements	Total	%	Males	%	Females	%	Other	%
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5. Grammar mistakes are a sign of weak language skills.

Strongly disagree	28	18%	10	16%	14	16%	4	40%
Disagree	35	22%	6	10%	26	30%	3	30%
Somewhat disagree	38	24%	17	27%	19	22%	2	20%
Neither agree nor disagree	32	20%	13	21%	18	21%	1	10%
Somewhat agree	14	9%	9	15%	5	6%	0	0%
Agree	6	4%	1	2%	5	6%	0	0%
Strongly agree	6	4%	6	10%	0	0%	0	0%

6. Finnish accent is a sign of weak language skills.

Strongly disagree	39	25%	16	26%	21	24%	2	20%
Disagree	44	28%	15	24%	26	30%	3	30%
Somewhat disagree	29	18%	9	15%	15	17%	5	50%
Neither agree nor disagree	24	15%	7	11%	17	20%	0	0%
Somewhat agree	12	8%	8	13%	4	5%	0	0%
Agree	5	3%	3	5%	2	2%	0	0%
Strongly agree	6	4%	4	6%	2	2%	0	0%

7. Finns are better at English than other Europeans (excl. native speakers).

Strongly disagree	20	13%	6	10%	14	16%	0	0%
Disagree	45	28%	20	32%	23	26%	2	20%
Somewhat disagree	24	15%	10	16%	12	14%	2	20%
Neither agree nor disagree	50	31%	18	29%	27	31%	5	50%
Somewhat agree	17	11%	7	11%	9	10%	1	10%
Agree	1	1%	0	0%	1	1%	0	0%
Strongly agree	2	1%	1	2%	1	1%	0	0%

8. Phrases modelled after English are a threat to the Finnish language.

Strongly disagree	62	39%	30	48%	29	33%	3	30%
Disagree	36	23%	8	13%	25	29%	3	30%
Somewhat disagree	24	15%	10	16%	11	13%	3	30%
Neither agree nor disagree	29	18%	11	18%	17	20%	1	10%
Somewhat agree	6	4%	2	3%	4	5%	0	0%
Agree	1	1%	0	0%	1	1%	0	0%
Strongly agree	1	1%	1	2%	0	0%	0	0%

Statements	Total	%	Males	%	Females	%	Other	%
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9. Proficiency in English enhances one's opportunities to become employed.

Strongly disagree	0	0%	0	0%	0	0%	0	0%
Disagree	0	0%	0	0%	0	0%	0	0%
Somewhat disagree	2	1%	0	0%	2	2%	0	0%
Neither agree nor disagree	3	2%	2	3%	1	1%	0	0%
Somewhat agree	19	12%	8	13%	9	10%	2	20%
Agree	33	21%	14	23%	18	21%	1	10%
Strongly agree	102	64%	38	61%	57	66%	7	70%

10. Service must be available in English too in Finland.

Strongly disagree	1	1%	0	0%	1	1%	0	0%
Disagree	2	1%	1	2%	1	1%	0	0%
Somewhat disagree	7	4%	2	3%	5	6%	0	0%
Neither agree nor disagree	21	13%	9	15%	12	14%	0	0%
Somewhat agree	28	18%	9	15%	15	17%	4	40%
Agree	30	19%	14	23%	15	17%	1	10%
Strongly agree	70	44%	27	44%	38	44%	5	50%

11. In future, some other foreign language (e.g. Chinese) will be more important to Finns than English.

Strongly disagree	70	44%	31	50%	36	41%	3	30%
Disagree	30	19%	12	19%	16	18%	2	20%
Somewhat disagree	28	18%	9	15%	17	20%	2	20%
Neither agree nor disagree	24	15%	7	11%	15	17%	2	20%
Somewhat agree	6	4%	3	5%	2	2%	1	10%
Agree	1	1%	0	0%	1	1%	0	0%
Strongly agree	0	0%	0	0%	0	0%	0	0%

12. Even if the content was the same, a sentence sounds better in English than in Finnish.

Strongly disagree	5	3%	2	3%	3	3%	0	0%
Disagree	7	4%	5	8%	2	2%	0	0%
Somewhat disagree	14	9%	6	10%	8	9%	0	0%
Neither agree nor disagree	45	28%	14	23%	29	33%	2	20%
Somewhat agree	39	25%	17	27%	19	22%	3	30%
Agree	21	13%	9	15%	12	14%	0	0%
Strongly agree	28	18%	9	15%	14	16%	5	50%

Statements	Total	%	Males	%	Females	%	Other	%
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13. Proficiency in English is part of one's general knowledge.

Strongly disagree	2	1%	2	3%	0	0%	0	0%
Disagree	0	0%	0	0%	0	0%	0	0%
Somewhat disagree	7	4%	4	6%	3	3%	0	0%
Neither agree nor disagree	26	16%	7	11%	17	20%	2	20%
Somewhat agree	33	21%	15	24%	16	18%	2	20%
Agree	36	23%	12	19%	24	28%	0	0%
Strongly agree	55	35%	22	35%	27	31%	6	60%

14. It would be strange if someone of my age could not speak English.

Strongly disagree	3	2%	2	3%	1	1%	0	0%
Disagree	16	10%	4	6%	12	14%	0	0%
Somewhat disagree	16	10%	7	11%	9	10%	0	0%
Neither agree nor disagree	27	17%	6	10%	19	22%	2	20%
Somewhat agree	36	23%	13	21%	20	23%	3	30%
Agree	21	13%	8	13%	11	13%	2	20%
Strongly agree	40	25%	22	35%	15	17%	3	30%

15. If I could choose, I would rather study some other language than English.

Strongly disagree	73	46%	36	58%	34	39%	3	30%
Disagree	33	21%	11	18%	20	23%	2	20%
Somewhat disagree	19	12%	2	3%	14	16%	3	30%
Neither agree nor disagree	21	13%	8	13%	12	14%	1	10%
Somewhat agree	5	3%	2	3%	3	3%	0	0%
Agree	4	3%	1	2%	2	2%	1	10%
Strongly agree	4	3%	2	3%	2	2%	0	0%

16. People use too much English in Finland.

Strongly disagree	50	31%	21	34%	23	26%	6	60%
Disagree	48	30%	17	27%	29	33%	2	20%
Somewhat disagree	25	16%	9	15%	14	16%	2	20%
Neither agree nor disagree	29	18%	11	18%	18	21%	0	0%
Somewhat agree	5	3%	4	6%	1	1%	0	0%
Agree	2	1%	0	0%	2	2%	0	0%
Strongly agree	0	0%	0	0%	0	0%	0	0%

Statements	Total	%	Males	%	Females	%	Other	%
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17. Too many words are borrowed into Finnish from English.

Strongly disagree	39	25%	19	31%	20	23%	0	0%
Disagree	37	23%	11	18%	21	24%	5	50%
Somewhat disagree	32	20%	7	11%	20	23%	5	50%
Neither agree nor disagree	32	20%	16	26%	16	18%	0	0%
Somewhat agree	13	8%	6	10%	7	8%	0	0%
Agree	1	1%	0	0%	1	1%	0	0%
Strongly agree	5	3%	3	5%	2	2%	0	0%

18. English is a more important language than Finnish.

Strongly disagree	17	11%	4	6%	1	1%	2	20%
Disagree	16	10%	5	8%	1	1%	0	0%
Somewhat disagree	22	14%	7	11%	1	1%	2	20%
Neither agree nor disagree	50	31%	20	32%	3	3%	0	0%
Somewhat agree	24	15%	14	23%	8	9%	2	20%
Agree	10	6%	5	8%	5	6%	0	0%
Strongly agree	20	13%	7	11%	9	10%	4	40%
	32	20%	19	31%	12	14%	1	10%

19. The English spoken by Finns is worse than English spoken by a native speaker.

Strongly disagree	7	4%	2	3%	4	5%	1	10%
Disagree	3	2%	1	2%	2	2%	0	0%
Somewhat disagree	14	9%	3	5%	10	11%	1	10%
Neither agree nor disagree	38	24%	14	23%	20	23%	4	40%
Somewhat agree	37	23%	14	23%	21	24%	2	20%
Agree	28	18%	9	15%	18	21%	1	10%
Strongly agree	32	20%	19	31%	12	14%	1	10%

20. It is unnecessary to study other foreign languages than English.

Strongly disagree	46	29%	14	23%	28	32%	4	40%
Disagree	32	20%	9	15%	22	25%	1	10%
Somewhat disagree	30	19%	13	21%	16	18%	1	10%
Neither agree nor disagree	29	18%	12	19%	13	15%	4	40%
Somewhat agree	13	8%	8	13%	5	6%	0	0%
Agree	4	3%	2	3%	2	2%	0	0%
Strongly agree	5	3%	4	6%	1	1%	0	0%

If you could choose, which languages should the following groups of people be able to speak in Finland?

Finnish or Swedish	Total	%	Males	%	Females	%	Others	%
Primary school pupils (ages 7-12)	125	79%	44	71%	74	85%	7	70%
Secondary school pupils (ages 13-15)	134	84%	49	79%	78	90%	7	70%
Upper secondary school students	138	87%	52	84%	78	90%	7	70%
Young adults	142	89%	54	87%	80	92%	8	80%
Adults	141	89%	52	84%	81	93%	8	80%
Pensioners	140	88%	53	85%	79	91%	8	80%
Immigrants	69	43%	35	56%	30	34%	4	40%
Tourists	27	17%	17	27%	8	9%	2	20%
Exchange students	51	32%	27	44%	21	24%	3	30%
English								
Primary school pupils (ages 7-12)	113	71%	49	79%	58	67%	6	60%
Secondary school pupils (ages 13-15)	141	89%	56	90%	76	87%	9	90%
Upper secondary school students	152	96%	60	97%	83	95%	9	90%
Young adults	152	96%	59	95%	83	95%	10	100%
Adults	152	96%	59	95%	83	95%	10	100%
Pensioners	118	74%	46	74%	63	72%	9	90%
Immigrants	144	91%	57	92%	78	90%	9	90%
Tourists	152	96%	60	97%	82	94%	10	100%
Exchange students	155	97%	61	98%	84	97%	10	100%
Other language(s)								
Primary school pupils (ages 7-12)	6	4%	2	3%	4	5%	0	0%
Secondary school pupils (ages 13-15)	12	8%	5	8%	6	7%	1	10%
Upper secondary school students	16	10%	7	11%	8	9%	1	10%
Young adults	20	13%	7	11%	11	13%	2	20%
Adults	18	11%	7	11%	10	11%	1	10%
Pensioners	8	5%	4	6%	4	5%	0	0%
Immigrants	21	13%	7	11%	14	16%	0	0%
Tourists	11	7%	5	8%	6	7%	0	0%
Exchange students	16	10%	4	6%	11	13%	1	10%

What language(s) do you think the following people need in Finland in their studies or at work?

Finnish or Swedish	Total	%	Males	%	Females	%	Others	%
Students at universities	152	96%	61	98%	82	94%	9	90%
Students at universities of applied sciences	149	94%	59	95%	80	92%	10	100%
Exchange students	83	52%	37	60%	39	45%	7	70%
Higher class employees	150	94%	59	95%	81	93%	10	100%
Middle class employees	150	94%	59	95%	81	93%	10	100%
Working class employees	139	87%	57	92%	74	85%	8	80%

English

Students at universities	149	94%	59	95%	81	93%	9	90%
Students at universities of applied sciences	137	86%	54	87%	75	86%	8	80%
Exchange students	152	96%	58	94%	84	97%	10	100%
Higher class employees	156	98%	61	98%	85	98%	10	100%
Middle class employees	155	97%	60	97%	84	97%	10	100%
Working class employees	124	78%	49	79%	68	78%	7	70%

Other language(s)

Students at universities	5	3%	2	3%	3	3%	0	0%
Students at universities of applied sciences	4	3%	1	2%	3	3%	0	0%
Exchange students	10	6%	3	5%	7	8%	0	0%
Higher class employees	36	23%	12	19%	22	25%	2	20%
Middle class employees	14	9%	5	8%	8	9%	1	10%
Working class employees	3	2%	1	2%	2	2%	0	0%

Appendix F. The questionnaire form

Tervetuloa vastaamaan kyselyyn englannin kielestä!

Tämän kyselyn tarkoituksena on kartoittaa, millaisia käsityksiä ja asenteita sinulla ja ikätovereillasi on englannin kieltä kohtaan.

Lomakkeessa on kolme osiota: 1) taustatiedot 2) kysymyksiä englannin kielen käytöstä 3) väittämiä englannin kielestä. Lopuksi voit vielä antaa palautetta itse kyselystä. Vastauksia käytetään yliopiston päättötyössä eli pro gradu -tutkielmassa.

Kuka saa nähdä vastaukseni?

- Vastaukset näkee vain kyselyn laatija ja pro gradu -työn ohjaaja. Kukaan muu ei saa tietää, mitä olet vastannut. Sinua ei voi tunnistaa valmiista pro gradu -työstä.

Miksi minulta kysytään taustatietoja? Mihin niitä tarvitaan?

- Vertaan taustatietoja muihin vastauksiin (eli sivuihin 2 ja 3). Haluan selvittää, vastaavatko esimerkiksi 7-luokkalaiset eri tavalla kuin 9-luokkalaiset. Valmiissa pro gradu -työssä ei kerrota taustatiedoista sillä tavalla, että sinut voisi tunnistaa niistä.
- Tietoja ei käytetä profilointiin. Se tarkoittaa sitä, että en arvioi vastaustesi perusteella sinun henkilökohtaisia ominaisuuksiasi (eli sitä, millainen ihminen olet).

Mitä täytetyille lomakkeelle tapahtuu?

- Lomakkeita säilytetään tutkimuksen tekijän tietokoneella käyttäjätunnuksella ja salasalla suojattuna, kunnes pro gradu -työ valmistuu (arvioitu aika: joulukuu 2021). Sen jälkeen vastaukset tuhotaan.

Kauanko lomakkeen täyttämiseen menee?

- Noin 10-15 minuuttia.

Onko pakko vastata?

- Ei, mutta jokainen vastaus on äärimmäisen tärkeä.

Mitä teen, jos en halua vastata?

A) Jos et ole vielä vastannut kaikkiin lomakkeen kysymyksiin: sulje sivu. Otan tutkimukseen mukaan vain ne lomakkeet, jotka on täytetty kokonaan.

B) Jos olet jo vastannut kaikkiin kysymyksiin, mutta et halua enää osallistua: laita minulle sähköpostia ([redacted]@tuni.fi). Kerro sähköpostissa, että et halua osallistua tutkimukseen. Sinun ei tarvitse kertoa, miksi et halua osallistua.

Tutkimuksen tekijän yhteystiedot:

Tutkimuksen tekijä: Maria-Tiina Heinonen

Sähköposti: [redacted]@tuni.fi

Tämä kysely on anonyymi.

Tallenne antamistasi kyselyn vastauksista ei sisällä mitään sinua identifioivaa informaatiota, ellei tietty kyselyn kysymys yksiselitteisesti sellaista kysy.

Jos käytit pääsyavainta päästäksesi vastaamaan kyselyyn, vakuutamme, että kyseistä avainta ei tallenneta vastauksiesi yhteyteen. Sitä hallinnoidaan erillisessä tietokannassa ja päivitetään ainoastaan merkitsemään tietoa oletko vastannut kyselyyn vai et. Ei ole mahdollista yhdistää pääsyavainta vastauksiisi.

Seuraava

Taustatiedot (Sivu 1/3)

***SUOSTUMUS TUTKIMUKSEEN OSALLISTUMISEEN**

Tutkimukseen osallistuminen on vapaaehtoista. Sen takia tarvitsen sinulta suostumuksen tutkimukseen osallistumiseen ja tietojesi käsittelyyn. Suostumus tarkoittaa sitä, että annat minulle luvan käyttää tutkimuksessani niitä tietoja (eli vastauksia), joita annat tällä lomakkeella.

Haluatko osallista tutkimukseen?

☐ Kyllä. Haluan osallistua tutkimukseen ja annan suostumukseni tietojeni käsittelyyn. Olen lukenut tutkimuksen kuvauksen. Tiedän, että vastaaminen on vapaaehtoista. Tiedän, että voin perua suostumukseni, jos en halua osallistua tutkimukseen.

***TUNNISTEKOODI:** merkitse tähän **puhelinnumerosi kolme viimeistä numeroa**. Jos haluat myöhemmin perua tutkimukseen osallistumisen, tiedän näiden numeroiden avulla, minkä lomakkeen otan pois. Numeroita ei käytetä mihinkään muuhun, eikä niitä kerrota tai näytetä muille.

3 viimeistä numeroa on:

***Sukupuolesi:**

mies

nainen

muu

en halua kertoa

***Millä luokalla olet:**

7. luokka

8. luokka

9. luokka

10. luokka

***Syntymäaikasi:**

Päivä



Kuukausi



Vuosi



* Mitä kieliä osaat? Kuinka hyvin osaat näitä kieliä?

🔍 Puuttuuko listasta kieli, jota osaat? Arvioi sen kielen taitosi kohdassa "muu kieli".

	Hyvin vähän / alkeet	Melko hyvin	Sujuvasti	Tämä on äidinkieleni	En osaa tätä kieltä
suomi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
englanti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
ruotsi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
saksa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
ranska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
venäjä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
espanja	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
muu kieli 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
muu kieli 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
muu kieli 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Minkä ikäisenä aloitit englannin kielen opiskelun?

🔍 Jos et muista, arvioi, minkä ikäinen olit. Jos englanti on äidinkielesi, vastaa "0-vuotiaana".

-vuotiaana

* Oletko asunut maassa, jossa puhuit englantia päivittäin?

☒ Kyllä
 ☐ Ei

Missä maassa/maissa asuit ja kuinka pitkään?

Englannin kielen käyttö (Sivu 2/3)

Seuraavaksi kysyn sinulta kysymyksiä englannin kielen käytöstä.

*1. Kuinka usein käytät englantia, jos englannin oppitunteja ei lasketa?

🔗 Mieti tavallista arkipäivääsi, älä esim. lomamatkoja tai kesätöitä.

- ☐ joka päivä tai melkein joka päivä
- ☐ muutaman kerran viikossa
- ☐ muutaman kerran kuukaudessa
- ☐ harvemmin kuin muutaman kerran kuukaudessa
- ☐ en koskaan

*2. Millaisissa tilanteissa käytät englantia? Valitse vähintään yksi tai useampi.

🔗 Valitse kaikki sopivat vaihtoehdot

- ☐ perheen tai sukulaisten kanssa
- ☐ suomenkielisten kavereiden kanssa
- ☐ muiden kuin suomenkielisten kavereiden kanssa
- ☐ lomamatkoilla
- ☐ kielikursseilla
- ☐ etsin tietoa englanniksi (esim. netistä)
- ☐ viihdekäytössä, luen tai kuuntelen englantia (esim. englanninkieliset videot, pelit, kirjat, blogit)
- ☐ viihdekäytössä, kirjoitan tai puhun englantia (esim. chateissa, foorumeilla, videoilla)
- ☐ en käytä englantia missään
- ☐ muualla, missä:

*3. Millaisissa tilanteissa arvelet käyttäväsi englantia aikuisena? Valitse vähintään yksi tai useampi.

❶ Valitse kaikki sopivat vaihtoehdot

- ☐ suomenkielisten kavereiden kanssa
- ☐ muiden kuin suomenkielisten kavereiden kanssa
- ☐ lomamatkoilla
- ☐ töissä
- ☐ opiskellessa Suomessa
- ☐ etsin tietoa englanniksi (esim. netistä)
- ☐ viihdekäytössä, luen tai kuuntelen englantia (esim. englanninkieliset pelit, videot, kirjat, blogit)
- ☐ viihdekäytössä, kirjoitan tai puhun englantia (esim. chateissa, foorumeilla, videoilla)
- ☐ en missään
- ☐ muualla, missä:

*4. Jos saisit päättää, mitä kieltä seuraavien Suomessa asuvien tai Suomessa vierailevien henkilöiden pitäisi osata sinun mielestäsi?

❶ Osaaminen tarkoittaa tässä sitä, että on vähintäänkin opiskellut kieltä, vaikka ei puhuisi sitä täydellisesti.

	suomi tai ruotsi	englanti	jokin muu kieli
alakouluikäiset (7-12 v)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
yläkouluikäiset (13-15 v)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
toisen asteen opiskelijat (16-18 v)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
nuoret aikuiset (19-35 v)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aikuiset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eläkeläiset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
maahanmuuttajat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
turistit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vaihto-opiskelijat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*5. Mitä kieltä arvelet, että seuraavat henkilöt tarvitsevat töissään tai opinnoissaan Suomessa?

❶ Mieti keskeytettyä ryhmän jäsentä: esim. mitä kieltä suurin osa opiskelijoista tarvitsee.

	suomi tai ruotsi	englanti	jokin muu kieli
yliopisto-opiskelijat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ammattikorkeakoulun opiskelijat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vaihto-opiskelijat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ylemmän yhteiskuntaluokan työntekijät (esim. tuomarit, lääkärit, johtajat)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asiakaspalvelijat, toimistotyöntekijät (esim. tarjoilijat, kaupan kassat, sihteerit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
työväenluokan työntekijät (esim. hitsarit, siivoojat, putkimiehet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Jos vastasit edellisessä kohdassa "muu kieli", kerro tässä, mitä muita kieltä yllä mainitut ryhmät mielestäsi tarvitsevat Suomessa.

❶ Sinun ei tarvitse kertoa, mitä ryhmää tarkoitat. Riittää, että listaat kielten nimet.

Käsitykset englannin kielestä (Sivu 3/3)

VASTAUSOHJE: Lue väite. Mieti, mitä mieltä **sinä** olet. Valitse sen jälkeen:

- 1 = olen vahvasti eri mieltä
 2 = olen eri mieltä
 3 = olen joihinkin eri mieltä
 4 = en ole samaa enkä eri mieltä
 5 = olen joihinkin samaa mieltä
 6 = olen samaa mieltä
 7 = olen vahvasti samaa mieltä

Jos haluat, voit perustella vastauksiasi kommenttikentässä: ensimmäinen kenttä on kysymysten 1-10 jälkeen ja toinen kysymysten 11-20 jälkeen.

✱

	1 (vahvasti eri mieltä)	2	3	4	5	6	7 (vahvasti samaa mieltä)
1. Englantia oppii paremmin muualta (esim. elokuvista, peleistä ja netistä) kuin koulussa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Englannin osaamisesta on enemmän hyötyä kuin suomen kielen osaamisesta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Englannin osaaminen on yliarvostettua.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Englanninkielisten sanojen käyttö ärsyttää minua, jos niille on olemassa suomenkielinenkin vastine. (Esim. followata - seurata)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Kielipolliset virheet ovat merkki huonosta kielitaidosta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Suomalainen aksentti (ns. "rallienglanti") on merkki huonosta kielitaidosta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Suomalaiset osaavat englantia paremmin kuin muut eurooppalaiset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Englannin mallin mukaiset fraasit (esim. make sense > tehdä järkeä) ovat uhka suomen kielelle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Englannin kielen osaaminen parantaa työmahdollisuuksia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Suomessa pitää saada palvelua myös englanniksi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

KOMMENTTIKENTTÄ

Voit kommentoida tässä enintään viittä (5) yllä olevaa väittämää tarkemmin, jos haluat.

Merkitse ensin väitteen numero ja kirjoita sitten kommenttisi. Aloita uusi kommentti aina uudelta riviltä.

🔊 **Esimerkki:**

12. Tämä on niin totta!

15. Olen samaa mieltä, jos (...) mutta eri mieltä, jos (...).

18. Minun mielestäni on niin, että (...)

Kommentti

nro 1:

*

	1 (vahvasti eri mieltä)	2	3	4	5	6	7 (vahvasti samaa mieltä)
11. Tulevaisuudessa jokin toinen vieras kieli (esim. kiina) on tärkeämpi suomalaisille kuin englantia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Vaikka lauseen sisältö olisi sama, se kuulostaa englanniksi paremmalta kuin suomeksi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Englannin osaaminen kuuluu yleissivistykseen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Olisi outoa, jos minun ikäiseni ei osaisi englantia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Jos saisin valita, opiskelisin mieluummin jotain toista kieltä kuin englantia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Suomessa käytetään liikaa englantia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Suomen kieleen lainataan liikaa sanoja englannista.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Englanti on tärkeämpi kieli kuin suomi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Suomalaisen puhuma englantia on huonompaa kuin englantia äidinkielenään puhuvan englantia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Muiden vieraiden kielten kuin englannin opiskelu on tarpeetonta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

KOMMENTTIKENTTÄ

Voit kommentoida tässä enintään viittä (5) yllä olevaa väittämää tarkemmin, jos haluat.

Merkitse ensin väitteen numero ja kirjoita sitten kommenttisi. Aloita uusi kommentti aina uudelta riviltä.

❗ Esimerkki:

12. Tämä on niin totta!

15. Olen samaa mieltä, jos (...) mutta eri mieltä, jos (...).

18. Minun mielestäni on niin, että (...)

Kommentti

nro 1:

Olet nyt vastannut kaikkiin tämän lomakkeen kysymyksiin

Jos tahdot, voit vielä palata täydentämään vastauksiasi tai antaa palautetta kyselystä. Muussa tapauksessa paina "lähetä"-nappia.

Jäikö jokin askarruttamaan? Haluatko kertoa jotain sellaista englannin kieleen liittyvää, mitä ei tällä lomakkeella kysytty? Haluatko antaa palautetta lomakkeesta?

Voit kirjoittaa kommenttisi ja palautteesi tänne.

Kiitos kyselyyn osallistumisesta!

Jos sinulle jäi kysymyksiä tutkimuksesta, voit ottaa yhteyttä tutkimuksen tekijään sähköpostilla: [redacted]@tuni.fi