

AGE AND ACCULTURATION
The Host Language Proficiency of Immigrants in Finland

Bachelor's Thesis
Agata Venäläinen

University of Jyväskylä
Department of Languages
English
May 18th 2010

JYVÄSKYLÄN YLIOPISTO

Tiedekunta – Faculty Humanistinen tiedekunta	Laitos – Department Kielten laitos
Tekijä – Author Agata Julia Venäläinen	
Työn nimi – Title AGE AND ACCULTURATION The Host Language Proficiency of Immigrants in Finland	
Oppiaine – Subject englanti	Työnlaji – Level Kanditaatintutkielma
Aika – Month and year Toukokuu 2010	Sivumäärä – Number of pages 22 sivua + 1 liite
Tiivistelmä – Abstract <p>Tämän proseminarityön tarkoituksena oli tutkia, miten maahanmuuttajan akkulturaatioon taso ja maahanmuuton aikainen ikä vaikuttavat saavutettuun suomen kielen osaamistasoon. Lisäksi tutkimuksen avulla yritettiin löytää mahdollisia eroja pakolaisten ja vapaaehtoisten maahanmuuttajien suomen kielen oppimiseen vaikuttavien asioiden välillä. Tutkimuksen tarkoituksena oli täydentää aikaisempaa tutkimusta maahanmuuttajien isäntäkielen oppimisesta, koska aiempi tutkimus on keskittynyt lähes ainoastaan maihin, joiden pääkielenä käytetään englantia.</p> <p>Viitekehyksenä käytettiin lähinnä kahta eri tutkimusta, joista toisessa käytetty kyselylomake toimi myös tämän tutkimuksen kysymyslomakkeen pohjana. Lomake sisälsi kysymyksiä vastaajan asenteista suomen kieltä ja suomalaisia kohtaan, sekä kysymyksiä jotka pyrkivät selvittämään vastaajan akkulturaatioon tason. Lisäksi lomake sisälsi itsearvioinnin, jonka avulla saatiin kuva vastaajan suomen kielen osaamistasosta. Lopulta kerätty kvantitatiivinen aineisto analysoitiin tilastollisesti ja sen avulla pyrittiin luomaan yleistettäviä tuloksia ja vertaamaan niitä aikaisempaan tutkimukseen.</p> <p>Kyselylomakkeen täytti 13 eri taustaista maahanmuuttajaa, jotka kaikki olivat aineistoa kerätessä maahanmuuttajien työvoimakoulutuksessa Mikkelissä. Vastaajista kuusi oli pakolaisia ja seitsemän oli saapunut Suomeen vapaaehtoisesti. Kukaan vastaajista ei ollut saapunut Suomeen ollessaan lapsi tai teini, eikä merkittäviä eroja havaittu verrattaessa alle 25-vuotiaina saapuneita myöhemmin saapuneisiin. Sen sijaan maahanmuuttajan Suomessa viettämällä ajalla oli yhteys vastaajan itsearvioituun suomen kielen osaamistasoon. Alle kolme vuotta Suomessa viettäneistä lähes 70 prosenttia arvioi suomen kielen tasonsa heikoksi, kun taas yli kolme vuotta asuneista kaikki arvioivat sen vähintään hyväksi. Akkulturaatioon taso vastasi puolestaan valtaosalla vastaajista integraatiota, joka oli myös ylin akkulturaatioon taso vastaajien joukossa. Näiden integroituneiden vastaajien suomen kielen osaamisen itsearviointi oli selvästi positiivisempi verrattuna maahanmuuttajiin, jotka eivät olleet vielä sopeutuneet Suomessa elämiseen yhtä hyvin. Lisäksi maahanmuuttajat, joiden tulevaisuuden suunnitelmiin kuului ainakin osittainen asuminen Suomessa, arvioivat osaavansa selkeästi paremmin suomea verrattaessa heitä maahanmuuttajiin, jotka eivät aio tulevaisuudessa jäädä Suomeen. Pakolaisten ja vapaaehtoisten maahanmuuttajien itsearvioinnissa oli puolestaan myös eroja, joita näyttäisi osaltaan selittävän heidän oman kielisten kontaktiensa määrä.</p>	
Asiasanat – Keywords immigration, second language learning, acculturation	
Säilytyspaikka – Depository	
Muita tietoja – Additional information	

TABLE OF CONTENTS

1 INTRODUCTION.....4

2 THEORETICAL FRAMEWORK.....5

 2.1 Age at immigration.....5

 2.2 Acculturation.....6

3 AIMS AND RESEARCH SETTING.....9

 3.1 Data collection.....9

 3.2 Methods of analysis.....12

4 RESULTS AND DISCUSSION.....14

5 CONCLUSION.....20

BIBLIOGRAPHY.....22

APPENDIX: QUESTIONNAIRE.....23

1 INTRODUCTION

For immigrants, especially for refugees, acquisition of the language of the host culture is a more complicated process than acquisition of a second language for members of the majority. Being an immigrant myself, I understand well that in addition to different kinds of personal characteristics, immigrants have various kinds of backgrounds and sometimes arrive from countries which have little in common with the host culture. These people, who have either voluntarily decided or been forced to move to another country have to not only learn a new language but at the same time become adjusted to a new culture. It is also important to remember that for immigrants the achieved proficiency of the host language often determines their success in the new country, especially in Finland as the recent public discussion has shown. For example, many of the foreign students studying in Finnish universities and polytechnics are not going to stay in Finland after graduation (STT 2009). According to the news, the main reason for this is that immigrants feel it is too difficult to find a job in Finland because employers demand near perfect Finnish skills. Previous research has shown that the age at immigration and the level of acculturation have an effect on immigrants' achieved proficiency of the host language. On the other hand, the research has concentrated mainly on the countries where the host language is English. Therefore, it is important to broaden the research into countries like Finland where the host language is not English.

The aim of the present study was to find out how acculturation and the age at immigration affect the achieved proficiency of Finnish language, and if there are any differences between how voluntary immigrants and refugees acquire the host language. This paper will first define the theoretical framework of the present study, which is mostly based on the studies of immigrants' host language acquiring by Masgoret & Gardner (1999) and G. Stevens (1999). The next chapter introduces also the main concepts of the present study. In the following part, the research questions and the method of the study are presented. The data of this study was gathered by using a questionnaire conducted among immigrants taking part in an integration training program in Mikkeli. Chapter 4 of the paper includes the report of the results of the study and a discussion of those results. The results were analyzed quantitatively so that general conclusions could be made. Finally, a general summary will conclude the study.

2 THEORETICAL FRAMEWORK

In general, it is recognized that some people are more successful in learning a second language than others, and there are some common factors, such as motivation and aptitude, which affect the achieved level of proficiency (e.g. Birdsong 1992). In addition to the common factors, there are also additional ones which affect specifically immigrants' host language learning. Previous research (e.g. Masgoret & Gardner 1999 and Stevens, G. 1999) shows that the age at immigration and the level of acculturation have a clear effect on how well immigrants learn the target language.

2.1 Age at immigration

Depending on the age at immigration, immigrants are scattered into different kinds of life-paths which affect the level of competence in the host language. Several studies show that the earlier immigration happens, the better proficiency is achieved (e.g. Stevens, G. 1999: 555). There are a number of reasons for this. Firstly, the amount of schooling in the host language is higher for younger immigrants and the immigrant children have more opportunities to hear and use the host language compared to older immigrants. According to Lightbown and Spada (1993: 49), children almost inevitably learn the language when they are surrounded by a second language and get enough input. In addition, it is very likely that the younger immigrants will build in time a higher number of important social relationships with members of the majority, and therefore, increase their opportunities to interact by using the host language (Stevens, G. 1999: 557). According to G. Stevens (1999: 558), especially beneficial to an immigrant is to marry a native speaker of the host language. In contrast, many adult immigrants are already married and have formed close friendships before immigrating, and maybe do not have such a strong motivation for learning a new language (Burnam et al. 1987: 94). In general, it seems that if immigrants are under the age of six at the time of immigration, most of them achieve a native-like proficiency of the host language (Stevens, G. 1999: 558). On the other hand, as will be discussed next, for older immigrants the full native-like proficiency is almost unachievable.

As to age of language acquisition in general, research suggests that the older a person

becomes, the harder the acquisition of a new language becomes. There seem to be some biologically based obstacles which almost entirely prohibit a native-like proficiency of a second language for adult learners, although the evidence for this is not decisive (Bialystok 1997: 118). It is particularly difficult, if not impossible, to get the full native-like proficiency in some special areas of language, such as grammar or accent (Birdsong 1992: 706; Burgo 2006: 13). However, as the famous example of Joseph Conrad (1857-1924) demonstrates, it is also possible for older immigrants to become communicatively fluent in the host language when they have the right amount of aptitude and motivation to learn the language (Masgoret and Gardner 1999: 220). Conrad is considered to be one of the greatest novelists in the English language despite the fact that he retained a strong Polish accent in speech. According to Birdsong (1992: 741), age at immigration has a stronger effect on the final proficiency of the host language than, for example, the amount of formal teaching does. However, there is also another strong factor which affects how well immigrants learn the language of the majority, i.e. acculturation, which will be discussed next.

2.2 Acculturation

When immigrants arrive to a new country they are in continuous contact with a new culture. During the acculturation process immigrants gradually develop different kinds of adaptation strategies, and they start to experience changes in themselves, for example in their identity and attitudes because of the ongoing contact with a different culture. Berry (1980, as quoted by Masgoret and Gardner 1999: 217) has defined different modes of acculturation. In assimilation mode immigrants want to embrace the majority culture and abandon their own ethnic identity. In integration mode immigrants want, in addition to having positive relations towards the host culture, also to maintain their original ethnic identity. On the other hand, at the rejection level of acculturation, immigrants have no interest in attaining any positive relations with the majority culture, but focus only on maintaining their own ethnic roots.

Previous research (e.g. Masgoret and Gardner 1999) suggests that immigrants' high level of acculturation has positive effects on the host language proficiency. If an immigrant has a positive attitude towards the host culture, it is likely that he or she wants to find new contacts from the majority culture. Furthermore, having more majority culture contacts enables

immigrants to learn more about the host culture, and it increases their level of acculturation, as well as their competence of the host language (Graham and Brown 1996: 248).

Interaction with members of the host culture can also raise immigrants' self-confidence in using the target language and thus affect positively their proficiency in it. If immigrants have many contacts from the host culture and only few contacts from their own culture, they tend to adapt the assimilation mode (Masgoret and Gardner 1999: 230). Research has shown a clear positive influence of assimilation mode on the host language proficiency (Schumann 1986, as quoted by Stevens, C.A. 1999: 109). On the other hand, the situation is not as clear when immigrants have lower level acculturative strategies.

Integration and rejection modes of acculturation do not have direct positive effects on the host language proficiency. According to the study of Masgoret and Gardner (1999: 231), integration is not a sufficient condition for host language proficiency, because immigrants may not have enough opportunities to learn and practice the language. If immigrants do not need to use the host language on everyday basis, the level of proficiency they achieve depends much on their aptitude, i.e. general ability to learn languages. On the other hand, when immigrants have opportunities to use and learn the host language, the outcome depends more on their attitudes and motivation. It is more probable that members of the majority want to have contact with immigrants who do not have negative opinions about them. Thus, immigrants who have rejection as their acculturative strategy, will not get enough practice in using the host language (Masgoret and Gardner 1999: 231).

In conclusion, there are some differences between immigrants' and non-immigrants' second language acquisition. Immigrants try not only to learn a different language but also at the same time learn how to manage in a different society. A new society can be enormously different compared to an immigrant's home environment, and it can cause both positive and negative consequences to an immigrant's learning process. Moving to a new country means for immigrants at least a partial loss of important people, home culture and familiarity, and it might cause some changes in their attitudes towards the host culture. These changes can affect their acculturation process and the achieved proficiency of the host language (e.g. Masgoret

and Gardner 1999). Furthermore, research shows that the younger people are when they immigrate, the better their chances to develop a native-like proficiency are. When immigration takes place at older age, maturational and social constraints have a greater effect and full native-like proficiency seems to become impossible (e.g. Birdsong 1992). On the other hand, research, for example Burnam et al. (1987), Masgoret & Gardner (1999), Graham & Brown (1996) and G. Stevens (1999), has so far mostly concentrated on countries where the host language is English. Therefore, the results require additional research in other countries, for example in Finland, where the host language is not English.

3 AIMS AND RESEARCH SETTING

In the present study, the aim was to find out how the immigrants' acculturation strategies and the ages at immigration affect their achieved proficiency of Finnish. Based on the previous research, the hypothesis is that the earlier immigration happens and the higher the acculturation level is, the higher the proficiency achieved. In addition, the study aimed to reveal some of the differences between the factors affecting the refugees' and the voluntary immigrants' Finnish language acquisition. The exact research questions are:

1. Does the age at immigration have an effect on the immigrant's self-rating of Finnish?
2. Does the level of acculturation have an effect on the immigrant's self-rating of Finnish?
3. Are there any differences between the factors affecting voluntary immigrants' and refugees' self-rating of Finnish?

3.1 Data collection

During data collection, the research participants were all taking part in an integration training program for immigrants, which is held in South Savo Vocational College (ESEDU) in Mikkeli. Integration training is arranged for adult immigrants who are subject to the Integration Act, and it lasts normally for one or two years. Its primary goals are to support the integration of immigrants by giving them the skills and knowledge, e.g. sufficient Finnish language skills, they need in being a contributing part of the Finnish society. In Mikkeli, there are four different level courses for immigrants: Suomi 0, Suomi 1, Suomi 2 and Suomi 3. The research participants came from Suomi 3 course, which ends with the intermediate YKI-language test. It means that all of the subjects should have understood enough Finnish to fill the questionnaire used to gather the data (see Appendix). Six of the research participants were refugees, who had had to leave their home country because of war or natural disaster, and the other seven were voluntary immigrants, who all are living in Finland because they are married to a Finn. Six of the immigrants were male and seven female and their ages varied between 20 and 50 years. The immigrants had been living in Finland at the minimum half a year and at

the maximum six years.

The questionnaire of the present study was based on the questionnaire of Masgoret and Gardner (1999: 222) and it contained questions about the immigrant's life-situation and attitudes towards Finnish language and Finns. In addition, the questionnaire contained a self-rating of Finnish proficiency that gave a small indication of the real proficiency level of the immigrant. Before filling the questionnaires participants were informed that the study concerns how immigrants adapt to a new culture and learn a new language. The participants were also informed that all the answers on the questionnaire remain confidential and anonymous, and the instructions of how to fill the questionnaire were gone through by showing examples. Administration of the questionnaire took approximately 50 minutes when no time limits were applied.

The questionnaire contained 74 questions and the received answers gave the values for the following 19 variables.

1. *Sex* (males coded as 0, and females as 1).
2. *Age*, in years.
3. *Reason of immigration*. Alternatives included: War or natural disaster (1), Persecution in home country (2), Workplace in Finland (3), or Other (4).
4. *Length of residence in Finland*, in years.
5. *Future plans*. Alternatives included: Planning to stay in Finland (1), Return to home country (2), Spend time in both of the countries (3) or Other (4).

The variables 6 to 15 were assessed by aggregating a number of items for each sub-scale. These scales used a five-point Likert scale ranging from strong disagreement (coded as -2) to strong agreement (coded as 2).

6. *Attitudes towards Finnish*. This measure consisted of four positively and four negatively worded items. A high score represents a positive attitude towards learning Finnish. A sample item was: 'I like to speak Finnish'.

7. *Attitudes towards Finns*. This scale consisted of four positively and four negatively worded items. A high score represents a positive attitude towards Finns. A sample item was, 'I would like to know as many Finns as possible'.
8. *Integrative Orientation*. Four positively worded items comprised this measure, which assesses the extent to which students seek to learn Finnish for integrative reasons. A sample item was, 'Knowing Finnish is important because it enables one to better understand Finns'.
9. *Finnish Cultural Contact*. This measure consisted of three items used to determine the amount of contact respondents have with Finnish-speaking events in their community. A sample item was, 'I often take part in activities involving Finnish-speaking people'.
10. *Finnish Language Contact*. This measure consisted of two items assessing the amount of contact participants have with Finnish-speaking individuals in their community. An example was, 'I often speak Finnish during my free time'.
11. *Own Cultural Contact*. This measure consisted of three items used to assess the amount of contact respondents have with mother tongue speaking events in their community. A sample item was, 'I have a lot of contact with my mother tongue speaking friends'.
12. *Own Language Contact*. This measure consisted of one item used to assess the amount of mother tongue-speaking contact individuals have within their community. The item used was, 'I often hear my mother tongue spoken'.
13. *Integration Scale*. This seven-item scale was an adapted version of Berry's (1984) measure of Integration. A high score on this scale indicates the desire to be part of both the Home and the Finnish cultures. An example was, 'I enjoy both my own ethnic and Finnish cultural events'.
14. *Assimilation Scale*. This eight-item scale is a revised version of Berry's (1984) measure of Assimilation. A high score on this scale measures the extent to which individuals want to forget their home culture and move into the host society. An example was, 'My countrymen should take on a Finnish way of life instead of keeping their own traditions and culture'.
15. *Rejection Scale*. This six-item scale was an adapted version of Berry's (1984) measure

of Rejection. A high score on this scale reflects a tendency to reject the Finnish culture and maintain only the own ethnic culture. An example was, 'I would teach my children mainly our own culture's values and customs so that they don't become Finns'.

The following four measures of self-rating of Finnish competence were assessed with items adapted from Clark's Can Do scales. Each item involved a specific language activity. Subjects rated their ability on a five-point scale, ranging from 'very difficult for me' (coded as -2) to 'very easy for me' (coded as 2).

16. *Reading*. Three items assessed respondents' Finnish reading ability. An example was, 'Reading Finnish novels or magazines without using a dictionary'.
17. *Writing*. Six items indicating participants' Finnish writing skills. An example was, 'Writing a letter to a friend in Finnish'.
18. *Speaking*. Six items indicating respondents' Finnish speaking skills. An example was, 'Speaking with a Finn in Finnish about normal everyday situations'.
19. *Understanding*. Four items indicating participants' Finnish comprehension skills. An example was, 'Clearly understand the content of a TV-program produced in Finnish'.

3.2 Methods of analysis

The gathered data was processed by using a statistical program. The answers for the questions 10-13 and 18-21 (see Appendix) were recoded as opposites because they were originally worded negatively. After the recoding, the questions formed the variables 1-19 as assessed in the questionnaire. In addition, the variables 16-19 formed an overall self-rating variable. Next, the obtained values of the variables 1-15 were compared with the values of the overall self-rating variable by using cross tabulation. In addition, possible differences between the factors affecting the refugees' and the voluntary immigrants' language acquisition were analyzed.

It was a challenge to find a method that showed how reliable the obtained results were

because of the small-sized sample. For example, Masgoret and Gardner (1999) used the chi-square test as a statistical hypothesis test but their sample size was 248 people. When the sample size is small, it is recommended to do correlational analysis by using Fisher's exact test instead of the chi square test because it gives more accurate results. In the present study, Fisher's exact test was executed and two tailed p-values counted for all the possible correlations. The null hypothesis remained all the time the same i.e. whatever is proposed as a cause has no effect on the variable being measured. In the next part, obtained results are introduced and discussed.

4 RESULTS AND DISCUSSION

Most of the executed Fisher's exact tests showed no significant correlations between the different variables but the most interesting and substantial results are discussed next. Firstly, the immigrants' ages at arrival varied between 17 and 42 years. None of the subjects had been a child at the time of arrival but the assessed hypothesis was tested by first dividing the immigrants into two different groups where the age at arrival was under and over 25 years (Table 1). According to Burnam et al. (1987: 94) when immigrants are already married and have formed close friendships before immigrating they maybe do not have such a strong motivation for learning a new language. Therefore, the age of 25 was chosen because it is more or less the median age in many non-European countries for the first marriage (World Marriage Data 2008).

Table 1: The effect of age at arrival on the self-rating of Finnish

			Self-rating of Finnish language			Total
			Negative	Positive	Very positive	
Age of arrival	Under 25 years	Count %	2 50,0%	1 25,0%	1 25,0%	4 100,0%
	Over 25 years	Count %	3 33,3%	6 66,7%	0 ,0%	9 100,0%
Total		Count %	5 38,5%	7 53,8%	1 7,7%	13 100,0%

Results gave no proof for the hypotheses that the younger the immigration happens, the better the level of self-rating of Finnish is. In fact, when the two groups were compared with each other it was noticed that the immigrants who had arrived after the age of 25 had a more positive self-rating of the Finnish language. One of the reasons for this can be the fact that all the voluntary immigrants had come to Finland after the age of 25 and all of them had married a Finn. Being married to a Finn most likely increases the opportunities to use the Finnish language and consequently also the achieved proficiency (Burnam et al. 1987: 94). However, when the possible correlation was tested by using Fisher's exact test, no statistical proof was

obtained for the correlation between a marriage with a Finn and the achieved proficiency of Finnish, and the null hypothesis was not rejected.

On the other hand, the immigrants' length of residence seem to be an important factor on whether the immigrants have a positive self-rating or not. This was noticed when the immigrants were divided into two groups depending on the length of residence as shown in Table 2. The median of the research participants' length of residence was 3 years and it was chosen as a divider of the two groups.

Table 2: The effect of length of residence on the self-rating of Finnish

			Self-rating of Finnish language			Total
			Negative	Positive	Very positive	
Lenght of residence	Under 3 years	Count %	5 62,5%	3 37,5%	0 ,0%	8 100,0%
	Over 3 years	Count %	0 ,0%	4 80,0%	1 20,0%	5 100,0%
Total		Count %	5 38,5%	7 53,8%	1 7,7%	13 100,0%

The results show that over sixty per cent of the immigrants who had spent less than three years in Finland had a negative self-rating. On the contrary, all the immigrants who had spent more than three years in Finland had a positive or very positive self-rating. The result was to be expected but, on the other hand, in the previous research (e.g. Masgoret and Gardner 1999) no statistically significant correlation has been found between the immigrants' length of residence and the achieved proficiency. In the present study, the counted two tailed p-value for the correlation was 0,075 which also does not show a statistical significance but it is close enough to suggest that maybe with a greater sample size there is a possibility to reject the null-hypothesis.

Another important factor in whether the immigrant had a good self-rating of Finnish or not was the immigrant's future plans (Table 3).

Table 3: The effect of future plans on the self-rating of Finnish

			Self-rating of Finnish language			Total
			Negative	Positive	Very positive	
Future plans	Stay in Finland	Count %	2 33,3%	4 66,7%	0 ,0%	6 100,0%
	Return to home	Count %	3 100,0%	0 ,0%	0 ,0%	3 100,0%
	Spend time in both of	Count %	0 ,0%	3 75,0%	1 25,0%	4 100,0%
Total		Count %	5 38,5%	7 53,8%	1 7,7%	13 100,0%

All the immigrants who were not going to stay in Finland in the future had a negative self-rating while eighty per cent of the immigrants who either wanted to stay in Finland or spend time both in Finland and in their home country had a positive or a very positive self-rating. Fisher's exact test gave for this correlation a p-value of 0,035 which meant the null-hypothesis could be rejected at the 5% level of significance. As previous studies (e.g. Birdsong 1992) suggest, motivation affects the achieved proficiency and when the immigrants decide to stay in Finland they have the sufficient motivation to learn the language because they know it will be needed in the future. These results give some evidence for the need of decreasing employers' general demands for immigrants' near perfect Finnish language skills. It is quite likely that when immigrants have a realistic hope to have a job in Finland in the future, it also affects the level of their motivation to stay and learn Finnish and eventually affects their achieved language proficiency.

Also the level of acculturation seemed to affect the achieved proficiency as was hypothesized. According to the gathered data almost all participants, nine out of thirteen, were at the integration level of acculturation. It was a little bit of a surprise that none of the immigrants were at the assimilation level. It raised the question whether there is something in the Finnish society which is so different and maybe even odd for immigrants that they do not want to embrace it as fully as maybe some other cultures. Whatever the reason for this, integration was the highest level of acculturation among the subjects. The results in Table 4 show that the higher the score on the integration scale, the better the self-ratings of Finnish skills, as was

hypothesized.

Table 4: The effect of integration level on the self-rating of Finnish

			Self-rating of Finnish			Total
			Negative	Positive	Very positive	
Integration level	Low	Count	3	1	0	4
		%	75,0%	25,0%	,0%	100,0%
	High	Count	2	5	0	7
		%	28,6%	71,4%	,0%	100,0%
	Very high	Count	0	1	1	2
		%	,0%	50,0%	50,0%	100,0%
Total		Count	5	7	1	13
		%	38,5%	53,8%	7,7%	100,0%

One of the purposes of the present study was also to find out if there are any differences between the factors which affected the refugees' and voluntary immigrants' host language learning. In fact, it seems that there were some differences between the two groups. When comparing refugees' and voluntary immigrants' self-ratings it was noticed that over eighty per cent of voluntary immigrants had a positive self-rating while only less than half of the refugees had a positive self-rating (Table 5).

Table 5: The effect of the reason of immigration on the self-rating of Finnish

			Self-rating of Finnish language			Total
			Negative	Positive	Very positive	
Reason of immigration	Refugee	Count	4	2	1	7
		%	57,1%	28,6%	14,3%	100,0%
	Other	Count	1	5	0	6
		%	16,7%	83,3%	,0%	100,0%
Total		Count	5	7	1	13
		%	38,5%	53,8%	7,7%	100,0%

When trying to explain the difference between the refugees' and voluntary immigrants' self-ratings, one of the reasons could be the number of immigrants' own language contacts. As the results in Table 6 show, all the immigrants who had either low or very low own language contact had a positive or very positive self-rating. On the other hand, five out of eight

immigrants who had high or very high own language contact also had a negative self-rating. Fisher's exact test gave for this correlation a p-value of 0,075, which meant that the correlation between own language contact and self-rating of the Finnish language was almost statistically significant. Therefore, it is worth to study the possible correlation more in the future.

Table 6: The effect of own language contact on the self-rating of Finnish

			Self-rating of Finnish			Total
			Negative	Positive	Very positive	
Own language contact	Very low	Count %	0 ,0%	2 100,0%	0 ,0%	2 100,0%
	Low	Count %	0 ,0%	2 66,7%	1 33,3%	3 100,0%
	High	Count %	4 57,1%	3 42,9%	0 ,0%	7 100,0%
	Very high	Count %	1 100,0%	0 ,0%	0 ,0%	1 100,0%
Total	Count %	5 38,5%	7 53,8%	1 7,7%	13 100,0%	

Furthermore, as can be calculated from the results in Table 7, over 85 per cent of the refugees had a high or very high own language contact and only every third voluntary immigrant had a high own language contact.

Table 7: The effect of the reason of immigration on own language contact

			Own language contact				Total
			Very low	Low	High	Very high	
Reason of immigration	Refugee	Count %	0 ,0%	1 14,3%	5 71,4%	1 14,3%	7 100,0%
	Other	Count %	2 33,3%	2 33,3%	2 33,3%	0 ,0%	6 100,0%
Total	Count %	2 15,4%	3 23,1%	7 53,8%	1 7,7%	13 100,0%	

The results shown in Tables 6 and 7 suggest that the difference between refugees' and voluntary immigrants' self-ratings could be explained with their different levels of own language contact. Fisher's exact test gave for the correlation a p-value of 0.10. It was still not enough to make the correlation between the reason of immigration and the own language contact statistically significant but it does suggest that it was perhaps not only a coincidence.

In conclusion, the discussed results partly support the previous research results. Firstly, the immigrants' acculturation level indeed affects their self-rating of the Finnish language. The higher the score on the integration scale was, the better the immigrant's self-rating was. On the other hand, it was a surprise that none of the immigrants were at the level of assimilation which could suggest there is something about the Finnish culture which makes full assimilation more difficult compared to some other cultures. Furthermore, the study did not give any additional evidence for the hypothesis that the earlier the immigration happens, the better the achieved proficiency is. There were no significant differences between the self-ratings of immigrants who had arrived to Finland before their 25th birthdays and the immigrants who had arrived later than that.

On the other hand, the immigrant's length of residence had a quite clear connection with the the immigrant's self-rating of the Finnish language. All the immigrants who had lived in Finland over three years, evaluated their Finnish proficiency positively or very positively. The results also showed that the voluntary immigrants had more positive evaluation of their Finnish skills compared to the refugees. One of the reasons for this could be that the refugees had more own language contacts compared to the voluntary immigrants, and it decreased the need to use the Finnish language in their everyday life. In addition, all the voluntary immigrants in the present study were married to a Finn, which gave for them more opportunities to use the language. Finally, the immigrants' future plans had the strongest correlation with the self-rating of the Finnish language. The results showed that if the immigrants considered Finland as an attractive country to live in they also had the motivation to learn and use the Finnish language. In the following part, the paper will be concluded by summarizing the aim, the method and the findings of the present study.

5 CONCLUSION

This paper discussed the effects of the immigrants' acculturation level and the age at immigration on the achieved proficiency of the Finnish language. In addition, one of the goals of the study was to find out some differences between the factors which affect the host language acquiring of refugees and voluntary immigrants. The framework of the study was largely based on the works by Masgoret & Gardner (1999) and G. Stevens (1999), and the study was conducted as a questionnaire among thirteen immigrants who were taking part in an integration training program for immigrants, which was held in the South Savo Vocational College (ESEDU) in Mikkeli.

The results of the study seemed to support the previous research, at least partly. The immigrant's age at immigration did not seem to affect his or her self-rating of Finnish but, on the other hand, the immigrants' acculturation level affected their achieved proficiency of the Finnish language as was hypothesized. The higher the immigrant's acculturation level was, the more positive his or her self-rating was. Also the immigrant's length of the residence and future plans had clear connections with the immigrants' self-rating. If the immigrant had stayed in Finland over three years or had future plans which involved living in Finland, he or she also had a better self-rating compared to others. In addition, the voluntary immigrants had a more positive evaluation of their Finnish language skills compared to the refugees which could be explained partly by the different number of own language contacts.

In interpreting the results, one has to remember that further research is required to determine the validity of these results. The resources of the present study did not allow for more in-depth examinations. For example, the sample of the study was relatively small and it did not contain immigrants who had arrived to Finland as children or immigrants whose acculturation level was higher than integration. All the subjects of the present study also lived in Mikkeli and the results are not necessarily the same elsewhere. In addition, a self-rating gives only a small indication of what the immigrants' real achieved proficiency in Finnish is, and it does not show for example how the immigrants master grammar or how their pronunciation is.

However, the present study can be used as a basis for further research and it raised some interesting ideas to be studied more specifically.

BIBLIOGRAPHY

- Bialystok, E. 1997. The Structure of Age: in Search of Barriers to Second Language Acquisition. *Second Language Research* 13 (2), 116-137.
- Birdsong, D. 1992. Ultimate Attainment in Second Language Acquisition. *Language* 68 (4), 706-755.
- Burgo, C. 2006. Maturation Constraints in Adult SLA. *Language & Literature* 1 (1), 12-25.
- Burnam, M.A, R.L. Hough, M. Karno, J.I. Escobar and C.A. Telles 1987. Acculturation and Lifetime Prevalence of Psychiatric Disorders Among Mexican Americans in Los Angeles. *Journal of Health and Social Behavior* 28 (1), 89-102.
- Gass, S.M and L. Selinger 2008. *Second Language Acquisition: An Introductory Course*. New York: Routledge.
- Graham, C.R. and C. Brown 1996. The Effects of Acculturation on Second Language Proficiency in a Community with a Two-way Bilingual Program. *The Bilingual Research Journal* 20 (2), 235-260.
- Lightbown, P. and N. Spada 1993. *How Languages Are Learned*. Oxford: Oxford University Press.
- Masgoret, A-M. and R.C. Gardner 1999. A Causal Model of Spanish Immigrant Adaptation in Canada. *Journal of Multilingual and Multicultural Development* 20 (3), 216-236.
- Stevens, C.A. 1999. Selection and Settlement of Citizens: English Language Proficiency Among Immigrant Groups in Australia. *Journal of Multilingual and Multicultural Development* 20 (2), 107-132.
- Stevens, G. 1999. Age at Immigration and Second Language Proficiency Among Foreign-born Adults. *Language in Society* 28 (4), 555-578.
- STT. Maasteriksi tähtäävä ei aio jäädä Suomeen. Iltalehti [online]. (20 Oct 2009) http://www.iltalehti.fi/uutiset/2009102010458830_uu.shtml
- World Marriage Data 2008. (20 March 2010) <http://www.un.org/esa/population/publications/WMD2008/Main.html>

APPENDIX: QUESTIONNAIRE

KYSYMYSLOMAKE 24.2.2010

AGE AND ACCULTURATION

Täytä seuraavat tiedot

<p>1. Sukupuoli:</p> <p>Mies <input type="checkbox"/> Nainen <input type="checkbox"/></p>
<p>2. Ikä:</p>
<p>3. Syy maahanmuuttoon:</p> <p>Sota tai luonnonkatastrofi <input type="checkbox"/> Vainottu kotimaassa <input type="checkbox"/> Työpaikka Suomessa <input type="checkbox"/></p> <p>Muu syy, mikä:</p>
<p>4. Kuinka kauan olet asunut Suomessa:</p>
<p>5. Tulevaisuuden suunnitelmat:</p> <p>Haluan jäädä Suomeen <input type="checkbox"/> Haluan palata kotimaahani <input type="checkbox"/></p> <p>Haluan olla sekä Suomessa, että kotimaassani <input type="checkbox"/> Haluan asua jossain muussa maassa <input type="checkbox"/></p>

Mitä mieltä olet seuraavista lauseista?

<p>6. Minä pidän suomen kielellä puhumisesta</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>7. Suomen kieli on kaunis kieli</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>8. Suomen kielen oppiminen on mielenkiintoista ja mukavaa</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>9. Olen ylpeä, että osaan suomen kieltä</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>10. En tarvitse suomen kieltä</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>11. Yritän oppia suomen kieltä vain koska minun on pakko</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>12. Suomen kieli on liian vaikea kieli oppia</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>13. En usko, että tulevaisuudessa osaan suomen kieltä niin hyvin että saan töitä</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>14. Pidän suomalaisista ihmisistä</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>

<p>15. Haluan, että minulla on paljon suomalaisia ystäviä</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>16. Suomalaiset ihmiset ovat ystävällisiä</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>17. Suomalaiset ihmiset haluavat auttaa minua</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>18. Suomalaiset ihmiset eivät pidä minusta</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>19. Suomessa on paljon rasistisia ihmisiä</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>20. Suomalaiset ihmiset nauravat minulle, koska en osaa puhua suomea tarpeeksi hyvin</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>21. Suomalaiset ihmiset haluavat olla enemmän toisten suomalaisten kanssa</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>22. Suomen kielen oppiminen on tärkeää, koska silloin ymmärrän suomalaisia paremmin</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>23. Minun täytyy oppia suomen kieli, jotta voin olla onnellinen täällä</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>24. Suomalaiset pitävät minusta enemmän jos osaan suomen kieltä</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>25. Jos osaan suomen kieltä, minun on helpompi löytää täältä töitä</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>26. Käyn suomenkielissä tapahtumissa, kuten esimerkiksi konserteissa tai teatterissa</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>27. Käyn melko usein suomalaisten ihmisten kotona</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>28. Olen ollut mukana suomalaisissa juhlissa (esimerkiksi syntymäpäivät, häät, juhannus)</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>29. Puhun myös kotona melko paljon suomen kieltä</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>30. Puhun usein suomea myös vapaa-ajalla ja harrastuksissa</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>31. Vietän paljon aikaa oman kotimaani ihmisten kanssa</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>32. Käyn usein vierailulla oman kotimaani ihmisten luona</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>33. Järjestämme oman kotimaani ihmisten kanssa paljon yhteisiä tapahtumia</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>
<p>34. Puhumme ystäväieni kanssa harvoin suomea</p> <p>Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä <input type="checkbox"/></p>

35. <i>Kuulen paljon omaa kieltäni puhuttavan</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
36. <i>Normaalisti vapaa-ajalla puhun omalla kielelläni</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
37. <i>Minusta on mukava olla suomalaisten sekä oman kotimaani ihmisten kanssa</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
38. <i>On tärkeää, että lapseni tietävät sekä suomalaisesta että oman kotimaani kulttuurista</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
39. <i>Ajattelen sekä suomen kielellä että omalla kielelläni</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
40. <i>Minulla on sekä suomalaisia, että oman maani ihmisiä ystävinä</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
41. <i>Minusta tuntuu, että suomalaiset että oman maani ihmiset arvostavat minua</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
42. <i>Minun on helppo tulla toimeen sekä suomalaisten, että oman maani ihmisten kanssa</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
43. <i>Kaikkien maahanmuuttajien pitäisi käyttäytyä enemmän suomalaisen kulttuurin mukaisesti</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
44. <i>En tarvitse oman kulttuurini tapoja Suomessa</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
45. <i>Minusta on helpompi puhua suomalaisten kuin oman maani ihmisten kanssa</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
46. <i>Suomalaiset ymmärtävät minua paremmin kuin oman maani ihmiset</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
47. <i>Haluan olla samanlainen kuin suomalaiset</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
48. <i>Minulla on paljon suomalaisia ystäviä</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
49. <i>Minun on helpompi olla suomalaisten kanssa kuin oman maani ihmisten kanssa</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
50. <i>Haluan mieluummin puhua ja kirjoittaa suomen kielellä kuin omalla kielelläni</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
51. <i>Haluan opettaa lapsilleni vain oman kulttuurini tapoja, koska en halua että heistä tulee liian suomalaisia</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
52. <i>Minusta oman maani ihmiset ovat minulle ystävällisempiä kuin suomalaiset</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä
53. <i>Ulkomaalaisen ei pitäisi seurustella suomalaisen kanssa</i> <input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä

<p>54. <i>Minun tärkeimmät ystäväni tulevat samasta maasta</i></p> <p><input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä</p>
<p>55. <i>Seurustelisin mieluummin saman maalaisen kuin suomalaisen kanssa</i></p> <p><input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä</p>
<p>56. <i>Kuuntelen paljon enemmän kotimaani musiikkia kuin suomalaista musiikkia</i></p> <p><input type="checkbox"/> Täysin eri mieltä <input type="checkbox"/> Hieman eri mieltä <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Hieman samaa mieltä <input type="checkbox"/> Täysin samaa mieltä</p>

Kuinka helppoa tai vaikeaa seuraavien asioiden teko on sinulle?

<p>57. <i>suomenkielisten lehtien tai kirjojen lukeminen ilman sanakirjaa</i></p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>
<p>58. <i>rahan ottaminen pankkiautomaatista lukemalla ohjeita</i></p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>
<p>59. <i>suomenkielisten ruoan valmistusohjeiden ymmärtäminen</i></p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>
<p>60. <i>kirjeen kirjoittaminen suomen kielellä</i></p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>
<p>61. <i>kauppalistan kirjoittaminen suomen kielellä</i></p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>
<p>62. <i>asiakkaan tilauksen kirjoittaminen ravintolassa suomen kielellä</i></p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>
<p>63. <i>muistiinpanojen kirjoittaminen suomeksi, kun opettaja kertoo jostakin hitaasti ja kirjoittaa taululle</i></p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>
<p>64. <i>lyhyen tarinan kirjoittaminen suomeksi siitä mitä minulle tapahtui viime viikonloppuna</i></p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>
<p>65. <i>oman mielipiteen kirjoittaminen jostakin asiasta suomen kielellä</i></p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>
<p>66. <i>ruoan tilaaminen ravintolassa suomen kielellä</i></p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>
<p>67. <i>taksin tilaaminen puhelimella suomen kielellä</i></p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>
<p>68. <i>suomalaisen henkilön kanssa puhuminen normaaleista asioista (esimerkiksi sää)</i></p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>
<p>69. <i>lääkäriajan varaaminen puhelimella</i></p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>
<p>70. <i>lääkärin kanssa puhuminen suomen kielellä</i></p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>

<p>71. suomenkielisten televisio-ohjelmien ymmärtäminen</p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>
<p>72. myyjän ymmärtäminen kaupassa</p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>
<p>73. lääkärin ohjeiden ymmärtäminen, kun hän puhuu suomenkielellä</p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>
<p>74. puhelimessa annettujen ohjeiden ymmärtäminen onnettomuustilanteessa</p> <p><input type="checkbox"/> Tosi vaikeaa <input type="checkbox"/> Vaikeaa <input type="checkbox"/> En osaa sanoa <input type="checkbox"/> Helppoa <input type="checkbox"/> Tosi helppoa</p>