

Ninth-graders' understanding of Anglicisms

Bachelor's thesis

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Tiivistelmä – Abstract <p>Lainasanojen käyttö muista kielistä yleistyy koko ajan Suomessa ja eniten lainataan englannin kielestä. Englanninkielisten lainasanojen sulaututtua suomen kielioppiin niistä käytetään nimitystä anglismi. Ajankohtaisen ilmiön johdosta tämän tutkimuksen tarkoituksena oli selvittää: 1) Kuinka hyvin peruskoulun yhdeksäsluokkalaiset ymmärtävät anglismeja; 2) Vaikuttaako anglismien ymmärtämiseen tietokone- ja konsolipelien pelaaminen; 3) Onko englannin kielen kouluarvosanalla merkitystä anglismien ymmärtämisessä.</p> <p>Tutkimusta varten toteutettiin testi yhdeksäsluokkalaisille suomalaisessa peruskoulussa. Testiin kuului yhdeksän anglismeja sisältävää lausetta, jotka oppilaiden piti kääntää ns. kirjakielelle. Testin lopussa oppilaiden tuli vastata taustakysymyksiin, jotka koskivat heidän englannin kielen arvosanaansa, tietokone- ja konsolipelien pelaamista sekä sukupuolta.</p> <p>Tutkimustulosten mukaan englannin kielitaidon, pelaamisen ja anglismien ymmärtämisen välillä näyttäisi olevan yhteys. Erityisesti oppilaat, joilla oli hyvä englannin arvosana, osasivat muita paremmin kääntää anglimit kirjakielelle. Ne oppilaat, jotka eivät pelanneet ja joilla ei ollut hyvää arvosanaa englannissa, pärjäsivät testissä huonommin. Sukupuolten välillä ei ollut selvää eroa testin tuloksissa. Lisätutkimuksena olisi hyvä selvittää enemmän englannin kielitaidon tärkeyttä anglismien ymmärtämisessä. Osa oppilaista, jotka suoriutuivat testissä hyvin, ei pelannut, mutta heidän arvosanansa olivat hyviä. Olisi syytä tutkia, vaikuttaako tähän ainoastaan arvosana vai kenties myös jotkin muut vapaa-ajan harrastukset.</p>	
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Table of contents

1. INTRODUCTION	3
2. BACKGROUND.....	4
2.1. Word loans and Anglicisms	4
2.2 Code-switching.....	6
2.3. Computer- and video games	6
3. RESEARCH METHODS.....	8
3.1 Research questions.....	8
3.2 Planning the survey	8
3.3 Setup of the survey	9
3.4 Methods of analysis	10
4. PUPILS' UNDERSTANDING OF ANGLICISMS.....	11
4.1 Data analysis.....	11
4.2 Sentences	12
4.3 Recognized and unrecognized Anglicisms	15
4.4 Computer- and video games	16
5. CONCLUSION	18
BIBLIOGRAPHY	20
APPENDICES.....	22

1. INTRODUCTION

English has become everyday life in Finland. The language is used in different situations varying, for instance, from lingua franca to code-switching in advertisements. Therefore, the use of words originating from English in Finland is constantly increasing. From children to elders, every age group uses them, and thus, it is a contemporary topic to research. According to a dictionary published by the Institute for the Languages of Finland (Kielitoimiston sanakirja 2011), with regard to borrowing words from other languages, the English language is used the most. Use of Anglicism is not an unknown theme and many articles have been written about it, for instance Sajavaara (1978), Henriksson (1996) and Heikkinen and Mantila (2011). However, there is not much up-to-date research done about how teenagers understand Anglicisms. When comparing different age groups in Finland, adolescents seem to be in contact with English the most. Thus, English word loans are inevitably entering their native language vocabulary. This unavoidably affects their spoken language and raises a question about whether all teenagers are able to use and understand Anglicisms. Also, for instance, the social media has started to use Anglicisms increasingly, which can possibly create misunderstandings if everyone is not able to understand them. Since only some studies have concentrated on studying the understanding of Anglicisms, it is important to get more information about this phenomenon.

The present study has three research questions. The first question is to find out how well ninth graders are able to understand Anglicisms in general, whether there is any variety in understanding them or whether it can be considered a basic skill. The second question is whether there is some correlation between understanding Anglicisms and playing computer and video games. It may be possible that pupils who play, and therefore are actively in contact with the English language, have better knowledge of Anglicisms. The third research question the present study

concentrates on is the English grade and its effect on recognizing Anglicisms: Do pupils with good grades understand them better and vice versa? Can understanding Anglicisms be considered a basic skill for the age group being studied, or are there different levels of understanding them? Is it possible that some pupils have difficulties in understanding Anglicisms?

2. BACKGROUND

2.1. Word loans and Anglicisms

In the present century all languages in the global market have borrowed lexical items from English (Pulcini et al. 2012:2). This in effect has given new words into the Finnish language. Heikkinen and Mantila (2011:116) state that due to technical developments the Finnish language receives new words at a fast pace, and therefore translations for special words into Finnish are not being translated because of lack of time or lack of will. These loan words can be, for instance, direct quotation words from English, such as *tablet* and *talk-show*, or Anglicisms. According to Görlach (2003:5), an Anglicism is “a word or idiom that is recognizably English in its form (spelling, pronunciation, morphology, or at least one of the three), but is accepted as an item in the vocabulary of the receptor language”. To illustrate, Anglicisms in Finnish are, for example, *skipata*, *printteri* and *buutata*. The English equivalents are ‘to skip’, ‘a printer’ and ‘to boot’. Moreover, some English words can become so adapted to the Finnish language that their origin is no longer clearly apparent, for example *jahti* for ‘a yacht’.

According to Heikkinen and Mantila (2011:114), there are many ways how English words can be borrowed. There are citation loans (*deadline*), Anglicisms, translated loans (*sähköposti* for ‘email’) and meaning loans, where there can be a stylistic

difference between the original Finnish word and the loan word, for example, *muotoilu* and *design*. Martin (2002a, cited in Paakkinen 2008:320) suggests that the reason why English is so common nowadays is because it represents modernity and reliability. Consequently, according to Sjöblom (2010), some 30 percent of Finnish companies have English elements in their names. It can be used to determine what kind of business a company does, for instance, *Neste Oil* or *Poutapilvi Web Design*. Another example of English being trendy is by Tolvanen (2004, cited in Paakkinen 2008:304), who found out that 90 percent of the advertisements in Finnish youth magazines involved English. Also, the language on the internet is usually English. Still, the most typical reason for English use in Finland is searching for information (Heikkinen and Mantila 2011:9).

As mentioned above, some loan words can become part of the original language. However, normally they do not completely integrate in to it. There are many groups for Anglicisms. Görlach (2003:15) has divided them in five stylistic categories:

- a) Formal: informal (colloquial, slang), partly reflecting the written, spoken or age distinctions.
- b) New as against obsolescent, archaic or literary.
- c) Connotations: euphemistic, facetious or fashionable usage.
- d) Technical restrictions: words found in special vocabularies and used only by experts, shading into group- or text type-specific usages such as journalese.
- e) Evaluative factors: items stigmatized by the speech community or even banned by legislative measures.

The words in the survey of the present study can be categorized mostly in Görlach's first and third category. Pupils tend to use informal language in school when talking to each other, for instance slang. They are also aware of which words are in fashion at the moment. However, as mentioned above, there is not research done on the subject how adolescents use Anglicisms.

2.2 Code-switching

Code-switching is a central part of the present study because adolescents, who are able to speak more than one language, are often changing the language in their conversations. There are many definitions for code-switching. According to Auer (1998:1), it means alternating use of two or more languages within one conversation. This paragraph concentrates on code-switching in classroom situations because the test group consists of pupils. Lappalainen (2008:91) states that bilingual persons can change between languages even in short intervals. Although the test group is not really bilingual, they have situations at school which can be regarded as bilingual circumstances, such as foreign language learning (Pitkänen-Huhta 2008:113). In English lessons pupils mix Finnish and English when they want to disengage themselves from the official agenda of the lesson. According to Pitkänen-Huhta (2008:131), humor plays a significant role in this change. Actually, Finland has now a generation which is able to use English so well that together, as a community, they can make fun of different matters in English (Kytölä 2008:268).

Although most of the code-switching between pupils probably happens in conversations, another area where this phenomenon occurs is in written texts. For instance, Leppänen (2008:206) studied fan fiction in Finland and texts that fans produce online. Most of the writers were teenagers and some of them used both Finnish and English in their texts, for example in a situation where a character was abroad and spoke English. According to Leppänen (2008:229), this is a proof of a changing language situation in Finland. Some of the teenagers are able to switch the language in texts and use it as a method to express themselves.

2.3. Computer- and video games

Gaming is nowadays a global phenomenon and can even be regarded as part of popular culture. According to Hjorth (2008:1), it is not only young males who play

games actively. Currently, all generations including both genders play. Gaming has gained popularity through new platforms, such as Nintendo Wii and iPhone. Thus, adolescents like to play together and, as Piirainen-Marsh (2008:137) points out, it is part of their culture where English language elements are a means of interaction for them.

Most of the games in the market are in English. Väisänen (2014:7) suggests that “Video games can be an excellent source of English language input for people in Finland, including students”. This is because normally the games in Finland are not dubbed. Piirainen-Marsh (2008:137) states that players’ interpretations and decisions are controlled by English texts, English instructions and English speech in the game. Therefore, gamers are exposed to the English language in full. For this reason, it has been claimed that students learn English simultaneously while they play. Korhonen (2014) studied this topic with female student gamers. She suggests that the students’ English skills improved while playing, in particular vocabulary. Moreover, Väisänen (2014) argued that there is a positive correlation between English grade and video game playing. In addition, Piirainen-Marsh (2008:161) found out that also code-switching is present in video game situations. It can occur within discussions during transitional periods and in parts of the game where players comment the situation where they currently are in the game. This, for instance, helps the player to adapt to a new interaction activity in the game.

3. RESEARCH METHODS

3.1 Research questions

My expectation is that pupils who actively play video games in their free time are better at understanding Anglicisms in the Finnish language. It can also be the case that solely a good English grade helps pupils to understand Anglicisms. When they, for example, know many English words, it may be easier to recognize Anglicism's origin, the original word in the English language, and, therefore, know the Anglicism. A counterpoint to this suggestion is that pupils with poor grades in English have difficulties in understanding them. Therefore, I prepared three research questions for the present study. First, how well do ninth graders understand Anglicisms in general? Is it a basic skill or is there variation in understanding them? Second, is there any correlation between understanding Anglicisms and playing computer and video games? Third, does the English grade have any effect on recognizing Anglicisms? This chapter explains in detail how the research was planned and executed.

3.2 Planning the survey

The data collection process began by deciding to conduct a survey, which combined a test and a questionnaire, for ninth-graders and choosing an analysis method. Because of the small number of pupils taking part in the survey, the results cannot be well generalized, and therefore it was not suitable to analyze the data quantitatively. Thus, I decided to conduct a qualitative study, because the results of the qualitative research are normally not meant to be generalized (Mäntylä et al. 2013:39). A test for the present study was a good choice because it can well be used in qualitative research and everyone has experience of answering surveys. (Alanen 2011:146).

Ninth-graders normally are 15 years old and have learned English for six years by the end of the ninth grade. Therefore, choosing that age group was relevant for the reason that they most likely use more English media in their free time and also have a larger vocabulary of English words than, for example, seventh-graders.

The survey included nine Finnish sentences, each of which included two or three Anglicisms. The pupils' task was to translate the nine sentences into correct standard Finnish, and answer the survey, which was in the form of a questionnaire. The questionnaire was included in the survey for background information. According to Alanen (2011:148), a test is normally used to measure performance, whereas there are no correct answers in a questionnaire. In the test, the Anglicisms were to be replaced with a standard Finnish word with the same meaning. Anglicisms for the test were selected from overheard conversations between adolescents, in which they used Anglicisms. See appendix 1 for the sentences with the Anglicisms.

After the nine questions, the pupils had to answer the questionnaire with four follow-up questions, which provided me with some background information on gender, English grade and whether they play games.

3.3 Setup of the survey

After the survey was ready, I piloted it with two teenagers. As Alanen (2011:153) has stated, it is advisable to conduct a pilot study before the actual survey. Piloting helps to identify, for instance, possible misunderstandings in the text. The results of the pilot study indicated that no corrections were necessary. After completing the pilot study, I contacted the principal of a school in Southern Finland and asked for permission to conduct the survey in the school. It was proposed that I could do the survey with one particular class of ninth-graders. Then, because the participants are minors, I contacted their parents with a letter explaining the study and asking for

their permission for their child to participate in the study. (See appendix 2.). Parents were also sent a letter explaining what the survey was about and an approval form, which they had to return to the school. (See appendix 3.).

The survey was conducted in a typical Finnish classroom. Each participant had their own desk and they were all sitting separately in the same classroom. Before handing out the questionnaire to the pupils, I briefly explained what it is about and told them that they have 45 minutes to do the questionnaire. Even if a participant was ready, she/he had to stay in the classroom. This rule was a precaution: if the pupils had been able to leave the classroom as soon as they were ready, they would not have fully focused on the questionnaire. The answering, before everyone was ready, took approximately 20 minutes and 12 pupils answered the questionnaire.

3.4 Methods of analysis

For the analysis of the data I have created a table (see p. 17) where all the information of the questionnaire is included. The table is divided into nine sentences, listed on the left, for instance, Sentence 1/2A, where the first number displays the sentence order in the questionnaire, and the number after the slash displays how many Anglicisms (A) there were in the sentence to be translated into standard Finnish. At the top of the table all the participants of the questionnaire are listed, marked from P1 to P12. Below each participant, the points received for each sentence are given, arriving at the total number of points that one pupil received. If a pupil knew all the Anglicisms, the total number of points was 19. Grid for gender, English grade and playing video games is at the bottom of the table. Making this kind of table is called crosstabulation (Alanen 2011:157), and a useful tool for presenting results of a small survey. The present study investigates the relation between knowledge of English and Anglicisms, and the relation between playing computer- and video games and Anglicisms. In the Finnish school system the grading is between 4-10, four being fail

and ten excellent. If a pupil had a grade 8 or above, she/he was considered to have a good grade. The level for knowing Anglicisms, which was created to help separating pupils who understand them well from the pupils who do not, was set at 15, which is approximately $\frac{3}{4}$ of all the Anglicisms in the questionnaire. For example, if the total number of points for a pupil was 15 or above, she/he was considered to understand the questionnaire's Anglicisms well. Since the present study investigates Anglicisms, they normally cannot be found in Finnish dictionaries. Therefore, for the analysis of correct answers of the sentences, in some cases, I have used an urban dictionary (Urbaani Sanakirja 2014), which is a website where everyone can post translations of words and the users of the website can vote about the accuracy of the translations. For the present study I have used the translation suggestion for a word that has received the most votes from the users. I also accepted a slight variation of the translated Anglicism, for instance, if it was explained in other words but the meaning stayed the same as the original translation of the sentence.

4. PUPILS' UNDERSTANDING OF ANGLICISMS

4.1 Data analysis

The survey was conducted in the spring 2014 with the total number of 12 pupils attending. The questionnaire provided a wide range of different kinds of answers and there was a great deal of variety in the translations of the nine sentences. Most of the participants' knowledge of Anglicisms was good but some words seem to have been difficult to understand for many. This chapter concentrates on explaining the analysis process in more detail, sentence by sentence, with a help of a table below the sentences. (see p.17).

The examination of the test's answers below focuses on mistakes in the test and studies the correlation between the mistake and the background information of the participant.

4.2 Sentences

Sentence 1 *Meidän piti nähdä frendin kanssa kello kuusi, mut se feidas.*

According to Urbaani Sanakirja (2014), *frendi* in Finnish means 'a friend' and *feidata* means 'to not show up'. Every pupil was able to translate the Anglicism *frendi* but the word *feidata* was unclear to four participants (P1, P2, P6, P7). *Frendi* has been part of the Finnish language since the 1980s and is often used, for instance, among teenagers. *Feidata*, however, is a relatively new word, which is probably the reason why the original English word *to fade* was unknown to four participants. Here, of the four participants who had not translated the word, three had not finished the sentence and one had translated the word into *unohti* 'to forget'. Information provided by the questionnaire indicated that everyone except P7 (male) played games. P1 (male) and P6 (male) did not have a good grade in English.

Sentence 2 *Feilasin miun kokeen, mut ne miun vastaukset olikin aika randomei.*

Urbaani Sanakirja (2014), states that *feilata* is 'to fail' and *randomi* is 'random' or 'unknown'. This sentence appeared to be rather easy, with only two participants making a mistake in the translation of the second Anglicism, *randomei*. The mistake was made by P1 (male) and P5 (male). P1 stated that he plays games over five hours a week and P5 wrote that he plays games less than five hours a week. The Anglicism *randomi* was chosen for the test because the English word *random* is often present in video and computer games, for instance, when a player has to choose a map or a

character. The option can be chosen at random if there are, for instance, difficulties in making a decision. For that reason, it may have been a familiar word to most of the participants.

Sentence 3 *Yritin eilen moikata miun frendiä, mut se ignooras mut täysin.*

According to Urbaani Sanakirja (2014), *frendi* means ‘a friend’ and *ignoorata* ‘to ignore’. Six pupils were not able to translate the sentence correctly. The Anglicism *ignoorata* was unknown to them. The English word *ignore* is, for instance, used in messages from the operating system and also in some games. One can sometimes click the option ignore. Of the six pupils who made the mistake, P1 (male) and P2 (male) stated that they play over 5 hours a week and the rest four did not play at all or played less than 5 hours a week. P8 (female) and P2 (male) had a good grade in English.

Sentence 4 *Oisin kickannu pallon maaliin, jos et ois seivannu.*

The Anglicisms *kickata* and *seivata* come from the English equivalents ‘to kick’ and ‘to save’. Six pupils were able to translate both of the Anglicisms correctly, four only one of them and two did not know either of them. Those two pupils, both female, did not have a good English grade nor did they play games over 5 hours a week.

Sentence 5 *Stalkkasin siun profiilin ennenku addasin siut faboon.*

The Anglicisms *stalkata* and *addata* originate from the English words 'to stalk' and 'to add'. Ten pupils translated the Anglicisms correctly and two pupils, P1 and P2, did not know them. They both, however, play a lot of games and P2 has a good English grade.

Sentence 6 *En underständänny mitä se yritti selittää, mut servoasit sen hyvin.*

The Anglicism *underständätä* comes from the verb 'to understand' and *servata* is often used in youngspeak and one frequently hears it used in school. Most of the pupils knew what the Anglicism *servata* means. In this case it means 'to make somebody speechless'. However, there were some difficulties as well, for example, P3 suggested that *servata* in this case means serving a table. This might be because of a misunderstanding or P3 is not familiar with this expression, which is unlikely. P3 has a good grade in English and he plays video games. P1 had not translated the sixth sentence at all. He plays video games but has a low grade in English.

Sentence 7 *Näit sä minkä steitmentin se yks dyyd oli postannu facebook-seinälle?*

This sentence had three Anglicisms. In their basic form: *Steitmentti* originates from the word 'statement', *dyyd* from 'dude' and *postata* means 'to post'. Only three pupils were able to translate all the Anglicisms correctly. The English grade or video games did not matter in this sentence; many pupils had problems with the word *steitmentti*. Ninth-graders may not have the word *statement* in their vocabulary yet, which could explain why so many did not understand it. *Dyyd* and *postata* were easier to understand. Those two words are common in their vocabulary, especially *postata* because the verb is often used when talking about Facebook.

Sentence 8 *Mä taidan skipata tänään sen leffaillan, koska äikän aineen dedis on iha koht.*

This sentence tied the place with sentence 4 as the hardest one to understand completely. The Anglicisms originate from the verb 'to skip' and from the noun 'deadline'. Six pupils did not know the translation for *dedis*. Many of them suggested that it means an exam. They may have known that it does not mean an exam but it would fit the sentence, and that may be the reason they have used it. The Anglicism *skipata* was easy to translate. It is a well-known Anglicism for pupils of this age group.

Sentence 9 *Huomaa et sul on poveria kun oot alkanu käydä gymil.*

The last sentence of the test was the easiest to translate. Both of the Anglicisms are very well known and their form in Finnish does not change much from the original English form. 'Poveri' comes from the word 'power' and 'gym' means 'gym'. Every pupil except one was able to translate both of the Anglicisms correctly.

4.3 Recognized and unrecognized Anglicisms

The results show that words that were familiar to students are well known Anglicisms among adolescents, such as *gym*, *postata* and *frendi*. These kinds of words are used a lot among teenagers and they are well adapted into Finnish language but their English origin is still apparent. Nowadays these kinds of words are almost part of their basic vocabulary, which could be the reason why so many pupils understood Anglicisms well.

Even though many Anglicisms were understood by the pupils, there were some difficult ones as well. The most difficult ones were *ignoorata*, *seivata*, *steitmentti* and

dedis. These words are more formal and academic than the words which were easier to recognize. The word *dedis*, for instance, which comes from the word 'deadline' is not part of a vocabulary of an average ninth-grader. Also *steitmenti*, 'a statement', is not usually used by that age group. That may be the reason why these words were harder to recognize.

4.4 Computer- and video games

The majority of pupils indicated that they play computer and video games. Six out of eight gamers were able to score at least 15 points, which was set as the limit for good understanding of Anglicisms. These pupils' background with games may have played a significant role in understanding Anglicisms. However, five of them also had a good grade in English, which could have helped too. Four pupils indicated that they do not play games, and two of them scored less than 15 points. It is difficult to say whether it resulted from not playing. In conclusion, correlation between Anglicism understanding and playing computer and video games can be seen but the link is not self-explanatory.

Table 1. The test results

Pupil	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	Total/max 24
Sentence 1/2A	1	1	2	2	2	1	1	2	2	2	2	2	20
Sentence 2/2A	1	2	2	2	1	2	2	2	2	2	2	2	22
Sentence 3/2A	1	1	2	1	2	2	1	1	2	2	1	2	18
Sentence 4/2A	1	2	2	1	2	2	2	1	1	0	0	2	16
Sentence 5/2A	0	0	2	2	2	2	2	2	2	2	2	2	20
Sentence 6/2A	0	6	1	1	2	2	1	2	2	1	2	2	22
Sentence 7/3A	1	1	3	1	2	1	0	3	2	2	1	3	20
Sentence 8/2A	1	1	2	1	2	1	0	2	2	2	1	1	16
Sentence 9/2A	2	2	2	2	2	2	2	2	2	2	2	1	23
Total/19A	8	16	18	13	17	15	11	17	17	15	13	17	
Gender	M	M	M	M	M	M	M	F	F	F	F	F	
Plays games (Y/N)	Y+	Y+	Y	N	Y	Y+	N	Y	N	N	Y	Y	
English grade	6	9	9	5	9	6	8	9	9	7	6	9	
Score 15 or above	N	Y	Y	N	Y	Y	N	Y	Y	Y	N	Y	

5. CONCLUSION

The constant development of English, English loanwords and Anglicisms becoming more common in the Finnish language makes Anglicisms and their understanding a current and important topic to study. The present study concentrated on studying how ninth-graders comprehend them. The test's results indicated that Anglicisms are not yet basic knowledge and there was variation in knowing them. The study also found out that there is some indication between right answers and good English grades and playing video games. The pupils who had a good grade and/or played video games over five hours a week were able to translate the Anglicisms in the test more correctly than those who had a low grade or did not play video games at all. Those pupils sometimes left the field blank, probably because they lacked the vocabulary and, therefore, could not know the original English word, which led to not understanding the Anglicism in the sentence. Some of the Anglicisms in the test were hard to recognize for many. That is probably because the words were not yet learned and were not part of their everyday vocabulary. If the test group had been older, they perhaps would have known the words better. When comparing the genders, there were no big differences: the pupils were at the same level, four males and four females scored over 15 points in the test. Even though the boys played more video games than the girls, the girls succeeded in translating the sentences as well as the boys.

The study shows some connection between playing video games and a good English grade with the better skill to understand Anglicisms. However, it is not absolutely certain which one of the two points have a greater benefit for comprehending them. Furthermore, how the pupils use English in their free time may have an effect: for that the test included only the follow-up question of playing video games. Other activities how pupils can use English outside of school should be taken into consideration as well. Nevertheless, if we only compare the English grade and playing video games, there is the implication that the English grade has more importance in understanding

Anglicisms than video games because the girls knew as many Anglicisms as the boys without significant video game time. In a follow-up study it would be interesting to study more how much other free time activities have an effect on understanding Anglicisms and find out if the English grade is the most important aspect in comprehending them. Quantitative research would suit better for that purpose.

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APPENDICES

APPENDIX 1 The sentences used in the survey

1. *Meidän piti nähdä frendin kanssa kello kuusi, mut se feidas.*

Translation: We were supposed to meet a friend at six but she/he did not show up.

Anglicisms used in sentence in basic form: *frendi* (a friend) and *feidata* (to fade).

2. *Feilasin miun kokeen, mut ne miun vastaukset olikin aika randomei.*

Translation: I failed my exam, but my answers were quite random though.

Anglicisms used in sentence in basic form: *feilata* (to fail) and *randomi* (random).

3. *Yritin eilen moikata miun frendiä, mut se ignooras mut täysin.*

Translation: I tried to to greet a friend of mine yesterday, but she/he totally ignored me.

Anglicisms used in sentence in basic form: *frendi* (a friend) and *ignoorata* (to ignore).

4. *Oisin kickannu pallon maaliin, jos et ois seivannu.*

Translation: I would have kicked the ball into the goal if you had not saved.

Anglicisms used in sentence in basic form: *kickata* (to kick) and *seivata* (to save).

5. *Stalkkasin siun profiilin enneku addasin siut faboon.*

Translation: I stalked your profile before adding you as my friend on Facebook.

Anglicisms used in sentence in basic form: *stalkata* (to stalk) and *addata* (to add).

6. *En understandänny mitä se yritti selittää, mut servoasit sen hyvin.*

Translation: I did not understand what she/he tried to explain, but you served her/him well.

Anglicisms used in sentence in basic form: *underständätä* (to understand) and *servata* (to serve).

7. *Näit sä minkä steitmentin se yks dyyd oli postannu facebook seinälle?*

Translation: Did you see what statement that dude had posted on his facebook wall?

Anglicisms used in sentence in basic form: *steitmentti* (a statement), *dyyd* (a dude) and *postata* (to post).

8. *Mä taidan skipata tänään sen leffaillan, koska äikän aineen dedis on iha koht.*

I think I will skip today's movie evening because the deadline of the Finnish essay is soon.

Anglicisms used in sentence in basic form: *skipata* (to skip) and *dedis* (a deadline).

9. *Huomaa et sul on poveria ku oot alkanu käydä gymil.*

Translation: I can see that you have power because you started going to the gym.

Anglicisms used in the sentence in basic form: *poveri* (power) and *gymi* (a gym).

APPENDIX 2

Hyvät vanhemmat ja huoltajat,

Opiskelen Jyväskylän Yliopistossa englantia ja olen tekemässä kandidaatin tutkielmaani suomen kielessä esiintyvistä vierasperäisistä lainasanoista, aiheesta

”yhdeksäsluokkalaisten anglismienkäyttö ja niiden alkuperän ymmärtäminen” .

Tutkimukseeni tarvittava aineisto kerätään oppilailta kyselyllä, jossa heitä pyydetään selventämään annettuja lauseita omin sanoin. Pyytäisinkin suostumustanne lapsenne osallistumiseen tähän kyselyyn, joka toteutettaisiin Kirjolan koululla keväällä 2014.

Tutkimusta varten kerätty aineisto käsitellään niin, että osallistujan henkilöllisyys ei paljastu.

Tutkijana sitoudun noudattamaan voimassaolevia tutkimusaineiston säilyttämiseen ja tietosuojalainsäädäntöön liittyviä ohjeita. Ohjaajanani toimii FT Tuula Hirvonen kielten laitokselta, tuula.a.hirvonen@jyu.fi. Annan tarvittaessa tutkimuksesta lisätietoja.

Jyväskylässä 4.4.2014

Ville Hämäläinen

ville.j.t.hamalainen@student.jyu.fi

APPENDIX 3

HUOLTAJAN SUOSTUMUS: LAPSEN OSALLISTUMINEN TUTKIMUKSEEN

Tutkimuksen suorituspaikka: Kirjolan koulu, Parikkala

Tutkimuksen tekijä: Ville Hämäläinen, ville.j.t.hamalainen@student.jyu.fi

Tutkimuksen ohjaaja: FT Tuula Hirvonen, tuula.a.hirvonen@jyu.fi

Tutkimusta tekevä yliopisto: Jyväskylän yliopisto

Tutkimusta varten kerätty aineisto käsitellään niin, että osallistujan henkilöllisyys ei paljastu. Aineistoa säilytetään tutkimusta tekevässä yliopistossa ja se voidaan sijoittaa tutkimuksen päätyttyä arkistoon. Huoltajalle kerrotaan, milloin ja missä tilanteissa tutkimustietoa kerätään. Huoltaja voi halutessaan myös perua lapsen osallistumisen.

1. Suostun siihen, että lapseni kirjoittamia tekstejä kerätään ja tallennetaan
2. Näin kerättyä lastani koskevaa aineistoa saa käyttää
 - tieteellisissä tutkimuksissa
 - tieteellisissä esitelmissä
 - opetus- ja koulutustilanteissa

Paikka:

Aika:

Allekirjoitus:

Nimen selvennys: Etunimet:

Sukunimi/sukunimet:

Lapsen nimi:

APPENDIX 4

Ville Hämäläinen

Jyväskylän yliopisto

2014

Kysely yhdeksäsluokkalaisille kandidaatin tutkielmaa varten

Jokaisessa allaolevassa lauseessa on käytetty englannista peräisin olevia ilmauksia tai piirteitä, nk. anglismeja. Selvennä lauseet kirjakielelle jokaisen lauseen jälkeen tulevalle viivalle, niin että alleviivatut anglismit on korvattu suomenkielisillä sanoilla.

1. Meidän piti nähdä frendin kanssa kello kuusi, mut se feidas.

2. Feilasin miun kokeen, mut ne miun vastaukset olikin aika randomei.

3. Yritin eilen moikata miun frendiä, mut se ignooras mut täysin.

4. Oisin kickannu pallon maaliin, jos et ois seivannu.

5. Stalkkasin siun profiilin ennenku addasin siut faboon.

6. En underständänny mitä se yritti selittää, mut servasit sen hyvin.

7. Näit sä minkä steitmentin se yks dyyd oli postannu facebook-seinälle?

8. Mä taidan skipata tänään sen leffaillan, koska äikän aineen dedis on iha koht.

9. Huomaa et sul on poveria ku oot alkanu käydä gymil.

Olen poika Olen tyttö

Pelaatko tietokone- tai konsolipelejä? Jos, niin kuinka monta tuntia viikossa? _____

Mikä on viimeisin englannista saamasi arvosana? _____

Kiitos osallistumisestasi! ☺