

English Language for Greater Good?
*The attitudes of Jyväskylä University students
towards English language in face-to-face
fundraising*

Tommi Kostiainen
Bachelor's Thesis
Faculty of Humanities
Department of Language and Communication
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University of Jyväskylä

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Tiivistelmä – Abstract <p>F2F-varainkeruu, eli feissaus on hyväntekeväisyysjärjestöjen käyttämä keino hankkia uusia kuukausilahjoittajia hyväntekeväisyystyölle. Feissauksessa varainkerääjät, feissarit, liikkuvat julkisilla paikoilla, kuten keskustassa, ja lähestyvät ihmisiä yrittäen mainostaa järjestöään ja saada ihmisiä liittymään kuukausilahjoittajiksi. Suomessa feissaus tapahtuu useimmiten suomeksi, mutta esimerkiksi Unicef käyttää työssään myös ulkomaalaisia feissareita, joiden feissauskieli on englanti. Tämän tutkimuksen tarkoituksena onkin selvittää, millaisia asenteita Jyväskylän yliopisto-opiskelijoilla on englanninkielistä feissausta kohtaan. Tutkimus suoritettiin kyselyllä, jota kierrätettiin useiden Jyväskylän yliopiston ainejärjestöjen sähköpostilistoilla. Lisäksi kyselyyn hankittiin vastauksia yliopiston kirjastolla, jolloin opiskelijoita pyydettiin vastaamaan kyselyyn paikan päällä. Yhteensä vastauksia tuli 255, ja edustettuja ainejärjestöjä oli karkeasti jaoteltuna 30, joten kyselyn osallistujamäärä saavutti riittävän koon, jotta tutkimuksen tuloksia voidaan käyttää jossain määrin yleistettävänä edustajina yliopisto-opiskelijoiden asenteissa. Tuloksia analysoitiin tilastollisesti kuvaavalla analyysillä, sillä kyselyn tulokset toivat kvantitatiivista tietoa, ja asenteita lähdettiin tarkastelemaan prosenttien valossa. Olellisin löydös numeroiden takaa oli se, että kieli sinänsä ei ole tärkeässä asemassa feissauksessa, vaan muut tekijät, kuten feissarin oma luonne ja edustama järjestö ovat paljon tärkeämpiä tekijöitä. Englannin kieli ei kuitenkaan aiheuta vaikeuksia suomalaisille, ja asenteet englantia kohtaan feissaustilanteessa olivat hyvät. Näin ollen voidaan todeta, että englanti ei kielenä aiheuta vaikeuksia feissauksessa, ja ainakin yliopisto-opiskelijat ovat valmiita kohtaamaan englanninkielistä feissausta, mutta se ei myöskään tuo merkittävää lisäarvoa ja lisää feissauksen tuottavuutta, mutta ei myöskään vähennä sitä. Tämä tutkimus on kuitenkin vain pieni osa sitä, mitä tästä ilmiöstä voidaan tutkia, sillä feissausta ei ole kielten näkökulmasta tutkittu aiemmin, ja tässä tutkimuksessa keskitytään ainoastaan hyvin rajattuun ihmisjoukkoon.</p>	
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1 INTRODUCTION

Face-to-face fundraising, also known as F2F-fundraising (or *facing*), is one of the most common ways for charity organisations to recruit new monthly donors to support their charitable work. F2F-fundraising is a widely used method in many countries, for example the United Kingdom, Sweden and Finland, and especially during summer time, several *facers* can be seen in the streets of big cities advertising their organisation and recruiting new donors. Due to the most common time when facing takes place, mostly facers are students working as summer employees financing their life during the summer time.

F2F-fundraising is often regarded as annoying and as a profession, facing seems to become more and more difficult every year as people are starting to be fed up with facers (Härmä 2009). It can be argued that mostly the attitudes towards F2F-fundraising are rather negative as people find facing meddlesome and bothering, and in Finland every summer the same comments about *annoying facers* occur. It seems that young people roaming around the streets and approaching people by greeting them and asking if they have a couple of minutes to listen to some facts about charitable organisations, cause anger among people in Finland. Oftentimes a facer saying “moi” to a person in the streets in Finland fails to draw attention and to stop anyone to learn about charity. This raises a question about the language that the facer uses. Does it matter? If there is a facer saying “moi” in the streets of Jyväskylä, many people recognise that a fundraiser is approaching them. The question is, will the reception be different, if a facer uses English? Does it draw more attention?

This question came to my mind after having worked as a fundraiser for two summers for Finnish Church Aid (FCA). In the same streets, there were many fundraisers from other organisations as well, and I learned that in Finland, UNICEF sometimes uses facers of foreign origins, who, for example, are from African countries, and who use English language in their work. Having discussed with some of the foreign facers, I noticed that they seemed to manage to stop people more effectively, and most importantly, were able to recruit more new donors than many other facers who were locals. Therefore, this study is conducted to find out, whether English language affects the effectiveness of F2F-fundraising. The idea of this research is to find out, what kind of attitudes there are among Finnish university students in Jyväskylä towards English language in F2F-fundraising, and if English language makes facing more efficient for the organisations.

2 THE CONCEPT OF FACING AND DIFFERENT THEORETICAL ASPECTS

This chapter discusses the theoretical background of face-to-face fundraising and the main aim of the research. There are not that many studies about facing, as academic literature rarely studies fundraising, but the existing researches are mainly about facing methods and ways to draw people's attention (Humalisto & Moilanen 2018: 1). As the linguistic approach in the research of fundraising does not exist, this study will be one of the first ones ever made regarding the subject. Nonetheless, a theoretical view on the concept of facing will be taken at first in this chapter.

F2F-fundraising in English requires people from two different cultures to meet, so intercultural communication creates a valid theoretical background for the phenomenon. Therefore, the second part of the chapter discusses the theoretical points of cultural speech differences. Furthermore, even though there are no studies about attitudes towards English language in facing, researches of general attitudes towards English language in Finland exist and they will create a solid theoretical basis. The results of earlier studies can be compared to the results of the present study. Finally, discussing language attitudes is not adequate without theoretical and factual background from studies about language skills, as ability to use a language also affects the ways in which people see it.

2.1. Facing

On a grass-root level, the main idea of facing is to create something that Mondada (2009) calls *an interactional space*. This means a situation, where two or more people unite their vehicular units to create a space of interaction, in other words stop to interact with each other. In terms of facing, this means that a facer works in the street either mobile or stationary, and searches for potential people that could be recruited. The facer tries to draw attention and once someone is agreeable to stop, they inform the listener, the interlocutor, about the organisation and its projects. The key idea in recruiting new donors is in awaking emotions in listeners in order to get a new donation – facers must create a feeling for the interlocutors that they desire to donate and help others. Humalisto and Moilanen (2018) state that the materials, for example files that the facers carry with them, must be appealing rather than informative. The same idea can be reflected to the speech of the facer. The key concept is that information in F2F-fundraising comes through direct, emotion creating speech that is aimed at the listener, and that is why F2F-

fundraising is usually more effective than original advertising. Facers' speech has to be effective and create an emotional setting for the listener to awake a desire to donate money (Humalisto & Moilanen 2018: 5). Therefore, a question in point of view of this thesis is, whether English language manages to create the emotional setting. English facing in Finland will require both fluent language usage from the facer and adequate understanding from the listener. In other words, one might assume that using English in facing is more useful with younger people than older people as their English skills are higher, as it is stated in chapter 2.4. Therefore, this research focuses on attitudes of university students in Jyväskylä, as their approximate age belongs to the age group that, according to studies, have the highest English skills in Finland (Leppänen et al. 2009).

When discussing attitudes towards facing in English, there must be a notification on attitudes towards facing in general, as the attitudes towards the fundraising itself might affect the language attitudes as well. According to Slack (2013), in the poll of the Directory of Social Change, 70% of 293 respondents say that F2F-fundraising is "appalling and damaging" for the organisation because they think that it creates a negative reputation for charities. Slack (2013) argues that people think negatively about facing because people see it disturbing as they, according to their answers, can be stopped multiple times in a day by facers, and people think that charities should stop using different techniques to find new donors in order to prevent their name to be defiled. On the other hand, this survey reveals only the British attitudes. The case is not the same in Finland, because even though people might see it annoying, facing is far too profitable to end and for example, Greenpeace gets 90 % of its donations through facing (Tamperelainen 2011). Thus, it can be assumed that at least in Finland, people are eager to become monthly donors through F2F, and co-existing negative attitudes towards it should not affect the language attitudes too much.

2.2. Intercultural communication

A view on theory of intercultural communication is essential in this research because it creates a theoretical basis for facing in English in Finland. As mentioned earlier, if for example a facer of African origin discusses with a Finnish person in Jyväskylä, not only two languages collide, but also two cultures. In charting the possible attitudes towards English language in fundraising, there must be a clear view of possibilities and challenges that cultural differences in communication set, as they also play an important role in shaping one's attitudes.

2.2.1. Categories of communication

In discussing how cultural differences affect communication, the first step is to categorize communication in order to see their differences. Communication can be categorised in four different types, all of which contain their counterparts: the first pair is direct vs. indirect communication type, the second elaborate vs. succinct, the third personal vs. contextual and the fourth instrumental vs. affective (Hall 1976, cited in Salo-Lee et al. 1996). They also point out that there are two different communication cultures: low-context cultures, in which linguistic communication is emphasised, and high-context cultures, in which a part of the information is expressed with language but another part with context and more hidden messages. According to Lim (cited in Chen 2017: 179-198), most Western cultures belong to the low-context communication type. In a light of this, there should not be any problems, if for example a Briton faced Finns using English language.

On the other hand, a slight problem might occur: even though the United Kingdom and Finland belong to the same communication culture, their communication type is different. Salo-Lee et al. (1996) claim that Finland is a mixture of both indirect and direct type, whereas Anglo-culture countries represent the direct type. In Finland, people expect that indirect messages are also understood, and in comparison to English-speaking communication, for example too direct requests or statements might seem offensive in Finnish communication (Salo-Lee, Malmberg & Halinoja 1996: 38). For instance, if an English-speaking facer tries to create a desire to donate money by stating directly that the person they are facing wastes money by consuming it instead of donating it, it could cause a more negative than positive attitude in the listener. Therefore, a more specific view on Finnish communication is needed in order to chart what kind of communicative features Finns value.

2.2.2. Finnish communication and how foreign communication looks to Finns

Sajavaara and Lehtonen (cited in Salo-Lee, Malmberg & Halinoja 1996: 42) state that Finns only speak when they have something to say, and this point is essential in point of view of facing. Regular chatting with unknown interlocutors might be typical in English language, but in Finland it is expected that one has a reason for speaking. In other words, to avoid contradiction in communication, foreign facers should be able to follow Finnish communication rules. The language itself should not have a major negative effect, but other communicative rules should. On the other hand, using English language might work as a subconscious permission to break

Finnish communication rules. This means that English language indicates foreign background and the listener understands why the regular behaviour in communication does not occur. Be as it may, in Finland, a facer should make their intentions clear rather quickly, as it is expected in Finnish communication.

Small talk belongs more or less to facing. Oftentimes people seem to like that a facer chats with them before trying to ask for a donation, and a clear difference in small talk cultures might work as a key element why English language is affective in Finland. In English communication, a question “how are you?” does not require an answer as it is a small talk feature and it indicates that a person has noticed the other, but in Finland, the equivalent “mitä kuuluu?” requires an answer (Salo-Lee, Malmberg & Halinoja 1996: 42). Thus, in the United Kingdom “how are you?” is not an effective way in creating the interactional space, but in Finland it works. When a facer uses English and asks how a Finn is, the Finn will most likely stop to answer. Finns are more easily tricked to stop, especially as a sudden question in English might cause a reaction of surprise among them leading that they are more likely to stop and thus, are more likely to listen and perhaps donate.

As mentioned, many UNICEF facers in Jyväskylä in summers 2016 and 2017 were African, so the differences between Finnish and African communication also must be covered. African communication culture is classified as holistic, and a typical feature for holistic communication is creating a sense of community and that people are trying not to separate others from themselves (Lim, cited in Chen 2017: 184). In creating a desire to donate, creating a sense of shared duty to help people is important and it requires the sense of unity and community. Therefore, it could be pondered if a facer from a holistic culture manages to convince a Finn more easily than others do and therefore, if there is a more positive attitude towards foreign facing than Finnish facing.

2.3. Finnish language attitudes

In order to find out the attitudes of Jyväskylä university students towards English language in facing, a look at the previous studies of Finnish attitudes in English language is essential. English prevails in all sides of society from business life to entertainment, and Finnish people see English knowledge as a central skill to have: “Knowledge of English is considered a skill like the ability to read” (Taavitsainen & Pahta 2004: 10.) Therefore, it can be stated that the attitude towards English is generally positive in Finland.

A fact that also supports the argument that attitudes towards English are positive in

Finland, is a point made by Taavitsainen and Pahta (2004: 8): Even though Swedish is an official language in Finland, most Finns have better skills in English than in Swedish. In other words, English is more known and more powerful language in Finland than its other official language, which could be seen as a proof that Finns do not have negative attitudes towards English. But then again, the closer timeline gets to the 21st century, the more positive the attitudes are. When determining English attitudes in Finland, it is reasonable to take a closer look at the change of attitudes in the society to see the current situation more clearly.

2.3.1. Changes in attitudes

Hyrkstedt and Kalaja (1998) conducted a research in which they had a test to chart what kind of attitudes Finnish youth had towards English language. In the research, the respondents read three letter-to-the editor texts, answered three statements, and then gave reasons for their thoughts. The statements are: 1) Finnish is losing its vitality to English, 2) Legislative actions are a good idea to protect the purity of languages and 3) The Finns' proficiency in English is not satisfactory. According to the test, the first statement received a divided result: 24 of respondents had a negative attitude towards the statement, 22 had a positive attitude. Hyrksedt and Kalaja (1998) state that behind the negative attitude towards English was a vision that English is a threat to Finnish language, and as they call it, a national-romanticist repertoire took place with the negative attitude. This means the ideology of high admiration towards one's own country and language and seeing others as a threat. In addition, a segregating repertoire was prominent among negative attitudes, meaning that for example people who mix English and Finnish in their speech were seen in a negative light.

In the 1990s, the attitudes towards English had more of a 50/50 division, but a positive shift in Finnish attitudes seems to have taken place in ten years. Leppänen, et al. (2009) point out, that according to the national survey they conducted, attitudes towards English are rather positive, especially among young people. For instance, 28.5 % of the respondents say that they feel *admiration* towards Finns who are capable of speaking fluent English. In addition, a stunning 97.2 % think that young people must know English (Leppänen et al. 2009: 63, 66). The two statements that received a high per cent among 19-24 years old respondents also prove this positive attitude: "I want to seem fluent when I use English" with 71% and "I use English whenever there is a chance to do so" with 49.7 % (Leppänen et al. 2009: 107).

In a light of this, it could be stated that the grown positive attitude among young Finns should mean that there are more positive attitudes towards English facing in 2018 than in the

early 21st century. The results of the national survey can be seen as an evidence for an assumption that university students in Jyväskylä, approximately most being aged 19-24, have positive attitude towards English facing for three reasons. Firstly, as almost half of the respondents said that they use English whenever there is a chance, speaking English with a facer should be a good chance to do so. Secondly, as the answers prove, positive feelings towards fluent English usage create the setting where speaking with a facer is a tool for someone to show others their English skills. This means that when one is speaking English with a facer in the middle of the street, one can show other passers-by that he/she is able to have a conversation in English. Thirdly, speaking with a facer is a good chance to test ones English skills.

2.3.2. English in the streets and advertisements

When it comes to facing, there are two important features of it to remember – it is nearly always taking place in the streets of big cities, and it is not only recruiting new donors but advertising the organisation as well. Therefore, a theoretical view on these two sides is important in explaining the attitudes towards English language in facing. Firstly, the attitude towards English facing should not be negative, because Finnish people are expecting to meet English language in the streets. Leppänen et al. (2009:51) show that 78.8 % of Finns expect to hear and see English in the streets. Thus, it can be assumed that using English in facing is safe as people are prepared to meet English in the street, but for example, using English in *from door to door fundraising* could be more risky as people might have a negative and suspicious attitude towards sudden English conversations on their doorstep.

As mentioned, advertising is also an important side of facing, so a view on Finnish attitudes towards English in advertising must be taken. According to Paakkinen (cited in Leppänen et al. 2008: 299-329), English is a very prominent feature in advertising in Finland, for example in slogans and names of products. Paakkinen (cited in Leppänen et al. 2008: 316) points out that in advertising, Finnish is used to inform and English to appeal. Appealing is one of the most important aspects of facing, so according to this information, English language should function as appealing in the speech and materials facers use to convince people. Hietanen (2004, cited in Leppänen et al. 2008: 323) adds that Finnish people think that English represents internationality in advertisements. This idea could be transferred to facing as well – perhaps for UNICEF, as an international organisation, it is more acceptable to use English language in facing, but for example if FCA used English in their facing, the attitude would be more confused as FCA is a Finnish organisation, not international. In other words, in a light of general attitudes,

English language is seen in positive light. Therefore, it creates a setting for positive attitudes towards the English language in facing, but English probably is more suitable for some organisations than others.

2.4. English language skills in Finland

Kachru (1997, cited in Leppänen et al. 2008: 15) presents his theory of English being multi-layered and according to Kachru, English language can be divided into three layers. The inner layer includes the United Kingdom, the USA, Canada, Ireland, Australia and New Zealand, whereas the second layer includes former colonies in which English the second official language, for example India, Nigeria and Philippines. The third layer is a so-called expanding layer, which includes countries that use English as a foreign language (EFL), for example Finland. Based on this theory, it can be stated that Finnish language skills are rather high, but this theory from the 1990s is already rather outdated. The truth is that the skills are even higher as the countries that many which have English as a foreign language are already moving towards the second layer. In 2018, it seems that English is more than a foreign language in Nordic countries: nowadays they are more ESL (English as a second language) than EFL countries (Taavitsainen and Pahta 2004).

Thus, it can be assumed that Finnish language skills should be very high, and in fact, they are. According to the research by EF English Proficiency Index (2018), Finland has the eighth highest proficiency in English among all countries in the world that do not have English as their official language and the verbal ranking for Finland is *very high*. Although, as YLE (2018) notices, Finland was in the sixth place in February 2018, so there has been some decline in the results. Nonetheless, Finnish English skills are among the bests in the world, which creates a possibility for a positive setting in language attitudes. English is known in Finland very broadly; 82% of population speak English and more specifically, 98% of people aged 18-24 and 97 % of people aged 25-34 are capable of using English fluently (Tilastokeskus 2008). As the average age of university students is around 26 (Potila et al. 2017: 24), it seems that people at the university belong to the most skilled group in Finland and thus, to the group with the most positive attitudes towards English language.

2.4.1. English usage in Finland

As mentioned, as English skills are high in Finland, also attitudes should be positive towards the language in general. Regarding the present study, the aim is to find out what kind of attitudes Finnish university students have towards English facing, and therefore, a view on contexts of language usage in Finland is needed. Leppänen et al. (2009: 93) point out that 51.5 % of people

say that they use English in their free time, so English is not mostly used in schools or work places. This means that Finnish people have readiness to meet English language while walking in the streets. Thus, as mentioned before, English facing in the streets should face a more positive welcome than English facing, selling or advertising for example at people's home, school or work. Furthermore, the feeling that English usage causes, in other words, how natural it is for a Finn to use English when a facer approaches, is an important point to take into account. 41 % of people aged 15-24 thinks that using English is natural for them, and 48 % of university students think the same.

This all means that overall, the university students should be ready to be faced in English and their readiness to be approached in English is rather high. In addition, almost half of them think that using English is natural, so language problems and fear of English usage should not be a major problem in English facing. Altogether, the theoretical background hints that the attitudes towards English facing should be positive, and the questionnaire used in this research answers whether or not that is true.

3 PRESENT STUDY

This section introduces the present study on Finnish attitudes towards English language in facing. At first, there will be a closer look to the research question and the aim of the thesis and reasons for narrowing down the data are given. This is followed by an explanation of what kind of data there will be in order to answer the research question and which method is used to gain information and why. Finally, a view on ethical point of view of the study is given, and there will be points introduced regarding what must be considered in the research.

3.1. Aim and Research Question

The research question of this thesis is "What are the attitudes of Finnish Jyväskylä University students towards English language in F2F-fundraising in Finland?" This question specifically focuses for two reasons on native Finns who are studying in university. Firstly, the decision to focus on native Finns gives clearer data about attitudes in Finland, and therefore for example the data from exchange students is not needed. On the contrary, data from other than Finns would create a false image of Finnish attitudes towards facing in English. Secondly, due to the high amount of data that would be needed in order to reveal the attitudes of the whole nation, a

smaller target group is needed to keep the data available and manageable. Therefore, the decision to study the attitudes of university students is justified as it narrows down the amount of data and more importantly, according to the sources cited earlier, university student's English skills and knowledge in Finland are higher than average and this should create a wider set of different perceptions about the language and phenomenon itself. In addition, focusing on Jyväskylä university students lessens the amount of needed data, but nonetheless gives generalizable information. Therefore, in a small-scale research such as this thesis, targeting the university students of Jyväskylä is justified.

In other words, this research's main aim is to find generalizable information about the attitudes towards facing in English by focusing on one certain group of people. In addition, there is another aim to see if the results of earlier research about English skills of Finns by Leppänen et al. (2009) is transferable to the findings of language attitudes. The assumption before the final research is that the attitudes of university students should be rather positive towards English language in facing. Two points can explain this. Firstly, based on the sources cited in section 2, university students' language skills are high and this should correlate with the positive language attitudes and secondly, from the point of view of intercultural communication, there are not major communicative conflicts between the interlocutors when a foreign facer discusses with a Jyväskylä University student. The purpose of the research is to find out if this assumption is accurate and if, at least theoretically, the results could be utilised to create more efficient facing in the future.

3.2. Data and Methods

As this research aims to find out general attitudes towards language and desires to generalize, rather high amount of data is needed. Therefore, the data of the study is quantitative as it creates the best settings for gaining generalizable data and makes the analysis possible. Qualitative data does not serve the purpose of finding out the general attitudes, so for example longer interviews with a small number of participants is not reasonable in this thesis. This is why the method of gathering data was a questionnaire as it collects higher amount of data rather easily, unlike an interview.

The questionnaire was presented to the university students in Jyväskylä and the respondents needed to answer to ten different questions in which they were describing their thoughts about English language in facing. The questionnaire was anonymous and only the major subject and the age of respondents were asked as it serves the purpose of the research. Receiving

data about respondents' major subject and age was important for two reasons. The major subject was asked in order confirm that students represented as wide range of different fields of education as possible. In addition, the data about the age confirmed that the results are comparable to the results of Leppänen et al. (2009). The questionnaire consisted of questions that can be categorized into three. Firstly, questions about the factors that the respondents consider being most important in order to make them stop to speak with a facer. Secondly, if they have been faced in English or not and what they think or would think about the situation when they were faced, and finally, how they see the role of English language in facing. Most of the questionnaire's questions were Likert scale questions as they made it possible for respondents to evaluate their own attitudes and thoughts, but there were also some questions with certain options. Overall, each question in the questionnaire was a closed-type question, as this particular question type serves the aim of this research. Newby (2014, 303) states that questionnaires that study people's values and factual knowledge, such as behaviour, can include both open and closed questions, and both types collect valid data. This research studies people's attitudes, and attitude consists of behaviour and values. Therefore, the closed questions used in the questionnaire were a suitable and adequate option for data collection.

The method that was used to analyse the data was a descriptive statistical analysis. The reason to use this method was that in order to find generalizable information, quantities and frequencies needed to be charted, and this made it possible to understand general attitudes as it revealed which options in the questionnaire were the most chosen and how frequently similar scale values occurred. To put it short, the statistic information described the results best and therefore was the most efficient way to study and understand the phenomenon. As Torchim (2006, cited in socialresearchmethods.com) points out, descriptive statistics reduces a vast amount of data into a simpler entity and summarises it, and this is exactly what was needed to be done in this thesis. In this research, the number of needed respondents is rather high in order to receive generalizable information, and thus, the method of descriptive statistical analysis made it possible to analyse and process the data reasonably.

3.3. Ethical point of view

In terms of ethical point of view in this study, the research integrity points create clear guidelines on how to make this research ethically valid. The following points are the most relevant for this thesis, and they build an ethical basis for the work. The points are from Finnish Advisory Board on Research Integrity (2012: 30), and they are:

- 1) The research follows the principles of integrity, meticulousness and accuracy.
- 2) The methods used in the research are ethically sustainable and results are communicated in an open fashion.
- 3) Other work on the field of the research are respected by appropriate citations.
- 4) The researcher is following the standards of research.
- 5) The necessary permits for the research have been acquired.

The first point by Finnish Advisory Board is the key point in all research, and in order to make this thesis ethically valid, it must have integrity, meticulousness and accuracy in it. This for example means that the results from the questionnaire must be presented accurately and showed to the public. Alongside this point, the third point about citations of other's work is also a basic quality for an ethically valid research, and so is the fourth pointing out the importance of complying the standards of research. Whereas the first, third and fourth point are essential and clear, the second point needs more discussion. The main idea is that as the take of this questionnaire is rather small, focusing only on university students in Jyväskylä and not having responses from all university students in the city, the results must be remembered to present in an open manner. The results might change from time to time, from place to place and from research to another and this research only gives a small piece of information about the attitudes towards facing in English language. It must be pointed out that the results do not represent the whole nation, but only a certain city and certain group of people in it. Nonetheless, even though the results present only a narrow set of data, they must be accurate and room for further research must be given.

Finally, the fifth point remarks that ethically valid research has all necessary permits when it is conducted. From this point of view, this thesis does not need formal, signed permission papers as it is conducted via an anonymous questionnaire. Although, in order to make the questionnaire ethical and to confirm its reliability, there is a section at the beginning of the it stating to all respondents that the whole research is anonymous, and the only information asked is their age and major subject. The only formal permission needed in this thesis was the permission from the University Library to use their premises to approach people and collect the data.

4 RESULTS AND ANALYSIS

The data from this research's questionnaire was gathered by using two methods. Firstly, the

survey was circulated around different student organisations' email lists in order to reach as many students as possible. In addition, more respondents were recruited to participate the questionnaire by approaching students face-to-face at the Jyväskylä University Library. Altogether, these methods managed to collect 255 different responses, which means that it is possible for this thesis to generalise the data. This section begins with introduction of the quantitative results, and the analysis of them follows, where a comparison between the results and some of the theoretical points are also made.

4.1. Results

Alone the fact that the amount of responses in this study is 255 means that the results and findings are generalizable, but the other factors regarding the respondents make the research even more valid. This research desires to reveal the attitudes of Jyväskylä University students towards English language in facing, but furthermore the keenest view is given on the certain age group: students aged 18-24. This is because this thesis aims to compare its results to some of the results by Leppänen et al. (2009). The range of age among the participants is from 18 to 28+, but the clear majority, 69 % of the respondents are aged 18-24. Therefore, valid comparisons are possible.

Another important information regarding the respondents is their education. The aim is to study the attitudes of all kinds of university students in Jyväskylä, not only students from the language department or some other specific field of education. Among the 255 respondents, approximately 30 different major subjects were represented. The actual amount of subjects is even higher, but some of the subjects that have different major subjects underneath them, for example biology, were counted as one, single subject. Nevertheless, the amount of major subjects is high enough to make it possible to state that this research represents the attitudes of wide group of people studying in the University of Jyväskylä. In the following sub sections, these attitudes are presented in different categories.

4.1.1. Facer-related factors that make people to stop to discuss with them

The first question in the questionnaire aims to see, what the role of language is in people's decision to stop to discuss with a facer. The question asked was "Which factors regarding a facer affect/might affect to your decision to stop to discuss with the facer?" The options from which the respondents were able to choose as many factors as they desired were: the facer's 1) organisation, 2) personality, 3), language 4) Finnish background, 5) foreign background, 6)

gender, 7) gestures and charisma, 8) other factors. By far, the facer's organisation is seen as the most important factor as 87 % of respondents chose it. The second most popular option is gestures and charisma, picked by 71 % and the third is personality with the result of 61 %.

Facer's language is the fourth most picked option, but the difference between the top three is rather high; 32 % of the respondents think that language is an important factor that affects their eagerness to stop to discuss with a facer. The other factors are left far behind; gender being chosen by 7 %, Finnish background by 5 % and foreign background by 4 %. Other factors were named by 12 %, and the respondents named factors such as facer's kindness, the way of presenting the charitable purposes and the way of approaching. The problem with the other factors is that most of the responses did not answer the question by stating for example: "I do not talk to facers" or "I will ignore the facers if I am in a hurry." Due to this, a vast amount of the 12 % of information is not competent.

The fact that the background of the facer does not affect the facing itself can be reflected to the theory of intercultural communication. Salo-Lee et al. (1996) state that there are differences between Finnish communication and other cultures, and from the point of view of facing, it was pondered in section 2 if the differences affect the facing in any way. It seems that the differences do not matter in facing and the tendency to stop to listen to a facer is not affected by background, as the other factors are more important. Therefore, intercultural differences do not affect that much the perception of interlocutors regarding F2F –fundraising.

4.1.2. Real experiences with facing in English language

Out of 255 respondents, 38 % have real experiences with facing in English language, and they were asked to evaluate three different factors: how much they understood the facer's speech, how much they participated the discussion and how natural the situation was. The tool to use this was Likert scale, in which number 10 means positive evaluations: understanding fluently, participating fully and considering the situation very natural. Zero in the scale means the opposite and negative evaluations.

55.56 % of the respondents gave full marks in understanding, stating that they understood the facer fully. Altogether, the high evaluations were the majority: 21.21 % chose the scale value 9 and 11.11 % the scale value 8. The smallest chosen scale value was three by 1.01%, so none of the respondents considered their understanding extremely low. The question about participation had more variation in the replies as apart from zero-value, all values were chosen at least four times. Nonetheless, the key finding again is that the highest values were most chosen, 10 being

the most popular with 24.74 %. The highest scale value was also the most common option in the point of view of naturalness of the situation: 21.87 % stated that the facing situation that happened in English language was very natural.

The main finding is that in each question, the highest scale value is the most common, and the difference between the other options is rather high. Only some differences occur between the questions. For example, the question of how natural people saw the facing situation had shared opinions. A low value 4 was more often chosen than a high scale value 9, as the percentages are 11.46 % against 10.42 %. Overall, the results show that the responses were rather unanimous and the real experiences tend to be more positive as the positive values are the most chosen options.

4.1.3. Imagined experiences with facing in English language

Majority of the respondents, 62 %, do not have real experiences with English language in face-to-face fundraising, so they were asked to imagine the situation and evaluate the same three factors that the people with real experiences evaluated. Interestingly, when it comes to evaluating the understanding of a facer's speech, people that only imagine the situation are more critical towards themselves than the people with real experiences are. Again, scale value 10 was the most popular, but this time the percentage is 35.9 %, whereas over the half of respondents with real experiences chose the same option. Furthermore, people imagining the situation evaluated their understanding skills with more variation giving both negative and positive evaluations. For example, whereas 3.03 % people with real experiences chose more negative scale evaluations (0-6), the same percentage with imagined experiences is 10.25 %. In other words, people imagine that their skills are lower than they really are.

Surprisingly, it seems that even though people underestimate their understanding skills, they imagine their participation in the discussion to be higher than it actually is. The results show that 33.54 % of respondents evaluated their imagined participation as high as possible with the scale value 10. Overall, the most popular scale values were the four highest values, value 9 chosen by 15.82 %, 8 by 14.56 % and 7 by 12.66 %. The gap between the higher values and lower values is much bigger among the imagined participation than among the real participation. The reason why people imagine their understanding lower and participation higher than they really are might be that people without real experiences in English language facing might have false ideas about the situation. It is possible that they consider facers' English skills lacking which causes their understanding to decrease and perhaps they imagine that the facing situation

gives more room for them to use English than it does in reality.

In the point of view of how natural the respondents imagine the facing situation to be, much variation occurs. Once again, the most chosen scale value is 10 with 16.77 %, but other options are not that far behind. For example, value 8 was favoured by 16.13 % of the respondents. In addition, each value was chosen, even value 0, although only once. According to the results, there is much variation among the ideas on how natural facing situation in English is, and both negative and positive thoughts occur evenly. This is simply explained with the point raised by Slack (2013) that states how people see facing in a negative light. It is probable that people's attitudes towards facing itself are negative enough to make them think that the whole situation might feel unnatural, and there is no certainty whether the English language itself plays any role in that.

4.1.4. Other questions

The last questions in the questionnaire aim to bring further the thoughts about English language in facing by presenting a statement to which respondents had to reply with certain options. The statements are "I would rather stop to speak with a facer that uses English than a facer that uses Finnish", "English is more convincing language in facing than Finnish" and "I would stop to speak with a facer to test my English skills". The results show that in face-to-face fundraising, English is not seen in a better light than Finnish. Only 11 % of respondents stated that they prefer English using facers, whereas 50 % disagreed. It is clear that people have not considered this much, as 39 % stated that they do not have any opinion. Similarly, only 8 % think that English is more convincing language in facing, and 65 % disagree on this. The results evidently point out that the role of English language is not any better than the role of Finnish. English facing is not either seen as a particularly great chance to test one's English skills – the division is almost 50/50. Half of the respondents would use the situation to test their language skills, whereas 40 % do not see the situation as a possibility for that.

4.2. Analysis

Based on the results, it is possible to summarise the data to find an answer to the original research question. The research question could be answered in the following way: the attitudes towards English language in facing are rather neutral. English language in face-to-face situation is seen in a positive light, but its role in fundraising itself are not seen any more important than Finnish's. Therefore, the attitudes are neutral. In the following sections, there is more analysis of the results and clarifications, why the attitudes can be seen mild.

4.2.1. Comparison of the positive and negative attitudes

The data was analysed with descriptive statistical analysis, in which frequencies of certain items are important, and the most helpful way to analyse the data about attitudes is to look at frequencies of positive and negative attitudes and then compare them in order to see, which one is more prominent among the responses.

The three Likert -scale questions awake more attention in this analysis, and each feature; understanding, participation and sense of naturalness, are divided into three categories of attitude: positive, neutral and negative. Scale values 8, 9 and 10 are characterised as positive values, 5, 6 and 7 are neutral, and 0, 1, 2, 3, and 4 are negative. The reason that there are five negative values is that the smallest scale values were overall the least chosen. For example, one out of all 255 respondents chose the scale value 0 in the whole questionnaire. Therefore, to make the values comparable, the negative end of the scale needs more representation, and only three values in the positive and neutral area are enough to match five values in the negative area.

Even though the negative scale values have most options, they cannot match the positive values at all. Altogether, positive values are the most common in each area feature, and they overrun the other values with a landslide. In terms of understanding the English language in facing, the positive values were chosen 212 times out of 255, which means the 83.14%. The neutral values had 13.3% and the negative only had 3.53%. Similarly, positive values surpass the other values with the result of 59.22 % in participation and with 44.71 % in naturalness. Whereas positive values were the most chosen values in each area, the negative values were every time the least chosen option. These results can be seen as an evidence that the face-to-face situation itself is seen in a positive light: with or without real experiences in facing that happens in English, most respondents see that they understand the situation well, are able to participate and feel comfortable in the situation. Thus, as majority of the respondents are able to use English language and the situation does not cause any specific opposition, it can be stated that people's attitudes towards English language in facing is not negative. Whether it is specifically positive, will be analysed in the further section.

The points by Leppänen et al. (2009) support the idea that the attitudes of university students in Jyväskylä are not negative. Leppänen et al. state that 48 % of educated people (for example university students) think that using English is natural. 44.71 % of the respondents thought the same. In addition, according to Leppänen et al, 49.7 % of young people, aged 15-24, state that they use English whenever it is possible. The majority of the respondents are aged 18-

24, and therefore, the results of this research can be compared to the previous research's results. In this research, 51 % stated that they could stop to listen to the facer in order to test their language skills. It seems that the results of the two inquiries are rather similar. Using English is seen as natural by 48 % in 2009 and by 44.71 in 2019. Around half of the respondents wanted to use English whenever they can in 2009, and in 2019, the same amount wants to stop to discuss with a facer to use their language skills. Comparison of these points prove that the attitudes towards English language are rather positive, or at least not negative, and they stay strong from time to time and from context to context. Altogether, in the point of view of facing or of other contexts, attitudes are positive due to the naturalness of language usage, which again is due to the high language skills; being able to understand and participate.

4.2.2. The role of language in facing

Even though English language is seen rather natural in facing, the language skills are high and facing is somewhat seen as a chance to use language skills by half of the people, it cannot be stated that the attitudes are specifically positive. If the attitudes were positive, the results would show how English language's role in facing is important and it makes facing much easier. However, this is not the case. What lessens the positive attitude is that English is not seen as more convincing and preferable language in facing. The respondents' perception is that English as a language does not add anything to facing that Finnish would not do. Furthermore, any language is not considered to be among the most important factors in facing, and others, such as the organisation, are far more valued in the decision to listen to a facer. Especially the point that English is not seen more convincing and preferable is rather surprising. In Hyrkstedt and Kalaja's (1998) research, there were talks about Finnish losing its vitality to English, and around half of the respondents considered this good. Nonetheless, according to this research, Finnish is not losing its vitality in the point of view of facing, and people do not think that English language has more impact in persuading people to donate money. The role of English is prominent in many areas in the Finnish society, but it seems that this does not necessarily mean that English is more powerful. English seems to function in many areas alongside Finnish: many Finns are prepared to use both languages and for example in facing, it does not matter if one is faced in Finnish or English. The languages co-exist and both can be used in facing without any major advantages or disadvantages.

4.2.3. Summary

To put it short, as the readiness to use English language in F2F –fundraising situation is high and people do not feel negatively towards the foreign language, but the language is not seen in more important role than Finnish and major negative attitudes do not exist, it cannot be stated that the attitudes are positive, neither negative. It is already stated in previous paragraph, what the results should have looked like in order for them to claim the attitudes positive, but there is neither enough evidence to state that the attitudes are negative.

Therefore, it can be stated that the attitudes towards English language in facing are neutral, or more specifically, nonnegative. English language does not cause any specific opposition, but it does not affect positively the way people see facing in general. Using foreign facers that use English language is neither a major risk, as the foreign language does not jeopardise the work of the organisation, nor a boosting factor for organisations to increase their income. F

This research did not find any tools for charity organisations from linguistic point of view to develop their work, only a confirmation that it is not harmful to hire facers that use English language. The biggest advantage of English language in facing is that according to the data gathered from this research, it could be argued that stopping people might be easier when a facer uses English, because that gives the opportunity for half of the people to test their English skills and people have do not see English conversation negatively. Nonetheless, this does not guarantee good results, because the best facers do not help people in need with their languages, but with their charisma, personality and charitable values that represent their organisation.

5 CONCLUSION

The key finding of this research is that the language does not have a prominent role in face-to-face fundraising, and the attitudes towards English language in it are nonnegative among the university students of Jyväskylä. The aim of the research was to reveal the attitudes, and it managed to do so, because using a questionnaire as a data collection method and collecting quantitative data is the most efficient way in charting the attitudes. Nonetheless, the other aim was to find out if English language can be either helpful or harmful in facing, but as the results showed, such guidelines were not found.

Overall, the results were different than I expected them to be before I started this

work. The expectations were that university students would imagine English language to be much more convincing in facing as the language makes the work more global and approachable for younger people. Surprisingly, this is not the case, and I remember one person saying to me while participating the questionnaire at the library that English is more convincing because with English, speeches about the problems in countries such as Myanmar or South-Sudan sound more real. For example, the names of places, people and terrorist organisations might sound more convincing in English than in Finnish. However, this person belongs to the minority, and my presumptions were wrong. On the other hand, I was neither expecting people to be so neutral towards English. I presumed that the attitudes would be rather positive but facing some strong opposing. The research managed to dodge my presumptions and proved that whether facing takes place in Finnish or English, university students do not pay too much attention to it, and other factors affect more on their perception on facing in general. Be as it may, the main research question was answered and thus, this research was a success.

The numbers and percentages answer the research question, but the way in which they are interpreted affects the way the attitudes can be seen. Therefore, it must be notified that this research reveals the truth from one point of view, but other views and results might occur with other analysis and data collection methods. This thesis approaches the phenomenon only from the statistical point of view, and number might fail to tell the other factors behind the attitudes. The results of this research mean that charitable organisations can use foreign facers freely without causing any specific damage to their work when it comes to facing university students, but relying only on these results might be risky.

Firstly, the group of people studied here is very limited: only university students of Jyväskylä and more specifically, only 255 out of approximately 20 000 students in the whole city. This research could be carried on by expanding the target group. The target group could be all university students in the whole nation, or furthermore, all kinds of people in Finland. Due to the smaller resources, other limits, and this research only being a bachelor's thesis, narrowing down the target group to the minimal was justified, but in the future, this research could be conducted again with the wider target group.

Secondly, the questions in the questionnaire could be developed further in future researches. The questionnaire used in this thesis was rather small, as it was designed to be short and attractive to as much people as possible. The responses in this research give quantitative data about the attitudes, but the questionnaire gave little possibilities for the respondents to clarify their thoughts and open up their attitudes towards facing itself and the language use in it. That is

why the research could be developed by having more questions in the questionnaire and even having interviews with some of the respondents. The reason why this was not done in this thesis is again in the size of the work – data expansion could happen in master’s degree.

Finally, in order to fully cover the attitudes towards English language in facing, not only the regular people should be questioned, but also the people who work in charitable organisations – facers and coordinators of F2F-fundraising. This would expand the view on the phenomenon by introducing the other side of it, and the workers in fundraising might have thoughts that are more objective on the language issues as they should not have any result-falsifying antipathies towards facing itself. It must be remembered that in this research, some of the responses might be coloured by the negative attitudes towards facing and the honest approach to the linguistic side is not given.

With such expansions and developments, this research could aim to answer other research questions too. For example, the main aim could be to find out attitudes of Finnish people towards English language in facing, but the other aims could be finding out the differences in the attitudes when it comes to different age groups from adolescents to pensioners. Furthermore, it could also be studied, as it was pondered in section 2.3.2., whether there are differences between the charitable organisations: do people think that English fits more for some certain organisations, but not for some other?

To conclude, this research can be seen as a pioneer for a linguistic phenomenon that has not been researched before, and therefore there are multiple ways to develop it. Alone this research does not change F2F-fundraising in any direction, but after development and expansion, it might give valuable information for charitable organisations to make their work more efficient. With more consideration, participation in the questionnaire and broadening the whole project, it might be possible that key findings will be done for developing facing and therefore, gaining more income for charitable purposes, changing lives and helping thousands of people around the world.

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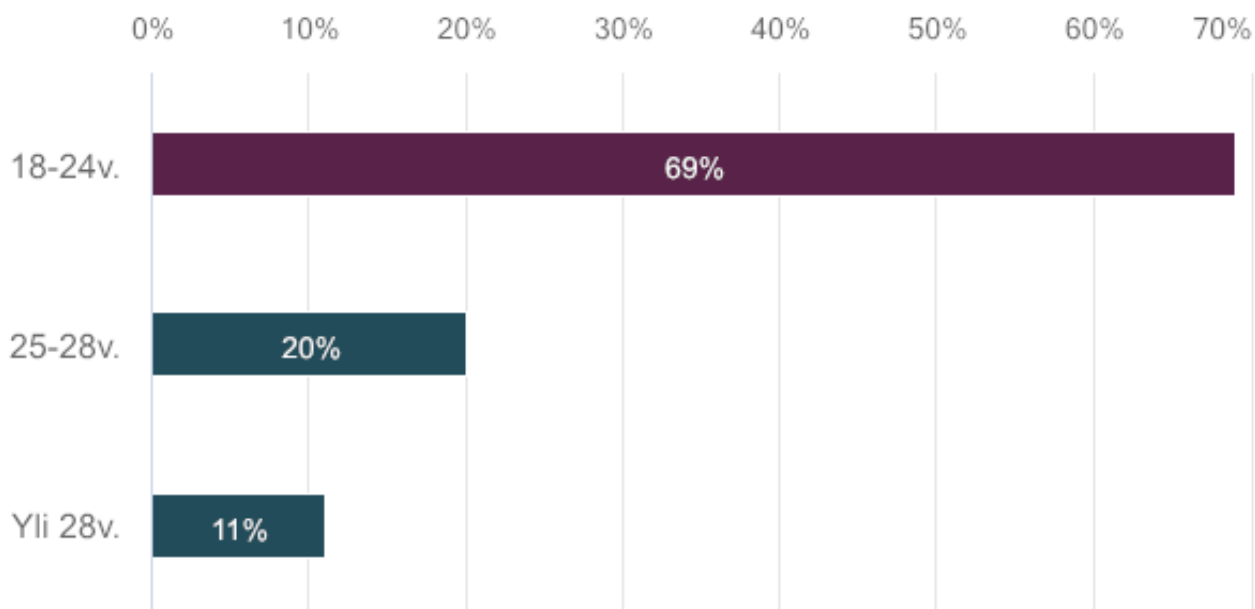
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APPENDICES

1. Ikä:24

Vastaaajien määrä: 255



	n	Prosentti
18-24v.	177	69,41%
25-28v.	51	20%
Yli 28v.	27	10,59%

2. Pääaine:

Vastaaajien määrä: 256

Vastaukset
Englanti
Englannin kieli
Englanti
Englannin kieli
Englanti
Englannin kieli
Englanti
Englanti
englannin kieli

Erityispedagogiikka
Englannin kieli
Englanti
Englanti
Englannin kieli
Englanti
Englanti
Englanti
Englanti (aineenopettaja)
Englanti
Englanti
Englanti, opettajalinja
Englanti
englannin kieli, kieliasiantuntijalinja
Englanti
Englanti
englanti
Englannin kieli
Romaaninen filologia (ranska)
romaaninen filologia
Ruotsi
Englanti
romaaninen filologia
Englanti
Englanti
Ekologia ja evoluutiobiologia
luonnonvarat ja ympäristö
Ympäristötieteet
Corporate Environmental Management / Yritysten ympäristöjohtaminen
LY
Biologia
Ekologia ja evoluutiobiologia
Romaaninen filologia

Englanti
Ympäristötieteen maisteriohjelma
Ympäristötiede
Biologia
Ympäristötiede
Biologia
Englanti
Ympäristötiede
Ekologia
Solu- ja molekyylibiologia
Biologia
Biologia
englanti
Englanti
Englanti
Englanti
Corporate environmental management
Englanti
Englannin kieli
Englanti
Luonnonvarat ja ympäristö
Englannin kieli
Englannin kieli
Luonnonvarat ja ympäristö
Englanti
Englanti
Biologia
Englannin kieli, Monialainen kieli-asiantuntija
englanti
Romaaninen filologia
saksan kieli ja kulttuuri
Ruotsin kieli
Romaaninen filologia

ruotsi
Biologia
suomen kieli
Äidinkieli ja kirjallisuus
suomen kieli
Äidinkielen ja kirjallisuuden aineenopettaja
suomen kieli
Suomen kieli ja kirjallisuus (AIKKA-koulutusohjelma)
Suomen kieli
Kemia
Kemia
Kemia
Kemia
Englanti
suomi
englanti
Akvaattiset tieteet
Englanti
Suomen kieli
suomen kieli
Suomen kieli
Kemia
Kemia
Englannin kieli, kieliassiantuntija
Suomen kieli ja kirjallisuus
Monialainen kieliassiantuntija, suomi
Ly
ruotsi
kemia
Kemia
Kemia
suomen kieli
Venäjän kieli ja kulttuuri

Kemia
suomen kieli
Taloustiede
Kemia
englanti
Englanti
Romaaninen filologia
Kemia
Kielitiede
Kemia
Englanti, Monialainen kieliasiantuntija
romaaninen filologia
Suomen kieli
Kemia
Kemia
Suomen kieli
englannin kieli
Biologia
Englannin kieli
Kemia
Ruotsin kieli
Ruotsi
Kemia
Kemia
Solu- ja molekyylibiologia
Biologia
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suomen kieli ja kirjallisuus
Ruotsi
akvaattiset tieteet
Ruotsin kieli
Historia

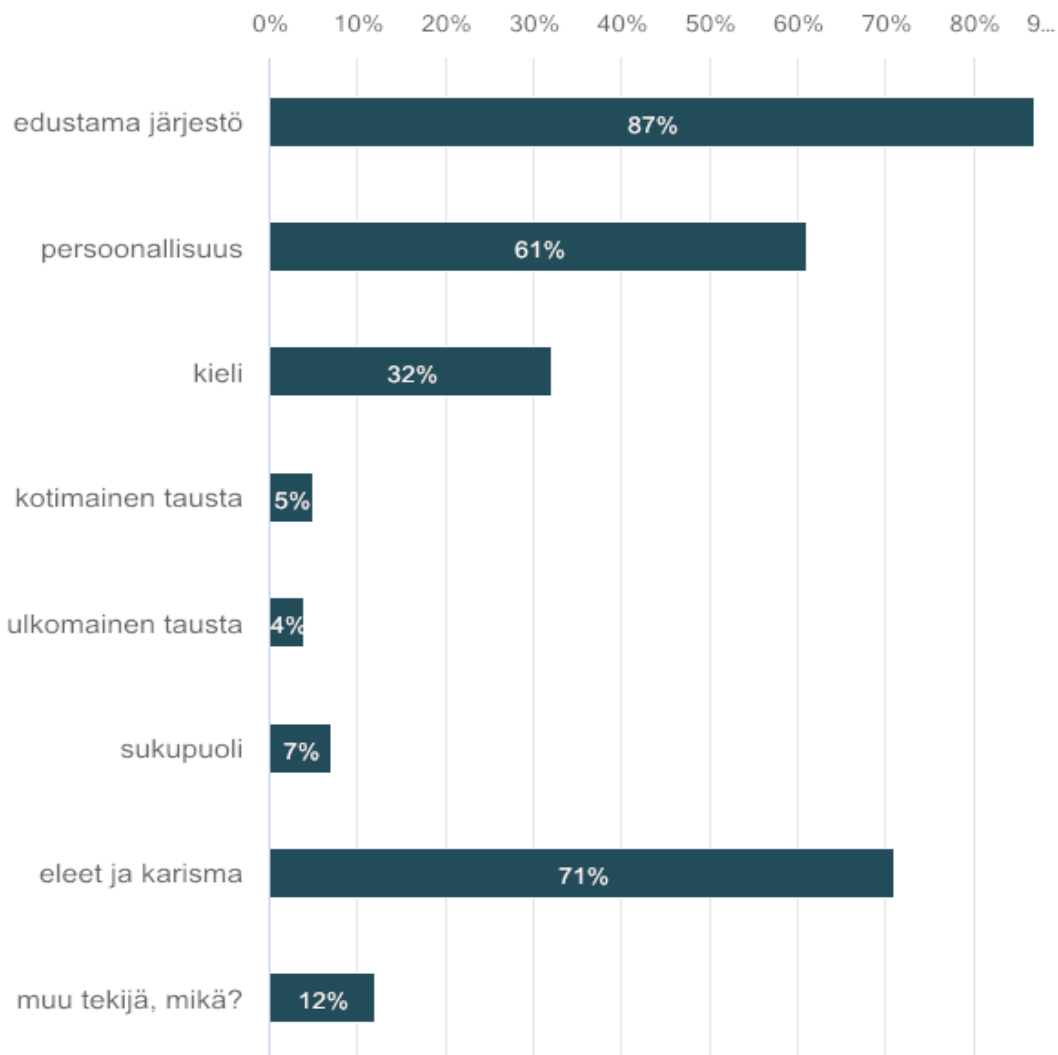
Historia
Historia
Englanti
Ympäristötiede
Historia
Suomen kieli ja kirjallisuus
Kemia
Biologia
Suomen kieli
Kemia
Kemia
Historia
Biologia
Historia
Biologia
Kemia
Saksan kieli ja kulttuuri
Orgaaninen kemia (jatko-opiskelija)
Saksan kieli ja kulttuuri
Historia
Corporate Environmental Management
Historia
Suomen kieli
Yhteiskuntapolitiikka
Englanti
Suomen kieli
Kemia
Historia
Englanti
Historia
Historia
Saksa
Ruotsin kieli

Ekologia ja evoluutiobiologia
Kemia
Ekologia ja evoluutiobiologia
historia
Historia
Kemia
Historia
Psykologia
Venäjän kieli ja kulttuuri
Ekologia ja evoluutiobiologia
Venäjän kieli ja kulttuuri
Ympäristötiede
ruotsin kieli
Venäjän kieli ja kulttuuri
Kemia
Englanninkieli
Romaaninen filologia
ruotsin kieli
Englanti
englanti
Englanti
suomen kieli
suomen kieli
kemia
matematiikka/tilastotiede
ruotsi
ruotsi
Englanti
Luonnonvarat ja ympäristö
Kemia
Biologia
suomen kieli
suomen kieli

kemia
englannin kieli
Englanti
Erityispedagogiikka
Etnologia ja antropologia
liikuntalääketiede
Yhteiskuntatieteet, yhteiskuntapolitiikka
Psykologia
filosofia
Kasvatustieteet
Englanti
Liikuntapedagogiikka
yhteiskuntatieteet
sosiaalityö
Varhaiskasvatustiede
Psykologia
englannin kieli
Fysioterapia
Journalistiikka
kasvatustiede
Kasvatustiede, luokanopettaja
Liikuntabiologia
kognitiotiede
Varhaiskasvatus
Etnologia & Antropologia
Kemia
suomen kieli
Suomi
Solu- ja molekyylibiologia
Saksan kieli ja kulttuuri
Ekologia ja evoluutiobiologia
Taloustiede
Liikuntapedagogiikka

Laskentatoimi
Historia
Varhaiskasvatus
valtio-oppi
Varhaiskasvatus
Varhaiskasvatustiede
Terveyskasvatus
Historia
Liikuntalääketiede
englanti
Soveltava kielitiede
Sosiaalityö
Journalistiikka
Historia
Sosiologia
Yhteiskuntapolitiikka

**3. Mitkä feissariin liittyvät tekijät vaikuttavat/voisivat vaikuttaa päätökseesi keskustella feissarin kanssa esim. Kauppakadulla? Feissarin:
Vastaajien määrä: 254, valittujen vastausten lukumäärä: 709**



	n	Prosentti
edustama järjestö	220	86,61%
persoonallisuus	156	61,42%
kieli	82	32,28%
kotimainen tausta	13	5,12%
ulkomainen tausta	9	3,54%
sukupuoli	18	7,09%
eleet ja karisma	181	71,26%
muu tekijä, mikä?	30	11,81%

Avoimeen tekstikenttään annetut vastaukset

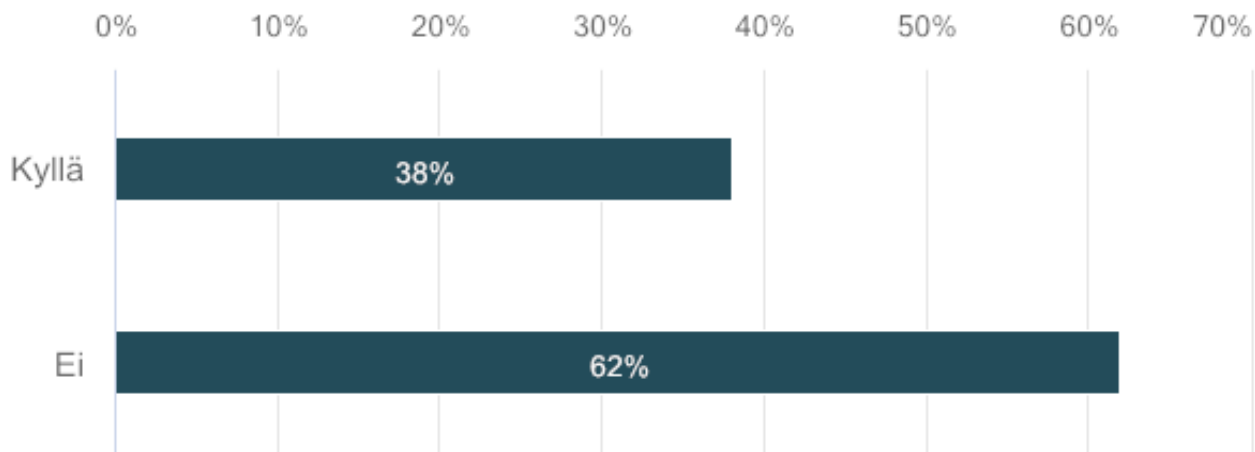
Vastausvaihtoehdot	Teksti
muu tekijä, mikä?	Kuinka lähestyy
muu tekijä, mikä?	En juttele kenellekkään periaatesyistä
muu tekijä, mikä?	Kuinka ”hyökkäävä” hän on
muu tekijä, mikä?	Olenko itse kiireessä
muu tekijä, mikä?	Oma raha- ja elämäntilanne
muu tekijä, mikä?	Onko heillä jotain tarjottavaa (namia)
muu tekijä, mikä?	Lähestymistapa
muu tekijä, mikä?	kohteliaisuus
muu tekijä, mikä?	En keskustele feissareiden kanssa
muu tekijä, mikä?	Mitä hän ensimmäiseksi sanoo - kuinka helppo on keksiä "tekosyy" ohittaa
muu tekijä, mikä?	Se, miten aloittaa ja ylläpitää keskustelua. Hyvin usein feissareilla, kun työn puolesta halutaan saada asiakkaita ja "myydä" edustamaansa asiaa, keskitytään niin siihen myymiseen, ja "asiakas" unohtuu. Persoonallisemmalla lähestymisellä voisi saada paremmin huomion ja yhteyden feissarin ja asiakkaan välille.
muu tekijä, mikä?	kiire
muu tekijä, mikä?	Jos on täys dille, en kestä kuunnella
muu tekijä, mikä?	Kohtelias käytös, ei liian tungetteleva
muu tekijä, mikä?	Se miten hän lähestyy minua
muu tekijä, mikä?	Hyökkäävä lähestyminen ajaa pois, rauhallinen käytös saa paremmin pysähtymään
muu tekijä, mikä?	En uskalla kieltäytyä puhumasta.
muu tekijä, mikä?	Ei oikeastaan mikään, koska en tykkää feissareista riippumatta yllä mainituista tekijöistä
muu tekijä, mikä?	Jotkut on vaan taitavia lähestymään
muu tekijä, mikä?	ei liika päällekyvyys
muu tekijä, mikä?	itse ottama kontakti minuun
muu tekijä, mikä?	Oma ajallinen tilanne
muu tekijä, mikä?	En keskustele feissareiden kanssa
muu tekijä, mikä?	lähestyminen
muu tekijä, mikä?	ei varsinaisesti ulkomainen tausta, vaan se että on ulkomaalainen eli aktivistinen toiminta vaikka ei ole kansalainen
muu tekijä, mikä?	ilme, katse
muu tekijä, mikä?	ystävällisyys
muu tekijä, mikä?	en yleensä keskustele feissareiden kanssa
muu tekijä, mikä?	millä tavalla feissari tuo asiaansa ilmi.

muu tekijä, mikä?

lähestymistapa

4. Onko sinut feissattu englanninkielellä? (Olet pysähtynyt keskustelemaan feissarin kanssa englanniksi)

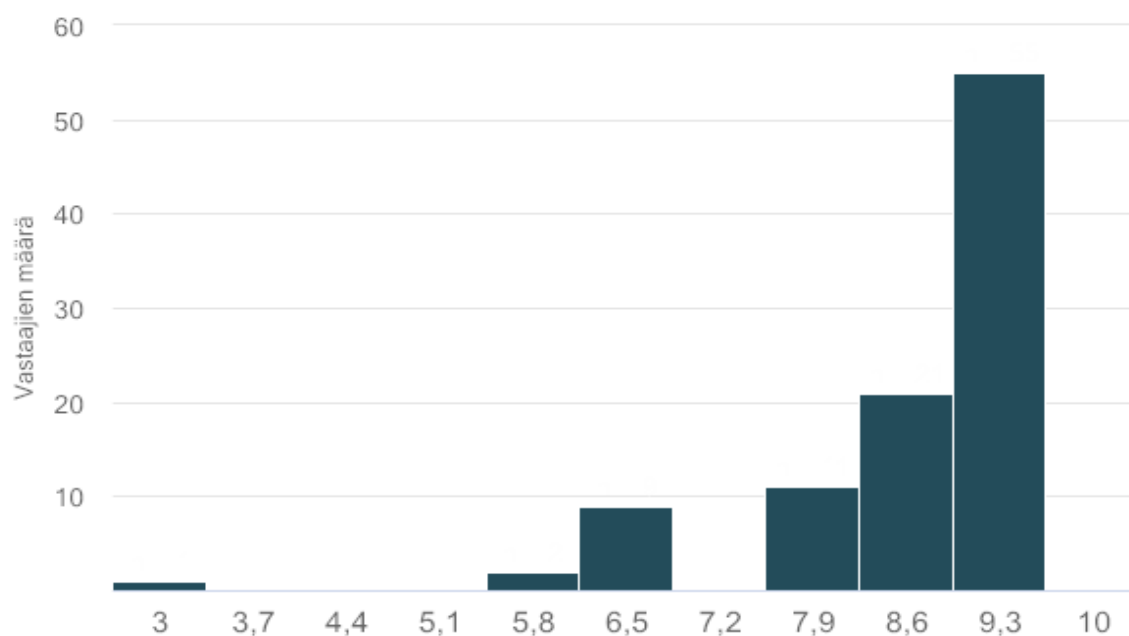
Vastaajien määrä: 255



	n	Prosentti
Kyllä	98	38,43%
Ei	157	61,57%

5. Miten ymmärsit englanninkielisen feissarin puhetta? (Omien kielitaitojesi näkökulmasta)

Vastaajien määrä: 99

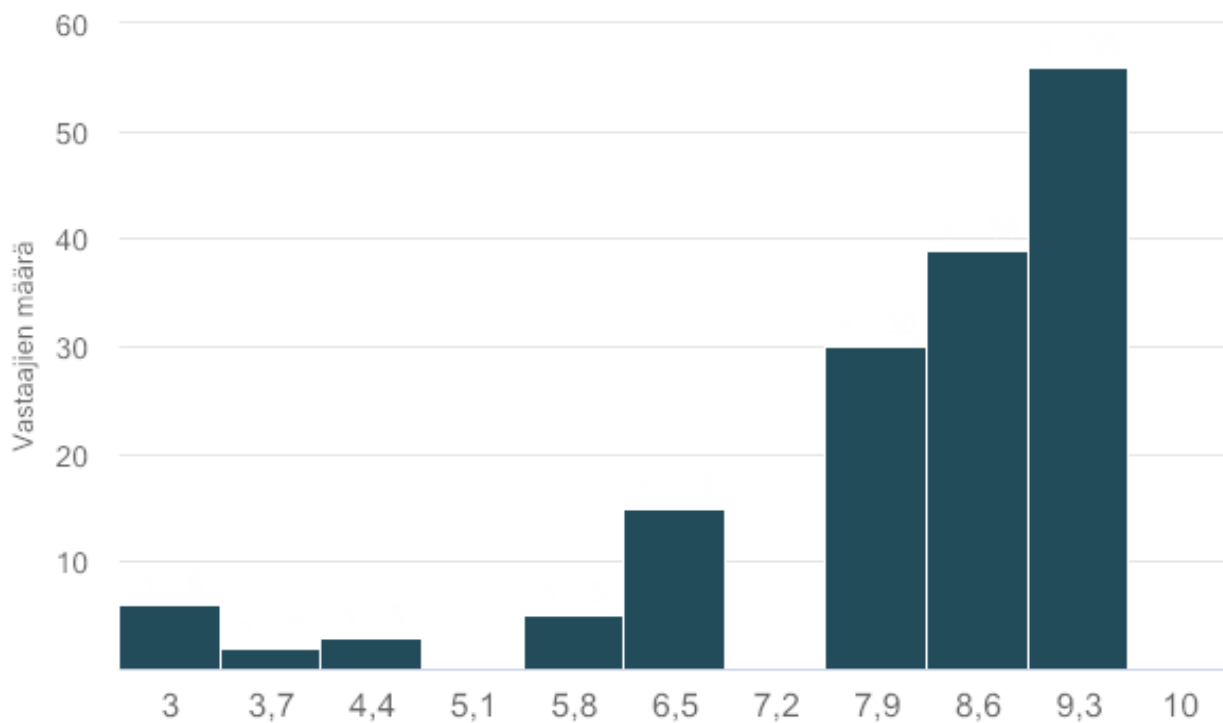


Minimiarvo	Maksimiarvo	Keskiarvo	Mediaani	Summa	Keskihajonta
3	10	9,14	10	905	1,25

Liukukytkimen arvon lukumäärä	n	Prosentti
0	0	0%
1	0	0%
2	0	0%
3	1	1,01%
4	0	0%
5	0	0%
6	2	2,02%
7	9	9,09%
8	11	11,11%
9	21	21,21%
10	55	55,56%

6. Miten kuvittelisit ymmärtäväsi englanninkielisen feissarin puhetta? (Omien kielitaitojesi näkökulmasta)

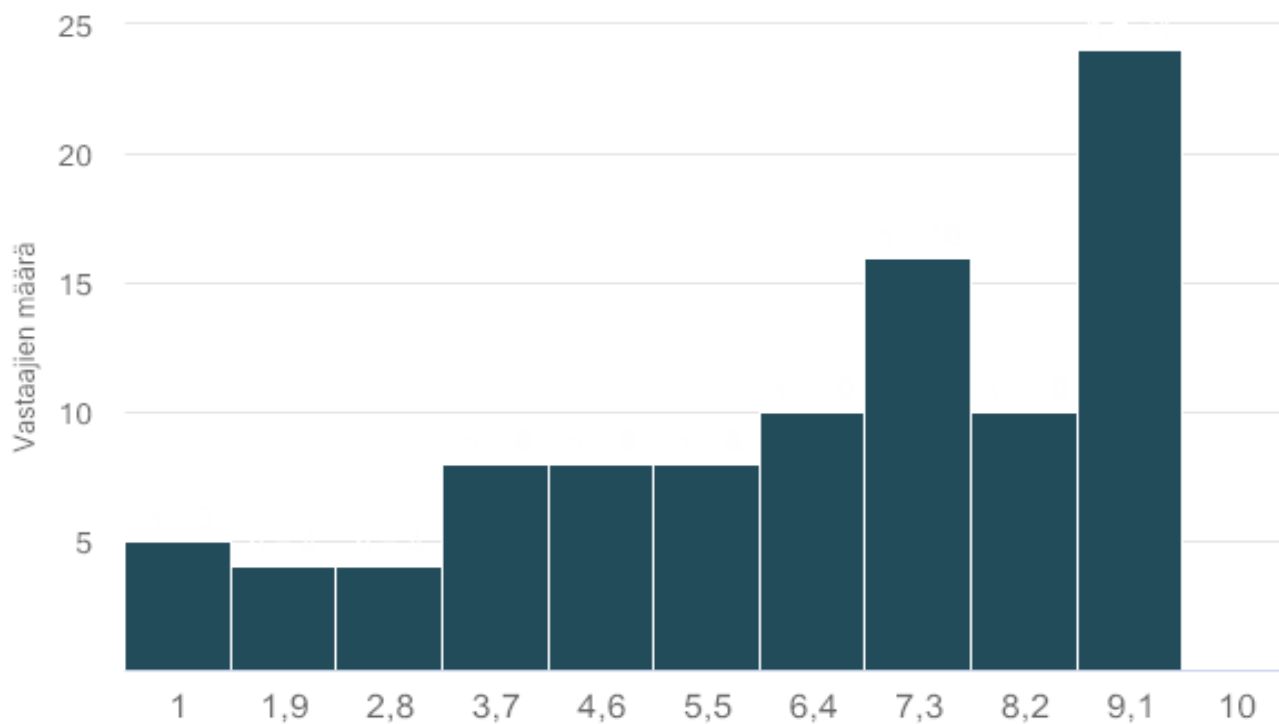
Vastaaajien määrä: 156



Minimiarvo	Maksimiarvo	Keskiarvo	Mediaani	Summa	Keskihajonta
3	10	8,51	9	1327	1,74

Liukukytkimen arvon lukumäärä	n	Prosentti
0	0	0%
1	0	0%
2	0	0%
3	6	3,85%
4	2	1,28%
5	3	1,92%
6	5	3,2%
7	15	9,62%
8	30	19,23%
9	39	25%
10	56	35,9%

7. Kuinka paljon osallistuit itse englanniksi keskusteluun feissaustilanteessa?
Vastaajien määrä: 97

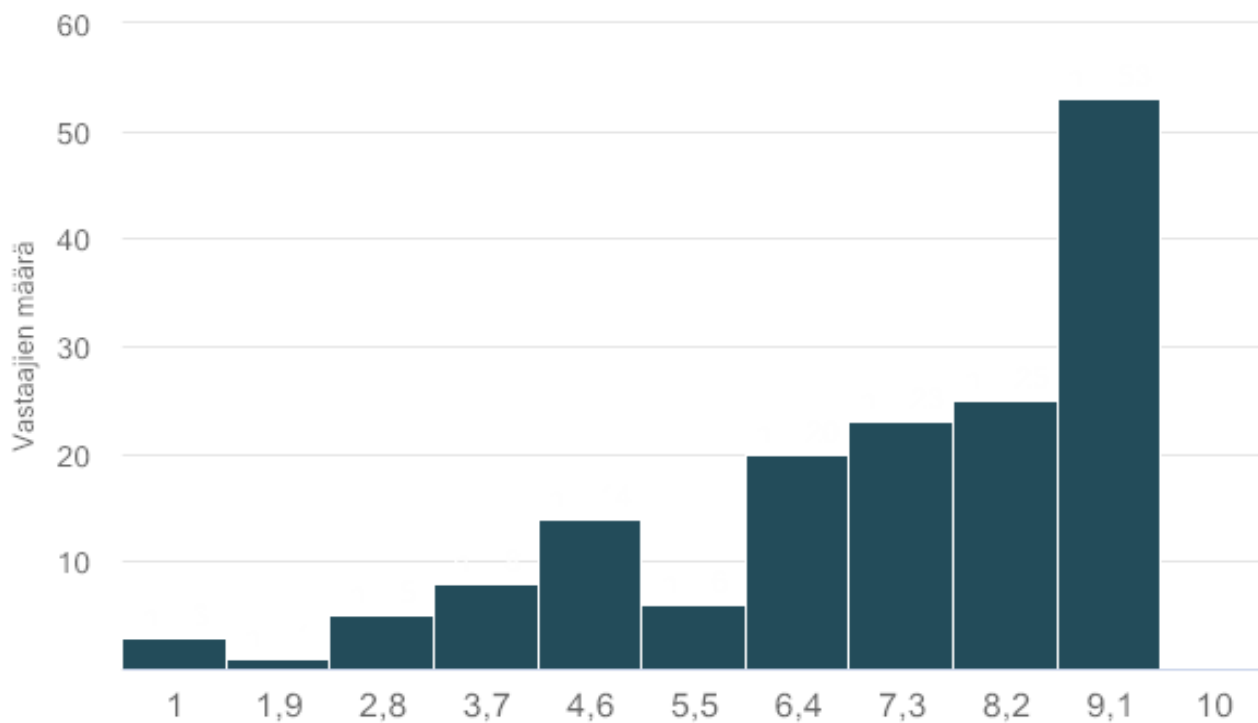


Minimiarvo	Maksimiarvo	Keskiarvo	Mediaani	Summa	Keskihajonta
1	10	6,94	8	673	2,75

Liukukytkimen arvon lukumäärä	n	Prosentti
0	0	0%
1	5	5,15%
2	4	4,12%
3	4	4,12%
4	8	8,25%
5	8	8,25%
6	8	8,25%
7	10	10,31%
8	16	16,5%
9	10	10,31%
10	24	24,74%

8. Kuinka paljon kuvittelisit voivasi osallistua keskusteluun englanniksi feissautilanteessa?

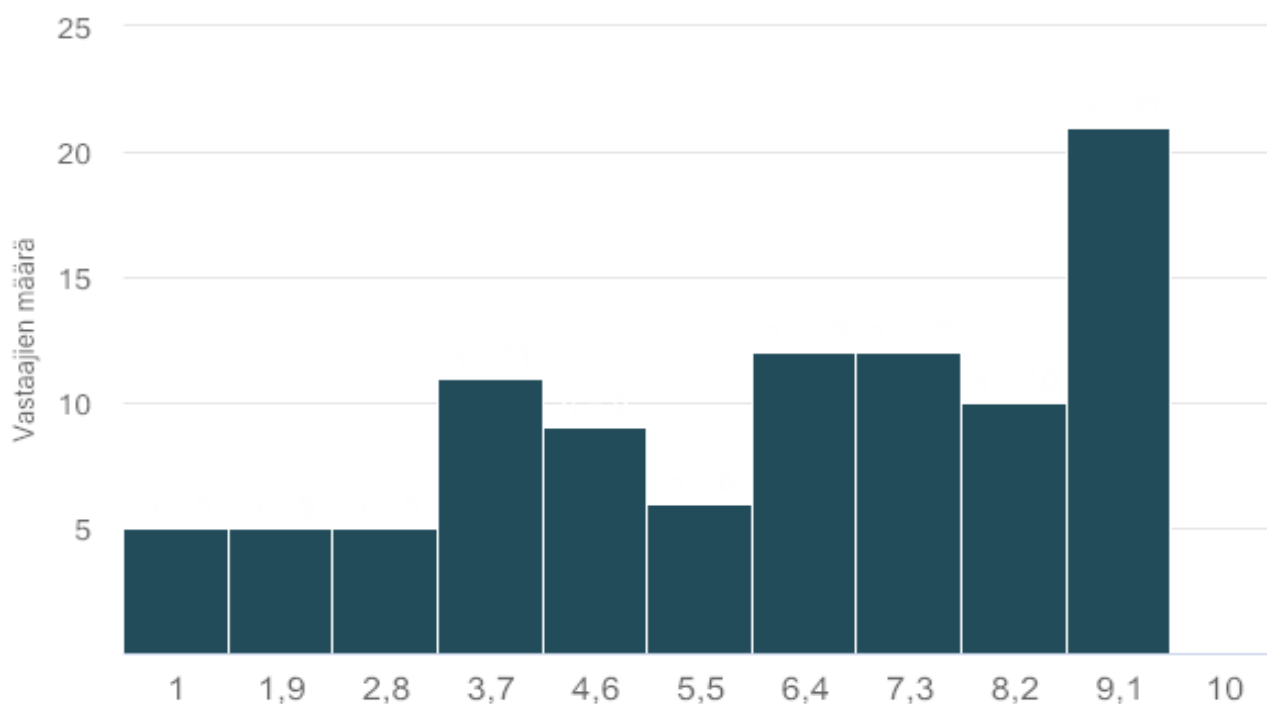
Vastaajien määrä: 158



Minimiarvo	Maksimiarvo	Keskiarvo	Mediaani	Summa	Keskihajonta
1	10	7,83	8	1237	2,31

Liukukytkimen arvon lukumäärä	n	Prosentti
0	0	0%
1	3	1,9%
2	1	0,63%
3	5	3,17%
4	8	5,06%
5	14	8,86%
6	6	3,8%
7	20	12,66%
8	23	14,56%
9	25	15,82%
10	53	33,54%

9. Miten luonnollinen englanninkielinen feissaustilanne omalta osaltasi oli? (Oliko keskustelu rento, tunsitko olosi mukavaksi ja ymmärretyksi, jne?)
Vastaajien määrä: 96

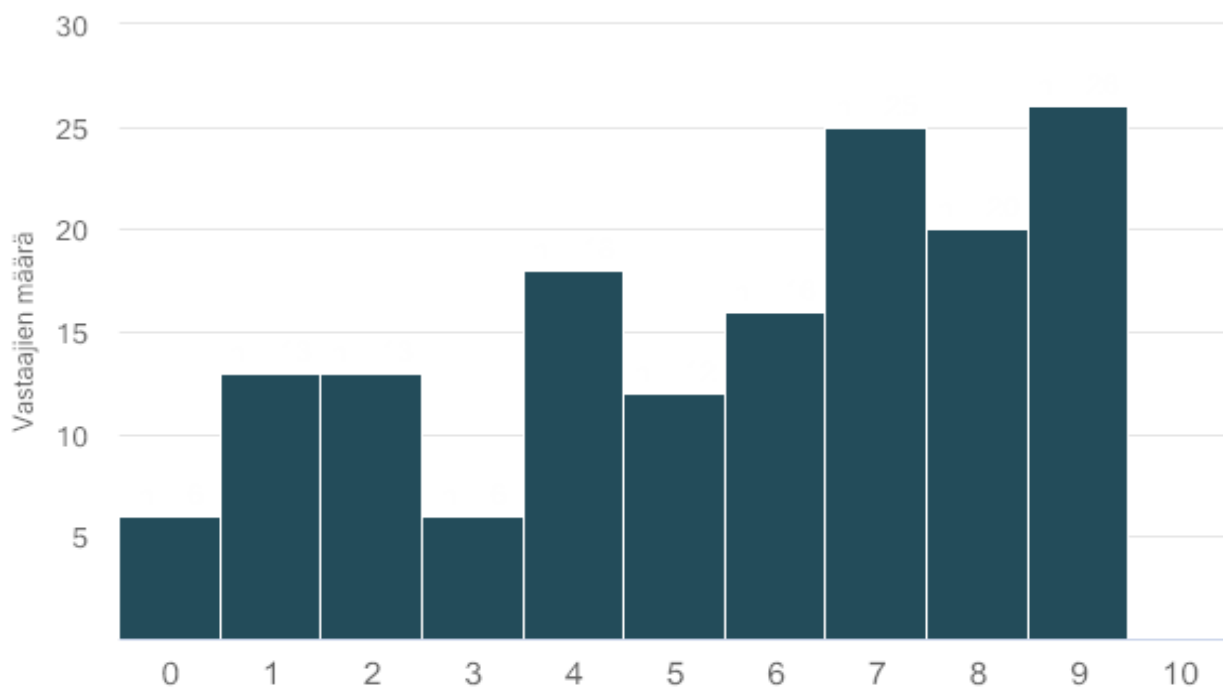


Minimiarvo	Maksimiarvo	Keskiarvo	Mediaani	Summa	Keskihajonta
1	10	6,61	7	635	2,81

Liukukytkimen arvon lukumäärä	n	Prosentti
0	0	0%
1	5	5,21%
2	5	5,21%
3	5	5,21%
4	11	11,46%
5	9	9,37%
6	6	6,25%
7	12	12,5%
8	12	12,5%
9	10	10,42%
10	21	21,87%

10. Miten luonnollisena pitäisit englanninkielistä feissaustilannetta omalta osaltasi? (Olisiko keskustelu rentoa, tuntisitko olosi mukavaksi ja ymmärretyksi, jne?)

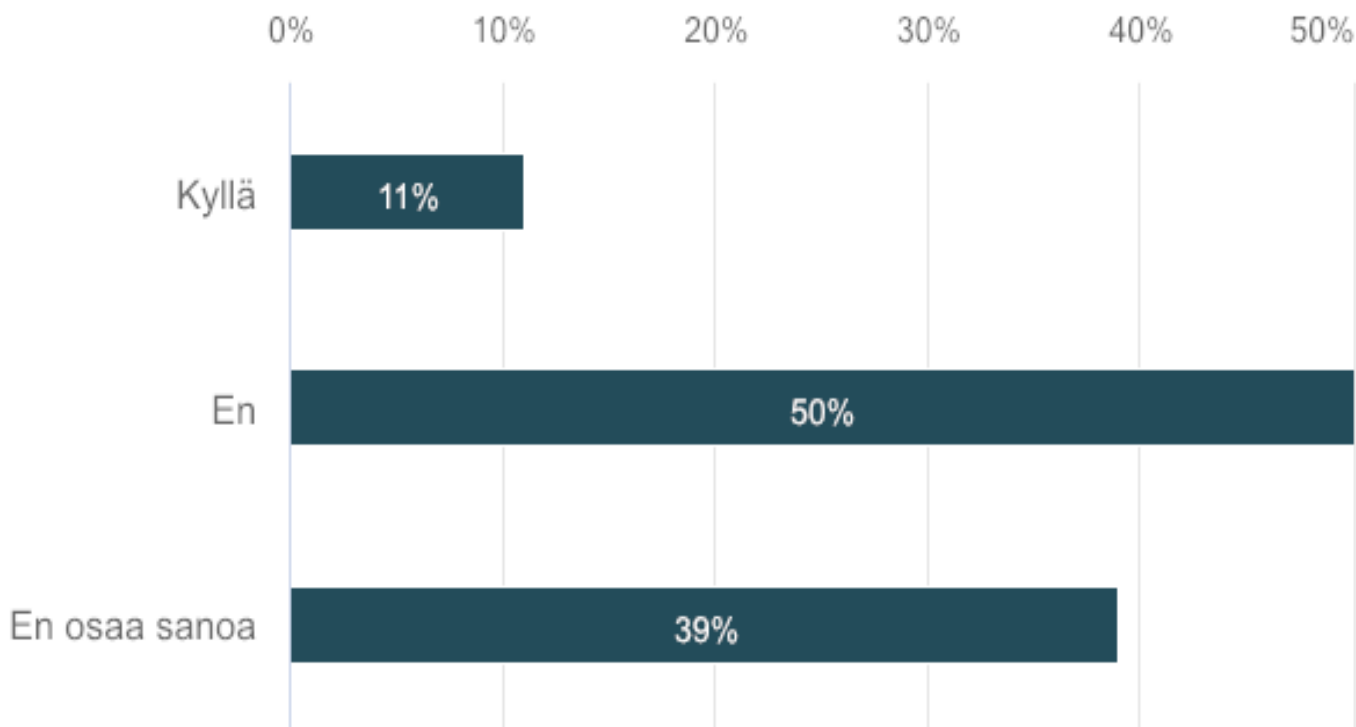
Vastaajien määrä: 155



Minimiarvo	Maksimiarvo	Keskiarvo	Mediaani	Summa	Keskihajonta
0	10	6,5	7	1008	2,79

Liukukytkimen arvon lukumäärä	n	Prosentti
0	1	0,65%
1	5	3,23%
2	13	8,39%
3	13	8,39%
4	6	3,87%
5	18	11,61%
6	12	7,74%
7	16	10,32%
8	25	16,13%
9	20	12,9%
10	26	16,77%

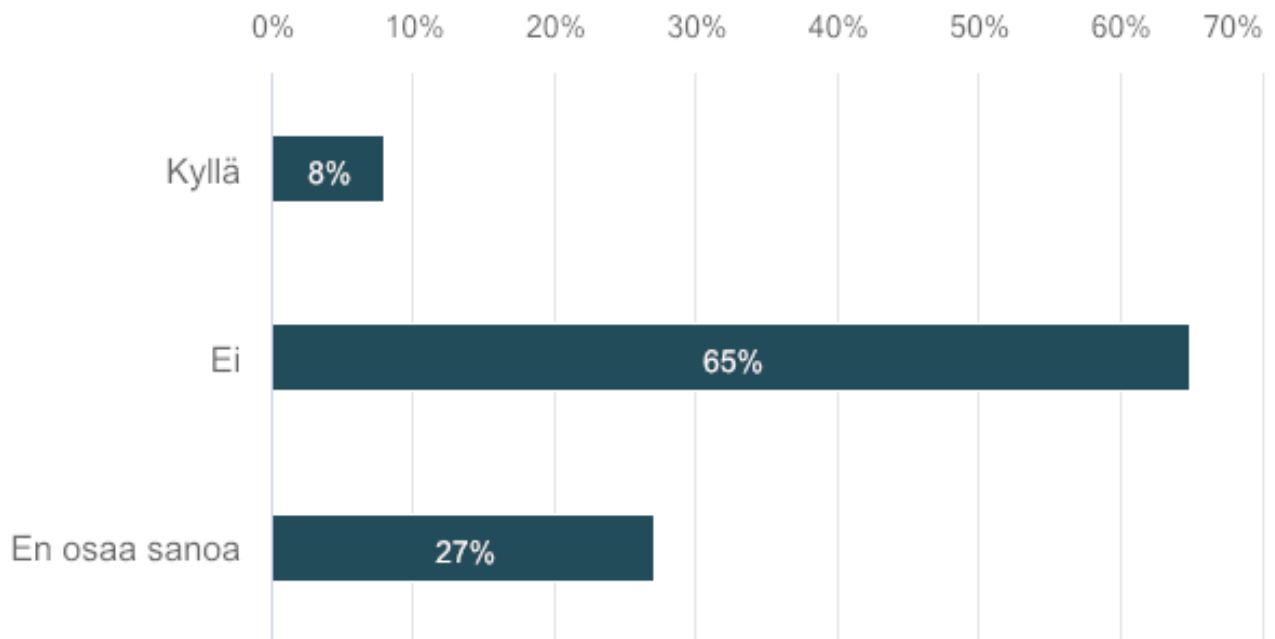
11. Rastita mielestäsi paras vaihtoehto väittämälle: "Pysähdyn/pysähtyisin mieluummin englanninkieliselle feissarille kuin suomenkieliselle"
Vastaaajien määrä: 256



	n	Prosentti
Kyllä	28	10,94%
En	127	49,61%
En osaa sanoa	101	39,45%

12. Rastita mielestäsi paras vaihtoehto väittämälle: "Englanti on vakuuttavampi kieli feissauksessa kuin suomi"

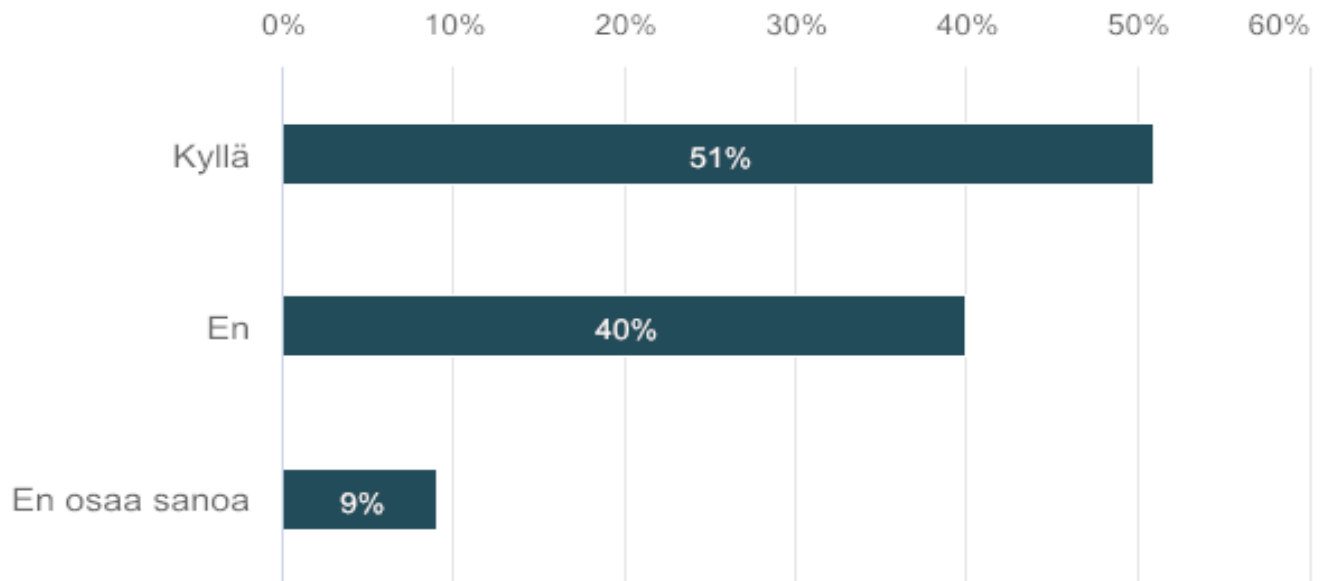
Vastaajien määrä: 255



	n	Prosentti
Kyllä	20	7,84%
Ei	167	65,49%
En osaa sanoa	68	26,67%

13. Rastita mielestäsi paras vaihtoehto väittämälle: "Pysähdyn/voisin pysähtyä"

puhumaan englanninkielisen feissarin kanssa testatakseni kielitaitoani"
Vastaajien määrä: 256



	n	Prosentti
Kyllä	131	51,17%
En	102	39,84%
En osaa sanoa	23	8,99%