

**UNIVERSITY OF JYVÄSKYLÄ**

**ENGLISH RULES OK**

**Parental views on the choice of the first foreign language**

**A Pro Gradu Thesis**

**by**

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Tutkielman tarkoituksena on selvittää jyvaskyläläisten 2-luokkalaisten oppilaiden vanhempien käsityksiä ensimmäisen vieraan kielen valinnasta. Suomalaisen kielikoulutus suunnittelun yhtenä tavoitteena on ollut peruskoululaisten kielivalikoiman laajentaminen. Englanti on kuitenkin osoittautunut ylivoimaisen suosituksi ensimmäiseksi vieraaksi kieleksi.

Tutkimusaineisto koostuu yhteensä 643 kyselylomakkeesta. Tutkielmassa vastataan kysymyksiin: 1) Missä määrin vanhemmat ovat sitä mieltä, että he pystyvät valitsemaan laajasta kielivalikoimasta (vai kokevatko joutuvansa tyytymään enemmistön valintaan)? 2) Missä määrin vanhemmat pitävät monipuolista kieliohjelmaa tärkeänä? 3) Saavatko vanhemmat mielestään tarpeeksi tietoa ensimmäisen vieraan kielen valinnasta? 4) Kenen/keiden mielipiteet vaikuttavat päätökseen eniten? 5) Kuinka vanhemmat perustelevat valintojaan? Lähtökohtana tutkimukselle ovat suomalainen kielikoulutus suunnittelu, työelämässä tehdyt tarvetutkimukset sekä lingvistinen imperialismi eli englannin kielen kansainvälisesti ylivoimainen asema. Kyseessä on pääosin kuvaileva tutkimus.

Jyvaskyläläiset vanhemmat arvostavat valinnan mahdollisuutta, ja pitävät laajaa kielivalikoimaa tärkeänä. Osa vanhemmista kokee joutuvansa tyytymään enemmistön valintaan. Vanhemmat tekevät päätöksen melko pitkän ajan kuluessa, vaikka tietoa valinnasta saadaan usein vasta valinnanteon yhteydessä. Vanhemmat saavat mielestään tarpeeksi tietoa. Päätöksen ensimmäisestä vieraasta kielestä tekevät useimmiten äiti, isä ja lapsi yhdessä. Ylivoimainen enemmistö valitsee englannin (88.3 %), seuraavaksi suosituimmat ovat saksa (6.2 %) ja ranska (4.4 %). Ruotsin valitsee vain 1.1 % vanhemmista, venäjää ei valita lainkaan. Tärkeimmät valintaperusteet ovat kielen tarve työelämässä, tulevaisuuden opinnoissa ja matkailussa. Kielen käyttö tieteessä ja teknologiassa sekä lapsen oma mielenkiinto ovat myös tärkeitä valintaperusteita. Ranskan ja saksan valintaa perustellaan myös sillä, että ne ovat tärkeitä Euroopan unionin kieliä. Käytännön syyt vaikuttavat myös valintaan. Koulua ei haluta vaihtaa kielivalinnan vuoksi.

Asiasanat: language-in-education planning. needs analyses. linguistic imperialism. language choice. survey method

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## 1 INTRODUCTION

Today's world is a world of international and intercultural relations and co-operation. In a country like Finland where the national languages are not languages of wider communication it is vital to learn foreign languages<sup>1</sup> to meet the needs of the citizens' working and personal lives. Finland's membership in the European Union has increased co-operation in the areas of business, administration, finance and education. Finland-based multinational companies are adopting languages other than Finnish as their corporate language (e.g. Kone, Nokia, MeritaNordbanken). The Internet has become a major source of information and a medium of fun and communication. Also, media, youth culture and tourism demand competence in foreign languages. Thus, a command of foreign languages is necessary for Finns.

Needs analyses (see Sinkkonen 1998) show that English is an important language for Finns in international co-operation, but Swedish and German together with French and Russian to some extent, are valuable assets. These are the languages most commonly learnt as foreign languages in Finnish schools (Kimmoke 1998:30). In addition to the mother tongue, there are two obligatory language subjects in the comprehensive school curriculum: the first one can be chosen, the second one is either one of the national languages, Swedish or Finnish. Most pupils (86.4 %) opt for English as their first foreign language (Kimmoke 1998:30). The relatively unique possibility to choose the first foreign language among a wide variety is available at least in larger school districts. Diversification of language provision has been one of the central aims of Finnish language-in-education planning for over two decades (Nikki 1992, Piri 1999). Regardless of efforts to diversify language provision English has remained a predominant choice.

In international contexts it is English that is often used as the medium of communication among speakers of different languages. The situation has already attracted some criticism. The issue of linguistic imperialism has been raised (e.g. Phillipson 1992, Phillipson and Skuttnabb-Kangas 1996, 1997,

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<sup>1</sup> The term foreign language is used in the present study even regarding English (EFL) even though it could be considered an international language (EIL) in the Finnish context.

Ricento and Hornberger 1996, Pennycook 1998). The critics point out that this trend narrows linguistic diversity and poses a threat to multilingualism. Language is considered a human right and a dominant position of any language in a multilingual setting is regarded as a violation to this right.

Previous research has primarily focused on language choice in relation to social-psychological factors, such as attitudes towards languages and language learning, motivation and personal relevance. Students' language choices in secondary or higher education have been studied (e.g. Evans 1988, 1993) but the comprehensive school level has aroused little interest: only a few Finnish Pro Gradu Theses (e.g. Kuusela and Ruuttula 1988, Rautimo 1990, Oiva 1998) and some small scale research projects (Giota 1995, Julkunen 1998) seem to exist. Nikki (1992) has investigated choosing the first foreign language in Finland as part of her doctoral dissertation on the implementation of the national plan for foreign language teaching. Since then language provision has been altered, i.e. there are no limitations to what languages can be studied as foreign languages, languages to be chosen are not specified in the law concerning education in the comprehensive school (*Perusopetuslaki 1999*).

However, few studies have examined whether children or their parents are actually able to choose the language. The present study aims at examining parents' views on foreign language policy in the Jyväskylä school district and their own role in its implementation. The purpose of the study is to find out, first, what parents think about themselves as micro-level decision-makers and, second, how the parents reason for their choices of the first foreign language. The study draws upon the foreign language teaching policy in Finland, language needs analyses, and linguistic imperialism.

The main results of the present study showed that parents appreciated linguistic diversity, but a majority of them chose English as the first foreign language for their child. The main reasons for choosing English are its global position and the need for English in work, studies, science and technology as well as in travel. The decision is made within the family and in a relatively long period of time.

In the following, to begin with, language education planning and policy are examined. Second, needs analyses are reviewed. Third, the concept of linguistic

imperialism is discussed, and, fourth, previous studies on language choices reported. Then, the present study is introduced and the findings are reported and discussed. Finally, the present study is evaluated and some suggestions for further research are made.

## 2 LANGUAGE EDUCATION

This chapter gives an overview of language education in Finland, with a focus on the comprehensive school. First, language-in-education planning and policy as fields of study are introduced. Then, the Finnish language education system is examined more closely. This is done by, first, looking into the history of language education in Finland to the modern day. In this discussion, special emphasis is laid on language provision, i.e. which languages have been taught and what amount of optionality has been given. In addition, the educational values underlying language-in-education planning and policies are briefly discussed. Then, language needs analyses in, for example, trade, industry, science and civil service in Finland are summarised. Furthermore, it is claimed that the current foreign language provision reflects linguistic imperialism, rather than linguistic diversity. Finally, a few previous studies on language choice are reviewed.

### 2.1 Language-in-education planning

This section introduces the general field of the present study - language planning. First, the concept is defined and, then, the context of planning is illustrated with in. Finally, the focus shifts on education as one of the major goals and contexts of language planning.

The simplest definition of **language planning** is that it is an attempt by someone to modify the linguistic behaviour of some community for some reason. It is an old phenomenon. Whenever speakers of languages that are mutually unintelligible are brought into a contact for any reason (e.g. trade, war, natural disaster) for an extended period, some kind of language planning occurs quite naturally. However, as a discipline language planning is relatively new, around 35 years' old. It has developed from several disciplinary sources, most clearly it is related to sociolinguistics. Thus far it has tended not to be theory-driven, instead it has sought real world, interdisciplinary solutions to practical problems. (Kaplan and Baldauf 1997:x-xi,3.)



Language planning can also be defined as a deliberate attempt to influence a language or its variant regarding its status among other languages or varieties in society (status planning) and/or influence languages' internal condition (corpus planning). In **status planning** the focus is on the function of a language in a given community and the rights of those members of the community who use that particular language. **Corpus planning**, in contrast, focuses on the language itself, e.g. its orthography, vocabulary and structure, in order to develop it to suit additional functions in the community. (Wardhaugh 1992:347.)

The definition above and most of the general language planning frameworks (e.g. Haugen 1983:275; Cooper 1989:98) focus on the macro-level and suggest that language planning is a large scale activity. However, Kaplan and Baldauf (1997:52) point out that language planning actually occurs at many different levels. In other words, planning must have an effect on all levels of language and community in order to meet the needs of the population and to be successful. However, micro-level activity has not been well documented in the literature, probably because it has not been seen as prestigious.

The context and elements of a language planning processes within national resource development planning are illustrated in Figure 1:

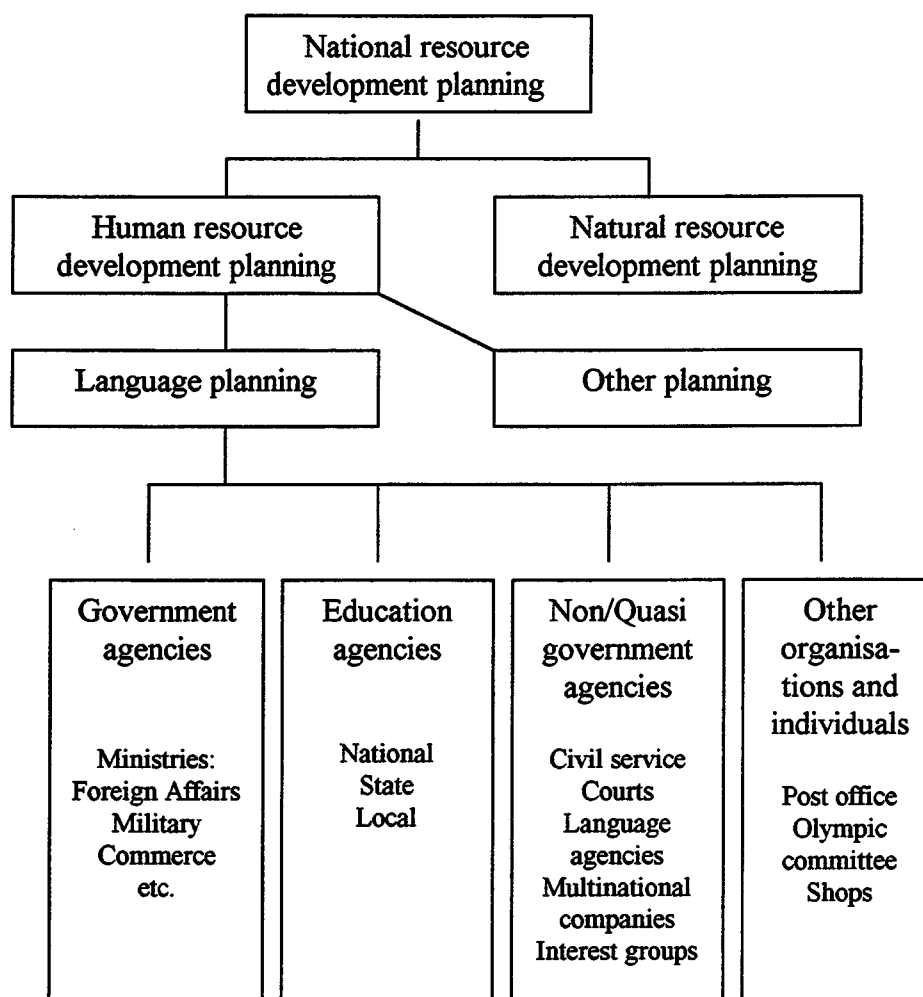


Figure 1. Context and elements of the language planning process. (Adapted from Kaplan and Baldauf (1997:6), with examples from the Finnish context by the authors.)

It has been pointed out that it is important to see language planning in its larger, macro sense as an aspect of human resource development planning within national resource development planning (Kaplan and Baldauf 1997:4-5). The two kinds of planning and the sub-areas of each compete with each other for funds, however, the development planning areas are different by nature. Natural resource planning such as building a dam is a matter of a few years at the most, there is a concrete end result – the dam, and it is easy to measure the benefits, e.g. in kilowatt hours and water supplies. In contrast, in human resource development changes take several generations to happen, there are no

palpable outcomes, and the benefits are difficult to measure. Therefore, human resource development can be at an disadvantage when funds are allocated.

There are four contexts, where language planning takes place (Kaplan and Baldauf 1997:5-14.) **Governmental agencies** have the power to make laws, and they are able to foster incentive structures to support their planning decisions, for example, through taxation. Thus, they have the broadest scope in language planning. **Education agencies** act under or in lieu with the governmental impetus. Always, when language planning takes place, education sector is involved to some degree, often extensively. Among **quasi- or non-governmental agencies** there may be national language academies and language planning boards influencing language planning. Interest groups for linguistic minorities also want to influence the formation of a language policy. In addition, multinational companies often have clear language policies, which influence language use both within each company as a whole and in the local branches. In addition, **other organisations and individuals** are involved in language planning even though their primary function is not related to language. Basically, any rule or practice regarding language use or non-use anywhere can be interpreted as language planning.

Turning to the four contexts of planning in Finland, the government decides, e.g., what the national languages are and stipulates the rights of their speakers. Education agencies, such as the National Board of Education, Ministry of Education, and schools, respond to government legislation by providing education in the national languages and foreign languages. As an example of a quasi-, or rather a non-governmental agency, the Research Institute for the Languages of Finland (Kotimaisten kielten tutkimuskeskus) studies and gives recommendations on language use. Further, representatives of language teachers (SUKOL) publish announcements on language-in-education policy (e.g. Suomen kieltenopettajien liitto 1999:20-21). In addition, originally Finnish but today multinational companies such as Nokia, Kone and UPM Kymmene have adopted English as their in-house language even in Finland. In the end, it is down to the individuals which languages they use and learn, e.g. all Finns are given instruction in Swedish and Finnish, and e.g. civil servants should be able

to provide their services in both languages, but it is doubtful whether all have such a high proficiency in the former language (Sajavaara and Takala 2000).

Thus, language planning occurs in a vast cultural, educational, historical, demographic, political and social structure (Kaplan and Baldauf 1997:14-15). In order for the policy to succeed, the actions of the government to use or learn a language are not enough. The language should have functions both inside and outside the speakers' and learners' homes. In sum, language policy formulation influences everyone and everyone in turn influences it.

**Language-in-education planning** differs from language planning, operating in a wide context (Kaplan and Baldauf 1997:122-123; Ingram 1994:14-15). As mentioned above, it affects only one sector of a community, the education sector. However, it is a central implementation procedure for general language policy and planning. Language-in-education planning can be described as decision-making or problem-solving, i.e. making decisions about languages, language learning, satisfying the language needs of a community and individuals, or solving such problems as maintaining and extending language skills, ensuring a harmonious multicultural community, maximising effectiveness of trade, as well as students' intellectual development. Thus, planning consists of essentially practical activities that are also theoretical. In the beginning the planning process relies on theory. Policies are, in turn, theories themselves, of the language problem and its solutions.

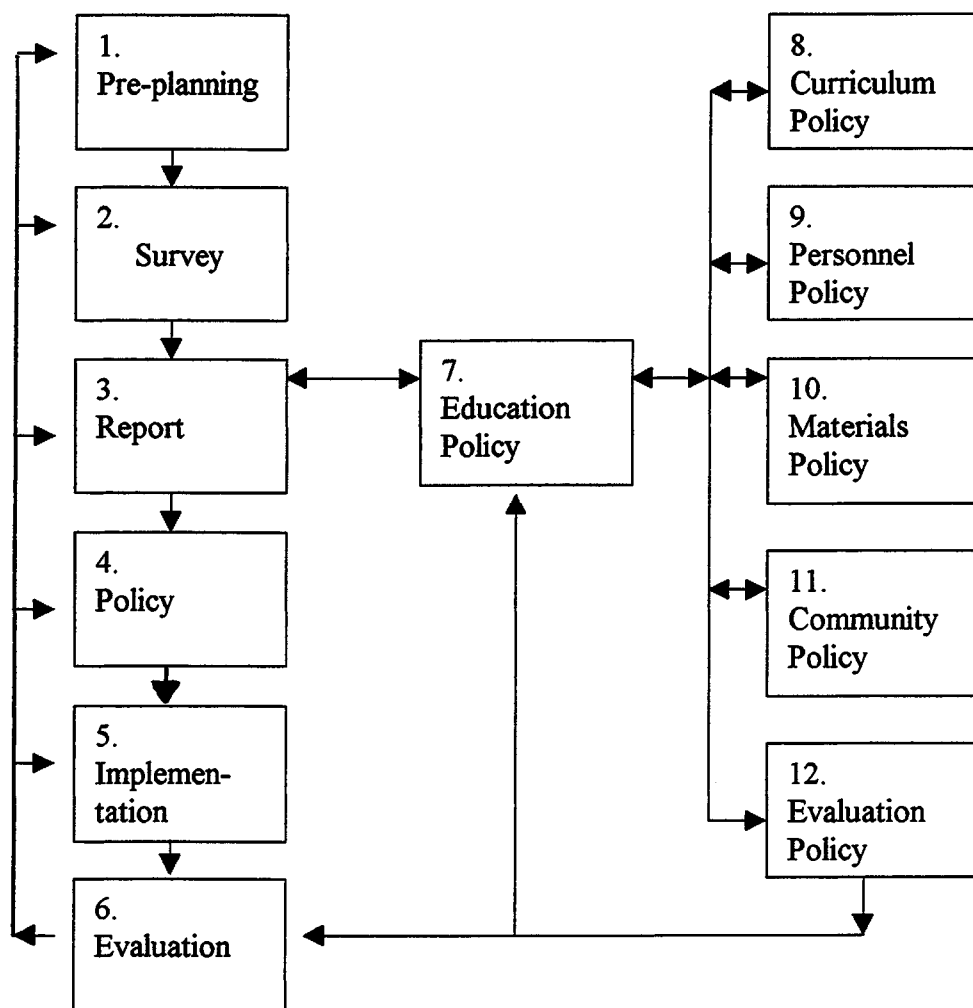
As suggested in Figure 1, the needs of the community are not the only influences on language education planning and policy. In addition, technological development, economic factors, international organisations and embassies, the educational system in general, and language testing contribute to the language education planning and policy (Ingram 1990:57-60). Firstly, the **development of technology** can influence language-in-education policy in three ways, when the role and nature of technology changes. First, language skills are needed to allow people to gain access to technology. Second, people come into contact with speakers of other languages thanks to improved transport and communication, which also increases the need for language education. Third, language education itself may change as the development of technology brings about new ways to conduct teaching and learning. Secondly, the various

**economic factors** in a community also play a role in language matters. When proficiency in a certain language or languages becomes a common job requirement, this may influence the language choices of individual students, thus language proficiency requirements can have an indirect impact on language education. In other words, industry, commerce, and the bureaucracy can be de facto language education policy makers. Thirdly, various **international organisations** can promote language learning either indirectly, creating a positive attitude to language learning in general, or directly by providing materials and teachers. Also, conventions in international communication can have an indirect influence on language learning. Fourthly, the **general educational system** with its values and aims influences also education in languages. For example, the role of high culture or attention paid to the economic development of the community in general educational policy is reflected also on language education. In other words, the extent to which general educational policy appreciates high culture such as literature or theatre and pays attention to economic development (future job requirements, skills and knowledge needed) influences also how language instruction is appreciated and what aspects are emphasised in language teaching. And lastly, **language testing** influences both the planning and the evaluation of the implementation of a language in education policy. The successfulness of language education is in part shown in pupils' test results

In addition, Ingram (1990:56) points out that language rights are implicit in all language-in-education planning. Individuals have the right to be educated through their first language to maintain their language skills and learn other chosen languages.

Consequently, language-in-education planning is cross-disciplinary by nature (Ingram 1994:14). The linguistic sciences, political science, demographic geography, psychology, economics, marketing are examples of relevant sciences for language planners.

Turning to the process of language planning and language-in-education implementation, the stages are illustrated in Figure 2:



|                                     |   |
|-------------------------------------|---|
| <b>Language policy and planning</b> |   |
| 1. Pre-planning                     | historical research, cost estimation                              |
| 2. Survey                           | design, test, disseminate collect data                            |
| 3. Report                           | write report, test recommendations                                |
| 4. Policy                           | design and test policy strategies                                 |
| 5. Implementation                   | devise, implement strategies                                      |
| 6. Evaluation                       | evaluate all phases and feedback into system                      |
| <b>Language-in-education policy</b> |   |
| 7. Education policy                 | separate from general policy                                      |
| 8. Curriculum policy                | what languages and when   |
| 9. Personnel policy                 | in-service/pre-service training                                   |
| 10. Materials Policy                | what, how much, how soon  |
| 11. Community Policy                | parental attitudes, funding sources, recruiting teachers/students |
| 12. Evaluation Policy               | evaluation of curriculum, student success,                        |

Figure 2. Schema for language-in-education policy development and implementation (adapted from Kaplan and Baldauf 1997:124).

Language-in-education policy development can start at some point between report writing and policy formation in general language planning (Kaplan and Baldauf 1997:124-127). Data about language use and needs in the community have been gathered by means of a sociolinguistic survey. Based on the results, recommendations for the general policy have been drawn. This is when the **educational policy** making begins. For the first, the education sector needs to identify the languages currently spoken and the languages that are becoming desirable, as well as how soon their demand occurs, and how long it continues (see section 2.3 for needs studies conducted in Finland). The education sector will then respond to these needs by providing education in those languages. The government can support the study of these languages by providing various incentives (e.g. tax incentives to companies that hire speakers of those languages, position designations in civil service, allocation of funding in the education sector, media campaigns etc.).

After the education policy has been defined, there are five policy areas which need to be addressed as part of the implementation programme: curriculum, personnel, material, community, and evaluation (Kaplan and Baldauf 1997: 127-134). Firstly, regarding the **curriculum policy**, it has to be decided how much space is allocated to language instruction in the curriculum without interfering with the lesson time of other subjects. Then, it needs to be determined when it is the time to introduce the languages, for how long will they be taught and with what kind of intensity will language instruction be administered. Secondly, the **personnel policy** has to be solved: who will be the teachers; how will they be trained and rewarded. Thirdly, suitable materials and methodologies have to be chosen.

Fourthly, **community policy** has to be addressed, because language instruction needs the support of the members of the community (Kaplan and Baldauf 1997:134-135). Parents are concerned about the education of their children, and so is the larger community, which allocates funds for the system. On the one hand, there are attitudinal factors that may influence the success of the plan: the attitudes of the community, first, towards language teaching in general, second, towards language teachers as a group, third, towards the target language(s), and fourth, towards the trade off at the expense of other subjects in

the curriculum that have given room to language instruction. On the other hand, the attitudes towards the authorities who plan and control language education may also have an effect on the achievement of the goals. Thus, it is important to develop ways to influence attitudes in the community. These attitudes can be examined with sociolinguistic surveys, and the possible negative attitudes should then be modified in order for the language instruction to have support from the community and to work in a satisfactory way and to have the results that were intended. Like all human resource planning, language-in-education planning has to plan both for desired the changes in behaviour and the ways how to solve the possible problems in achieving these changes.

Fifth, the last issue to be discussed is the evaluation policy, i.e. the cost-effectiveness of language instruction (Kaplan and Baldauf 1997:135-139). The implementation of the plan has to get the necessary funds to succeed, but other areas should not suffer. The student achievement must be evaluated to see whether the objectives of the plan have been met, therefore instruments that also suit the overall education system need to be developed. Similarly, teacher achievement should be evaluated. All in all, it is important to check whether the social changes that were predicted in the plan have been taking place. If not, the whole system needs to be modified.

However, unsystematic or even unplanned language-in-education policies seem to be common (Ingram 1990). When reviewing language policies of the 1980s, Ingram (1990) found that few published language policies were neither systematic, rationally argued nor coherently structured across a framework of needs, implementation and evaluation.

In Finland, more systematic approaches to define a national foreign language teaching policy have been made only relatively recently (Takala 1993:54). The growing need for an articulated policy is due to a number of factors. First, language teaching has become more institutionalised as more and more people, from children to adults, study languages. Second, language teaching has developed into an organised system functioning at various levels, therefore the roles and the tasks need to be clearly defined. Third, the broader educational and societal contexts set demands and constraints to language teaching.



However, the usefulness of frequent policy documents has been criticised (Takala 1993:56) and the role of the micro-level emphasised (Nikki 1992:38; Baldauf 1994:83-84). Policy documents are just one of the components that in the end determine the direction and the outcome of language teaching. For example, students and their parents making their language choices are key figures in implementing language policy. However, at the micro-level, people are often unaware that they are taking part in planning and implementing language-in-education policies.

To sum up, language-in-education planning focuses on the education sector, but influences and depends upon all other areas of resource planning in a community. In order to succeed, all the levels of decision-making and the members of community have to be involved and accept the plan. Attention has to be paid to the present use and the future needs, attitudes, and the general educational framework. Micro-level language planning has not been studied to any great extent, and most participants may not even realise that they are involved in such an activity. However, their decisions regarding languages have an impact on language learning and use.

## **2.2 National foreign language policy in Finland: past and present**

This section describes foreign language education in Finland with a focus on the comprehensive school. First, the history of language education in Finland is introduced. Then, the underlying educational values are discussed. Last, the success of language-in-education policies is examined in relation to diversity of language provision. As language-in-education policies depend upon a country's linguistic, social, economic and other conditions, they vary from country to country. So, it seems relevant here to pay attention to the development of national foreign language teaching in Finland only.

In the early days, foreign languages were studied only in lower and upper secondary schools, referred to as the academic track, i.e. with an emphasis on theoretical subjects, for example history, geography, and biology. In the nineteenth century, when Finland still belonged to the Russian empire, three to

four compulsory languages were studied in lower secondary schools: the other official language of the country (Swedish for Finnish speakers and vice versa), Russian, German, and in classical schools also Latin. After Finland became independent in 1917, Russian was no longer a compulsory subject. From the beginning of the 1940s to the 1970s, the language programme of secondary schools provided lessons in the mother tongue, the other national language and the first foreign language. In the upper secondary school, Latin or some other second foreign language was obligatory in the language line only, i.e. a line with an emphasis on language subjects instead of e.g. the natural sciences. The language line was especially applied in schools for girls. German was the most popular first foreign language in Finland at that time. A choice of language was not usually available. Firstly, as schools were quite small, they were unable to offer a choice. So, the choice of school determined the choice of the first foreign language. Secondly, in larger schools where a choice might have been offered, it was the headmasters who often decided the language a pupil would study to create the desired classes. (Takala 1993:57-59) For example, if one class studied German, then another one would study English. Students could also be drawn by lot into the language groups or based on the initial letter of the surname. However, sometimes students were able to choose the language they studied, or their wishes coincided with those of the principal. (Kalaja et al. 1998:136.)

In the 1960s foreign languages had become a part of every students curriculum. A decade later a profound educational reform took place in Finland. The two track educational system was gradually replaced by comprehensive schools<sup>2</sup>. The planning stage of the language programme in the new school system caused a lot of discussion. There was strong support for only one obligatory language, which would have been English in the Finnish-speaking regions and Swedish could have been offered in bilingual areas. However, in the subsequent political decision-making, Swedish was made a compulsory subject for all Finnish-speaking pupils, and Finnish for Swedish-speaking ones. (Takala

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<sup>2</sup> The names of educational institutions in the present Finnish regular education system from *Statistics Finland* 1999:20.

for all Finnish-speaking pupils, and Finnish for Swedish-speaking ones. (Takala 1993:48-59; Piri 1999:93-118.) Figure 3 below shows the language programme of the comprehensive school system:

|              |   |  |   |  |
|--------------|---|--|---|--|
| 9            |   |  |   |  |
| 8            |   |  |   |  |
| 7            |   |  |   |  |
| 6            |   |  |   |  |
| 5            |   |  |   |  |
| 4            |   |  |   |  |
| 3            |   |  |   |  |
| 2            |   |  |   |  |
| 1            |   |  |   |  |
| <b>Grade</b> | <b>Language A</b><br><i>English</i><br><i>Swedish</i><br><i>Finnish</i><br><i>German</i><br><i>French</i><br><i>Russian</i> | <b>Language E<br/>(Optional)</b><br><i>English</i> | <b>Language B</b><br><i>Swedish</i><br><i>Finnish</i> | <b>Language C<br/>(Optional)</b><br><i>English</i><br><i>German</i><br><i>French</i><br><i>Russian</i> |

Figure 3. The Finnish language education programme in the comprehensive school.

The language programme consisted of two obligatory languages and one optional language. Municipalities could decide on their own which language, English or Swedish, they would offer as the first foreign language (A-language) starting on grade 3 in primary education. In addition, larger municipalities could offer also German, French, or Russian as a choice for the first foreign language with the approval of the Cabinet (Valtioneuvosto). Initially, the required group size was set at thirty-two, then dropped down to twenty in 1973 and to 12 in 1984. As mentioned above, Swedish and Finnish were compulsory subjects for Finnish and Swedish speakers, respectively. If not studied as an A-language, Swedish, or Finnish, would be the B-language starting on grade 7 in lower secondary education. The comprehensive school offered also an optional

language was added to the programme. Schools that provided several languages as the first foreign language could also offer an optional English class (E-language) starting from grade 5. Thus, in the comprehensive school pupils studied two compulsory languages, the other always being Swedish (or Finnish) and possibly one or two optional languages. (Takala 1993:48-59; Piri 1999:153-161.)

A committee was appointed to draw up a language teaching policy for comprehensive schools in 1976. This Committee (*Kieliohjelmakomitea*) assessed the language needs of the Finnish society by reviewing studies conducted both nationally and abroad, language use in international organisations, and Finland's economic and cultural ties with other countries. In addition, the educational and cultural policies were considered by the committee before it presented its report in 1979 (*Committee Report 1979*). The committee recommended that the size of the municipality would determine the diversity of the language programme offered. Municipalities with a population of 100 000 or more should offer five languages, those with 50 000 four, those with 20 000 three. English and Swedish should always be offered. Pupils and their parents should have the right to choose the first foreign language, and this choice was to be respected if a group of twenty could be set up. In addition, regional plans of co-ordination in language teaching were also recommended. (Takala 1993:60; Piri 1999:69-92.)

Furthermore, the Committee recommended both quantitative and qualitative goals for language teaching. All Finnish citizens should have some knowledge of the other national language and of one foreign language. In any case, everyone should have some kind of proficiency in English irrespective of what first foreign language they had chosen. Some knowledge of German was expected of 30 % of the population, the same proportion regarding Russian, and 15 % to 20 % should have knowledge of French. The number of languages a person had a command of would vary as his/her level of knowledge in them. These goals were to be reached in the comprehensive school by increasing the number of pupils choosing a language other than English as their first foreign language. The recommendation was that 70 % of the pupils would take English,

15 % Swedish, 5-7 % German, and 5-7 % Russian and 2-3 % French. (Takala 1993:60; Piri 1999:107-119.)

A national five-year plan for foreign language teaching in comprehensive schools was made in 1984 based on the suggestions made by the Committee. After approving the plan, the Cabinet defined the general principles for the organisation of language teaching and set both qualitative and quantitative goals for the years 1985 - 1991. The plan had the following three aims concerning comprehensive schools. First, in primary education (grades 1-6), that is regarding an A-language, the proportion of students studying Swedish, German, French, and Russian should be increased. Second, in lower secondary education (grades 7-9), at least 35% of grade 8 students should take an optional foreign language (a C-language), and the proportion of students taking Russian as their C-language should be increased. Third and last, all students who had not chosen English as their first foreign language should take it up in lower secondary education as an optional subject. The Cabinet also set target numbers for each language and allowed seven years for the attainment of the plan. However, these targets were not reached to any significant degree (see Table 1). (Nikki 1992:17-16; 34.)

In the 1990s another educational reform took place. Administrative power was shifted, to some extent, from the macro-level (the Cabinet, the National Board of Education) to the micro-level (school districts, individual schools) to enable the education system to better adjust to local needs and to function more efficiently and flexibly. The National Board of Education provides only general guidelines in the *Framework Curriculum* and schools draw their own curricula based on it. In the end of the 1990s, the legislation was also reformed. In the Finnish law regarding education in the comprehensive school (*Perusopetuslaki 628/1999*, § 11 (1)) it is only mentioned that the other national language and foreign languages are taught in comprehensive schools, i.e. the foreign languages are not specified by law anymore. The general plan and goals for language teaching are now included in the development plan for education and research in higher education issued by the Cabinet (*Education and research in higher education 2000*). The Cabinet decides also the hourly allotment for each subject. (Piri 1999: 162-166.) Actually, among the OECD countries local

decision-making is very extensive in Finland (*Education at glance, OECD Indicators 1998*).

The present language education system in the comprehensive school is summarised in Figure 4:

|       |                |                              |                |                                |
|-------|----------------|------------------------------|----------------|--------------------------------|
| 9     |                |                              |                |                                |
| 8     |                |                              |                |                                |
| 7     |                |                              |                |                                |
| 6     |                |                              |                |                                |
| 5     |                |                              |                |                                |
| 4     |                |                              |                |                                |
| 3     |                |                              |                |                                |
| 2     |                |                              |                |                                |
| 1     |                |                              |                |                                |
| Grade | Language<br>A1 | <i>Language</i><br><i>A2</i> | Language<br>B1 | <i>Language</i><br><i>(B2)</i> |

Figure 4. The language programme in the comprehensive school since 1994.

The structure of foreign language provision has remained almost the same as in the beginning of the new school system (cf. Figure 3). Today, pupils still study two compulsory languages, but now they can choose two optional languages in addition: an A2-language, which has the same goals as in A1-language studies, and an B2, the former C-language. However, not all schools provide A2. A major difference is that Swedish and Finnish are the only languages specified by name, other languages can be chosen from the selection provided by school. Individual schools can also decide the starting time for language studies (the figure shows the most common starting times). In addition, schools can offer shorter courses as well. (*Framework Curriculum 1996:17-19.*)

Piri (1999:7-9) has studied the development of the language-in-education policy in Finland from the establishment of the language programme of the

comprehensive school in the late 1970s to the 1990s. In her opinion, the national plan of foreign language teaching in 1984, based on the recommendations of the Committee in 1979, was a thorough plan by international comparison. In the 1980s, language policy makers paid attention to other social and educational policy making and the proposals of expert bodies were also considered in the planning. Centralised administration and the active use of expert advice promoted the efficacy of language planning. However, in the 1990s policy making became more decentralised, the role of the micro-level became more important, and expert committees were no longer set up. Despite the administrative changes, Piri concludes that there has been continuity in the language-in-education policy. However, she points out that the diversity of language provision does not seem to be an apparent goal in the central administrative level of planning. For example, language provision is no longer stated explicitly, i.e. what languages can or should be taught in Finland. Piri wonders whether the requirements for the implementation of the national foreign language programme can be met in the present system. Before, it was considered that too great optionality in language education would not lead to the necessary diversity in the nation's language proficiency. For example, a permission by the Cabinet was required to offer a wider selection of languages as mentioned above. But the recent trends\* in politics have also influenced language policy by way of granting greater individual freedom by revoking limitations and promoting even greater diversity than has been deemed necessary by experts. For example, pupils and their parents can choose the languages they want to study, and the National Board of Education and Ministry of Education provide general goals and aims for language education only.

Next, the history of foreign language education in Finland is summarised and discussed in the light of the underlying educational values. When changes are introduced into the curriculum or the educational system at large, the renewal process is not only based on the educational needs of the society; it also reflects the socio-political and philosophical beliefs associated with education in the society and among planners. Clark (1987:8-107) provides a framework for educational value systems that affect specifically foreign language learning. This

framework has been developed from a broad outline by Skilbeck (1982, as cited by Clark 1987:3). Accordingly, the early era of language teaching, before the 1960s, can be described as **classical humanism**, an educational value system that emphasises the passing down of the knowledge and wisdom of the previous generations to an educational elite of society. Only students in the academic track studied foreign languages and the languages that were taught reflected an image of literary, social, and cultural achievement (Latin, English, French, and German).

The establishment of a comprehensive school system was a central development of **reconstructionism**, an educational value system that promotes social equity through equal opportunity to education according to Clark (1987:14-48). The practical relevance of the curriculum to the social goals of the whole nation was emphasised. The main aims of foreign language teaching were to promote social, intranational and international unity and tolerance by enabling pupils to communicate with other speech communities. Thus, the languages that were provided were those important within the country, and those that suited the political and economic aims of the nation. The teaching of Swedish to Finnish speakers and Finnish to Swedish speakers in Finland is an example of this trend. Moreover, paying attention to language needs analyses of, for example, trade and industry reflects this spirit. Curriculum renewal was firmly based on research and development conducted centrally by committees of experts. Clark (1987:35-37) criticises this trend, among other things, for forgetting the individual for the general well being. What is done in the best interests of pupils may not be in accordance with their own interests. For example, a language choice that is decided on the basis of the nation's communicative needs may not comply with a single pupil's interests, although a pupil cannot be expected to be able estimate his/her future language needs as an adult.

The latest trends in language-in-education planning reflect the educational values of **progressivism**: the function of education is perceived to be the development of the individual as a whole person. Thus, learners should be able to study languages that reflect their personal aspirations and interests.



Innovation takes the form of small scale attempts on the micro-level to improve parts of the curriculum all the time. (Clark 1987:49-90.)

To summarise, diversity in language provision has been one of the central aims of language-in-education planning in Finland. In the early days, the language choice was decided by headmasters or schools. In the comprehensive school system language provision was initially controlled by central administration. Later on, more and more power has gradually been given to the micro-level. Today, individual students, with their parents, can decide which language they want to study. Still, diversity has not quite been achieved to the extent that has been planned. Table 1 shows the proportions of the first foreign languages studied in Finland from the time of the implementation of the first national language plan for comprehensive schools in 1984 to 1997:

Table 1. The first foreign languages studied in Finnish comprehensive schools. (Years 1984-1992 in Nikki 1998:28; year 1997 in Kimmoke 1998:30.)

| A-language | 1984 | 1988 | 1992 | 1997 |
|------------|------|------|------|------|
|            | %    | %    | %    | %    |
| English    | 85.6 | 86.8 | 87.4 | 86.4 |
| Swedish    | 7.6  | 6    | 3.9  | 3.1  |
| Finnish    | 5    | 4.8  | 4.5  | 5.0* |
| French     | 0.4  | 0.7  | 0.9  | 1.4  |
| German     | 0.9  | 1    | 3.1  | 3.9  |
| Russian    | 0.5  | 0.6  | 0.2  | 0.2  |

\*Finnish for foreigners.

Diversification regarding the A-language has not been achieved to any great degree. English has maintained its position as the most frequently studied foreign language. Some changes have taken place regarding the proportions of other A-languages, but not to the degree that had been hoped for. German has become more popular (from 0.9 % to 3.9 %) as has French, but to a lesser extent (0.4 % to 1.4%). The proportion of pupils studying Russian has even decreased, from 0.5 % to 0.2 %, though the aim had been the opposite in all the plans. Similarly, Swedish has suffered from a decline from 7.6 % to 3.1 %. The proportion of pupils studying Finnish as their A-language has remained

relatively stable around 5 %. The latest statistics include also those who study Finnish as a foreign language, i.e. not only Swedish-speakers, which reflects increasing multiculturalism in Finland. The targets set by the Committee in 1979 have not been reached in 20 years (cf. Takala 1993:60; Piri 1999:107-119). English is chosen by around 86 % of the pupils instead of the recommended 70 %. Russian and Swedish have developed in the opposite direction: 0.2 % instead of 5-7 % and 3.1 % instead of 15 %. German and French have also fallen behind the targets a little, but there has been some increase, 3.9 % (target 5-7 %) and 1.4 % (2-3 % target).

Table 2 shows all the languages studied in comprehensive schools in 1997:

Table 2. Foreign languages studied in comprehensive schools in 1997.

| Foreign language | Primary education<br>(grades 3-6)<br>% of pupils | Lower secondary education<br>(grades 7-9)<br>% of pupils |
|------------------|--|--|
| English          | 93.2   | 98.5   |
| Swedish          | 6.0  | 91.7   |
| Finnish          | 5.4  | 5.4  |
| French           | 2.9  | 8.3  |
| German           | 12.9   | 21.0   |
| Russian          | 0.4  | 1.2  |
| Other*           | 0.3  | 0.9  |

\*e.g. Sami, Spanish, Italian, Hebrew

(*Statistics Finland 1999:26*)

When all the languages, obligatory and optional, and long and short courses, are taken into account, English is still by far the most popular foreign language. However, the language provision is a little more diversified. Pupils that study also an optional A2-language have increased the percentages of other languages in primary education, particularly German. This is an important sign, because A2-language courses should reach the same goals as A1-language courses by the end of the comprehensive school. When compared to the target figures set for the first foreign language in 1979, French has reached its goal and German exceeds its by far, but again Swedish and particularly Russian fall behind. But when compared to the recommendations regarding language knowledge of all

citizens (Takala 1993:60; Piri 1999:107-119), this comprehensive school population does not show the desired trend. Some knowledge of German was then expected of 30 % of the population, the same proportion regarding Russian, and 15 % to 20 % of French. The only goal that has been reached is that almost everyone has studied English. As all Finnish children go to comprehensive school, these statistics can be interpreted as a future indicator. Of course, these pupils can widen their language repertoire later in life.

### **2.3 Needs analyses**

In this section, some of the most important needs analyses carried out in Finland during the 1970s – 1990s are summarised in order to shed some light on the need for foreign languages in the working life and science in Finland.

The purpose of national needs studies is to evaluate national language education on a large scale and pave the way for relevant development and improvement of guidelines of language education. In addition, it is important to produce nationally diversified foreign language competence in order to meet the needs of internationalisation. In Finland, needs analyses were conducted as early as in the 1970s, however, it has been only in the 1980s that needs studies have been extended to concern the working life on a large scale. International relations and co-operation in the 1990s as well as Finland's membership in the European Union have underlined the significance of a good command of foreign languages. (Sinkkonen 1998:49-50.)

Sinkkonen (1998) summarises various needs studies on foreign language skills in Finland, starting from the 1970s. Earlier, bilingualism, i.e. the equal status of Finnish and Swedish in Finland, and strong Nordic as well as Russian relations have defined Finnish foreign language needs. During the 1970s several needs analyses were carried out particularly in the service sector. Generally, Swedish, English and German were considered the most significant foreign languages for Finns. Needs studies were also conducted among language professionals (interpreters, translators), and naturally, in addition to English, German and Swedish, also other, less common foreign languages, such as

Russian and French were required. In the 1970s a command of foreign languages was more of a special asset in the working life. Students in the academic life mostly needed one or two languages, English has often been regarded as a must. Other useful languages were Swedish, German and Russian. (Sinkkonen 1998:54-56.)

During the 1980s various needs studies were carried out in civil service, trade and industry. Mehtäläinen (1987) conducted a study among personnel in the civil service of the city of Helsinki. The study concentrated on the use of and the need for foreign languages, the level of command of languages and on the potential need. The results showed that regardless of a sector, Swedish and English were the most significant languages, Swedish considered the number one. The use of other languages was considerably smaller. Also Sinkkonen suggests (1998:58-59) that based on needs studies in the 1980s the most important foreign languages in the state administration were Swedish and English. However, the executive level in particular, reported also on a need for German, French and Russian. Berggren (1982) studied the use of and demand for foreign languages in engineering work in Finnish industry. The study showed that English and Swedish were used most and the command of these languages was fair. German was also important, however, the command of it did not meet the needs. There was also a need for speakers of French and Russian and even for less spoken foreign languages, such as Spanish, Japanese, Portuguese and Arabic. A relatively small percentage reported even a need for education in Italian, Danish and Norwegian.

All in all, from the 1970s to the 1980s English has little by little taken over Swedish. Towards the 1990s and the new millennium there has been a growing need for a command of less common languages, such as German, French and Russian (Sinkkonen 1998:58-59).

Müntzel and Tiittula (1995:116-122) studied the need for German in business relations between companies from Finland and Germany. It appeared that competence in particularly written German was vital in business relations. Purhonen (1990, as cited in Sinkkonen 1998:57) suggested as a result of his study of in-house training in companies that a command of foreign languages and knowledge of different cultures are regarded as the second most important

motives for further education, right after education in international management and marketing. All in all, English was, still, the most significant foreign language, but Swedish and German were also needed.

Ventola and Mauranen (1992) as well as Ylönen and Miettinen (1992) focused on the foreign language need in science in Finland. Ventola and Mauranen (1992:98-99) concluded from the study conducted among researchers, teachers, and post degree students in the university of Helsinki that there was a need for education in written academic English. Ylönen and Miettinen (1992) surveyed a need for German in Finnish universities. It turned out that even though English appeared to be the number one language in international science, there is still a growing need for German. According to Ylönen and Miettinen German is the second most significant foreign language for Finns and it has an important role in Finnish universities. The results of the study also suggested that students mostly need German when studying abroad and later in the working life, with the exception of students in such fields where there is a strong German research tradition, such as ethnology and theology. However, teachers in universities reported a need for further education in German.

Simpanen and Blomqvist (1992:15-16, 72-73) carried out an extensive study in adult education. The study showed that 14.3 % of adult students studied languages. English appeared to be the most popular, Swedish, Spanish and German coming next. Furthermore, Blomqvist and Simpanen (1996, as cited in Sinkkonen 1998) surveyed the need for foreign languages among Finns in general in order to compare the general national language competence level with the need in the working life. It appeared that three out of four Finns had a command of foreign languages. The younger generations had better language skills than the older generations and women better than men. English was the best known foreign language and Swedish the second best. Almost 50 % of the respondents indicated a need for languages in the working life. People working in business life mentioned a need for German and Russian, whereas French was popular in young academic circles.

Numminen and Piri (1998:18) point out that Finland has opposed both limiting foreign language teaching to one global language only and limiting

foreign cultural influences to one particular culture only. It is self-evident that good relations with Russia, our neighbour, are vital, and thus a command of Russian is a valuable asset to Finns. Our European identity needs to be widened and in addition to English, also German is very important to our country. After the reunion of Eastern and Western Germany, German has become a major economic and political power in Europe and, moreover, it is a gate both between north and south as well as between east and west. In addition, the development of Europe is very much defined by the co-operation between German and France, and, accordingly, the French language and culture are important. It should be remembered that French is also a global language. (Numminen and Piri 1998:18-19.)

Furthermore, we should bear in mind that Swedish is, for one thing, another official language in Finland and often a requirement in civil service and particularly important in coastal municipalities and the capital region and, for another, a language needed in Nordic co-operation. Sajavaara (1998:91) reminds us of the fact that Finnish academic degrees include a certain amount of foreign languages, depending on the degree and the faculty, a command of one or two foreign language(s) is required and moreover, a command of Swedish is a must.

The European Union has strongly supported the model of two foreign languages for each member country (Numminen and Piri 1998:21). Numminen and Piri argue that although Finland has achieved diversification of foreign language teaching to some extent, this is a beginning only, since there are serious competitors in Europe as far as the competence in foreign languages is concerned. In today's international job market Finns will have to compete for jobs with all the other Europeans. For instance, there is a generation of young people with good and diversified foreign language skills in Eastern and Central Europe (Poland, The Check Republic, Hungary).

To sum up, English has established its position as the most important language in the working life and the significance of Swedish has decreased a little. In addition, competence in German is vital especially in trade, and French has strengthened its position partly as a result of Finland's membership in the European Union. Moreover, competence in less studied languages appears to

be an important asset both in the personal and in the working life of Finns in a world of international relations and co-operation. Language education has been improved and language skills of younger generations can be considered good.

## **2.4 Linguistic imperialism**

This section introduces a new point of view to language education and language use in international context. As Clark (1987) has pointed out, language education is by no means ideology free. Moreover, Ingram (1990:57-60) has added that there are various de facto influences on language policies (see section 2.1). Kaplan and Baldauf (1997:134-135) also argue among othersthat community attitudes influence language education. In the following, the concept of linguistic imperialism is introduced in order to examine these various ideological influences on language education. As shown in the previous sections, language policy in Finland has continuously striven for diversified language education, competence in English only has not been considered sufficient. However, these attempts have failed to some extent: English has remained an overwhelmingly popular choice in the comprehensive school as the first foreign language.

Similarly, the predominant role of English in international contexts has received much attention and even attracted criticism in linguistic circles (e.g. Tollefson 1991, Phillipson 1992, Phillipson and Skuttnabb-Kangas 1996, 1997, Ricento and Hornberger 1996 and Pennycook 1998). English is firmly established worldwide, resulting from British colonialism, international interdependence and co-operation, communication and trade. Moreover, English is the language of the USA, which is one of the major economic, political and military forces in the world. The critics have emphasised that the firm position of English threatens linguistic diversity and undermines multilingualism. Language is regarded as a human right and a dominant position of any language in a multilingual setting is considered a violation of this right.

In the European Union the principle of linguistic diversity has not at all come true regardless of official documents and universal principles (such as the

Maastricht Treaty). On the contrary, Phillipson and Skuttnabb-Kangas (1997) have shown that big languages repeatedly marginalise smaller ones both on national and international levels. Similarly, Labrie and Quell (1997:4) argue that the European tendency towards multilingualism seems to promote the most prestigious languages only, which can also be seen in foreign language education throughout Europe. They point out that even European institutions favour only French and English although they are legally required to comply with multilingualism. Labrie and Quell (1997:22) conclude in their study of the probability of language use in cross-cultural communication in European countries that language spread favours the emergence of *linguae francae*. Native speakers of languages that are being learnt on a large scale - English, French and German – are at an advantage in cross-cultural settings. Particularly English seems to be becoming the *lingua franca* of Europe.

Furthermore, Tollefson (1991:11) points out that language education has indeed become increasingly ideological in conjunction with the phenomenal spread of English. As English is widely used on different educational levels, competence in it determines access to education and indirectly also influences employment and economic well being. Pennycook (1998) considers English a remnant of western imperialism, which operates globally with capitalist forces, particularly within multinational corporations. Not only is English a language of science and economic achievement, but thus also indirectly a language that causes unequal distribution of wealth.

The concept of **linguistic imperialism** has been discussed by some researchers (see e.g. Phillipson 1992, Phillipson and Skuttnabb-Kangas 1996, 1997, Ricento and Hornberger 1996 and Pennycook 1998). Phillipson (1992:47-54) considers linguistic imperialism a distinct type of imperialism. Linguistic imperialism affects all types of cultural imperialism, such as scientific, educational, and media imperialism, since language is the means employed to express and mediate them. Phillipson further defines English linguistic imperialism as follows: “The dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages.” In this definition, the structural includes material properties (institutions and financial allocations) and



the cultural ideological properties (attitudes, pedagogical principles). Phillipson suggests that the spread of English from the core English-speaking countries (USA, Great Britain) advances their dominance over the periphery, mostly developing countries.

Tsuda (see Phillipson and Skutnabb-Kangas 1996, 1997) has posited two competing paradigms in language policy: **the diffusion of English paradigm** and **the ecology of language paradigm**. These two paradigms are considered endpoints on a continuum, and Phillipson and Skutnabb-Kangas (1996:436-437) claim that language policy initiatives shift educational and political ground toward one end and thus are characterised either by domination of English or by ecology of language. In other words, the values that are appreciated on societal level can be reflected also in language policy. The diffusion paradigm includes such features as capitalism, science and technology, modernisation, ideological globalisation and internationalisation, Americanisation and homogenisation of world culture and finally, linguistic, cultural and media imperialism. In today's western world, media, finance and science as well as technology are closely related to American culture and way of life, which is distributed via the English language. In contrast, the ecology of language paradigm emphasises the human rights perspective, equality in communication, multilingualism, maintenance of languages and cultures, protection of national sovereignties, and, finally, promotion of foreign language education.

In addition, Phillipson (1992:59-61) shows that English linguistic imperialism is often furthered by various cultural activities, such as television and music and movie industry. In Finland, for instance, television, pop music and films are great sources of English input, long before children even start school. Furthermore, Phillipson (1992:25) argues that English has become more a second language instead of a foreign language and this has implications not only for education planning but also for the society as a whole. Educational and career prospects require a good command of English and thus the language is even a precondition for higher academic degrees and the world of science in general.

Finally, it is claimed that traces of English linguistic imperialism are evident in the language choices made by comprehensive school pupils and, conversely,

in the language-in-education planning and policies as counter measures against it. A broad language provision has always been a central value in education in Finland and since the 1970s, there have been efforts to achieve diversity (see section 2.2). Numerous needs analyses have established the need for a broad language repertoire in various sectors of the society (see section 2.3). In the education sector, attempts have been made to respond to these needs by making diversified language choices possible. However, most Finnish school children have a broad competence in one language only, English, because it is chosen as the first foreign language that is studied longest. In other words, language-in-education policies in Finland have aimed at preventing Finnish school children from becoming victims of English language imperialism, having too a limited foreign language repertoire.

## **2.5 Previous studies on language choice**

Finally, this section reviews previous studies on language choice. Most research that has been conducted has focused on the relationship between choice and language learning motivation or other social-psychological factors. First, studies carried out within the qualitative paradigm are briefly discussed, and, then, those in the descriptive paradigm conducted by means of interviews or questionnaire surveys are described in more detail.

### **2.5.1 Qualitative studies on language choice**

Evans (1988, 1993) has studied life choices of students and teachers of modern languages, and later those of English, in British universities. Since the present study is interested in foreign language study, the earlier research project on modern language students is reviewed (Evans 1988:2-13). Evans' aim was not to create statistical data, but to describe and understand the life experiences of students and teachers. As the first life choice towards a career in modern languages, the students were asked to reflect on the choice of a second

language in the secondary school, because the first language had been compulsory French. All students had some kind of a language background, e.g. their parents or grandparents had not been English speaking or lived in a bilingual area, they had enjoyed language lessons in school, they had visited foreign countries, and they had not perceived themselves as science oriented, although they were good in maths, but poor at English, their mother tongue. Evans pointed out that the interview procedure itself made the process seem more rational than it actually might have been. Some students reported such 'irrational' reasons as that they had no other special interests or there had been social pressure, i.e. modern languages had been perceived as a feminine subject and thus suitable for girls.

Somewhat similarly, Kalaja et al. (1998) analysed the language choices of foreign language teachers in Finland as discussed in their life stories. The teachers had different accounts of how the first foreign language was chosen. Some of the participants described themselves as passive objects, the language had been chosen in one way or another by others (school authorities, practices of the school, the majority etc., see 2.2). They depicted themselves as suffering victims. Other participants had felt that they had actively taken part in the decision-making as their opinions had been taken into account. On the one hand, emotional reasons such as the beauty of a language or favourable opinions of a language had influenced their choice. On the other hand, some had emphasised rational factors such as parents advise on the future usefulness of foreign languages. Some teachers had later regretted their choices. Moreover, some of the teachers wanted to emphasise that they had made a unique decision reflecting their individuality, whereas others stressed that they had made similar choices as the majority, i.e. their choice was not worse than that of others.

While these studies address the important role of the target group, i.e. community policy, in the language-in-education planning (cf. Kaplan and Baldauf 1997:134-135) and provide valuable insights to the decision-making processes on the micro-level, there are some limitations. First, the education systems have changed over time, the possibility to make individual choices is an important educational value today (cf. Clark 1987: 49-90; Piri 1999:162-166). Besides, Evans' study was conducted in a different language-in-education

context, Britain. Moreover, the world has changed. For example, the shifting balances among political and financial powers influence the importance of languages. Furthermore, the participants in both studies were adults explaining their decisions made in childhood, thus having the benefit of hindsight. In addition, the participants were language people, i.e. people who have in general a favourable attitude towards studying languages.

### **2.5.2 Descriptive studies on language choice**

Giota (1995) conducted a study on motives for studying English as the first foreign language among pupils in Sweden<sup>3</sup>. The study was carried out in conjunction with a national English test. In addition to examining attitudes towards the language and language learning, one open question specifically had requested the pupils to define why English was studied in Sweden. The replies could be divided into three categories. Most pupils thought that English was studied as the first foreign language, because it was a world language. According to Giota, this reflects an integrative motivation. Some pupils reported that studying English had personal value for them as proficiency in English would prove useful later in life. Giota regarded this as an instance of instrumental motivation. The third and the smallest group of pupils saw that English was part of the curriculum only because an authority had decided so. Giota interpreted this to mean that they were unmotivated to study English as they had no personal motive. However, this was not reflected in the results of the national test, although weaker results were obtained more often in this group than in the others which were rather successful.

Filmer-Sankey (1993) examined the attitudes of pupils towards French, German, and Spanish in a project aimed at diversifying foreign language teaching in Britain (OXPROD). The most frequently learned language had been French and in this project pupils were assigned also to German and Spanish groups. At least equally positive attitudes were held towards the less frequently

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<sup>3</sup> It should be pointed out that English is a compulsory subject in Sweden, i.e. pupils themselves have not chosen to study it.

studied languages as towards French, and particularly boys were even more positively motivated to learn them. Ability levels were related to attitudes to some extent, but motivation did not decrease with lower ability among learners of Spanish. How much the pupils enjoyed the language was related to the teacher, the method, and linguistic difficulties. All the three languages were seen as useful, in particular, for future careers. In addition, the parents' and siblings' attitudes towards and experiences of language learning influenced the pupils' attitudes in two ways. On the one hand, the parents could help them with homework, on the other, the pupils liked studying a language which their family did not know. There was also a certain novelty value in learning a language other than French.

However, there are some limitations to these studies. For one thing, it is difficult to relate them to the Finnish educational context, because languages had been chosen by an authority, not by the pupils. It is still interesting to see that most pupils had favourable attitudes towards the languages. For another, Giota's (1995) analysis is based on only one open-ended question, at the end of a large test. Therefore, the data may be inextensive to speculate on the pupils' language learning motivation.

### **2.5.3 Descriptive studies on language choice in Finland**

In the following, a few small scale surveys conducted in Finland are reviewed. Oiva (1998) interviewed 47 A2-language students in primary education about their language choices in the capital region in Finland. The most important reason for choosing a language was that it was widely spoken, but also the beauty of a language and an interest in it influenced the choice. In addition, the need of language skills in the working life and travelling were mentioned. All pupils felt that English was the most important language. It was also considered easy to learn. The pupils had positive attitudes towards English speaking cultures. Similarly, the pupils had a positive image of the French language, culture and country (France), but they thought it was a difficult language to learn. Swedish was also felt to be a fairly important language and the pupils had

favourable attitudes towards Swedish speaking cultures. However, the students did not have a clear opinion about the German language or culture, even though it was the most common A2-language in this population. In contrast, the pupils had negative attitudes towards the Russian language and culture, and nobody chose it.

Julkunen (1998:54-79) studied language learning motivation among A2-language learners in Joensuu, a town in eastern Finland (N=181). Integrative, communicative, instrumental, and social motivation, and attitudes towards speakers of the target language seemed to be related to language choices. Those who had chosen English had the highest levels in all motivation categories. Those who had chosen French, German and Russian had similar motivation levels, however, students of Russian had as high a communicative motivation as students of English. Students of Swedish had the lowest integrative and instrumental motivation. Travelling and communication were the most important reasons for studying all the languages. The pupils also mentioned work and future needs as reasons for learning foreign languages. There were no significant differences between learners of different languages. Fun and desire to learn languages were important to all pupils. Travelling and communication were particularly important reasons for studying English and Russian. French was considered a beautiful language. In the pupils opinion, Swedish did not seem to have any role in the working life, even though a command of Swedish are in fact a requirement for all civil servants in Finland. Russian did not seem to be useful in the future. Julkunen interprets this to mean that the pupils do not have very realistic impressions why a particular language should be studied and where it is needed. Parents had influenced the choice most, also friends, siblings and relatives had some influence on the decision. Most parents could speak English and Swedish, which reflects the former narrow language provision. Siblings studied the same languages as the participants of the study, which could be interpreted as a positive influence on the choice. All the pupils had had some kind of contact with foreign languages, e.g. through TV, magazines, travelling and tourists in the hometown. Some had even studied English or Swedish before starting language studies at school.

Rautimo (1990) conducted a small scale survey of first language choices in Helsinki. The parents (N=59) indicated that the future need of the language, e.g. in the working life was the most significant reason for choosing the language. Secondly, it was important that the child could be able to continue the studies on other educational levels. The third most often mentioned influence was that the language was widely spoken, and fourth, that it was prestigious. Interest in the culture of the target language speakers and in computers came fifth. The least significant argument was that the parents themselves did not know the language. Most parents made the decision together with the child (41 %), in which case the language was most often Swedish. One third of the parents had chosen the language by themselves (36 %), opting then for a less widely studied language, French or German. In one fourth of the cases, it was the child who had chosen the language, which was then most often English. Russian was not mentioned at all. Most parents were satisfied with the amount of information received and felt that it was unbiased towards the languages.

Kuusela and Ruuttula (1988:70-118) focused on the reasons for choosing either English or Russian as the first foreign language. Participants of the study were parents (N=133) from five medium-sized towns in Finland. There were no considerable differences between the two groups, except that the parents who had chosen Russian for their child were more highly educated and held a higher socio-economic position. In addition, they had studied languages more, i.e. other languages besides English and Swedish, and for a longer period of time. Both groups of parents appreciated foreign language study as a way to do well in life and studies. The child's own interest and willingness to study the language were also important reasons. The most often cited explanation for choosing English was that it was a widely used language. In other words, as a global language English would be useful in the working life and in travelling. In addition, practical reasons such as not needing to transfer and ease counted when English was chosen. As for Russian, the uniqueness of the choice and the possibly increasing need of Russian speakers were the most important reasons. Interest in the culture also influenced the decision. In addition, these parents felt that it was sensible to start with another language than English. All the parents had received most of the facts about language choice from written material sent

to them by schools. Those who had chosen English had sought for more information from school, whereas those who had chosen Russian had more often relied on neighbours and the media. The Russian group was not quite satisfied with the amount of information, 40 % would have liked to get more, as compared to 33 % in the English group.

Nikki (1992:31, 36-43) examined the implementation of the Finnish national plan for foreign language teaching on all levels of language planning. On the micro-level she addressed the issue of language choice. She emphasises the importance of personal relevance of language policies to the target groups (students, parents), which will influence the actual outcome, the implementation, of the plans. When choosing an A-language, the parents (N=312) paid attention to the child's personal interests and future usefulness of a language. English was chosen, because it was a widely spoken international language and needed in various careers. The child had also expressed an interest in that language. Parents would have taken some other language, in case the child had asked for it, and English would not have been an option. Otherwise, they would have to be forced to choose some other language. Similarly when choosing Swedish, the child's interest and future need had been important. As regards French, German and Russian, the child's interest and the possibility to take English as an optional subject on grade 5 were the most important reasons for the parents.

In sum, the various motivational and attitudinal factors influencing language learning in a particular language have been examined in previous research to some extent. The usefulness, future need, and the child's interest were the most frequently mentioned reasons for choosing a language, culture and practical reasons had a varying influence. Some of the Finnish studies (Kuusela and Ruuttula 1988, Rautimo 1990, Oiva 1998, Julkunen 1998) seem to suggest that the place of residence might also have an influence on language choice; Swedish was a little more popular in the capital region, where most of the Swedish speakers live in Finland, whereas Russian was more popular near the eastern border.

However, there are some methodological concerns in these studies. For one thing, the number of participants was quite small in most of them, 47 in



Rautimo (1990), 59 in Oiva (1998), and 181 in Julkunen (1998), which means that the number of participants representing each language group was even smaller. Only Nikki (1992) had a larger population, 312 participants. Kuusela and Rautimo (1988) with a population of 131 avoided this problem by focusing on only two languages, which however is a limitation of their study. For another, in the Julkunen (1998) study, the participants, which were approximately 11 years old, filled a questionnaire of 49 statements with answer alternatives on a Likert scale and 15 open-ended questions. Even though the validity and reliability indicators were high, it is still somewhat questionable whether so young participants can be relied on to fill in such a long questionnaire thoughtfully. Furthermore, there were some signs of restlessness in some of the language groups while filling in the questionnaire (Julkunen 1998: 42).

Besides, the basis of language programmes in comprehensive schools has changed, limitations have been gradually removed so that today it is the school that decides the languages it is going to provide. Therefore, studies conducted prior to 1999 have a somewhat different context in this respect, even though the actual language provision has remained the same since the mid 1980s to some extent.

Further, there are some theoretical reservations. In the studies the participants of which were pupils (Oiva 1998, Julkunen 1998), it remains unclear whether the reasons mentioned were the ones actually used when choosing the language, or whether they had developed while the studies had begun. This distinction was not relevant for the studies which mostly focused on motivation or attitudes as explaining or predicting language learning. But when a choice, particularly that of the first foreign language, is explained, it is crucial. Besides, in these studies, the focus was on pupils' second foreign language. In other words, these studies did not primarily attempt to explain the language choice as such, but to examine the pupils' motivational structures and attitudes when they began their language studies.

Moreover, except for Nikki (1992) few studies have recognised the importance of language choice for the general language-in-education policy. In

addition, the reality of and the need for the choice has been ignored to a large extent.

In addition, most of the studies reviewed have taken the possibility to choose for granted. Likewise, the benefits, or problems, of choosing a language have not been questioned or examined in a broader framework of language-in-education planning and policy. It has been pointed out (Ingram 1994:14; Kaplan and Baldauf 1997:4-5) that education systems have finite resources and, thus, should choose which language or languages are given priority.

Therefore, a study is needed which, to begin with, pays attention to the wide context of language-in-education planning. Furthermore, it should focus on the micro-level to explore how the parents function as decision-makers. Moreover, the study should try to avoid taking the possibility to choose for granted, but to examine the whole decision-making process. In addition, in order to provide generalisable information, a large sample is required.

### **3 PARENTAL VIEWS ON THE LANGUAGE CHOICE IN THE JYVÄSKYLÄ SCHOOL DISTRICT**

This chapter, first, defines the research questions, second, examines general guidelines of designing a questionnaire and describes the one employed in the present study. Third, the subjects of the study are introduced and, finally, the data processing and statistical analyses are described.

So far, the field of language planning has been dominated by grand national schemes according to Kaplan and Baldauf (1997:81-82). Relatively little research has been carried out on the micro-level, and much less is known about the participants and how they make their decisions. They may even be unaware of being involved in such an activity and the importance of their role. As the education system in Finland has given more and more decision-making power to schools and parents (see section 2.2), their importance to the language-in-education policy has grown. In a world of international and intercultural relations and co-operation, it is vital to learn foreign languages to meet the needs of both working and personal life. Thus, choosing the first foreign language, in which the child will receive most tuition during the school years, is an important one. The previous studies have mostly concentrated on language choice in relation to language learning (see section 2.5). The focus has been on social-psychological factors, such as attitudes towards languages and language learning, motivation, and personal relevance. Therefore, a study that focuses primarily on parental views on the process of choosing the first foreign language may be of help in clarifying problems of diversifying foreign provision.

#### **3.1 Research questions**

The present study was a descriptive, sociolinguistic survey into language-in-education planning. The aim of the present study was to investigate the views of parents' of grade 2 pupils in Jyväskylä on language education in relation to the choice of their child's first foreign language. It attempted to describe the

decision-making process and explore the reasons why a particular language was chosen.

The purpose of the study was to find answers to the following questions:

- 1 What do parents think about themselves as micro-level decision-makers?
  - 1.1 To what extent do parents feel that they are able to choose among a selection of languages? (Or do they just have to settle for the majority opinion?)
  - 1.2 To what extent do parents find the diversification of the foreign language provision important?
  - 1.3 Do parents feel the information provided was enough?
  - 1.4 Whose opinions influence the choices most?
- 2 How do parents argue for their choices?

The aim of the study was to acquire information from the parents of grade 2 pupils in Jyväskylä town area. In addition, the study might be used to provide helpful information from the target population for developmental purposes within language planning. Furthermore, the primary aim of the study was to get uniform data that suit statistical analysis, which in turn would provide generalisable findings.

### **3.2 Questionnaire**

The theoretical background of the questionnaire items was derived from national and international language-in-education planning documents and literature.

In the following, the general guidelines of designing a questionnaire are discussed. These principles were followed when formulating the questionnaire.

First of all, a variety of question types were used, e.g. in addition to forced-choice and close-ended questions (containing lists of possible answers) there were also open-ended questions (no lists of possible answers). On the one hand, forced choice and close-ended questions provide uniform and standardised data

that can be analysed statistically, which is important when surveying large groups. Also, respondents who feel reluctant or shy to express themselves prefer closed questions. In addition, the answers have a better chance of being more reliable. On the other hand, open-ended questions enable respondents to provide valuable unexpected information. Open-ended questions are also useful in getting unanticipated answers and describing respondents' views in their own words. (Fink 1995:32-33, Fink and Kosecoff 1998:12.) However, open-ended questions do not necessarily work well in a mail questionnaire, because answering them requires time and effort from respondents. Thus, they should be used sparingly. (Bourque and Fielder 1995:59-60.)

Second, the response categories should be exhaustive (i.e. contain all possible answers), but not too long. They should be mutually exclusive with easily determinable boundaries. When relevant, respondents should be able to give multiple answers. It is also a good idea to include, a residual 'other' category, when appropriate. (Bourque and Fielder 1995:60.)

Regarding response categories on a Likert scale, a five-point scale should be formed as follows: *1 totally agree, 2 to some extent agree, 3 neither disagree nor agree, 4 to some extent disagree, 5 totally disagree*. As for option 3, neither disagree nor agree, it is important to point out the difference between the statement '*neither disagree nor agree*' and the statement '*I don't know*'. In case of the former (*neither disagree nor agree*), the scale of the statements is a continuum from one end to another, whereas in case of the latter (*I don't know*), the continuum is broken, and thus the data cannot be operated as a scale. In other words, '*I don't know*' as a statement is not between '*to some extent agree*' and '*to some extent disagree*', and in case it is included in a Likert scale, it should be offered as a separate option. In the present study it was excluded, first, for the reason explained above and second, it was considered possibly too easy an option. (Heikkilä 1999:52-53.)

All in all, the questions should be short and specific and placed in a logical order. The easiest questions should be in the beginning and more difficult ones at the end. Abstract terms and jargon should be avoided altogether. (Bourque and Fielder 1995:41-58.)

Demographic questions were placed at the end of the questionnaire for four reasons. First, the questionnaire began with an introductory statement, which described the purpose of the study and encouraged respondents to participate. If it had been followed by demographic questions, they might have negated the purpose of the introduction. Second, some people appear to find these questions boring, which decreases their interest to go through the rest of the questionnaire. Third, some of the demographic questions, such as education, can be considered sensitive by respondents. Fourth, some respondents may consider demographic information a guideline for their answers, and define their own role according to the demographic categories. However, some might feel that the proper place for background questions would be at the beginning. As answers to demographic questions are well-known, the questions would be easy to complete and thus they are easy to start with. In addition, in case the respondent is not going to complete the whole questionnaire, then the last part is most likely left out and important background factors would be missed. However, in the present study, it was felt that the sensitivity of the questions and the overall logical ordering were more compelling arguments, and demographic questions were placed at the end. (Bourque and Fielder 1995:56-57, Heikkilä 1999:47.)

The length of the questionnaire should not be too long. Wolf (1990:375) recommends that a mail questionnaire should not take more than 15 minutes to complete to avoid respondent fatigue and ensure respondent co-operation. If the respondent becomes tired, questions can be answered carelessly or incompletely, or the questionnaire may never be returned.

The questionnaire in the present study consisted of 24 questions, of which 17 questions concerned aspects of language choice and 7 questions background information of the parents. The items of the questionnaire were derived from three main topic areas: first, the process of choice, second, the reasons for choices made and, third, whether linguistic imperialism is reflected on areas mentioned above.

The questionnaire items, translated from Finnish, represented the topic areas as follows (for details, see Appendix 1):

**The process of choice:**

1. *Which language did you choose?*
2. *Was this language your primary choice?*
3. *Who participated in the decision-making process?*
4. *Whose opinion(s) influenced most the decision?*
8. *Where from did you obtain information about language choice and language studies?*
9. *When did you first think about the choice of the first foreign language?*
10. *When did you obtain information about the choice of the first foreign language for the first time?*
11. *Did you get enough information about the choice and language studies?*
12. *Did the language selection provided by the school influence the choice of the school originally?*
13. *Did the possibility to take A2-language influence the choice of the school?*
14. *Has your child studied any foreign languages earlier?*
15. *Has your child lived abroad?*
16. *Does any of your other children study languages?*

**The reasons for choice:**

5. *What (other) factors influenced the decision?*
7. *Please indicate the five most important factors that influenced your decision.*

Responses to questions 5 and 7 were also assumed to reflect the concept of linguistic imperialism, as did those to question 6. In addition, question 6 explored parents' views on the choice, optionality, and diversity of language provision. In this question there were 22 statements, and the respondents were requested to indicate whether they agreed or disagreed with them on a five-point Likert scale (*1 totally agree, 2 to some extent agree, 3 neither disagree*

nor agree, 4 to some extent disagree, 5 totally disagree). The statements, translated from Finnish, were as follows:

- 6a *We chose the language we wanted.*
- 6b *It was difficult to choose, because there was not enough information.*
- 6c *The selection of languages was wide enough.*
- 6d *In the end your own choice does not count, as the majority rules.*
- 6e *The usual foreign languages (English, Swedish, German, French, Russian) are sufficient,*
- 6f *It is important that you can choose the first foreign language freely.*
- 6g *It is good that there are several languages to choose among.*
- 6h *In addition to the usual foreign languages, more "exotic" options (e.g. Japanese, Chinese, Arabian) should be offered.*
- 6i *The choice has significant future implications.*
- 6j *Experts should decide what languages should be studied.*
- 6k *Languages are just another subjects among others, it is the same which language you study.*
- 6l *If you want to learn a language well, you should start it as your first foreign language.*
- 6m *An ordinary person cannot know which languages are needed in the future.*
- 6n *We had enough information to make the language choice.*
- 6o *It is important that you can study also other languages than English as your first foreign language.*



- 6p *Every child can decide her/himself which language s/he studies.*
- 6q *English is a necessary language in Finland as well, e.g. in marketing and business life, because it is a key to the international market.*
- 6r *It is futile to offer several languages.*
- 6s *There is time to study languages also later.*
- 6t *The selection of languages was too limited.*
- 6u *English is used too much in Finland even in such contexts where Finnish could be used (e.g. commercials, brand names, music etc.).*
- 6v *There is a growing need of skills in less widely studied languages (e.g. German, French, Russian).*

Respondents were given a possibility to comment on the issues presented in the questionnaire. At the end of the language choice section there was an open-ended question 17 (*Would you like to tell more about the language choice? Any wishes, comments, regards for language teaching*).

The background section inquired about language skills, demographic information, socio-economic and educational background of the respondents. Demographic information, such as socio-economic and educational background, was also gathered in the present study. The response categories for questions 6 and 7 in the background section are in line with the present convention of *Statistics Finland* (1983).

1. *The questionnaire was filled by*
2. *How would you estimate your own language proficiency on a scale of 1 - cannot speak the language to 7 - own mother tongue. Please circle the appropriate number for each language. Mother/Father*
3. *What languages have you studied, where and for how long? Mother/Father*

4. *Where do need foreign language skills? Please tick every appropriate choice.*
5. *How often do you usually need foreign language skills (at work, travelling, at spare time etc.)*
6. *Your profession. Please tick the appropriate choice.*  
*Mother/Father*
7. *Your education. Please tick your highest degree.*

### 3.3 Subjects

The participants of the study were the parents of pupils on grade 2 in comprehensive schools in the town of Jyväskylä in central Finland (N=796). 17 elementary schools in Jyväskylä district were included in the study. The teacher training school (Normaalikoulu) took also part in the study. It is state owned and administered, however, it belongs to the Jyväskylä school district. Thus, 18 schools were included in the study (Appendix 2). The data were gathered after the first foreign language had been chosen, i.e. on weeks 10-13 in March 2000. The data were collected so soon after the choice, because the focus of the study was, first, on the actual decision-making process and, second, the reasons behind the choices. Thus, the decision-making process was still relevant.

A permission to conduct the present study in the Jyväskylä school district was obtained from the school council by Doctor Hannele Dufva. Since the teacher training school of Jyväskylä is a separate administrative unit, the headmaster granted a permission to conduct the study also in Normaalikoulu. The study was carried out in co-operation with the council. The administrators were consulted on the language-in-education policy of the Jyväskylä school district.

Measures were taken to eliminate possible pit-falls and to ensure the quality of the questionnaire and maximum response rate. Instead of conducting a full-scale pilot study with the questionnaire, it was tested by a representative group of parents (N=5) (cf. Heikkilä 1999:60). The parents did not belong to the actual population, but had school-aged children. They filled in the questionnaire

and were later interviewed. The following were controlled in the interview: the language in the questionnaire was easy to understand, clear and unbiased; the questions could be answered in a uniform manner; all possible response choices were provided; directions were unambiguous; the overall format of the questionnaire was clear and not too exhausting to complete. (cf. Fink and Kosecoff 1998:5, 35-36.) In addition, the questionnaire was scrutinised together with supervisors. Furthermore, professor Sauli Takala was consulted as an expert on Finnish language planning and survey methodology.

The questionnaires were sent to schools via the school council's internal mail. They were then distributed to parents by class teachers. The forms were first given to pupils who handed them on to their parents and collected and returned them to the teacher. The teacher returned the forms via internal mail. The filled questionnaires were collected from the school council by the researchers. This procedure was designed in order to ensure the highest possible response rate. 643 questionnaires out of the 796 questionnaires distributed were returned. So, the return rate was 80.8 %, which is good (Heikkilä 1999:65). The response rates varied from 70.9 % to 100.0 %, with the exception of 48.1 % in one school (see Appendix 2).

### **3.4 Data processing and statistical analyses**

The data of the present study were analysed using statistical analyses (see Appendix 3). First, the open-ended questions were classified into categories in order to process them as uniform data. This meant that all the replies to them were, first, investigated as a whole to find out whether common denominators could be established among them. Then, based on these classifications categories were set up and the replies were coded accordingly. Next, all the data were entered in Microsoft Excel 8.0 and analysed with a SPSS-programme (Statistical Procedures for Social Sciences) for Windows 7.5. The statistical analyses were made at the Computing Centre of the University of Jyväskylä by request. The data were analysed using frequencies and crosstabulations to obtain uniform, generalisable information. In addition to the descriptive

statistics, the following analyses were used:  $X^2$  –test (Chi Square) to find out whether there were statistically significant interdependence between two variables on a nominal scale, Levene’s test to test equality of variances before using a t-test, which in turn examines the means of two inter-independent groups. The level of significance describes the probability of obtaining the result of a statistical analysis by chance. The levels of significance used were: 0.05 (5 %), 0.01 (1 %) and 0.001 (0.1 %). The result is statistically very significant, when  $p \leq 0.001$ , statistically significant, when  $0.001 < p \leq 0.01$ , statistically almost significant, when  $0.01 < p \leq 0.05$ , and statistically tentative, when  $0.05 < p \leq 0.1$  (Heikkilä 1999:185-186).

## 4 FINDINGS

In the following, the results of the study are reported one research question at a time. The results are discussed in chapter 5.

### 4.1 Parents as micro-level decision-makers

Research question 1 of the present study was “What do parents think about themselves as micro-level decision-makers?” The following subsections describe the process of language choice by, first, examining the parents’ views on choice, second, diversification, third, information needed and provided, time used and, fourth, the participants in the decision-making process. When relevant, the responses of the parents who chose English and the responses of those who chose some other language are compared.

#### 4.1.1 Language choice

Whether parents felt that they had been able to choose among a selection of languages or whether they had settled for the majority option was measured by questionnaire items 1, 2, and 6a, 6d, 6f, and 6j, and some comments to item 5 provided also partial answers.

Schools in Jyväskylä have fairly diversified language programmes (*Jyväskylän kaupungin peruskoulut 1999-2000:23*). Most schools offer English, German and Swedish as options for first foreign language (see Appendix 2). A group will be set up, if 12 pupils choose the language.

Figure 5 below shows the languages that were chosen by the parents:

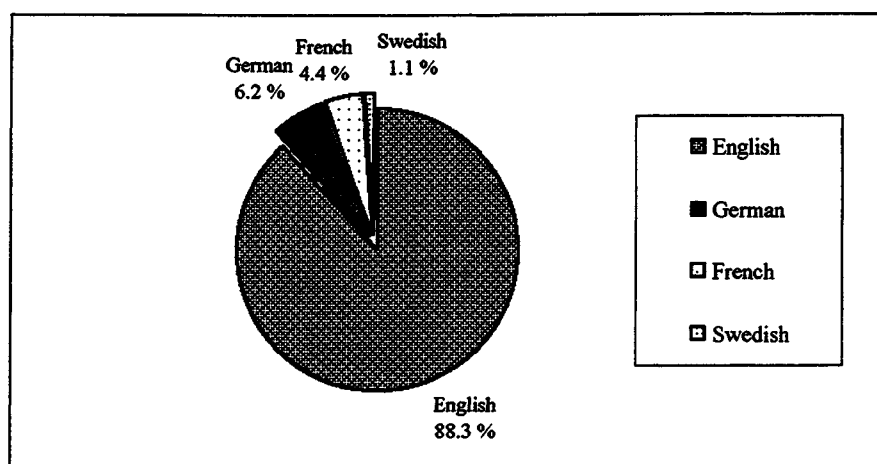


Figure 5. The first foreign languages chosen.

A clear majority of the parents, 88.3 % (567), chose English as their child's first foreign language. German was chosen by 6.2 % (40) and French by 4.4 % (28). Only a few, 1.1 % (7), opted for Swedish. Russian was not chosen at all.

Most parents, 93.3 % (604), claimed that the language they had chosen was also their primary choice. Whereas, 5.9 % (38) indicated that the language they had chosen was not their primary choice. However, in responses to question 5 (regarding the reasons that had influenced the language choice) a slightly larger number of parents, 12.8 %, indicated that they had chosen a certain language, because it was unlikely that any other language group would have been set up. Some of the parents' comments to question 5 are illustrated in Examples<sup>4</sup>

(1) - (4):

(1) *"It would have been very unlikely that any other language group [than English] would have been set up considering other families' opinions."* (183)<sup>5</sup>

(2) *"There were no other options available [than English] in our school. We didn't want to transfer."* (194)

(3) *"In practice, there were only three languages available in our school: English, German, and Swedish, of which English can be learnt later and Swedish will come later anyway -> However, it is likely that the English group will be set up only."* (60)

<sup>4</sup> Examples freely translated from Finnish.

<sup>5</sup> The number of the questionnaire.

(4) "Other groups wouldn't have been set up anyway. The choice is ostensible, English rules even though in our school all the languages are in principle available. Now, already for the third time [the third child] ONLY ENGLISH is "an option"." (619)

The parents felt that they had been to some extent forced to take the most popular language in the school. Otherwise their child might have had to transfer to another school in order to be able to study the language preferred.

Statements 6a, 6d, 6f, and 6j further explored the parents' views on the choice. Responses to 6a (*We chose the language we wanted*) are shown in Figure 6:

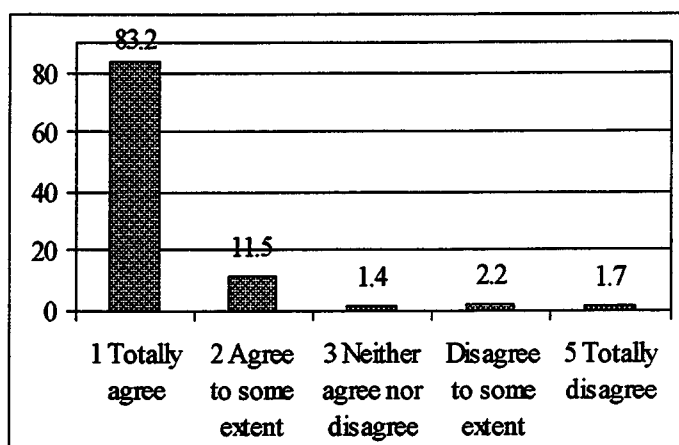


Figure 6. Responses to 6a (*We chose the language we wanted*).

With statement 6a, the majority again claimed that they had chosen the language they wanted, as 94.7 % totally or to some extent agreed, and only 3.9 % totally or to some extent disagreed with the statement. A few parents, 1.4 %, neither disagreed nor agreed. Statement 6d examined this issue further, by implying that the majority actually decided the language choice, thus making the choices by individuals meaningless. Figure 7 displays the parents' responses to this suggestion:

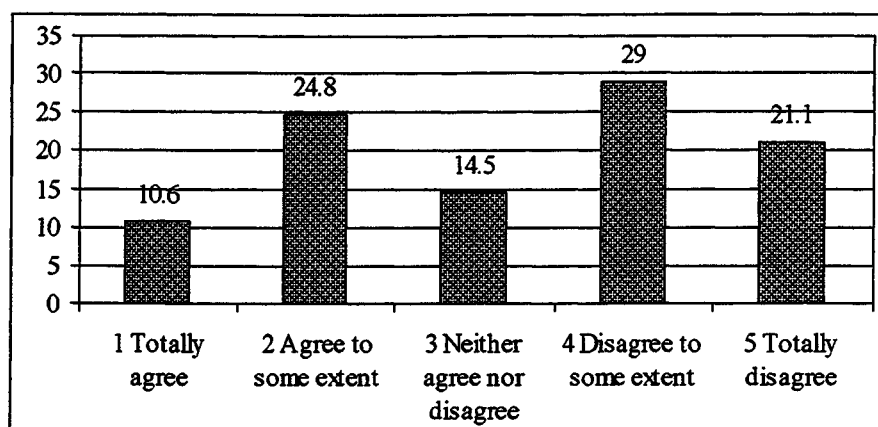


Figure 7. Responses to 6d (*In the end your own choice does not count, as the majority rules*).

The responses were more varied to 6d (*In the end your own choice does not count, as the majority rules*). A half, 50.1 %, disagreed with the statement totally or to some extent, but still one third, 35.3 %, agreed. One seventh, 14.5 %, neither disagreed nor agreed. All in all, the responses were somewhat evenly distributed. Statement 6f (*It is important that you can choose the first foreign language freely*) analysed whether parents appreciated being able to choose the first foreign language on their own. Their responses are shown in Figure 8:

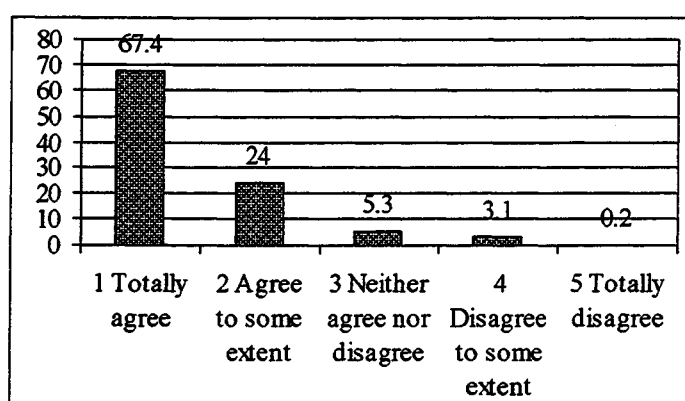


Figure 8. Responses to 6f (*It is important that you can choose the first foreign language freely*).

A clear majority (91.4 %) acknowledged that it was important that they could choose the first foreign language freely. Some parents (5.3 %) neither



disagreed nor agreed with the statement. Only a few had not find the possibility to choose important, as 3.3 % disagreed totally or to some extent. Conversely, statement 6j proposed that experts should decide what languages should be studied. Figure 9 summarises the parents' reactions to this proposition:

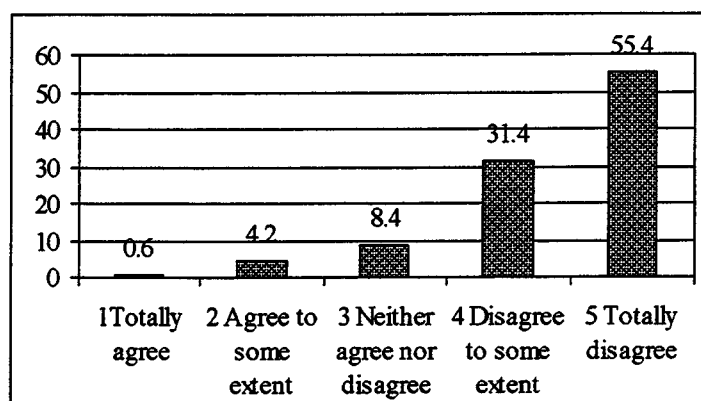


Figure 9. Responses to 6j (*Experts should decide what language should be studied*).

Correspondingly with responses to statement 6f, most parents (86.8 %) denied that experts should decide what languages should be studied regarding statement 6j. Some parents (8.4 %) neither accepted nor rejected the suggestion. Still, there were a few (4.8 %) who were willing to accept obligatory language programmes.

Then, to see whether there were any differences between the parents who had chosen English (E) and the parents who had chosen a language other than English (LOTE). The parents who had chosen some other language were combined into one group, because the other language groups besides English were too small to be analysed separately statistically. The responses of the two groups to statements 6a, 6d, 6f and 6j were analysed with a t-test. The results are shown in Table 3:

Table 3. Comparison of the E-parents and the LOTE-parents on language choice.

| Statement | The language chosen | N   | Mean | Std. Deviation | Std. Error Mean |
|-----------|---------------------|-----|------|----------------|-----------------|
| 6a*       | English             | 561 | 1.25 | .73            | 3.07E-02        |
|           | Other               | 74  | 1.51 | .91            | .11             |
| 6d        | English             | 559 | 3.21 | 1.32           | 5.58E-02        |
|           | Other               | 74  | 3.64 | 1.27           | .15             |
| 6f        | English             | 562 | 1.45 | .76            | 3.22E-02        |
|           | Other               | 75  | 1.43 | .64            | 7.39E-02        |
| 6j        | English             | 565 | 4.36 | .86            | 3.63E-02        |
|           | Other               | 75  | 4.44 | .79            | 9.15E-02        |

\*Equality of variances tested with Levene's Test for Equality of Variances, equal variances not assumed: Sig = .000, t-test for equality of means:  $t = -2.412$ ,  $df = 85.748$ , Sig (2-tailed) = .018

6a (*We chose the language we wanted.*)

6d (*It was difficult to choose, because there was not enough information.*)

6f (*It is important that you can choose the first foreign language freely.*)

6j (*Experts should decide what languages should be studied.*)

The results showed that in statement 6a (*We chose the language we wanted*) there was a statistically almost significant difference between the two groups at the 5% level ( $p = 0.018$ ). As the mean for the statement 6a was for the E-parents 1.25 and for the LOTE-parents 1.51, all the parents can be interpreted to have been satisfied with their choice ( $1 = totally agree$ ), however, the LOTE-parents were slightly less satisfied with the choice. Differences in the responses to statements 6d, 6f, and 6j were not statistically significant.

To sum up, the results show that parents felt that they had been able to choose among a variety of languages instead of settling for the majority opinion. However, there was a small number of parents who felt that they had been unable to choose according to their own preference. A clear majority of the parents valued the possibility to choose on their own. Thus, the parents were satisfied with the situation on the whole. As the majority wanted to take English as the first foreign language, they felt also able to choose. Those who had initially opted for another language than English, found that besides English,

there had not been many options available, because there were limitations to the group size. Furthermore, the parents clearly preferred making the decision on their own instead of obligatory language programmes.

#### 4.1.2 Opinions on the diversification of the foreign language provision

Parents' opinions on the provision of languages and the need for diversification were measured by questionnaire items 6c, 6e, 6g, 6h, 6o, 6r, 6t, and 6v, which all were statements with answer alternatives on a five-point Likert scale. To begin with, statement 6c inquired whether the selection of languages had been wide enough. Parents responses to the statement are summarised in Figure 10:

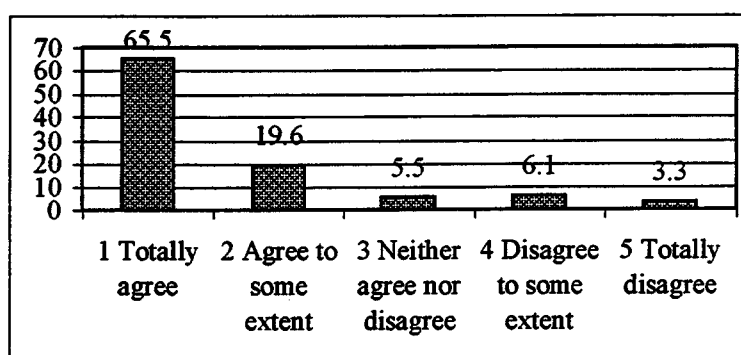


Figure 10. Responses to 6c (*The selection of languages was wide enough*).

Most parents (85.1 %) were satisfied with the width of the selection. However, 9.4 % had not find the provision diverse enough. One in every twenty parents (5.5. %) neither disagreed nor agreed with the statement. Statement 6t examined this situation from another angle. The parents' responses to 6t (*The selection of languages was too limited*) are displayed in Figure 11:

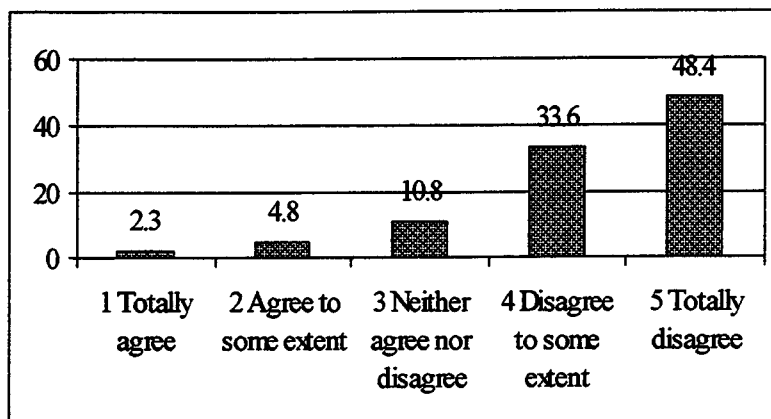


Figure 11. Responses to 6t (*The selection of languages was too limited*).

In the same way as with 6c, the majority (82.0 %) had not found the selection of languages too limited (6t). Around one tenth (10.8 %) neither denied nor accepted the statement, but 7.2 % had considered the selection limited. Turning to the parents' opinions on the languages included in the provision, statement 6e suggested that the usual foreign languages (English, Swedish, German, French, Russian) had been sufficient. Figure 12 summarises the parents' responses to the statement:

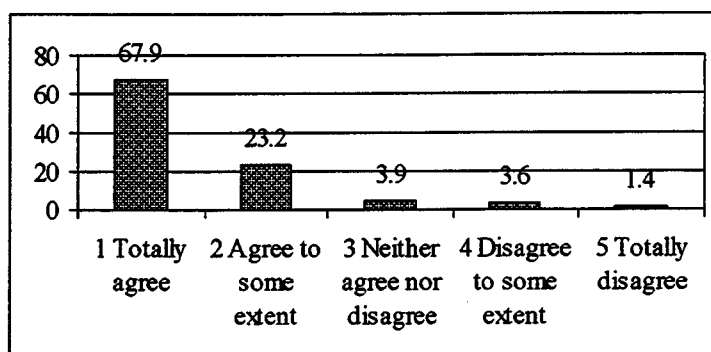


Figure 12. Responses to 6e (*The usual foreign languages (English, Swedish, German, Russian) are sufficient*).

A clear majority (91.1 %) concluded that the usual foreign languages English, Swedish, German, French, Russian had been sufficient. Only 5.0 % had not been satisfied with the provision. A few parents (3.9 %) neither disagreed

nor agreed with the statement. In contrast, 6h suggested that, in addition to the usual foreign languages more “exotic” options (e.g. Japanese, Chinese, Arabian) should be offered. The parents’ reactions to the statement are displayed in Figure 13:

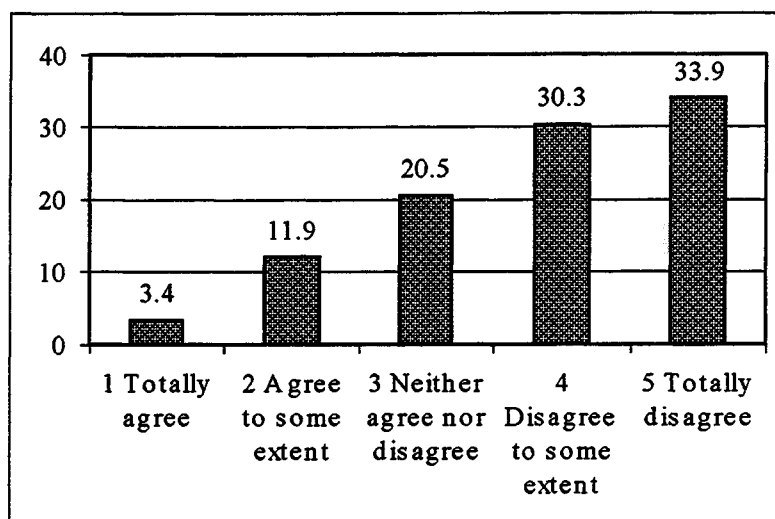


Figure 13. Responses to 6h (*In addition to the usual foreign languages, more “exotic” options (e.g. Japanese, Chinese, Arabian) should be offered*).

There was a little more variation among the responses to statement 6h (*In addition to the usual foreign languages, more “exotic” options (e.g. Japanese, Chinese, Arabian) should be offered*) than among the ones to 6e (*The usual foreign languages (English, Swedish, German, Russian) are sufficient*). Most parents (64.2 %) rejected the suggestion of including more exotic options in the language programme, but one fifth neither rejected nor accepted it. A few parents, 15.3 %, were willing to welcome these less frequently studied languages.

Statement 6o examined whether parents found it important that pupils had had a chance to begin their language studies with some other language than the most frequently studied English. The responses are summarised in Figure 14:

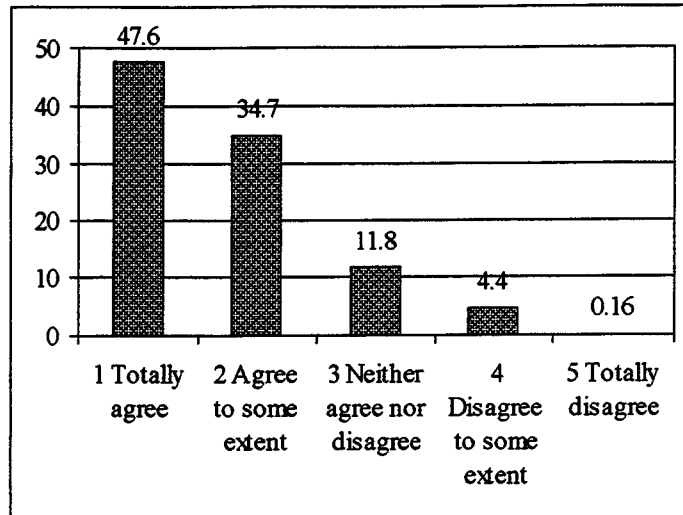


Figure 14. Responses to 6o (*It is important that you can study also other foreign languages than English as your first foreign language*).

The majority (82.3 %) acknowledged that had been important that also other languages than English can be studied as the first foreign language. A few (11.8 %) showed neither disagreement nor agreement, but some (6.0 %) did not find this possibility important. Statement 6g further explored whether the parents appreciated that options had been provided for them and their children. The parents' opinions are summarised in Figure 15:

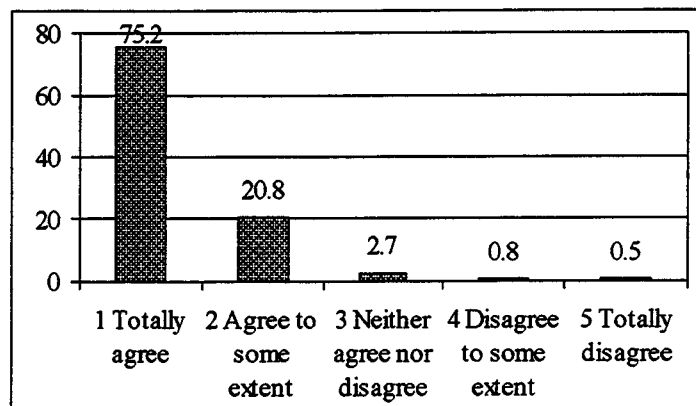


Figure 15. Responses to 6g (*It is good that there are several languages to choose among*).

Again, the majority considered it good that there had been several languages to choose among, 96.1 % agreed and only 1.3 % disagreed with the statement, the remaining 2.7 % neither disagreeing nor agreeing. Statement 6r (*It is futile to offer several languages*) attempted to examine the parents' opinions by a contradicting suggestion. The parents' reactions to it are shown in Figure 16:

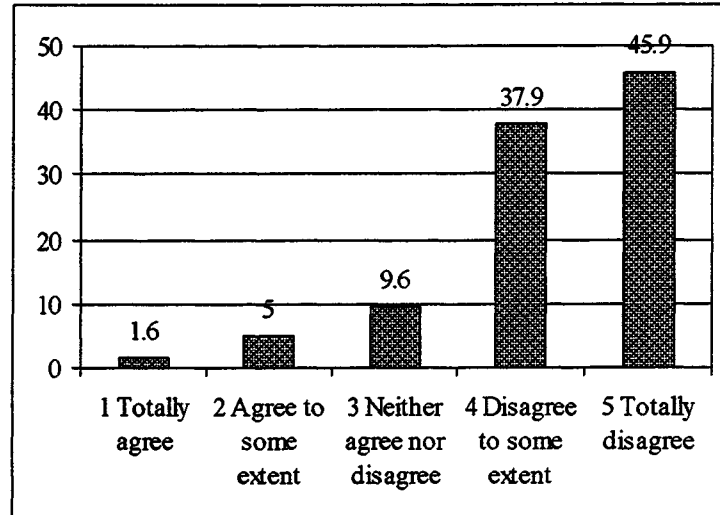


Figure 16. Responses to 6r (*It is futile to offer several languages*).

Likewise, most (83.8 %) denied that it would be futile to offer several languages, and a few (9.6 %) neither disagreed nor agreed with the statement. Only a few (6.6 %) did not see any purpose in a wide selection of languages. Then, statement 6v examined whether parents recognised that there is a growing need of skills in less widely studied languages (e.g. German, French, Russian). Figure 17 displays the parents' responses:

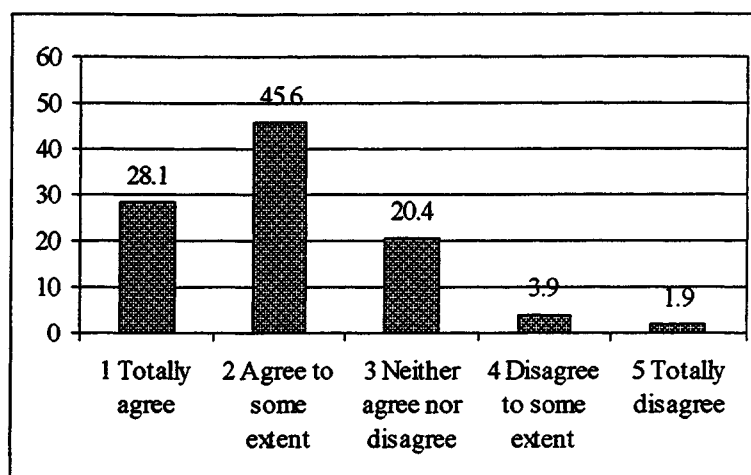


Figure 17. Responses to 6v (*There is a growing need of skills in less widely studied languages*).

Most parents (73.7 %) recognised that there was a growing need of skills in less widely studied languages (e.g. German, French, Russian). However, around one fifth (20.4 %) neither disagreed nor agreed with the statement. Only a few (5.8 %) denied that there would have been any such need.

To summarise, the parents had been satisfied with the language provision, as regards the selection and the particular languages included. They also appreciated that not everyone had to study English if they did not want to, as they realised that skills in other languages were also useful. In other words, the parents valued the diversity of the language programmes.

Additionally, in order to find out whether there were any differences between the parents who had chosen English (E) and the parents who had chosen a language other than English (LOTE), the responses to the statements above were analysed with a t-test. It turned out that there were some statistically significant differences between the groups. Table 4 displays the differences in how the two groups responded to statement 6e (*The usual foreign languages (English, Swedish, German, French, Russian) are sufficient*):



Table 4. Comparison of the E-parents and the LOTE-parents regarding opinions on new languages in the language programme.

| Statement | The language chosen | N   | Mean | Std. Deviation | Std. Error Mean |
|-----------|---------------------|-----|------|----------------|-----------------|
| 6e*       | English             | 562 | 1.44 | .81            | 3.42E-02        |
|           | Other               | 75  | 1.71 | 1.05           | .12             |

\*Equality of variances tested with Levene's Test for Equality of Variances, equal variances not assumed: Sig = .004, t-test for equality of means:  $t=-2.093$ ,  $df=86.175$ , Sig (2-tailed)=.039

*6e (The usual foreign languages (English, Swedish, German, French, Russian) are sufficient.)*

The difference was statistically almost significant at the 5 % risk level ( $p=0.039$ ). The mean for the E-parents was 1.44 and for LOTE-parents 1.71. This is an indication of a slight difference between the groups. The LOTE-parents were less satisfied with the usual selection of foreign languages than the E-parents. However, both groups seemed to be fairly satisfied with the traditional language provision.

Similarly, the differences in the responses to statement 6o (*It is important that you can study also other languages than English as your first foreign language*) were statistically very significant as seen in Table 5:

Table 5. Comparison of the E-parents and the LOTE-parents on the importance of other languages than English as first foreign languages.

| Statement | The language chosen | N   | Mean | Std. Deviation | Std. Error Mean |
|-----------|---------------------|-----|------|----------------|-----------------|
| 6o**      | English             | 562 | 1.85 | .95            | 4.01E-02        |
|           | Other               | 75  | 1.23 | .45            | 5.22E-02        |

\*\*First, Equality of variances tested with Levene's Test for Equality of Variances, equal variances not assumed: Sig = .000, t-test for equality of means:  $t=9.472$ ,  $df=178.816$ , Sig (2-tailed)=.000

*6o (It is important that you can study also other languages than English as your first foreign language.)*

For statement 6o there was a statistically very significant difference between the groups at the 0.1 % risk level ( $p=0.000$ ). The mean for the E-parents was 1.85 and for the LOTE-parents 1.23. The result suggests that the parents who had chosen their child a language other than English recognised more often the importance of other languages besides English.

Further, the two groups had also somewhat different views on statement 6r (*It is futile to offer several languages*), which is shown in Table 6:

Table 6. Comparison of the E-parents and the LOTE-parents on opinions regarding the futility of a broad language provision.

| Statement | The language chosen | N   | Mean | Std. Deviation | Std. Error Mean |
|-----------|---------------------|-----|------|----------------|-----------------|
| 6r**      | English             | 563 | 4.17 | .94            | 3.95E-02        |
|           | Other               | 75  | 4.60 | .70            | 8.05E-02        |

\*\*First, equality of variances tested with Levene's Test for Equality of Variances, equal variances not assumed: Sig =.009, then t-test for equality of means:  $t=-4.847$ ,  $df=113.017$ , Sig (2-tailed)=.000

6r (*It is futile to offer several languages.*)

The differences of opinion were statistically very significant at the 0.1 % level of significance ( $p=0.000$ ). The mean for the E-parents was 4.17 and for the LOTE-parents 4.60. The LOTE-parents disagreed more with the suggestion that it would be futile to offer several languages.

Regarding the arguments 6c (*The selection of languages was wide enough*), 6t (*The selection of languages was too limited*), 6g (*It is good that there are several languages to choose among*), 6h (*In addition to the usual foreign languages more "exotic" options should be offered*), and 6v (*There is a growing need of skills in less widely studied languages (e.g. German, French, Russian)*) there were no statistically significant differences between the two groups.

All in all, all parents found the diversity of language programme important, but the parents who had chosen a language other than English valued diversity significantly more. They were not so satisfied with the usual provision of languages. Likewise, they found it more important that other languages besides

English can be learnt as the first foreign language. Similarly, they rejected that it would be useless to provide options.

#### 4.1.3 Information on the language choice

To make the decision about the language choice, parents need information on the language programme in the school. Whether the parents were satisfied with the information provided this time was measured by questionnaire item 11 as well as by items 6b and 6n. Of these 6b and 6n were statements with answer alternatives on a five-point Likert scale. Item 11 was a question (*Did you get enough information about the choice and language studies?*) The answer alternatives were *a) Yes* and *b) No*. In case of *b) No*, specification was requested as an open-ended question (11b). The replies to question 11 were coded into the following categories:

- 1 restraints for future language choices
- 2 language learning in general
- 3 both 1 and 2 and practical concerns (such as school transfer)

An overwhelming majority of the parents (93.4 %) claimed that they had received enough information about the choice and language studies. Of the 6.6 % that had not obtained enough information would have wanted to have more information, first, on the restraints for future language choices in 29.0 % of the cases, second, on language learning in general in 38.7 % of the cases, and thirdly, on both 1 and 2 as well as on practical reasons in 32.3 % of the cases.

Further, it was tested whether there were any differences between the parents who had chosen English (E) and those who had taken a language other than English (LOTE) in the replies to question 11. However, the  $X^2$ -test did not suggest any significant differences between the groups ( $p=0.412$ ).

Turning to statement 6b, it suggested that it would have been difficult to choose, because there had not been enough information. Figure 18 shows the parents' responses to this statement:

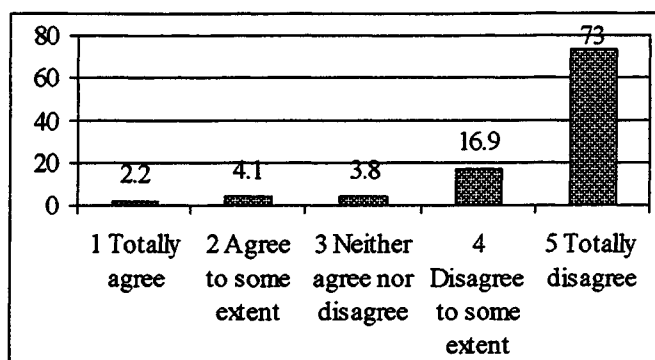


Figure 18. Responses to 6b (*It was difficult to choose, because there wasn't enough information*).

The majority (89.9%) denied that it would have been difficult to choose, because there had not been enough information. Only 6.3 % admitted the difficulty of choosing. Again, a few parents (3.8 %) neither disagreed nor agreed with the suggestion. Statement 6n proposed directly that parents had had enough information to make the language choice. Figure 18 displays the parents' responses to the statement:

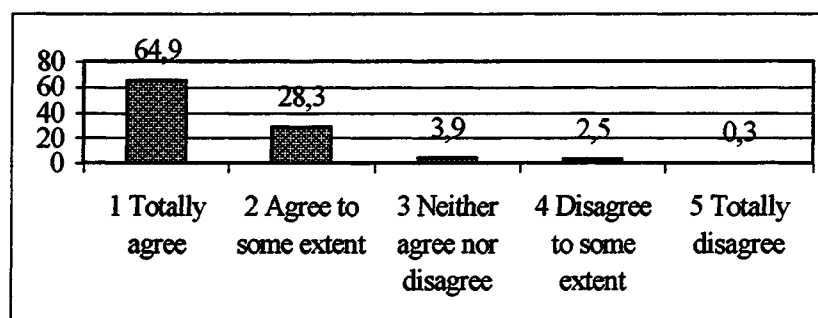


Figure 19. Responses to 6n (*We had enough information to make the language choice*).

Similarly as with 6b, most parents (93.3 %) felt that they had had enough information to make the language choice. Some parents (3.9 %) neither disagreed nor agreed with the statement, but 2.8 % denied that they had had enough information to make the decision on language choice.

The possible differences between the parents who had chosen English (E) and the parents who had chosen a language other than English (LOTE) were again analysed with a t-test. The results of the test are shown in Table 7:

Table 7. Comparison of the E-parents and the LOTE-parents on the ease of choosing and the amount of information received.

| Statement | The language chosen | N   | Mean | Std. Deviation | Std. Error Mean |
|-----------|---------------------|-----|------|----------------|-----------------|
| 6b**      | English             | 562 | 4.60 | .87            | 3.69E-02        |
|           | Other               | 75  | 4.15 | 1.09           | .13             |
| 6n*       | English             | 564 | 1.41 | .68            | 2.86E-02        |
|           | Other               | 75  | 1.71 | .93            | .11             |

\*\*Equality of variances tested with Levene's Test for Equality of Variances, equal variances not assumed: Sig =.000, t-test for equality of means:  $t=3.463$ ,  $df=87.254$ , Sig (2-tailed)=.001

\* Equality of variances tested with Levene's Test for Equality of Variances, equal variances not assumed: Sig =.000, t-test for equality of means:  $t=-2.635$ ,  $df=84.859$ , Sig (2-tailed)=.010

6b (*It was difficult to choose, because there wasn't enough information.*)

6n (*We had enough information to make the language choice.*)

Regarding statement 6b (*It was difficult to choose, because there wasn't enough information*), there was a statistically very significant difference between the groups at the 0.1 % level ( $p=0.001$ ). The mean for the E-parents was 4.60 and for the LOTE-parents 4.15, which means that the LOTE-parents disagreed less with the statement that they had not had enough information. This can be interpreted that the LOTE-parents felt, to some extent, that there had not been enough information available for those who had not wanted to settle for the majority opinion, but had chosen something different. Concerning statement 6n (*We had enough information to make the language choice*), the difference between the two groups was also statistically significant at the 1 % level ( $p=0.010$ ). The mean for the E-parents was 1.41 and for the LOTE-parents 1.71, which supports the result for statement 6b. The LOTE-parents agreed a little less with the statement that they had had enough information to make the decision.

There was some discrepancy as how the parents answered questions 6b, 6n and 11. The statistical analyses suggested a significant difference between the E-parents and the LOTE-parents regarding questions 6b and 6n, but not regarding question 11. This means that the findings should be regarded as tentative. But the findings do shed some light on the relevance of the amount of information. When parents are encouraged to choose something else than the most common

option, more information might be needed on language learning and language programmes.

Furthermore, the parents were requested to report on the sources of information. They were also asked to describe when they had first thought about the language choice, and when they had received information about it. In question 8 (*Where from did you obtain information about language choice and language studies?*) answer alternatives were provided. It should be noted that parents were allowed to mention as many information sources as necessary. Table 8 below displays the results:

Table 8. Sources of information on language choice.

| Source of information           | N   | %    |
|---------------------------------|-----|------|
| Parents' evening at school      | 410 | 67.5 |
| The class teacher               | 244 | 40.2 |
| Information material            | 244 | 40.2 |
| The language teacher            | 174 | 28.7 |
| The child's friends or siblings | 146 | 24.1 |
| The headmaster                  | 115 | 18.9 |
| Relatives and/or neighbours     | 45  | 7.4  |

The most important source was the parents' evening at school, which was mentioned in 67.5 % of the cases. The two second most frequently mentioned sources were the class teacher, and the information material provided by the school authorities in both in 40.2 % of the cases. The third most important source of information was the language teacher, who was mentioned in 28.7 % of the cases. The child's friends or siblings were indicated in 24.1 % of the cases. Relatives and neighbours were mentioned only in 7.4 % of the cases.

The time aspect, i.e. when the parents had started thinking about language choice and when they had received information about it, was measured by questionnaire items 9 and 10. The answers to question 9 (*When did you first think about the choice of the first foreign language?*) were coded into the following categories:

- 1 when making the choice
- 2 some time during the second grade
- 3 some time during the first grade
- 4 before the child had entered school or when an older sibling had made a choice
- 5 the choice had been obvious.

Figure 20 summarises the answers to this question:

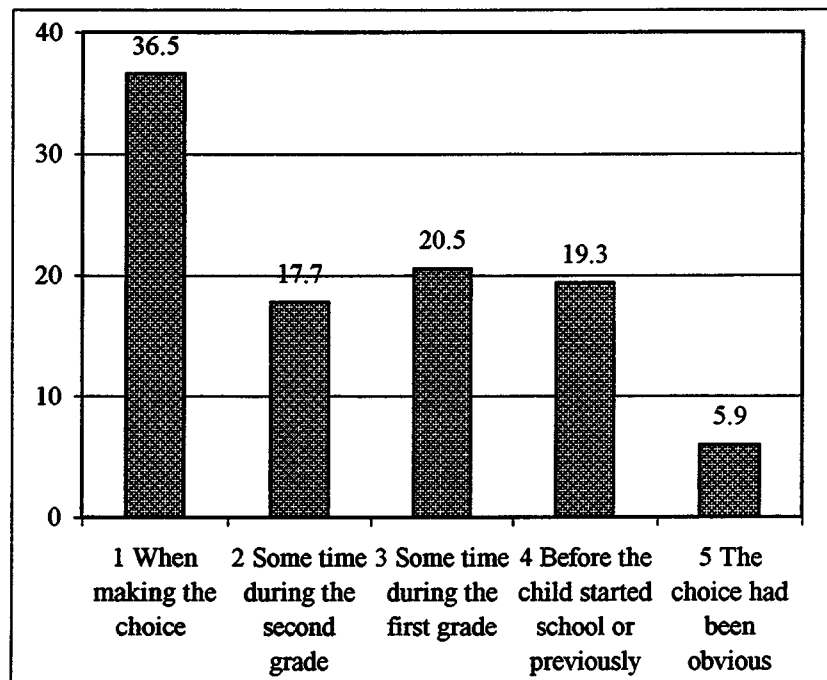


Figure 20. First time of thinking about the choice.

It should be noted that the amount of missing data was 10.6 % for item 9. The valid percentages for these categories were as follows: most parents (36.5 %) had thought about the language only when making the actual choice, one fifth (20.5 %) some time during the first grade, and 19.3 % had considered language education at the time when their child went to school. The choice had become relevant some time during the second grade to 17.7 % and for 5.9 % the choice had been obvious, i.e. they never really had thought about the matter. Even though one third of the parents had started thinking about the first foreign language right before making the choice, the majority, 57.5 % of the parents

had considered language choice earlier, even before the child went to school - not to mention the 5.9 % of the parents who had regarded the language choice obvious. Furthermore, these 5.9 % consisted of 34 parents, and only one of them had chosen some other language than English.

Then, it was examined whether there was any difference between the parents who had chosen English and those who had taken some other language. However, the  $\chi^2$ -test showed that there was no evidence ( $p=0.324$ ) for a relationship between the language chosen and the first time the choice was considered.

Turning to item 10, (*When did you obtain information about the choice of the first foreign language for the first time?*), the amount of missing data was considerable, 30 % of all the questionnaires. The answers were grouped into the following categories:

- 1 when making the choice
- 2 some time during the second grade
- 3 some time during the first grade
- 4 before the child had entered the school.

Figure 21 shows the results to item 10:

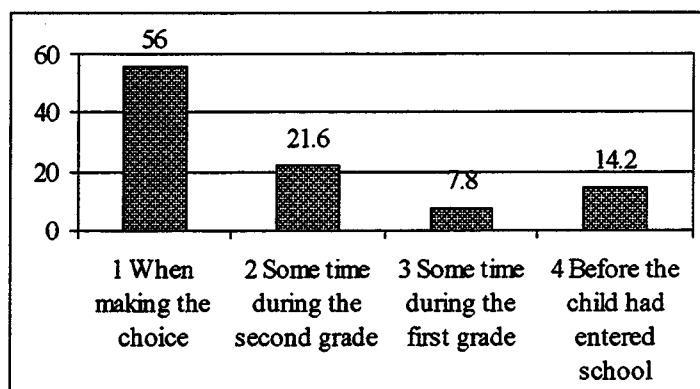


Figure 21. First time of information received about the choice.

The valid percentages for the replies were as follows: 56.0 % of the parents had received information right before making the choice, 21.6 % some time during the second grade, 14.2 % before the child went to school and 7.8 %



before the child was on the first grade. The parents were further asked whether they had wanted to receive information about language choice earlier. However, here the number of missing data was considerably large: 52.4 %. Of the valid 100 %, 85 % would not have wanted to receive any information earlier. Only 15 % indicated that they would have preferred to have some information earlier.

The time when the language choice became relevant to the parents was compared to the time when the school started informing about the choice. It was noted that the majority of the parents had already begun thinking about the matter notably earlier than they had received information on it. In other words, in 56 % of the cases the parents' evenings and other information sources had become available only right before the parents were requested to make the choice.

Further, the possible difference between the parents who had chosen English and those who had taken some other language regarding the first time of information obtained was analysed. The  $X^2$ -test showed that there was no evidence ( $p=0.813$ ) of a relationship between the language chosen and the first time that information about the choice had been received.

In summary, most parents were satisfied with the information they had been provided. However, it was noted that most parents had started thinking about the choice long before they had received any information of it from the authorities. Parents who in the end had chosen a less widely studied language had not made their decision earlier or later than the parents had chosen the most commonly studied language. Likewise, they had neither received information about the language issues earlier or later than the other parents. However, there was some indication that those who had chosen a language other than English, might have wanted to have more information about the provision of languages.

#### 4.1.4 The decision-makers in the family

Questionnaire items 3 and 4 provided information on who had influenced which language was actually chosen for the child. In addition, some comments in item 5 (*What (other) factors influenced the decision?*) provided partial answers to this question.

Table 9 summarises who participated in the decision-making process:

Table 9. Participants in the decision-making process.

| Participants   | N   | %    |
|--|-----|------|
| Parents and the child                                | 459 | 71.4 |
| Parents, the child, and siblings                     | 77  | 12   |
| Parents  | 38  | 5.9  |
| Parents, the child, and friends                      | 21  | 3.3  |
| Parents, the child, and relatives                    | 15  | 2.3  |
| The child  | 11  | 1.7  |
| Parents, the child, and teachers                     | 7   | 1.1  |
| Parents, the child, siblings, and friends            | 6   | 0.9  |
| Parents, the child, relatives, and teachers          | 2   | 0.3  |
| Parents, the child, friends, and teachers            | 2   | 0.3  |
| Parents, the child, siblings, friends and teachers   | 1   | 0.2  |
| Parents, the child, siblings, relatives, and friends |     |      |
| Parents and siblings                                 | 1   | 0.2  |
| Parents and teachers                                 | 1   | 0.2  |
| Parents, the child, siblings, and relatives          | 1   | 0.2  |
| Total  |     |      |
|  | 643 | 100  |

In most cases (71.4 %) it had been the parents and the child together who had made the decision. In 12 % of the cases also a sibling had participated in the decision-making. In 5.9 % of the cases the child had made the decision on his/her own.

Table 10 summarises the replies to question 4:

Table 10. Whose opinion(s) influenced the decision most.

|                     | N   | %    |
|---------------------|-----|------|
| Mother              | 396 | 67.8 |
| The child           | 383 | 65.6 |
| Father              | 352 | 60.3 |
| Siblings            | 24  | 4.1  |
| Authorities         | 23  | 3.9  |
| The child's friends | 10  | 1.6  |
| Relatives           | 3   | 0.5  |

Item 4 (*Whose opinion(s) influenced the decision most?*) confirmed the results concerning question 3. Most often (67.8%) the mother was mentioned as having had influenced most what language was in the end chosen. The child was mentioned in 65.6 % of the cases, and the father in 60.3 % of the cases. For example, the opinions and recommendations of language teachers and such school authorities as the principal had not really influenced the decisions. They were mentioned only in 3.9 % of the cases, often when the child had some kind of learning difficulties.

Since the parents appeared to be the most influential in the decision-making, they were examined more closely. The parents' language background as indicated how often they needed foreign languages was compared with the language they had chosen. The group of the parents who used foreign languages almost daily was explored. First, the language use of the fathers in the E-group and the LOTE-group was compared. Table 11 displays the comparison:

Table 11. Comparison of the fathers' language use between the E-group and the LOTE-group.

| Fathers:<br>How often do you need foreign<br>language skills? | LANGUAGE CHOSEN |         | TOTAL   |
|---|-----------------|---------|---------|
|   | English         | Other   |         |
| Almost never<br>Count   | 61              | 3       | 64      |
| % within language chosen                                      | 13.8 %          | 5.5 %   | 12.9 %  |
| Few times a month<br>Count                                    | 97              | 5       | 102     |
| % within language chosen                                      | 21.9 %          | 9.1 %   | 20.5 %  |
| Few times a week<br>Count                                     | 104             | 12      | 116     |
| % within language chosen                                      | 23.5 %          | 21.8 %  | 23.3 %  |
| Almost daily<br>Count   | 181             | 35      | 216     |
| % within language chosen                                      | 40.9 %          | 63.6 %  | 43.4 %  |
| Total<br>Count  | 443             | 55      | 498     |
| % within language chosen                                      | 100.0 %         | 100.0 % | 100.0 % |

It was noted that most of the LOTE-fathers (63.6 %) needed to use foreign languages almost daily. The distribution was more even among the E-fathers, even though most of them (40.9 %) needed language skills almost daily also. A  $X^2$ -test was then applied, and the difference turned out to be statistically significant at the 1 % level ( $p=0.006$ ). It turned out that those fathers who needed languages daily had chosen more often a language other than English for their child. There were no statistically significant differences between the mothers in the E-group and the LOTE-group regarding the language use.

Additionally, a few parents (8.3 %) reported also in item 5 how the members of the family had influenced the decision-making, consider Examples (5) – (8):

(5) “-- The child's aunt speaks French well, so she will probably help the child with the studies.” (352)

(6) “The sister studies [English], mother has studied [English].” (359)

(7) “English is the language that we parents have needed most and we believe our children will need it most, it is widely used.” (529)

(8) *"It was difficult to decide to what extent we should take the child's opinion into account. In our family the child would have wanted to choose French and was totally against English. However, we parents decided that an eight-year old can't decide for herself. So, we explained her why it would be wise to choose English, and later she has accepted our decision."* (216)

An older child's language choice had also influenced the decision this time as seen in Example (6). If the older children had been satisfied with their language studies, the same language was then recommended to the younger ones as well. As Example (6) shows, some parents had mentioned that being able to speak the same language themselves they could for example help the child with the homework. Also, the possibility of getting help from close relatives further supported the choice as shown by Example (5). Example (7) describes how parents' positive experiences had influenced their choice. In addition, in a few cases parents' positive experiences about learning the language and favourable attitude towards the culture had recommended a language to the child. Only in one family had the parents' negative learning experience and attitudes towards the culture of the language speakers made them choose another language. As Example (8) shows there were also families where the parents had made the final decision ignoring the child's wishes. The reasons behind the language choice are examined more closely in section 4.2.

In sum, the decision was made within the family. The parents and the child chose the language together, most often the mother was reported to have made the final decision. Moreover, it appeared that in those families where the father needed foreign language skills almost daily, the child started studying more often some other language than English. Also, the siblings' and the parents' experiences and views seem to have influenced the decision to some extent.

## 4.2 Main reasons for the choices

Research question 2 of the study was “How do parents argue for their choices” and it was measured by questionnaire items 5 (*What (other) factors influenced the decision?*) and 7 (*Please indicate the five most important factors that influenced your decision*). A word of notion is needed when interpreting the results for items 5 and 7. As in both questionnaire items 5 and 7 a procedure of classification was applied, the categories created are, to some extent, qualitative. The results can be seen as suggestive indicators of the present situation.

Questionnaire item 5 was an open-ended question, and the responses were grouped into 17 categories according to the content of the responses. In the responses to question 5, at the most four reasons were mentioned in a single questionnaire, and thus four variables were entered using the 17 categories. In the responses, the reasons were not presented in order of preference, i.e. the variable ‘reason 1’ was not the most important, but mentioned first. As these answer categories were not provided initially, their ratios might have been somewhat different in case had they been included and the parents could have chosen among the same answer alternatives. The categories are presented with a few examples of each below. The quotations have been translated from Finnish:

1. The choices and experiences of the siblings and/or friends  
*“The big brother begins studying German next year.” (2)*
2. The language is widely used, a global language  
*“English is a global language so it is important to learn it first.” (68)*  
*“English is an international language; many computer programmes and games are in English.” (605)*  
*“English is a global language, which is spoken in almost every corner of the world. You get along with English better than with any other language.” (123)*

*“English ‘dominates’ in business life, travelling and science.” (94)*

3. The language is useful and/or necessary

*“There is a need for skills in German in the working life.” (103)*

*“German is the language of the future.” (508)*

4. It is better to start with this language, English can be learnt later

*“There is no point choosing English as the first foreign language, because it can be learnt easily. It is good to concentrate on other languages, because you don’t hear/learn those languages in other contexts as much as English.” (1)*

*“German is less widely studied language. English can be learnt also outside of school and it can be taken as A2-language. Nowadays it is important to learn also other languages than English.” (202)*

5. General learning difficulties or learning disorders

*“Our child doesn’t need to study many languages because of his/her reading difficulties.” (131)*

6. English is considered an obligatory subject, taking another language than English would thus mean that English would have to be taken as an optional language

*“The child won’t necessarily be interested in taking another A-language, so s/he wouldn’t study English at all.” (235)*

7. The child’s previous language skills

*“We have lived in Sweden, and our child can speak Swedish. We would like him to maintain his language skills.” (453)*

8. Friends or relatives, living abroad

*“If work takes us abroad, children would have to attend an English-speaking school.” (349)*

9. Parents’ language background

*“Parents can help with the studies when necessary.” (61)*

*“English is our second language at home, Dad’s mother tongue.” (296)*

10. Parents’ positive attitude to language and culture, favourable experience, interest

*“Our own experiences.” (62)*

11. Parents’ negative attitude to language and culture, negative experience, no interest

*“– In addition, I myself (i.e. Mother) have started studying languages with Swedish and I had to transfer schools constantly because there were no Swedish language groups in every school. I don’t have particularly fond memories.” (233)*

*“Both parents have studied Swedish as their first [foreign] language, German as the second and English as the third. In working life we have noted that the order should have been reversed.” (285)*

12. The child’s special interest in the language

*“The child strongly wanted to choose English.” (606)*

13. The language is easy to learn, it is available, a lot of input in the language

*“[English] is easier to learn as the first [foreign] language because children hear it all the time (music, TV).” (42)*

*“The easiest language to learn.” (299) [English]*

14. The constraints on future language choices and other studies

*“–There will be fewer optional courses in the lower secondary school, if you take English only on grade 5.” (183)*

*“The dry bun [pakkoruotsi] Swedish later; if we had had taken e.g. German now, that would have meant studying three foreign languages, because English is still important to be taken later.” (185)*

15. Forced choice, safe choice: this language group will definitely be set up in the child’s school, no need to transfer school or change class



*“School transfer and a long distance to another school prevented from making a choice other than this [English].”*

*(144)*

*“Any other language group won’t be set up in our school [English].” (387)*

*“No need to transfer school, in case we moved to another place, there would definitely be an English group at school.”*

*(606)*

*“The choice of any some other languages would have meant school transfer” (149) [English]*

16. English is an obvious, automatic choice

*“An automatic choice” (127)*

17. The methods, materials, teacher, group size etc. in the chosen language preferred

*“The group size in German is likely to be quite small.” (2)*

In the following, the ratios of the reasons are displayed regardless of language chosen. The reasons mentioned to have influenced the choice are shown in Figure 22 by frequency and in Table 12 by both frequency and percentage in both the E-group and the LOTE-group:

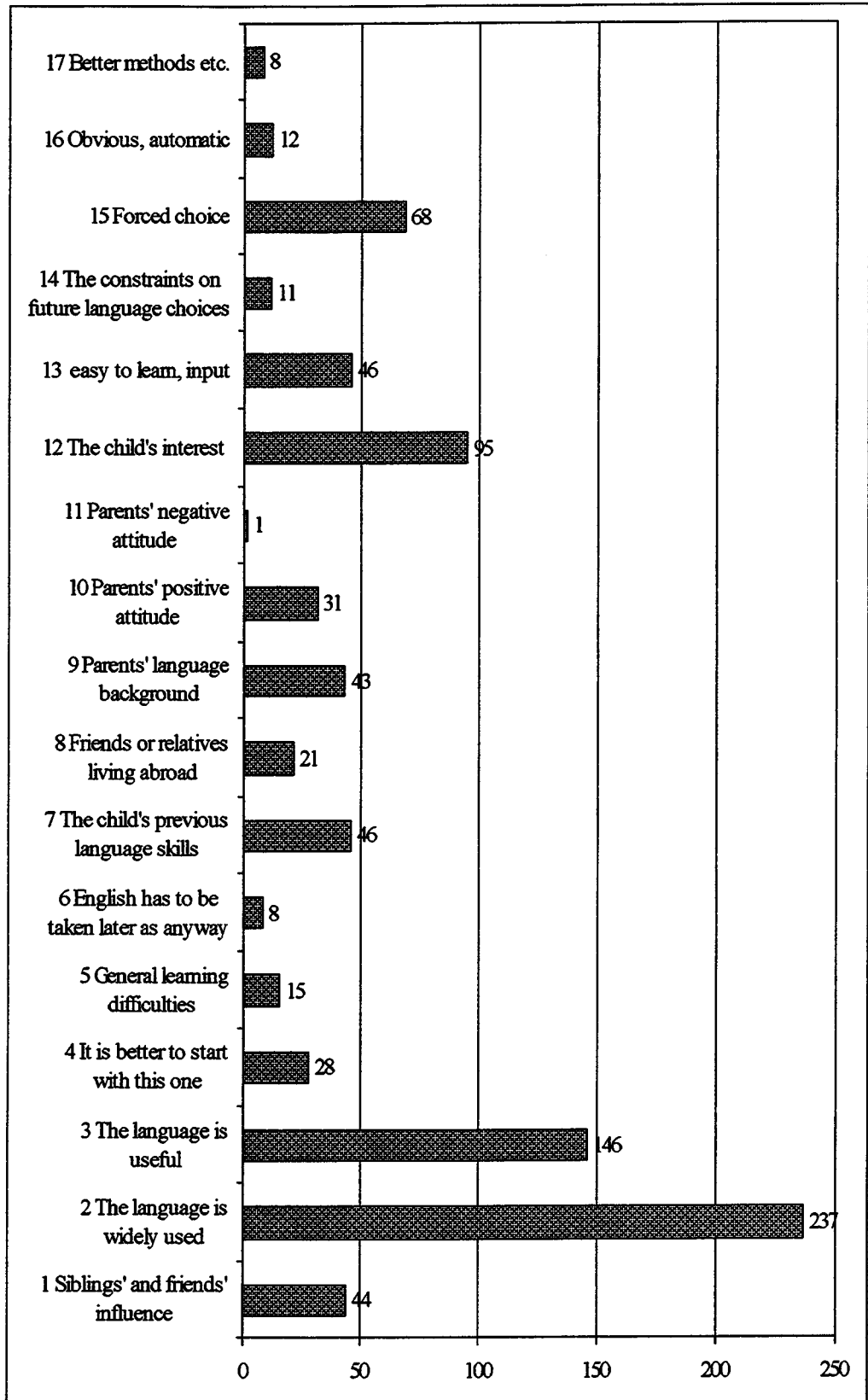


Figure 22. Reasons that influenced the choice of language (frequency (N)).

Table 12. Reasons for the choice in the E-group and in the LOTE-group.

| Reasons                          | THE LANGUAGE CHOSEN |              |           |              | TOTAL      |              |
|----------------------------------|---------------------|--------------|-----------|--------------|------------|--------------|
|                                  | ENGLISH             |              | OTHER     |              | N          | %            |
|                                  | N                   | %            | N         | %            |            |              |
| 1 Siblings and/or friends        | 35                  | 7.5          | 9         | 14.1         | 44         | 8.3          |
| 2 Global language                | 233                 | 49.9         | 4         | 6.3          | 237        | 44.6         |
| 3 Useful / necessary language    | 131                 | 28.1         | 15        | 23.4         | 146        | 27.5         |
| 4 English can be learnt later    | 3                   | 0.6          | 25        | 39.1         | 28         | 5.3          |
| 5 General learning difficulties  | 14                  | 3.0          | 1         | 1.6          | 15         | 2.8          |
| 6 English a must later           | 8                   | 1.7          |           |              | 8          | 1.5          |
| 7 Previous language skills.      | 41                  | 8.8          | 5         | 7.8          | 46         | 8.7          |
| 8 Contacts, living abroad        | 13                  | 2.8          | 8         | 12.5         | 21         | 4.0          |
| 9 Parents' language background   | 39                  | 8.4          | 4         | 6.3          | 43         | 8.1          |
| 10 Parents' positive attitude    | 28                  | 6.0          | 3         | 4.7          | 31         | 5.8          |
| 11 Parents' negative attitude    | 1                   | 0.2          |           |              | 1          | 0.2          |
| 12 The child's special interest  | 72                  | 15.4         | 23        | 35.9         | 95         | 17.9         |
| 13 Easy to learn, a lot of input | 46                  | 9.9          |           |              | 46         | 8.7          |
| 14 Limits future choices         | 8                   | 1.7          | 3         | 4.7          | 11         | 2.1          |
| 15 Forced choice, safe choice    | 63                  | 13.5         | 5         | 7.8          | 68         | 12.8         |
| 16 English an obvious choice     | 12                  | 2.6          |           |              | 12         | 2.3          |
| 17 The methods etc. preferred    | 3                   | 0.6          | 5         | 7.8          | 8          | 1.5          |
| <b>Total</b>                     | <b>467</b>          | <b>100.0</b> | <b>64</b> | <b>100.0</b> | <b>531</b> | <b>100.0</b> |

The reason most often cited was reason 2 (*The language is widely used, a global language*) in 44.6 % (237) of the cases. The second most often mentioned reason 3 (*The language is useful and/or necessary*) in 27.5 % (146) of the cases. The third most often reported reason was 12 (*The child's special interest to the language*) in 17.9 % (95) of the cases. The fourth most frequently mentioned reason was number 15 (*Forced choice, safe choice: this language group will definitely set up in the child's school, no need to transfer school or change class*) in 12.8 % (68) of the cases.

Next, it was examined whether the different reasons influenced the choice of English and a language other than English. The division of the responses and the difference between the English-parents and the LOTE-parents are also illustrated in Table 12.

As for those who had chosen English (the E-group), the reasons most often mentioned were exactly the same and in the same ranking order as for the whole group. It seems that the same reasons influenced the choice of all the languages. But category 4 (*It is better to start with this language, English can be learnt later*) was naturally more frequent among those who chose a language other than English (the LOTE-group), actually the most often cited reason (39.1%). The second most often mentioned reason by the LOTE-group was reason 12 (*The child's special interest to the language*), 35.9 % of cases in this LOTE-group. The third most often cited was reason 3 (*The language is useful and/or necessary*), 23.4 % of the replies in non-English category. The fourth most often given reason was 1 (*The choices and experiences of the siblings and/or friends*), which represented 14.1 % of the replies in this category.

All in all, in questionnaire item 5, the results showed that the main reasons that had influenced the choice were more or less the same regardless of language chosen. English is a global language and thus necessary and important to learn. Often, the parents valued their child's special interest of a particular language, but then again, the fourth reason suggests that English had often been also a forced choice. In small schools, in particular, no other first foreign language groups will be set up. The parents who had chosen some other language than English thought that English could be learnt later. In addition,

when choosing some other language than English, the opinions and experiences of siblings and friends seemed to have mattered more.

Questionnaire item 7 asked the respondents to indicate the five most important reasons that influenced their decision. The reasons provided in the questionnaire were as follows:

1. This language is needed at work.
2. This language is needed when travelling.
3. There is a lack of speakers (as FL) of this language.
4. This language is needed in future studies.
5. This language is used in science and technology.
6. This language is used in the entertainment (TV, music etc.)
7. This is a beautiful language.
8. This language is easy to learn.
9. This language is needed in EU context.
10. This language is the mother tongue of the other parent.
11. This language is needed with relatives/friends.
12. Other.

Six additional categories were formed based on the replies in the category 'Other' as follows:

12. The child is interested in this language.
13. Constraints in future language choices.
14. Parents know this language, e.g. can help with the homework, are also interested in the language and culture
15. The language is difficult.
16. The family will move to a country where this language is used/learned at school.
17. 'Just a good choice.'

Answer category 7b was also provided for those respondents who had not actually considered the language choice at all. As for answer category 7b (*We have not actually considered the language choice at all*), the category was chosen only in 4.6 % of all the cases.

To begin with, the reasons for choosing a particular language were examined on a joint distribution. The reasons are not displayed in order of preference, but according to the frequency how often they were mentioned in the questionnaires by the respondents. Table 13 also shows the differences between those who had chosen English and those who had chosen a language other than English:

Table 13. Joint distribution of reasons for choosing a language.

|   | THE LANGUAGE CHOSEN |      |       |      | TOTAL |      |
|---|---------------------|------|-------|------|-------|------|
|   | ENGLISH             |      | OTHER |      | N     | %    |
|   | N                   | %    | N     | %    |       |      |
| 1 This language is needed at work   | 498                 | 96.4 | 63    | 94.0 | 551   | 96.2 |
| 2 This language is needed when travelling   | 433                 | 85.6 | 47    | 70.1 | 480   | 83.8 |
| 3 There is a lack of speakers (as FL) of this language  | 21                  | 4.2  | 44    | 65.7 | 65    | 11.3 |
| 4 This language is needed in future studies   | 482                 | 95.3 | 36    | 53.7 | 518   | 90.4 |
| 5 This language is used in science and technology   | 407                 | 80.4 | 19    | 28.4 | 426   | 74.3 |
| 6 This language is used in the entertainment (TV, music etc.)   | 182                 | 36.0 | 4     | 6.0  | 186   | 32.5 |
| 7 This is a beautiful language  | 13                  | 2.6  | 17    | 25.4 | 30    | 5.2  |
| 8 This language is easy to learn  | 150                 | 29.6 | 9     | 13.4 | 159   | 27.7 |
| 9 This language is needed in EU context   | 224                 | 44.3 | 50    | 74.6 | 274   | 47.8 |
| 10 This language is the mother tongue of the other parent   | 4                   | 0.8  | 3     | 4.5  | 7     | 1.2  |
| 11 This language is needed with relatives/friends   | 37                  | 7.3  | 17    | 25.4 | 54    | 9.4  |
| 12 The child is interested in this language   | 10                  | 2.0  | 5     | 7.5  | 15    | 2.6  |
| 13 Constraints on future language choices   | 2                   | 0.4  | 2     | 3.0  | 4     | 0.7  |
| 14 Parents know this language, e.g. can help with the homework, are also interested in the language and culture | 2                   | 0.4  | 1     | 1.5  | 3     | 0.5  |
| 15 The language is difficult  |                     |      | 1     | 1.5  | 1     | 0.2  |
| 16 The family will move to a country where this language is used/learned at school.                             | 2                   | 0.4  |       |      | 2     | 0.3  |
| 17 'Just a good choice.'  | 18                  | 3.6  |       |      | 18    | 3.1  |
| Total   | 506                 |      | 67    |      | 573   |      |

When the reasons were examined jointly, it was noted that reason 1 (*This language is needed at work*) appeared in 96.2 % of all the cases when all the five most important reasons were taken into account. Reason 4 (*This language is needed in future studies*) was mentioned in 90.4 % of all the cases. Reason 2 (*This language is needed when travelling*) was indicated in 83.6 % of all the cases. Reason 5 (*This language is used in science and technology*) was given in 74.2 % of all the cases. Reason 9 (*This language is needed in EU context*) was cited in 47.7 % of all the cases. Reason 6 (*This language is used in the entertainment (TV, music etc.)*), in turn, was given in 32.4 % of all the cases.

In the following, the reasons are discussed separately in the order of preference focussing on the three reasons at the top of the rankings. The reasons that had been chosen as the most important when choosing the first foreign language are displayed in Figure 22:

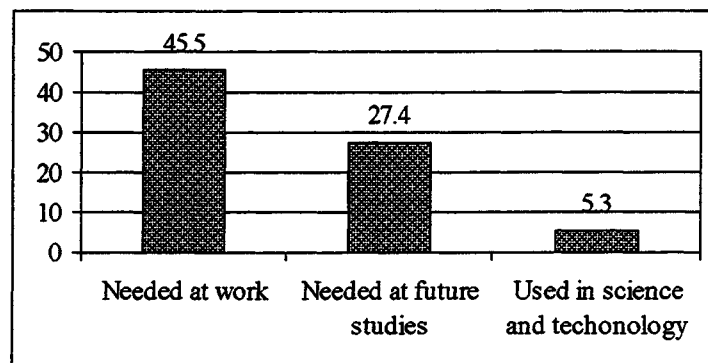


Figure 22. The most important reasons for choosing a language.

The most frequently given reason was reason 1 (*This language is needed at work*), which represented 45.5 % of all cases. The second most frequently cited reason was reason 4 (*This language is needed in future studies*), 27.4 %. The third most frequently indicated reason was reason 5 (*This language is used in science and technology*), 5.3 % of all cases. Next, the second most important reasons for choosing a language are shown in Figure 23.



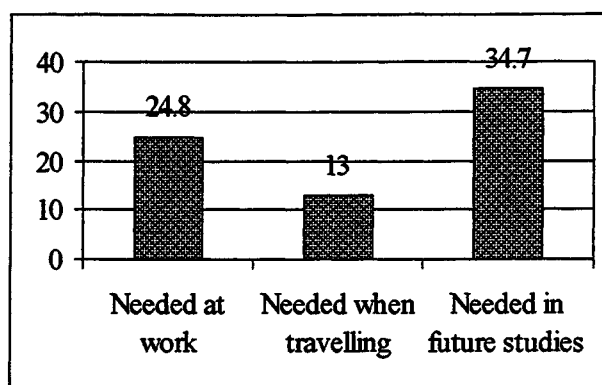


Figure 23. The second most important reasons for choosing a language.

The reasons indicated as the second most important when choosing the first foreign language were as follows. The most frequently mentioned was reason 4 (*This language is needed in future studies*), 34.7 %. The second most frequently cited was reason 1 (*This language is needed at work*), 24.8 %. The third most frequently given was reason 2 (*This language is needed when travelling*), 13.0 %. Then, the third most important reasons for choosing a language are displayed in Figure 24:

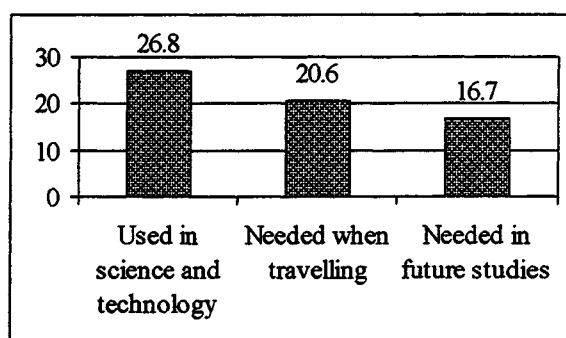


Figure 24. The third most important reasons for choosing a language.

The third most important reasons when choosing the first foreign language were the following. The most frequently indicated was reason 5 (*This language is used in science and technology*), mentioned in 26.8 % of all cases. The second most frequently cited was reason 2 (*This language is needed when travelling*), 20.6 %. The third most frequently given was reason 4 (*This language is needed in future studies*), 16.7 %.

The fourth most important reasons for choosing a language are given in Figure 25:

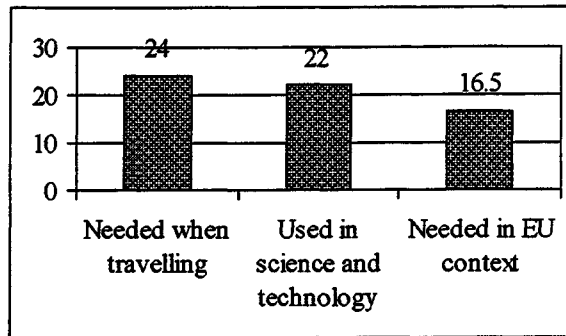


Figure 25. The fourth most important reasons for choosing a language.

As the fourth most important reasons were given the following reasons. The most frequently mentioned was reason 2 (*This language is needed when travelling*), 24.0 %. The second most frequently indicated was reason 5 (*This language is used in science and technology*), 22.0 %. The third most frequently mentioned was reason 9 (*This language is needed in EU context*), 16.5 %.

Finally, the fifth most important reasons for choosing a language are summarised in Figure 26:

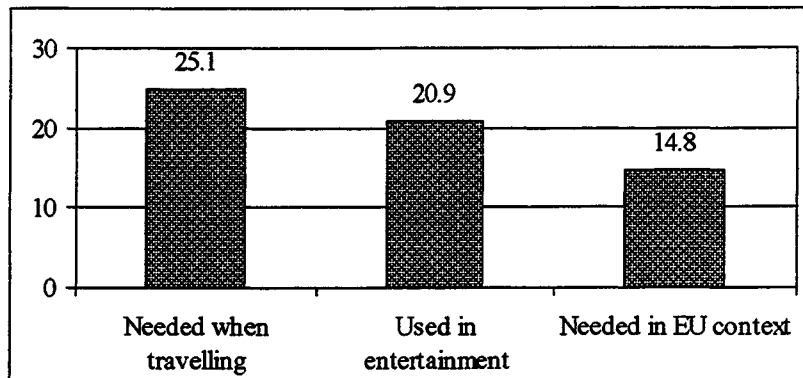


Figure 26. The fifth most important reasons for choosing a language.

The fifth most important reasons when choosing the first foreign language were the following. The most frequently given was reason 2 (*This language is needed when travelling*), 25.1 % of all cases. The second most frequently

mentioned was reason 6 (*This language is used in the entertainment (TV, music etc.)*), 20.9 %. The third most frequently indicated was reason 9 (*This language is needed in EU context*), 14.8 % of the cases.

To sum up, when the reasons were examined both on a joint distribution and separately in the order of preference, it turned out that the same reasons appeared at the top of both rankings. Need at work and in future studies as well as when travelling were the frequent ones. Also, the use of language in science and technology defined the choice. Mostly, these reasons were given to argue for the choice of English, however, also German and French were mentioned to be an asset particularly in the EU context.

## 5 DISCUSSION

The purpose of the present study was to investigate parental views on choosing the first foreign language in Jyväskylä school district. In addition, the study attempted to identify parents as micro-level decision-makers as well as examine their reasons for choosing a certain language. In this chapter, the main results of the study are discussed in order to create a more profound understanding of the issue of language choice.

The area of language planning has been characterised by grand national schemes (Kaplan and Baldauf 1997:81-82). Relatively few studies have focused on micro-level, and much less is known about the participants and their decision-making. They may even be unaware of being involved in such an activity and the importance of their role in it. As the education system in Finland has given more and more decision-making power to schools and parents (see 2.2), their importance to the language-in-education policy has grown. In today's world of internationalisation, it is very important to learn foreign languages to meet the needs of both the working and the personal life, particularly in a small country like Finland. Accordingly, the choice of the first foreign language, in which the child will receive most tuition during the school years, is, indeed, an important one. Previous studies have mostly examined language choice in relation to language learning (see 2.5). The focus has been on social-psychological factors of language choice, such as attitudes to languages and language learning, motivation, and personal relevance. The present study examined language choice from a broader framework paying attention to various aspects of language-in-education planning and focusing on community policy, i.e. parents' role. The concept of linguistic imperialism was employed to help understand how parents perceive the importance of different languages.

### 5.1 Parents as micro-level decision-makers

The results of the present study showed that English was the most popular language (88.3 %). A few children will also start studying German (6.2 %) and French (4.4 %) next year. A small number of parents had been interested in Swedish, but it was unlikely that the group would start. An overwhelming majority of the parents felt that they had been able to opt for the language they wanted for their child. However, there were a few who regretted that they had had to settle for the majority's opinion, or had felt that it would be pointless to consider anything else because it had been unlikely that any other language group besides English would be set up. Similarly, a few of those parents who had chosen some other language than English believed that there was only one alternative to English in their school. However, these beliefs were found even in larger schools, where the required group size of 12 should have been easy to meet. The parents' beliefs about or experience of previous language choices in their school may also support their decision to choose a language that is also otherwise seen as useful. Thus, the competition for funds among the various planning development areas is reflected in the language choices (Kaplan and Baldauf 1997:4-5).

The language choices in the present study were not in line with the general aims of language education, too many still opted for English (cf. *Education and research 2000* 1996:7). There has been a continuing conflict between the goals of language-in-education planning and the actual language choices made by parents and pupils (Nikki 1992:43). However, the present study showed that the parents did appreciate diversity, and found English, German, French, Russian and German to be a sufficiently wide selection. Most of them supported the possibility of starting with a less widely studied language. Thus, there seems to be a conflict between parents' values and their actions, 'diversity is good, but English is the best for my child'.

Most parents felt they had had all the information they needed to make the decision. However, some of those who had chosen a language other than English thought that there should have been more information available. Naturally, there are more concerns among those parents who are opting for

something else less usual than among those who are taking the traditional first foreign language.

Most of the parents had started thinking about the choice earlier than the actual decision needed to be made. However, the schools had started informing them about language studies and the options available later, right before making the choice. At this time, only one third had not considered language choices at all. There were also a few parents who reported that the language their child would start studying had been obvious to them, and there had been nothing to think about. It seems that the child's language studies are not totally insignificant to most of the parents, if the language choice is thought about even before making the actual choice. Thus, if changes to language choices are needed, it might prove useful to inform parents earlier than usual. The most natural occasion would be when the child starts school. In fact, the brochure on comprehensive schools, which is given to families when the child starts school, contains a little information on the options (*Jyväskylän kaupungin peruskoulut lukuvuosi 1998-1999; 1999-2000*). As the parents' evenings and the information package were the most frequently used sources of information, these channels should be utilised. In addition, it would be important to provide unbiased and extensive information about the different languages in these contexts. A few parents commented on the information provided in the parents' evenings as seen in Examples (8) and (9).

(8) *"The decision on possible/likely language choices in our school was traditional. In this school English has usually been the first foreign language and that's why our child can't start studying the language we had chosen together. We would have wanted to take German, because it is a more difficult language than English, the group would have been smaller/more individual attention and later, it would be easier for our daughter to learn other languages. In the parents' evening, we found out that we – who chose some other language than English as the first one – didn't have any chance to influence the first foreign language choice of our child in our school. The only chance would have been to transfer her to another school so that she could have started the language we had chosen. In the parents' evening the headmaster of the school convinced with his behaviour the rest of the uncertain parents (around one third???) to take English as*

*the first foreign language, because other language groups had not been set up in the previous years either.” (174)*

*(9) “I was a bit irritated at the school that the majority of the parents were so adamant. There was no chance of setting up smaller groups in another language, even though there was interest. Lack of money is one reason. X [name of school] is a good, small school, but penniless like many others I’m sure. The headmaster’s stand on language choice was absolute: he and his wife make the decision and the child studies the language they have chosen – equality in the family! Good care should be taken that equal attention is paid to all the languages in the presentation, without mocking any of them.” (282)*

The examples show that these parents felt that all the languages had not been given equal attention in the parents’ evenings. Some even hinted that the information had been biased towards creating desired classes and, thus, they had been manipulated.

However, the actual decision was made within the family. Most often it was the parents and the child together who had chosen the language. An older child’s opinions may have been considered as well in the process. Only in a few cases had the child chosen the language on his/her own. This indicates that it is important to try to influence families directly through the information channels they use, i.e. work on the community policy (Kaplan and Baldauf 1997:134-135).

It has been emphasised (Kaplan and Baldauf 1997:52, 81-82) that, first, language planning occurs at many levels and it must have an effect on all of them in order to succeed. Second, at the micro-level people are often unaware that their decisions influence the language policy and language-in-education policy of the community. This study lends partial support to this view. The parents admitted that diversity is needed, but in the end the majority chose the most widely studied language. Thus, the parents seemed to be aware of the larger context, but made their decisions in the best interests of the child. The current language-in-education planning and policy are indeed fairly controversial. On the other hand, there are still macro-level recommendations based on research, which are promoted and their execution is followed. But on the other hand, schools and parents are given great freedom also in language education. In other words, the old reconstructivist educational value system is

clashing with the progressivist (cf. Clark 1987). In a time that emphasises individuality by making individual choices, recommendations made in the best interests of the nation are not likely to be very feasible.

## **5.2 Main reasons for the choices**

Turning to reasons for language choices, the main argument for choosing English relied on the fact that it was a global language and thus useful to learn. The parents want to ensure that their children have a key to international communication and thus English is regarded as a safe choice. This, in turn, supports the idea of linguistic imperialism discussed by various linguistic researchers (e.g. Tollefson 1991, Phillipson 1992, Phillipson and Skuttnab-Kangas 1996, 1997 and Pennycook 1998). To meet the needs of the modern world, it is actually a must to acquire an adequate command of English, moreover, a command of English can be even considered self-evident.

The reason that a language is useful and/or necessary referred not only to English as a globally useful language, but also to German and French, first, as widely used languages in Europe and second, as little less commonly learnt languages in Finland. Thus, a command of German or French would be an asset in Finland (cf. Müntzel and Tiittula 1995, Sinkkonen 1998).

Apparently, the parents also take into consideration their child's own interest, as it was the third most often mentioned reason behind the choices. The reason was used regarding every language. Children's motivation seems to be an important reason when choosing a first foreign language, even though motivation was not measured directly in the present study. Regarding English, it can often be interpreted that the child had become acquainted with the language earlier, since it is available in the Internet and music as well as other entertainment business. Thus, the input in English begins from a very early age, long before school.

The parents, who had chosen some other language than English most frequently argued, not surprisingly, that it was better to start with this language and English could be learnt later. On the one hand, this can be interpreted as an



argument against the dominant role of English as a global language and most widely studied language in Finland. On the other hand, the replies also imply that English is considered easier to learn as there is more input available in it (TV, Internet, show business etc.). Therefore, it can be learnt later. In other words, the less commonly learnt languages benefit from an early start.

However, as the results also showed, the choice appeared to be forced in 12.8 % of the cases. English was often chosen on the basis of practical concerns, such as the language group would definitely be set up in the child's school, there would not be any need to transfer school or change class. This, in turn, suggests, that on many occasions it is practical reasons, which have actually nothing to do with a language itself, that play an important role. It seems that parents and children highly appreciate children being able to continue their studies in a familiar school. After all, children are only 8 years old, when the decision is made. As the required group size to set up a language group in the first place is 12, small schools often have no possibility to offer more than one language group, which usually is English. This trend implies that it is not always relevant to concentrate on linguistic features of different languages, personal attitudes and motivation, since, in the end, it is practical language planning policy that may define what languages can and will be studied as first foreign languages.

Previous studies have suggested that the number of native speakers of a language in the community and geographical proximity may influence to what extent the language is appreciated. Oiva (1998) found that in the capital region attitudes towards Swedish were positive and towards Russian negative, near the eastern boarder the situation was the contrary as Julkunen (1998) observed. It became obvious in the present study that there are no real chances to study Swedish and Russian as the first foreign language and when it comes to German and French, chances are very limited and concentrated in a few schools. It could be perhaps interpreted that the parents central Finland are more oriented towards central Europe. The parents seem to have ignored Russian completely, and there are not even many schools where it is offered. All in all, the interest in Russian has decreased in Finland as was shown in section 2.2. Perhaps Russian is today considered more of a special skill, than a must or a common

requirement as is the case with the other languages. Likewise, it seems that in the Jyväskylä region the parents do not find Swedish a very important language to start with. However, Sajavaara (1998:91) has pointed out that Swedish is a requirement for all civil servants in Finland. Particularly in the capital region and in coastal municipalities a command of Swedish is essential. Furthermore, we should keep in mind that a sufficient competence in Swedish is a must in Nordic co-operation and trade.

The findings of the present study regarding reasons behind a language choice are in line with previous studies to some extent (cf. Kuusela and Ruuttula 1988, Rautimo 1990, Julkunen 1998, Oiva 1998). The usefulness, future need, and the child's interest were the most frequently mentioned reasons for choosing a language also in the present study. Practical reasons had also influenced the choice in some families. However, the culture of the target language group was not very significant reason in the present study.

All the reasons mentioned above for choosing the first foreign language, in turn, support the idea of linguistic imperialism. The phenomenal spread of English is thus considered both good and bad. For one thing, the parents are aware that English is used in many contexts, such as future studies, working life, travelling and anywhere where a lingua franca is needed in intercultural communication. For another, their children are already familiar with it, having heard it on the radio and on tv, seen English words in advertisements and played games on their computer. Therefore, it is chosen as the first foreign language. In contrast, some parents felt that just because English is so available in their child's environment, it can be learnt easily later and some other less widely studied language would benefit from an early start. Finally, since English is the most popular first foreign language in the school world, there are some parents who are simply forced to settle for a language which had not been their primary choice.

As the language provision in comprehensive schools has not become diversified with the means thus far employed, compulsory language programmes have been suggested. A broad, obligatory language programme for all pupils would provide for the Finland's linguistic needs (Takala 1993:68-70). Takala believes that "the best, and only trustworthy way to guarantee that language

learning opportunities will be utilised is to make language study compulsory". First of all, being able to choose the language one studies is still only one of the factors contributing to motivation to learn languages. System level actions such as entrance requirements to secondary-level education, reliable and credible language testing, and salary incentives could be employed to make language study motivating. Second, a long education is today more an obligation than a privilege for the youth, thus the general effort put into studying has decreased in Takala's opinion. Therefore, offering options would likely lead to opting out more often than in optional programmes. Third, pupils are unlikely to be able to anticipate their future language needs or those of the labour market. Factors such as peers and popular culture are more likely to influence the choices. Fourth and last, given a wide selection of languages, pupils' home background may start exercising a more powerful impact on their education than at the present, endangering educational equity. At the time comprehensive schools had a choice of tracks in foreign languages and mathematics home background was the main influence of pupils' choice, not the actual ability or success in school.

For example, a British project aimed at diversifying first foreign language teaching did not allow for a free choice (Filmer-Sankey 1993). Previous experience had shown that when choice was offered, most students opted for the majority option, French. Thus, in the *Oxford Project on Diversification of First Foreign Language teaching (OXPROD)*, parents were only informed in which language group their child had been assigned, French, German or Spanish. If the parents had strong preferences for some other language in the school's provision, their wish was usually accommodated for. However, on the whole, few parents objected. The languages to be taught were selected on the basis of educational criteria, taking into account language accessibility, pupil ability, and motivation as well as purely practical considerations.

The present study lends only partial support for making a common, broad language programme compulsory. First of all, most parents appreciated being given a chance to choose on their own and rejected obligatory language programmes. In addition, freedom and individuality are such firm principles in education in Finland, also in foreign language instruction (cf. Clark 1987:49-90, Piri 1999:162) that changes to the opposite would probably not get public

support. Second, difficulty or ease were not central reasons for choosing, or not choosing, a particular language. Only in a few cases the parents reported that taking two long languages, which is often the case if some other language than English is chosen as the first one, would have been too laborious for their child. Neither did the reason that the chosen language is easy to learn appear at the top of the rankings when various reasons were set in an order of preference by the parents.

As for the strong influence by peers and popular culture, first, it seemed that the parents appreciated the opinions and experiences of the siblings and friends when choosing some other language than English. Their opinions played a less important role for the parents who chose English. It can be assumed that positive learning experiences of siblings or peers encourage parents to choose that language. Similarly, negative learning experiences recommend parents to opt for another language. Second, as for the effect of popular culture, some parents referred to English being used a lot in computer games and other entertainment for children, thus there is a lot of input to support learning. However, availability of input influenced parents' decisions also the other way, English would be easier to learn later.

As regards home background, the present study noted that such fathers who use foreign languages daily take more often some other language than English for their child. This can be interpreted so that fathers who often engage in intercultural communication are more sensitive to the need of also other languages than English.

However, concerning whether parents can anticipate the future needs of the labour market, the results of the present study provide a more controversial picture. Wide usefulness and need were the most important reasons for choosing a language. As above was already mentioned, parents, on the one hand, seemed to value diversity and recognised a need for less widely studied European languages. However, on the other hand, the majority opted for the most widely studied foreign language. For example, many needs analyses have shown that there is a growing need of skills in German in the working life (cf. Münzel and Tiittula 1995), but it was not reflected in the language choices in

the present study. Further, child's own interest without any further specification or argumentation was significant to many parents when making the decision.

## 6 EVALUATION OF THE STUDY

In this chapter, the present study is evaluated by looking at its validity, reliability, objectivity, openness and confidentiality (see e.g. Alkula and al. 1994:88-95; Fink and Kosecoff 1998: 36-37; Heikkilä 1999:28-30, 177-180). The purpose of this chapter is, for one thing, to evaluate the issues of the above mentioned guidelines for good research and for another, to consider, how relevant a research method the questionnaire was in the present study.

To begin with, validity is examined (cf. Heikkilä 1999:28-31, 177-180). A valid study has measured exactly what it is specified to measure as defined by research questions. To a great extent, the questionnaire proved to be a relevant research instrument, as the questions presented in the questionnaire answered, for the most part, the research questions. However, there were some items that turned out to be somewhat unsuccessful. These items are discussed later in this chapter.

Second, the reliability of the study means that the results are accurate and not due to chance (cf. Heikkilä 1999:29, 179-180). Therefore, the research project has been argued for and described carefully, so that the process of the conducting the study can be evaluated and later replicated. In addition, the sample size was quite large in order to avoid random results. Furthermore, the response rate was sufficient, 80.8 %. As the response rate varied from 70.9 % to 100.0 %, with the exception of only one school (48.1 %), the sample can be considered representative. It should be noted that the results are valid only in the present educational system and in the societal situation due to diversity. As the society changes constantly, conditions and constraints vary. Moreover, though there were statistically significant results, a cautionary word is needed when interpreting them. The survey method has been criticised for over-democratisation, i.e. for forgetting the individual. The statistical analyses provide summaries of the population, which can lead to overgeneralisation if carelessly interpreted. Subtle undertones, voices in the margin are often ignored. For example, a reason to choose a language may be very significant for the family, but when analysed in a large scale in the whole population it becomes

insignificant. Thus, statistical significance does not equal to significance in practice.

Third, the objectivity and openness as well as confidentiality of the present study are discussed. To ensure objectiveness when analysing the data, the researchers consulted experts in order to create an accurate and relevant coding system to deal with the answers. For the most part, the information in the questionnaire was numerical and thus statistical procedures were easy to carry out. However, there were some questionnaire items, where classification of the answers was necessary, and thus the coding of these items was, to some extent, qualitative. These items are discussed later in this chapter. The study was conducted in an open atmosphere, as the purpose of the study was clearly explained to the respondents (see Appendix 1). Furthermore, they were given an explanation who were involved in the study and why the respondents' contribution was important. In addition, they were informed of the procedures to be followed and their purposes, and also, offered a chance to contact the researchers and make any inquiries concerning the study (see Appendix 1). Confidentiality was ensured by reporting the results anonymously. Moreover, the respondents did not have to reveal their names at any stage of the research. Only the name of the school which their child attended was important, in order to keep track of the response rate and language selection. However, when analysing and interpreting the results, school was not included as a variable. Thus, total anonymity was guaranteed.

A questionnaire was employed since one of the purposes of the study was to provide uniform data from a large group (N=796). The questionnaire was designed according to general guidelines concerning the formulation of questionnaires as discussed in section 3.2. As mentioned, the questionnaire turned out to provide answers to the research questions for the most part. The information could be considered uniform and it was thus easy to process statistically. All in all, the formulation of the questionnaire seemed to be fairly successful. First, the response rate was 80.8 %, which can be considered good, and second, there was no sign of respondent fatigue, i.e. all the questions in the questionnaire were, for the most part, answered. Apparently, the questions were fairly easy to understand and answer.

Next, the questionnaire of the present study is evaluated for the parts that proved to be problematic in some respects. The main problems occurred in formulating questionnaire items 5, 6 and 7, thus there are some limitations to the analysis. First of all, item 5 (*What (other) factors influenced the decision?*), was an open-ended question, and thus there was some variation among the answers. In order to deal with the questions as uniform data, the answers were divided into 17 categories created by the researchers. The categories were, thus, qualitative by nature. It should also be noted that in case all these categories had been provided in advance, there might have been even more replies to each category as all the respondents would have had the same answer alternatives. However, the answers to item 5 were easy to classify into different categories.

Similarly for item 7 (*The five most important factors that influenced the decision*), six additional answer categories were devised on the basis of the answers, as it turned out that the 12 answer categories provided were not enough. In case these additional categories had been provided in the questionnaire as answer alternatives in the first place, more people could have chosen them as reasons influencing their choice. Also, there were a few respondents who had indicated several most important reasons and several second most important reasons and so on, which made it impossible to analyse them, thus these responses were disqualified. Therefore, the descriptiveness of the analysis of both items 5 and 7 causes some reservation, the results can be seen as suggestive of the present situation.

Furthermore, a word of caution is needed concerning item 6 where the parents were asked to indicate whether they agreed or disagreed with 22 statements concerning the choice, optionality and linguistic imperialism. As the choice of the first foreign language has not been studied from the above kind of framework, the aim of the present study was not to provide an unambiguous instrument but to survey the nuances of various viewpoints concerning the choice, optionality and linguistic imperialism. As it seemed when planning the questionnaire that parents actually choose from rather a limited selection of languages, due to e.g. financial constraints, personal factors dealing with motivation might play only a minor role. So, the idea of the present study was, instead, to find out, to what extent the need and the global importance of



English were reflected on the choices. The present study was thus an attempt to identify the factors influencing the choice and describe them in a new kind of framework. So, the usual procedure with statements with answer alternatives on a Likert scale, a correlational analysis, had to be rejected, instead, the responses to the statements were examined in relation to the research questions.

In addition to these three items (5, 6 and 7) discussed above, there are some items in the background section that need to be examined. Questions 3 (*What languages have you studied, where and for how long? Mother/Father*) and 5 (*Where do you usually need foreign language skills*) were rather unsuccessful. To begin with, the problem with question 3 was that it was an open-ended question and thus there was quite a lot of variation in the answers. A model answer had been supplied, requesting the parents to indicate, first, all the languages they had studied, second, the schools where the languages had been studied and, third, the number of years the languages had been studied. The replies were, to some extent, inadequate and varied considerably. For example, the languages were mentioned, but the number of years were not, or the languages and the years of study were reported, but the schools were not identified. Probably it was difficult to remember the exact details. All in all, it seemed that answering the question required too much effort. Furthermore, as many of the parents had also mentioned, for instance, shorter language courses or had showed otherwise special interest in language studies, a special variable was later created in order to take note of such answers. So, in order to deal with the question item as uniform data, 10 categories were devised based on the number of languages and the years of study. Obviously, the response categories should have been in a forced choice format and thus structured to begin with.

Second, the problem with question 5 (*Where do you usually need foreign language skills*) in the background section was similar with question 7 discussed above. More response categories should have been provided. A number of parents mentioned that they either had friends or relatives or that they needed language skills in their hobbies (reading, tv, computers). So, these two categories were later added. In case the two additional categories had initially been provided in the question, there might have been more answers to them as all the respondents would have had the same answer alternatives.

Although demographic information was collected in the background section, it was not extensively used in the present study, as they did not seem to provide any further explanation. However, demographic factors may offer interesting information, and they could be utilised in further research.

To conclude, the present study was fairly successful regarding the research questions. Although some items in the questionnaire proved to be problematic, the questionnaire as a whole was a relevant research method in order to investigate parental views on choosing the first foreign language on a large scale. However, in order to acquire more detailed and profound information about the process of the first foreign language choice, it would be necessary to combine the present survey method with, for example, rigorously planned thematic interviews with parents and headmasters of schools.

## 7 CONCLUSION

The present study explored the views of parents on choosing the first foreign language and shed some light on the decision-making process of choice. The results of the study suggest that parents appreciate the diversification of languages and the possibility to choose the language by themselves. However, an overwhelming majority of them opt for English, since it is considered a global language and thus important and necessary both in the personal (travel, studies) and in the working life (jobs, science). Therefore, the predominant role of English as an instance of linguistic imperialism may account for the difficulties in diversifying foreign language provision in addition to various social-psychological factors related to language learning.

The decision is made within the family, and opinions of school authorities are mainly used in case of any kind of learning disabilities. The decision is made during rather a long time span, but the information is provided by the authorities only right before the choice needs to be made. The main information sources are parents' meetings, the class teacher and information materials.

Further research is needed in order to examine the choosing process and the influence of English linguistic imperialism more carefully. Interviews with parents and headmasters of schools could provide qualitative information on language choice. The data gathered in the present study could be used as a basis for sampling the schools, where from parents could be asked to volunteer for interviews. Also, observations of parents' evenings at these schools and analysis of information material they provide would shed light on how the language choice is actually introduced and discussed. However, qualitative research would mean using a smaller sample, which would not provide generalisable information. In addition, a thematic interview with randomly selected parents might not provide anything new about attitudes, motivation or personal relevance that has not been studied before. The findings of the present study suggest that future research should pay attention to practical reasons and realities that lie behind decisions.

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# Kieliklinikat

## KYSELY TOISLUOKKALAISTEN VANHEMMILLE

Englannin kielen laitos  
Soveltavan kielentutkimuksen keskus  
Kouluvirasto

Kevät 2000



8.3.2000

Hyvä toisluokkalaisten kotiväki,

teillä kotona on askettain valittu se vieras kieli, jota lapsenne tulee opiskelemaan ensi syksystä alkaen. Tämä valinta on merkittävä, sillä luohan se pohjaa lapsen kielopinnoille ja monipuoliselle kielitaidolle.

Ohessa saatte kyselyvihikosen, jossa pyydämme teitä vastaamaan tätä kielivalintaa koskeviin kysymyksiin. Kyselytutkimus suoritetaan Jyväskylän yliopiston (Englannin kielen laitos ja Soveltavan kielentutkimuksen keskus) ja Jyväskylän kaupungin opetustoimen yhteistyönä. Sen tarkoituksena on selvittää niitä tekijöitä, joiden perusteella kielivalinta perheissä tehdään. Teidän kokemuksenne ja näkemyksenne ovat arvokasta tietoa kielienopetuksen kehittämiseksi ja kaupungin koulujen kielivaihtoimman suunnittelua varten. Kaikki kyselyn tiedot käsitellään nimettöminä ja luottamuksellisesti. Vastaamalla voitte vaikuttaa

Kyselyyn vastaaminen vie aikaa noin viitteenktoista minuuttia. Toivomme, että palaatte lomakkeen lapsenne mukana kouluun maanantaihin, 13. maaliskuuta 2000 mennessä.

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Kiitämme jo etukäteen yhteistyöstä ja toivotamme lapsellenne iloista tutustumista vallitsemaanne vieraseen kieleen!

Hannele Dufva  
dosentti  
Soveltavan kielentutkimuksen keskus  
Jyväskylän yliopisto

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Tässä kyselylomakkeessa esitetään ensimmäisen vieraan kielen valintaan liittyviä kysymyksiä ja vääntämiä. Vastatkaa kysymyksiin joko rengastamalla tai rasittamalla sopiva vaihtoehto tai kirjoittamalla vastaus sille varattuun tilaan.

Lapsenne koulu: \_\_\_\_\_

Perheessänne on juuri valittu, mitkä ensimmäisistä vierasta kieltä lapsenne alkaa opiskella ensi vuonna 3. luokalta.

1. Minkä kielen valitsitte?

- a) englantia
- b) saksa
- c) ranska
- d) ruotsi
- e) venäjä

2. Oliko valintanne kieli, jonka aluperin ja ensisijaisesti halusitte?

- a) Kyllä. \_\_\_\_\_
- b) Ei. Ensisijainen valintamme oli \_\_\_\_\_

3. Ketkä osallistuivat päätöksenteoon, kun kieltä valittiin? Ympyröikää kaikki päätökseen vaikuttaneet.

- a) vanhemmat
- b) lapsi
- c) sisaruksesi
- d) sukulaiset/tuttavat
- e) lapsen ystävä/koulutoverit
- f) muut, ketkä? \_\_\_\_\_

4. Kenen/keiden mielipide/mielipiteet vaikuttivat eniten päätöksenteoon?

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5. Mitkä tekijät vaikuttivat tekemättänne valintaan?

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6. Alla on joukko kielten opiskelua koskevia väittämiä. Valitkaa mielipidettänne vastaava vaihtoehto ja ympyröikää se.

- 1 täysin samaa mieltä
- 2 joksentein samaa mieltä
- 3 ei samaa mieltä eikä eri mieltä
- 4 joksentein eri mieltä
- 5 täysin eri mieltä

| Väittämä   | Täysin samaa mieltä | Jokseenkin samaa mieltä | Ei samaa mieltä eikä eri mieltä | Jokseenkin eri mieltä | Täysin eri mieltä |
|--|---------------------|-------------------------|---------------------------------|-----------------------|-------------------|
| a) Valitsimme juuri sen kielen, jonka halusimmekin.  | 1                   | 2                       | 3                               | 4                     | 5                 |
| b) Valitseminen oli vaikeaa, kun ei oikein tiennyt tarpeeksi.  | 1                   | 2                       | 3                               | 4                     | 5                 |
| c) Kielivalikoima oli tarpeeksi laaja.   | 1                   | 2                       | 3                               | 4                     | 5                 |
| d) Todellisuudessa omalla valinnalla ei ole mitään merkitystä, koska enemmistön kanta sanelee valinnan.      | 1                   | 2                       | 3                               | 4                     | 5                 |
| e) Perinteiset vieraat kielet (englanti, ruotsi, saksa, ranska, venäjä) tarjoavat riittävän valikoiman.      | 1                   | 2                       | 3                               | 4                     | 5                 |
| f) On tärkeää, että ensimmäisen vieraan kielen saa valita vapaasti.  | 1                   | 2                       | 3                               | 4                     | 5                 |
| g) On hyvä, että tarjolla on useampia kieliä, joista voi valita.   | 1                   | 2                       | 3                               | 4                     | 5                 |
| h) Perinteisten kielten rinnalla tulisi tarjota 'eksoottisempia' vaihtoehtoja (esim. japani, kiina, arabia). | 1                   | 2                       | 3                               | 4                     | 5                 |
| i) Valinnalla on kauaskantoisia vaikutuksia.   | 1                   | 2                       | 3                               | 4                     | 5                 |

| Vaihtoehto  | Täysin samaa mieltä | Jokseenkin samaa mieltä | Ei samaa mieltä eikä eri mieltä | Jokseenkin eri mieltä | Täysin eri mieltä |
|---|---------------------|-------------------------|---------------------------------|-----------------------|-------------------|
| j) Asiantuntijoiden tulisi päättää, mitä kieliä kaikki opiskelvat.  | 1                   | 2                       | 3                               | 4                     | 5                 |
| k) Kielet ovat oppiaine joukossa, joten on suhteellisen samaa, mitä kieltä opiskelee.   | 1                   | 2                       | 3                               | 4                     | 5                 |
| l) Jos haluaa oppia jotain kieltä hyvin, sen opiskelu on aloitettava ensimmäisenä vieraana kielenä.   | 1                   | 2                       | 3                               | 4                     | 5                 |
| m) Ei tavallinen ihminen voi tietää, mitä kieliä tulevaisuudessa tarvitaan.   | 1                   | 2                       | 3                               | 4                     | 5                 |
| n) Meillä oli riittävästi tietoa valinnan tekemiseen.   | 1                   | 2                       | 3                               | 4                     | 5                 |
| o) Olisi tärkeää, että on mahdollista opiskella muuta kuin englantiä ensimmäisenä vieraana kielenä.   | 1                   | 2                       | 3                               | 4                     | 5                 |
| p) Jokainen lapsi kykenee itse päättämään, mitä kieltä opiskelee.   | 1                   | 2                       | 3                               | 4                     | 5                 |
| q) Englannin kieli on välttämätön Suomesakin esim. markkinoinnissa ja liike-elämässä, koska englannin kieli on avain kansainvälisyyteen.              | 1                   | 2                       | 3                               | 4                     | 5                 |
| r) On turha tarjota useita vaihtoehtoja.  | 1                   | 2                       | 3                               | 4                     | 5                 |
| s) Kieliä ehtii opiskella myöhemminkin.   | 1                   | 2                       | 3                               | 4                     | 5                 |
| t) Kielivalikoima oli liian suppea.   | 1                   | 2                       | 3                               | 4                     | 5                 |
| u) Englantia käytetään Suomessa liikaa sellaisissa-kin yhteyksissä, joissa voisi käyttää suomen kieltä (esim. mainokset, tuotemerkit, musiikki jne.). | 1                   | 2                       | 3                               | 4                     | 5                 |
| v) Vähemmän opiskelujen kielen (esim. saksa, ranska, venäjä) osaajia tarvitaan entistä enemmän.   | 1                   | 2                       | 3                               | 4                     | 5                 |

### 7. Vaikuttivatko seuraavat tekijät valintaanne? Ympyröikää sopiva vaihtoehto.

a) Kyllä. Numeroikaa viisi tärkeintä ensimmäisen vieraan kielen valintaperusetta.

(1. = tärkein, 2. = toiseksi tärkein, 3. = kolmanneksi tärkein, 4. = neljänneksi tärkein, 5. = viidenneksi tärkein)

Tämän kielen taitoa tarvitaan työelämässä.

Tämän kielen taitoa tarvitaan matkailussa.

Tämän kielen osaajista on pulaa.

Tätä kieltä tarvitaan myöhemmin opinnoissa.

Tätä kieltä käytetään tieteessä ja teknologiassa.

Tätä kieltä käytetään viihteessä (TV, musiikki jne.).

Tämä kieli on kaunis.

Tämä kieli on helppo oppia.

Tätä kieltä tarvitaan EU-yhteyksissä.

Tämä kieli on toisen vanhemman äidinkieli.

Tätä kieltä tarvitaan sukulaisten/tuttavien kanssa.

Muu, mikä?

b) Ei. Emme pohineet kielivalintaa tai kielen valintaperusteita.

### 8. Mistä saitte tietoa kielivalinnasta ja kielten opiskelusta? Voitte ympyröidä monta vaihtoehtoa.

- a) luokanopettajalta
- b) vanhempaniilasta
- c) kieltenopettajilta
- d) rehtorilta
- e) lapsen sisaruskavereiltaystäviltä
- f) naapureilta/sukulaisilta
- g) infomateriaalista (koulusta, kouluvierastosta, nettisivuilta)
- h) muualta, mistä?

9. Milloin pohditte ensimmäisen kerran lapsenne ensimmäisen vieraan kielen valintaan liittyviä asioita?

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10. Milloin saitte ensimmäisen kerran tietoa ensimmäisen vierann kielen valintaan liittyvistä asioista (esim. koulusta, opettajalta, rehtorilta)? Olisitteko halunneet tietoa jo aikaisemmin?

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11. Saitteko riittävästi tietoa valintamahdollisuuksista ja kielten opiskelusta?

a) Kyllä. \_\_\_\_\_

b) Ei. Lisää tietoa olisi tarvittu seuraavista asioista: \_\_\_\_\_

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12. Vaikuttiko koulun tarjoama kielivalikoima jo alunperin lapsen koulun valintaan?

a) Ei. \_\_\_\_\_

b) Kyllä. Miten? \_\_\_\_\_

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13. Vaikuttiko mahdollisuus aloittaa vallinnaisen pitkiän kielen (ns. A2-kielen) opiskelu 5. luokalla lapsen koulun valintaan?

a) Ei. \_\_\_\_\_

b) Kyllä. Miten? \_\_\_\_\_

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14. Onko lapsenne aiemmin opiskellut vieraita kieliä?

a) Ei. \_\_\_\_\_

b) Kyllä. Mitä kieliä/kieliä lapsenne on opiskellut? \_\_\_\_\_

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15. Onko lapsenne asunut ulkomailta?

a) Ei. \_\_\_\_\_

b) Kyllä. Missä ja kuinka kauan? \_\_\_\_\_

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16. Opisteleeko lapsen sisaruskaista joku vieraita kieliä?

a) Ei. \_\_\_\_\_

b) Kyllä. Mitä kieliä? \_\_\_\_\_

c) Lapsella ei ole sisaruska. \_\_\_\_\_

17. Haluaisitteko vielä joku kertaa jotain lisää ensimmäisen vieraan kielen valinnasta? Tähän voitte kirjoittaa kieltenopetukseen liittyviä toivomuksia, kommentteja ja terveisiä.

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Pyydämme vielä kertomaan muutamia taustatietoja tutkimusta varten. Vastaukset käsittelemme luottamuksellisesti. Tietoja käytetään vain tämän tutkimuksen tarkoituksiin. Vastatkaa kysymyksiin joko rastittamalla sopiva vaihtoehto tai kirjoittamalla vastaus sille varattuun tilaan.

#### TAUSTATIEDOT

1. Lomakkeen täytti  Äiti/Muu huoltaja  
 Isä/Muu huoltaja  
 Muu, mikä? \_\_\_\_\_

2. Millaiseksi arvioitte itse oman kielitaitonne seuraavissa kielissä? Ympyröikää sopiva numeerivaihtoehto kaikkien kielten osalta. Pyydämme, että molemmat vanhemmat/huoltajat arvioivat itse oman kielitaitonsa.

7 kieli on oma äidinkieli  
 6 erinomainen  
 5 hyvä  
 4 tyydyttävä  
 3 vähävyä  
 2 heikko  
 1 en osaa kieltä

Äidin/muun huoltajan arvio omasta kielitaidostaan:

| Kieli      | En osaa kieltä | Heikko | Vähävyä | Tyydyttävä | Hyvä | Erinomainen | Oma äidinkieli |
|------------|----------------|--------|---------|------------|------|-------------|----------------|
| Suomi      | 1              | 2      | 3       | 4          | 5    | 6           | 7              |
| Englanti   | 1              | 2      | 3       | 4          | 5    | 6           | 7              |
| Saksa      | 1              | 2      | 3       | 4          | 5    | 6           | 7              |
| Ranska     | 1              | 2      | 3       | 4          | 5    | 6           | 7              |
| Ruotsi     | 1              | 2      | 3       | 4          | 5    | 6           | 7              |
| Venäjä     | 1              | 2      | 3       | 4          | 5    | 6           | 7              |
| Muu, mikä? | 1              | 2      | 3       | 4          | 5    | 6           | 7              |
| Muu, mikä? | 1              | 2      | 3       | 4          | 5    | 6           | 7              |

Isän/muun huoltajan arvio omasta kielitaidostaan:

| Kieli      | En osaa kieltä | Heikko | Vähävyä | Tyydyttävä | Hyvä | Erinomainen | Oma äidinkieli |
|------------|----------------|--------|---------|------------|------|-------------|----------------|
| Suomi      | 1              | 2      | 3       | 4          | 5    | 6           | 7              |
| Englanti   | 1              | 2      | 3       | 4          | 5    | 6           | 7              |
| Saksa      | 1              | 2      | 3       | 4          | 5    | 6           | 7              |
| Ranska     | 1              | 2      | 3       | 4          | 5    | 6           | 7              |
| Ruotsi     | 1              | 2      | 3       | 4          | 5    | 6           | 7              |
| Venäjä     | 1              | 2      | 3       | 4          | 5    | 6           | 7              |
| Muu, mikä? | 1              | 2      | 3       | 4          | 5    | 6           | 7              |
| Muu, mikä? | 1              | 2      | 3       | 4          | 5    | 6           | 7              |

3. Mitä vieraita kieltä olette opiskellut, missä ja kuinka kauan?

(esim. saksa, peruskoulu, 7v.; englanti, peruskoulu, 3 vi. Italia, työväenopisto 2 v. jne.)

a) Äiti/Muu huoltaja:

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b) Isä/Muu huoltaja:

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## 5. Missä tarvitsette vieraiden kielten taitoa? Laittakaa rasti jokaiseen sopivaan kohtaan.

|                             | Äiti/Muu Huoltaja        | Isä/Muu Huoltaja         |
|-----------------------------|--------------------------|--------------------------|
| a) En tarvitse kielitaitoa. | <input type="checkbox"/> | <input type="checkbox"/> |
| b) työssä                   | <input type="checkbox"/> | <input type="checkbox"/> |
| c) matkaillessa             | <input type="checkbox"/> | <input type="checkbox"/> |
| d) opiskellessa             | <input type="checkbox"/> | <input type="checkbox"/> |
| e) muussa, missä? _____     |                          |                          |

## 6. Miten usein tarvitsette vieraiden kielten taitoa yleensä (töissä, matkoilla, harrastuksissa jne.)? Rastittakaa sopiva vaihtoehto.

|                                | Äiti/Muu Huoltaja        | Isä/Muu huoltaja         |
|--------------------------------|--------------------------|--------------------------|
| a) lähes päivittäin            | <input type="checkbox"/> | <input type="checkbox"/> |
| b) muutaman kerran kuukaudessa | <input type="checkbox"/> | <input type="checkbox"/> |
| c) muutaman kerran vuodessa    | <input type="checkbox"/> | <input type="checkbox"/> |
| d) en juuri ollenkaan          | <input type="checkbox"/> | <input type="checkbox"/> |

## 7. Ammatinnee. Merkitkää ammatinnee laittamalla rasti sopivaan ruutuun.

|   | Äiti/Muu huoltaja        | Isä/Muu huoltaja         |
|---|--------------------------|--------------------------|
| a) yrittäjä, maatalousyrittäjä  | <input type="checkbox"/> | <input type="checkbox"/> |
| b) ylempi toimihenkilö<br>(esim. lakimies, ekonomi, lääkäri, kehittämisspäättökö)           | <input type="checkbox"/> | <input type="checkbox"/> |
| c) alempi toimihenkilö<br>(esim. sairaanhoitaja, myyntineuvoja, toimistosihteerit)          | <input type="checkbox"/> | <input type="checkbox"/> |
| d) opettaja   | <input type="checkbox"/> | <input type="checkbox"/> |
| e) työntekijä<br>(esim. keuhkaja, traktinvalvoja, sairaala-apulainen)                       | <input type="checkbox"/> | <input type="checkbox"/> |
| f) opiskelija   | <input type="checkbox"/> | <input type="checkbox"/> |
| g) muu, mikä? (jos ette ole aivan varma mihin kuulutte, voitte kirjoittaa ammatinnee tähän) |                          |                          |

## 8. Koulutukseenne. Merkitkää korkein tutkintonne laittamalla rasti sopivaan ruutuun.

|   | Äiti/Muus huoltaja       | Isä/Muus huoltaja        |
|---|--------------------------|--------------------------|
| a) kansakoulu                             | <input type="checkbox"/> | <input type="checkbox"/> |
| b) keskikoulu/peruskoulu                  | <input type="checkbox"/> | <input type="checkbox"/> |
| c) lukio/oppikoulu                        | <input type="checkbox"/> | <input type="checkbox"/> |
| d) keskiasteen tutkinto                   | <input type="checkbox"/> | <input type="checkbox"/> |
| e) opistoasteen tutkinto                  | <input type="checkbox"/> | <input type="checkbox"/> |
| f) alempi korkeakoulututkinto             | <input type="checkbox"/> | <input type="checkbox"/> |
| g) ylempi korkeakoulututkinto             | <input type="checkbox"/> | <input type="checkbox"/> |
| h) tutkijakoulutus (lisenssiaut, tohtori) | <input type="checkbox"/> | <input type="checkbox"/> |

**LIST OF SCHOOLS AND THEIR FOREIGN LANGUAGE PROVISION**

| School                 | FL provision  | Response rate (%) |
|------------------------|---------------|-------------------|
| 1. Cygnaeuksen koulu   | E, G, F, S, R | 78.0              |
| 2. Halssilan koulu     | E, G, S       | 80.3              |
| 3. Huhtasuon koulu     | E, G, S       | 76.8              |
| 4. Keljon koulu        | E, G, S       | 93.5              |
| 5. Keljonkankaan koulu | E, G          | 80.0              |
| 6. Keltinmäen koulu    | E, G, S       | 75.0              |
| 7. Kortepohjan koulu   | E, G, S       | 75.4              |
| 8. Kypärämäen koulu    | E, G, S       | 92.3              |
| 9. Lehtisaaren koulu   | E             | 100.0             |
| 10. Lohikosken koulu   | E, G          | 94.4              |
| 11. Muuratsalon koulu  | E             | 88.2              |
| 12. Nenäinniemen koulu | E, G, F, S, R | 87.0              |
| 13. Pohjanlammen koulu | E, G, F, S, R | 70.9              |
| 14. Puistokoulu        | E, G, S       | 82.1              |
| 15. Pupuhhdan koulu    | E, G, S       | 48.1              |
| 16. Säynätsalon koulu  | E             | 94.1              |
| 17. Tikan koulu        | E, G, S       | 82.4              |
| 18. Normaalikoulu      | E, G, F, S, R | 88.9              |

E = English; G = German; F = French; S = Swedish; R = Russian

Frequency Table

SCHOOL

| Valid | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| 1     | 51        | 7.9     | 7.9           | 7.9                |
| 2     | 32        | 5.0     | 5.0           | 12.9               |
| 3     | 28        | 4.5     | 4.5           | 17.4               |
| 4     | 46        | 7.2     | 7.2           | 24.6               |
| 5     | 53        | 8.2     | 8.2           | 32.8               |
| 6     | 56        | 8.7     | 8.7           | 41.5               |
| 7     | 36        | 5.6     | 5.6           | 47.1               |
| 8     | 42        | 6.5     | 6.5           | 53.7               |
| 9     | 40        | 6.2     | 6.2           | 59.9               |
| 10    | 46        | 7.2     | 7.2           | 67.0               |
| 11    | 15        | 2.3     | 2.3           | 69.4               |
| 12    | 13        | 2.0     | 2.0           | 71.4               |
| 13    | 32        | 5.0     | 5.0           | 76.4               |
| 14    | 56        | 8.7     | 8.7           | 85.1               |
| 15    | 16        | 2.5     | 2.5           | 87.6               |
| 16    | 40        | 6.2     | 6.2           | 93.8               |
| 17    | 33        | 5.1     | 5.1           | 98.9               |
| 18    | 7         | 1.1     | 1.1           | 100.0              |
| Total | 643       | 100.0   | 100.0         |                    |

LANGUAGE

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 567       | 88.2    | 88.3          | 88.3               |
| 2              | 40        | 6.2     | 6.2           | 94.5               |
| 3              | 28        | 4.4     | 4.4           | 98.9               |
| 4              | 7         | 1.1     | 1.1           | 100.0              |
| Total          | 642       | 99.8    | 100.0         |                    |
| Missing System | 1         | .2      |               |                    |
| Total          | 643       | 100.0   |               |                    |

PRIMARY

| Valid | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| 0     | 1         | .2      | .2            | .2                 |
| 1     | 38        | 5.9     | 5.9           | 6.1                |
| 2     | 604       | 93.9    | 93.9          | 100.0              |
| Total | 643       | 100.0   | 100.0         |                    |

PRIMOTH

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 3         | .5      | .5            | 7.7                |
| 2              | 11        | 1.7     | 1.7           | 35.9               |
| 3              | 11        | 1.7     | 1.7           | 64.1               |
| 4              | 14        | 2.2     | 2.2           | 35.9               |
| Total          | 39        | 6.1     | 6.1           | 100.0              |
| Missing System | 604       | 93.9    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V6 3A.PAR.

| Valid | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| 0     | 11        | 1.7     | 1.7           | 1.7                |
| 1     | 632       | 98.3    | 98.3          | 100.0              |
| Total | 643       | 100.0   | 100.0         |                    |

V7 3B.CHIL.

| Valid | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| 0     | 40        | 6.2     | 6.2           | 6.2                |
| 1     | 603       | 93.8    | 93.8          | 100.0              |
| Total | 643       | 100.0   | 100.0         |                    |

V8 3C.SIBL.

| Valid | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| 0     | 556       | 86.5    | 86.5          | 86.5               |
| 1     | 87        | 13.5    | 13.5          | 100.0              |
| Total | 643       | 100.0   | 100.0         |                    |

V9 3D.REL.

| Valid | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| 0     | 624       | 97.0    | 97.0          | 97.0               |
| 1     | 19        | 3.0     | 3.0           | 100.0              |
| Total | 643       | 100.0   | 100.0         |                    |

V10 3E.FRIEN

| Valid | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| 0     | 612       | 95.2    | 95.2          | 95.2               |
| 1     | 31        | 4.8     | 4.8           | 100.0              |
| Total | 643       | 100.0   | 100.0         |                    |

V11 3F.TEACH

| Valid | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| 0     | 630       | 96.0    | 96.0          | 96.0               |
| 1     | 13        | 2.0     | 2.0           | 100.0              |
| Total | 643       | 100.0   | 100.0         |                    |

V12 4.MUM

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 0              | 188       | 28.2    | 32.2          | 32.2               |
| 1              | 386       | 61.6    | 67.8          | 100.0              |
| Total          | 584       | 90.8    | 100.0         |                    |
| Missing System | 59        | 9.2     |               |                    |
| Total          | 643       | 100.0   |               |                    |



V13 4.DAD

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 232       | 36,1    | 39,7          | 39,7               |
| 1              | 362       | 54,7    | 60,3          | 100,0              |
| Total          | 594       | 90,8    | 100,0         |                    |
| Missing System | 59        | 9,2     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V14 4.CHILD

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 201       | 31,3    | 34,4          | 34,4               |
| 1              | 363       | 56,6    | 65,6          | 100,0              |
| Total          | 564       | 90,8    | 100,0         |                    |
| Missing System | 59        | 9,2     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V15 4.SIBL

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 560       | 87,1    | 95,9          | 85,9               |
| 1              | 24        | 3,7     | 4,1           | 100,0              |
| Total          | 584       | 90,8    | 100,0         |                    |
| Missing System | 59        | 9,2     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V16 4.REL

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 580       | 90,2    | 99,5          | 99,5               |
| 1              | 3         | ,5      | ,5            | 100,0              |
| Total          | 583       | 90,7    | 100,0         |                    |
| Missing System | 60        | 9,3     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V17 4.FRIEN

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 574       | 89,3    | 96,3          | 96,3               |
| 1              | 10        | 1,6     | 1,7           | 100,0              |
| Total          | 584       | 90,8    | 100,0         |                    |
| Missing System | 59        | 9,2     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V18 4.AUTH

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 561       | 87,2    | 96,1          | 96,1               |
| 1              | 23        | 3,6     | 3,9           | 100,0              |
| Total          | 584       | 90,8    | 100,0         |                    |
| Missing System | 59        | 9,2     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V19 5FACT1

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 23        | 3,6     | 4,3           | 4,3                |
| 2              | 187       | 30,6    | 37,1          | 41,4               |
| 3              | 73        | 11,4    | 13,7          | 55,2               |
| 4              | 17        | 2,6     | 3,2           | 58,4               |
| 5              | 7         | 1,1     | 1,3           | 59,7               |
| 6              | 4         | ,6      | ,8            | 60,5               |
| 7              | 30        | 4,7     | 5,6           | 66,1               |
| 8              | 8         | 1,2     | 1,5           | 67,6               |
| 9              | 15        | 2,3     | 2,8           | 70,4               |
| 10             | 15        | 2,3     | 2,8           | 73,3               |
| 12             | 73        | 11,4    | 13,7          | 87,0               |
| 13             | 12        | 1,9     | 2,3           | 89,3               |
| 14             | 3         | ,5      | ,6            | 89,8               |
| 15             | 42        | 6,5     | 7,9           | 97,7               |
| 16             | 8         | 1,2     | 1,5           | 99,2               |
| 17             | 4         | ,6      | ,8            | 100,0              |
| Total          | 531       | 82,6    | 100,0         |                    |
| Missing System | 112       | 17,4    |               |                    |
| Total          | 643       | 100,0   |               |                    |

V20 5FACT2

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 16        | 2,5     | 6,3           | 6,3                |
| 2              | 35        | 5,4     | 13,7          | 20,0               |
| 3              | 65        | 10,1    | 25,5          | 45,5               |
| 4              | 7         | 1,1     | 2,7           | 48,2               |
| 5              | 3         | ,5      | 1,2           | 49,4               |
| 6              | 2         | ,3      | ,8            | 50,2               |
| 7              | 12        | 1,9     | 4,7           | 54,9               |
| 8              | 8         | 1,2     | 3,1           | 58,0               |
| 9              | 19        | 3,0     | 7,5           | 65,5               |
| 10             | 14        | 2,2     | 5,5           | 71,0               |
| 11             | 1         | ,2      | ,4            | 71,4               |
| 12             | 16        | 2,5     | 6,3           | 77,6               |
| 13             | 29        | 4,5     | 11,4          | 89,0               |
| 14             | 3         | ,5      | 1,2           | 90,2               |
| 15             | 19        | 3,0     | 7,5           | 97,6               |
| 16             | 3         | ,5      | 1,2           | 98,8               |
| 17             | 3         | ,5      | 1,2           | 100,0              |
| Total          | 255       | 39,7    | 100,0         |                    |
| Missing System | 388       | 60,3    |               |                    |
| Total          | 643       | 100,0   |               |                    |

V24 8B

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 14        | 2,2     | 2,2           | 2,2                |
| 2              | 26        | 4,0     | 4,1           | 6,3                |
| 3              | 24        | 3,7     | 3,8           | 10,0               |
| 4              | 108       | 16,8    | 16,9          | 27,0               |
| 5              | 466       | 72,5    | 73,0          | 100,0              |
| Total          | 638       | 99,2    | 100,0         |                    |
| Missing System | 5         | ,8      |               |                    |
| Total          | 643       | 100,0   |               |                    |

V25 6C

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 418       | 65,0    | 65,5          | 65,5               |
| 2              | 125       | 19,4    | 19,6          | 85,1               |
| 3              | 35        | 5,4     | 5,5           | 90,6               |
| 4              | 39        | 6,1     | 6,1           | 96,7               |
| 5              | 21        | 3,3     | 3,3           | 100,0              |
| Total          | 638       | 99,2    | 100,0         |                    |
| Missing System | 5         | ,8      |               |                    |
| Total          | 643       | 100,0   |               |                    |

V26 6D

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 67        | 10,4    | 10,6          | 10,6               |
| 2              | 157       | 24,4    | 24,8          | 35,3               |
| 3              | 92        | 14,3    | 14,5          | 49,8               |
| 4              | 184       | 28,6    | 29,0          | 78,9               |
| 5              | 134       | 20,8    | 21,1          | 100,0              |
| Total          | 634       | 98,6    | 100,0         |                    |
| Missing System | 9         | 1,4     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V27 6E

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 433       | 67,3    | 67,9          | 67,9               |
| 2              | 146       | 23,0    | 23,2          | 91,1               |
| 3              | 25        | 3,9     | 3,9           | 95,0               |
| 4              | 23        | 3,6     | 3,6           | 98,6               |
| 5              | 9         | 1,4     | 1,4           | 100,0              |
| Total          | 638       | 99,2    | 100,0         |                    |
| Missing System | 5         | ,8      |               |                    |
| Total          | 643       | 100,0   |               |                    |

V21 5FACT3

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 5         | ,8      | 7,7           | 7,7                |
| 2              | 5         | ,8      | 7,7           | 15,4               |
| 3              | 5         | ,8      | 7,7           | 23,1               |
| 4              | 4         | ,6      | 6,2           | 29,2               |
| 5              | 5         | ,8      | 7,7           | 36,9               |
| 6              | 2         | ,3      | 3,1           | 40,0               |
| 7              | 2         | ,3      | 3,1           | 43,1               |
| 8              | 3         | ,5      | 4,6           | 47,7               |
| 9              | 7         | 1,1     | 10,8          | 58,5               |
| 10             | 3         | ,5      | 4,6           | 63,1               |
| 12             | 6         | ,9      | 9,2           | 72,3               |
| 13             | 4         | ,6      | 6,2           | 78,5               |
| 14             | 5         | ,8      | 7,7           | 86,2               |
| 15             | 7         | 1,1     | 10,8          | 96,9               |
| 16             | 1         | ,2      | 1,5           | 98,5               |
| 17             | 1         | ,2      | 1,5           | 100,0              |
| Total          | 65        | 10,1    | 100,0         |                    |
| Missing System | 578       | 89,9    |               |                    |
| Total          | 643       | 100,0   |               |                    |

V22 5FACT4

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 3              | 3         | ,5      | 30,0          | 30,0               |
| 7              | 2         | ,3      | 20,0          | 50,0               |
| 8              | 2         | ,3      | 20,0          | 70,0               |
| 9              | 2         | ,3      | 20,0          | 90,0               |
| 13             | 1         | ,2      | 10,0          | 100,0              |
| Total          | 10        | 1,6     | 100,0         |                    |
| Missing System | 633       | 98,4    |               |                    |
| Total          | 643       | 100,0   |               |                    |

V23 6A

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 529       | 82,3    | 83,2          | 83,2               |
| 2              | 73        | 11,4    | 11,5          | 94,7               |
| 3              | 9         | 1,4     | 1,4           | 96,1               |
| 4              | 14        | 2,2     | 2,2           | 98,3               |
| 5              | 11        | 1,7     | 1,7           | 100,0              |
| Total          | 636       | 98,9    | 100,0         |                    |
| Missing System | 7         | 1,1     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V32 6J

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 4         | .6      | .6            | .6                 |
| 2              | 27        | 4.2     | 4.2           | 4.8                |
| 3              | 54        | 8.4     | 8.4           | 13.3               |
| 4              | 201       | 31.3    | 31.4          | 44.6               |
| 5              | 355       | 55.2    | 55.4          | 100.0              |
| Total          | 643       | 99.7    | 100.0         |                    |
| Missing System | 2         | .3      |               |                    |
| Total          | 643       | 100.0   |               |                    |

V33 6K

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 9         | 1.4     | 1.4           | 1.4                |
| 2              | 27        | 4.2     | 4.2           | 5.6                |
| 3              | 29        | 4.5     | 4.5           | 10.2               |
| 4              | 266       | 41.4    | 41.6          | 51.7               |
| 5              | 309       | 48.1    | 48.3          | 100.0              |
| Total          | 640       | 99.5    | 100.0         |                    |
| Missing System | 3         | .5      |               |                    |
| Total          | 643       | 100.0   |               |                    |

V34 6L

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 149       | 23.2    | 23.5          | 23.5               |
| 2              | 186       | 28.9    | 29.4          | 52.9               |
| 3              | 82        | 12.8    | 13.0          | 65.9               |
| 4              | 167       | 26.0    | 26.4          | 92.3               |
| 5              | 49        | 7.6     | 7.7           | 100.0              |
| Total          | 633       | 98.4    | 100.0         |                    |
| Missing System | 10        | 1.6     |               |                    |
| Total          | 643       | 100.0   |               |                    |

V35 6M

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 8         | 1.2     | 1.3           | 1.3                |
| 2              | 44        | 6.8     | 6.9           | 8.2                |
| 3              | 92        | 14.3    | 14.5          | 22.7               |
| 4              | 288       | 44.8    | 45.4          | 68.0               |
| 5              | 203       | 31.6    | 32.0          | 100.0              |
| Total          | 635       | 98.6    | 100.0         |                    |
| Missing System | 8         | 1.2     |               |                    |
| Total          | 643       | 100.0   |               |                    |

V28 6F

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 430       | 66.9    | 67.4          | 67.4               |
| 2              | 153       | 23.8    | 24.0          | 91.4               |
| 3              | 34        | 5.3     | 5.3           | 96.7               |
| 4              | 20        | 3.1     | 3.1           | 99.8               |
| 5              | 1         | .2      | .2            | 100.0              |
| Total          | 638       | 99.2    | 100.0         |                    |
| Missing System | 5         | .8      |               |                    |
| Total          | 643       | 100.0   |               |                    |

V29 6G

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 480       | 74.7    | 75.2          | 75.2               |
| 2              | 133       | 20.7    | 20.8          | 96.1               |
| 3              | 17        | 2.6     | 2.7           | 98.7               |
| 4              | 5         | .8      | .8            | 99.5               |
| 5              | 3         | .5      | .5            | 100.0              |
| Total          | 638       | 99.2    | 100.0         |                    |
| Missing System | 5         | .8      |               |                    |
| Total          | 643       | 100.0   |               |                    |

V30 6H

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 22        | 3.4     | 3.4           | 3.4                |
| 2              | 76        | 11.8    | 11.9          | 15.3               |
| 3              | 131       | 20.4    | 20.5          | 35.8               |
| 4              | 194       | 30.2    | 30.3          | 66.1               |
| 5              | 217       | 33.7    | 33.9          | 100.0              |
| Total          | 640       | 99.5    | 100.0         |                    |
| Missing System | 3         | .5      |               |                    |
| Total          | 643       | 100.0   |               |                    |

V31 6I

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 356       | 55.4    | 55.8          | 55.8               |
| 2              | 215       | 33.4    | 33.7          | 89.5               |
| 3              | 42        | 6.5     | 6.6           | 96.1               |
| 4              | 19        | 3.0     | 3.0           | 99.1               |
| 5              | 6         | .9      | .9            | 100.0              |
| Total          | 638       | 99.2    | 100.0         |                    |
| Missing System | 5         | .8      |               |                    |
| Total          | 643       | 100.0   |               |                    |

V40 6R

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 10        | 1,6     | 1,6           | 1,6                |
| 2              | 32        | 5,0     | 5,0           | 6,6                |
| 3              | 61        | 9,5     | 9,6           | 16,1               |
| 4              | 242       | 37,6    | 37,9          | 54,1               |
| 5              | 283       | 45,6    | 45,9          | 100,0              |
| Total          | 638       | 99,2    | 100,0         |                    |
| Missing System | 5         | ,8      |               |                    |
| Total          | 643       | 100,0   |               |                    |

V41 6S

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 37        | 5,8     | 5,8           | 5,8                |
| 2              | 88        | 13,7    | 13,9          | 19,7               |
| 3              | 36        | 5,6     | 5,7           | 25,4               |
| 4              | 185       | 28,8    | 29,2          | 54,7               |
| 5              | 287       | 44,6    | 45,3          | 100,0              |
| Total          | 633       | 98,4    | 100,0         |                    |
| Missing System | 10        | 1,6     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V42 6T

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 15        | 2,3     | 2,3           | 2,3                |
| 2              | 31        | 4,8     | 4,8           | 7,2                |
| 3              | 69        | 10,7    | 10,8          | 18,0               |
| 4              | 215       | 33,4    | 33,6          | 51,6               |
| 5              | 310       | 48,2    | 48,4          | 100,0              |
| Total          | 640       | 99,5    | 100,0         |                    |
| Missing System | 3         | ,5      |               |                    |
| Total          | 643       | 100,0   |               |                    |

V43 6U

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 108       | 17,0    | 17,0          | 17,0               |
| 2              | 199       | 30,9    | 31,1          | 48,1               |
| 3              | 117       | 18,2    | 18,3          | 66,4               |
| 4              | 150       | 23,3    | 23,4          | 89,8               |
| 5              | 65        | 10,1    | 10,2          | 100,0              |
| Total          | 640       | 99,5    | 100,0         |                    |
| Missing System | 3         | ,5      |               |                    |
| Total          | 643       | 100,0   |               |                    |

V36 6N

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 415       | 64,5    | 64,9          | 64,9               |
| 2              | 181       | 28,1    | 28,3          | 93,3               |
| 3              | 25        | 3,9     | 3,9           | 97,2               |
| 4              | 16        | 2,5     | 2,5           | 99,7               |
| 5              | 2         | ,3      | ,3            | 100,0              |
| Total          | 639       | 99,4    | 100,0         |                    |
| Missing System | 4         | ,6      |               |                    |
| Total          | 643       | 100,0   |               |                    |

V37 6O

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 303       | 47,1    | 47,6          | 47,6               |
| 2              | 221       | 34,4    | 34,7          | 82,3               |
| 3              | 75        | 11,7    | 11,8          | 94,0               |
| 4              | 28        | 4,4     | 4,4           | 98,4               |
| 5              | 10        | 1,6     | 1,6           | 100,0              |
| Total          | 637       | 99,1    | 100,0         |                    |
| Missing System | 6         | ,9      |               |                    |
| Total          | 643       | 100,0   |               |                    |

V38 6P

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 15        | 2,3     | 2,4           | 2,4                |
| 2              | 87        | 13,5    | 13,6          | 16,0               |
| 3              | 77        | 12,0    | 12,1          | 28,1               |
| 4              | 331       | 51,5    | 51,9          | 79,9               |
| 5              | 128       | 19,9    | 20,1          | 100,0              |
| Total          | 638       | 99,2    | 100,0         |                    |
| Missing System | 5         | ,8      |               |                    |
| Total          | 643       | 100,0   |               |                    |

V39 6Q

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 384       | 59,7    | 60,1          | 60,1               |
| 2              | 222       | 34,5    | 34,7          | 94,8               |
| 3              | 17        | 2,6     | 2,7           | 97,5               |
| 4              | 13        | 2,0     | 2,0           | 99,5               |
| 5              | 3         | ,5      | ,5            | 100,0              |
| Total          | 639       | 99,4    | 100,0         |                    |
| Missing System | 4         | ,6      |               |                    |
| Total          | 643       | 100,0   |               |                    |

V44 6V

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 178       | 27.8    | 28.1          | 28.1               |
| 2              | 290       | 45.1    | 45.6          | 73.7               |
| 3              | 130       | 20.2    | 20.4          | 94.2               |
| 4              | 25        | 3.9     | 3.9           | 98.1               |
| 5              | 12        | 1.9     | 1.9           | 100.0              |
| Total          | 636       | 98.9    | 100.0         |                    |
| Missing System | 7         | 1.1     |               |                    |
| Total          | 643       | 100.0   |               |                    |

V45 7A1

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 256       | 39.8    | 45.5          | 45.5               |
| 2              | 19        | 3.0     | 3.4           | 48.8               |
| 3              | 15        | 2.3     | 2.7           | 51.5               |
| 4              | 154       | 24.0    | 27.4          | 78.9               |
| 5              | 30        | 4.7     | 5.3           | 84.2               |
| 6              | 4         | .6      | .7            | 84.9               |
| 7              | 2         | .3      | .4            | 85.3               |
| 8              | 24        | 3.7     | 4.3           | 89.5               |
| 9              | 21        | 3.3     | 3.7           | 93.3               |
| 10             | 3         | .5      | .5            | 93.8               |
| 11             | 9         | 1.4     | 1.6           | 95.4               |
| 12             | 11        | 1.7     | 2.0           | 97.3               |
| 13             | 2         | .3      | .4            | 97.7               |
| 14             | 2         | .3      | .4            | 98.0               |
| 15             | 1         | .2      | .2            | 98.2               |
| 17             | 10        | 1.6     | 1.8           | 100.0              |
| Total          | 563       | 87.6    | 100.0         |                    |
| Missing System | 80        | 12.4    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V46 7A2

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 141       | 21.9    | 24.8          | 24.8               |
| 2              | 74        | 11.5    | 13.0          | 37.9               |
| 3              | 17        | 2.6     | 3.0           | 40.8               |
| 4              | 197       | 30.6    | 34.7          | 75.5               |
| 5              | 65        | 10.1    | 11.4          | 87.0               |
| 6              | 11        | 1.7     | 1.9           | 88.9               |
| 7              | 5         | .8      | .9            | 89.8               |
| 8              | 13        | 2.0     | 2.3           | 92.1               |
| 9              | 31        | 4.8     | 5.5           | 97.5               |
| 10             | 3         | .5      | .5            | 98.1               |
| 11             | 10        | 1.6     | 1.8           | 98.8               |
| 12             | 1         | .2      | .2            | 100.0              |
| Total          | 568       | 86.3    | 100.0         |                    |
| Missing System | 75        | 11.7    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V47 7A3

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 84        | 13.1    | 14.8          | 14.8               |
| 2              | 117       | 18.2    | 20.6          | 35.4               |
| 3              | 9         | 1.4     | 1.6           | 37.0               |
| 4              | 95        | 14.8    | 16.7          | 53.7               |
| 5              | 152       | 23.6    | 26.8          | 80.5               |
| 6              | 13        | 2.0     | 2.3           | 82.7               |
| 7              | 5         | .8      | .9            | 83.6               |
| 8              | 30        | 4.7     | 5.3           | 88.9               |
| 9              | 50        | 7.8     | 8.8           | 97.7               |
| 10             | 1         | .2      | .2            | 97.9               |
| 11             | 9         | 1.4     | 1.6           | 99.5               |
| 12             | 1         | .2      | .2            | 99.6               |
| 16             | 2         | .3      | .4            | 100.0              |
| Total          | 566       | 86.3    | 100.0         |                    |
| Missing System | 75        | 11.7    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V48 7A4

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 42        | 6.5     | 7.5           | 7.5                |
| 2              | 134       | 20.8    | 24.0          | 31.5               |
| 3              | 10        | 1.6     | 1.8           | 33.3               |
| 4              | 49        | 7.6     | 8.8           | 42.1               |
| 5              | 123       | 19.1    | 22.0          | 64.2               |
| 6              | 45        | 7.0     | 8.1           | 72.2               |
| 7              | 5         | .8      | .9            | 73.1               |
| 8              | 41        | 6.4     | 7.3           | 80.5               |
| 9              | 92        | 14.3    | 16.5          | 97.0               |
| 11             | 12        | 1.9     | 2.2           | 99.1               |
| 12             | 1         | .2      | .2            | 99.3               |
| 13             | 1         | .2      | .2            | 99.5               |
| 17             | 3         | .5      | .5            | 100.0              |
| Total          | 558       | 86.8    | 100.0         |                    |
| Missing System | 85        | 13.2    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V53 8C.LGT

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 437       | 68,0    | 71,5          | 71,5               |
| 1              | 174       | 27,1    | 28,5          | 100,0              |
| Total          | 611       | 95,0    | 100,0         |                    |
| Missing System | 32        | 5,0     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V54 8D.HEAD

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 487       | 77,3    | 81,2          | 81,2               |
| 1              | 115       | 17,9    | 18,8          | 100,0              |
| Total          | 612       | 95,2    | 100,0         |                    |
| Missing System | 31        | 4,8     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V55 8E.CHILD

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 466       | 72,5    | 76,1          | 76,1               |
| 1              | 146       | 22,7    | 23,9          | 100,0              |
| Total          | 612       | 95,2    | 100,0         |                    |
| Missing System | 31        | 4,8     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V56 8F.REL

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 506       | 86,0    | 92,6          | 92,6               |
| 1              | 45        | 7,0     | 7,4           | 100,0              |
| Total          | 611       | 95,0    | 100,0         |                    |
| Missing System | 32        | 5,0     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V57 8G.INFO

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 368       | 57,2    | 60,1          | 60,1               |
| 1              | 244       | 37,9    | 38,9          | 100,0              |
| Total          | 612       | 95,2    | 100,0         |                    |
| Missing System | 31        | 4,8     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V48 7A5

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 29        | 4,5     | 5,4           | 5,4                |
| 2              | 136       | 21,2    | 25,1          | 30,5               |
| 3              | 15        | 2,3     | 2,8           | 33,3               |
| 4              | 24        | 3,7     | 4,4           | 37,7               |
| 5              | 56        | 8,7     | 10,4          | 48,1               |
| 6              | 113       | 17,6    | 20,9          | 68,9               |
| 7              | 14        | 2,2     | 2,6           | 71,5               |
| 8              | 52        | 8,1     | 9,6           | 81,1               |
| 9              | 80        | 12,4    | 14,8          | 95,9               |
| 11             | 14        | 2,2     | 2,8           | 98,5               |
| 12             | 1         | ,2      | ,2            | 98,7               |
| 13             | 1         | ,2      | ,2            | 98,9               |
| 14             | 1         | ,2      | ,2            | 99,1               |
| 17             | 5         | ,8      | ,9            | 100,0              |
| Total          | 541       | 84,1    | 100,0         |                    |
| Missing System | 102       | 15,9    |               |                    |
| Total          | 643       | 100,0   |               |                    |

V50 7B

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 584       | 90,8    | 95,4          | 95,4               |
| 1              | 28        | 4,4     | 4,6           | 100,0              |
| Total          | 612       | 95,2    | 100,0         |                    |
| Missing System | 31        | 4,8     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V51 8A.CL1

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 368       | 57,2    | 60,1          | 60,1               |
| 1              | 244       | 37,9    | 39,9          | 100,0              |
| Total          | 612       | 95,2    | 100,0         |                    |
| Missing System | 31        | 4,8     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V52 8B.PTA

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 202       | 31,4    | 33,0          | 33,0               |
| 1              | 410       | 63,8    | 67,0          | 100,0              |
| Total          | 612       | 95,2    | 100,0         |                    |
| Missing System | 31        | 4,8     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V63 12SKOOL

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 607       | 94.4    | 95.0          | 95.0               |
| 2              | 32        | 5.0     | 5.0           | 100.0              |
| Total          | 639       | 99.4    | 100.0         |                    |
| Missing System | 4         | .6      |               |                    |
| Total          | 643       | 100.0   |               |                    |

V84 13.A2

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 606       | 94.2    | 96.7          | 96.7               |
| 2              | 21        | 3.3     | 3.3           | 100.0              |
| Total          | 627       | 97.5    | 100.0         |                    |
| Missing System | 16        | 2.5     |               |                    |
| Total          | 643       | 100.0   |               |                    |

V85 14STUDY

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 437       | 68.0    | 68.3          | 68.3               |
| 2              | 203       | 31.6    | 31.7          | 100.0              |
| Total          | 640       | 99.5    | 100.0         |                    |
| Missing System | 3         | .5      |               |                    |
| Total          | 643       | 100.0   |               |                    |

V66 14B.L.G

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 170       | 26.4    | 85.0          | 85.0               |
| 2              | 7         | 1.1     | 3.5           | 88.5               |
| 3              | 2         | .3      | 1.0           | 89.5               |
| 4              | 8         | 1.2     | 4.0           | 93.5               |
| 5              | 3         | .5      | 1.5           | 95.0               |
| 6              | 5         | .8      | 2.5           | 97.5               |
| 7              | 1         | .2      | .5            | 98.0               |
| 8              | 4         | .6      | 2.0           | 100.0              |
| Total          | 200       | 31.1    | 100.0         |                    |
| Missing System | 443       | 68.9    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V67 15ABROAD

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 600       | 93.3    | 93.8          | 93.8               |
| 2              | 40        | 6.2     | 6.3           | 100.0              |
| Total          | 640       | 98.5    | 100.0         |                    |
| Missing System | 3         | .5      |               |                    |
| Total          | 643       | 100.0   |               |                    |

V58 9TIME

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 210       | 32.7    | 36.5          | 36.5               |
| 2              | 102       | 15.9    | 17.7          | 54.3               |
| 3              | 118       | 18.4    | 20.5          | 74.8               |
| 4              | 111       | 17.3    | 19.3          | 94.1               |
| 5              | 34        | 5.3     | 5.9           | 100.0              |
| Total          | 575       | 89.4    | 100.0         |                    |
| Missing System | 68        | 10.6    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V59 10AINFO1

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 2         | .3      | .4            | .4                 |
| 1              | 252       | 39.2    | 56.0          | 56.4               |
| 2              | 97        | 15.1    | 21.6          | 78.0               |
| 3              | 35        | 5.4     | 7.8           | 85.8               |
| 4              | 64        | 10.0    | 14.2          | 100.0              |
| Total          | 450       | 70.0    | 100.0         |                    |
| Missing System | 193       | 30.0    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V60 10B.EA

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 260       | 40.4    | 85.0          | 85.0               |
| 2              | 46        | 7.2     | 15.0          | 100.0              |
| Total          | 306       | 47.6    | 100.0         |                    |
| Missing System | 337       | 52.4    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V61 11A.ENUF

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 41        | 6.4     | 6.6           | 6.6                |
| 2              | 584       | 90.8    | 93.4          | 100.0              |
| Total          | 625       | 97.2    | 100.0         |                    |
| Missing System | 18        | 2.8     |               |                    |
| Total          | 643       | 100.0   |               |                    |

V62 11B.MORE

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 9         | 1.4     | 29.0          | 29.0               |
| 2              | 12        | 1.9     | 38.7          | 67.7               |
| 3              | 10        | 1.6     | 32.3          | 100.0              |
| Total          | 31        | 4.8     | 100.0         |                    |
| Missing System | 612       | 95.2    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V72 16B.LG3

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 6         | .9      | 8.2           | 8.2                |
| 2              | 31        | 4.8     | 42.5          | 50.7               |
| 3              | 9         | 1.4     | 12.3          | 63.0               |
| 4              | 20        | 3.1     | 27.4          | 90.4               |
| 5              | 2         | .3      | 2.7           | 93.2               |
| 7              | 5         | .8      | 6.8           | 100.0              |
| Total          | 73        | 11.4    | 100.0         |                    |
| Missing System | 570       | 88.6    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V73 16FILLER

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 475       | 73.9    | 74.2          | 74.2               |
| 2              | 98        | 14.9    | 15.0          | 89.2               |
| 3              | 68        | 10.6    | 10.8          | 99.8               |
| 4              | 1         | .2      | .2            | 100.0              |
| Total          | 640       | 99.5    | 100.0         |                    |
| Missing System | 3         | .5      |               |                    |
| Total          | 643       | 100.0   |               |                    |

V74 19MFIN

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 2              | 2         | .3      | .3            | .3                 |
| 3              | 2         | .3      | .3            | .6                 |
| 4              | 3         | .5      | .5            | 1.1                |
| 5              | 28        | 4.4     | 4.5           | 5.6                |
| 6              | 16        | 2.5     | 2.6           | 8.2                |
| 7              | 572       | 89.0    | 91.8          | 100.0              |
| Total          | 623       | 96.9    | 100.0         |                    |
| Missing System | 20        | 3.1     |               |                    |
| Total          | 643       | 100.0   |               |                    |

V75 19MENG

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 5         | .8      | .8            | .8                 |
| 2              | 39        | 6.1     | 6.3           | 7.1                |
| 3              | 107       | 16.6    | 17.3          | 24.4               |
| 4              | 191       | 29.7    | 30.8          | 55.2               |
| 5              | 219       | 34.1    | 35.3          | 90.5               |
| 6              | 58        | 9.0     | 9.4           | 99.8               |
| 7              | 1         | .2      | .2            | 100.0              |
| Total          | 620       | 96.4    | 100.0         |                    |
| Missing System | 23        | 3.6     |               |                    |
| Total          | 643       | 100.0   |               |                    |

V68 15B.PLC

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 7         | 1.1     | 18.4          | 18.4               |
| 2              | 4         | .6      | 10.5          | 28.9               |
| 3              | 3         | .5      | 7.9           | 36.8               |
| 4              | 13        | 2.0     | 34.2          | 71.1               |
| 5              | 1         | .2      | 2.6           | 73.7               |
| 6              | 1         | .2      | 2.6           | 76.3               |
| 7              | 1         | .2      | 2.6           | 78.9               |
| 8              | 8         | 1.2     | 21.1          | 100.0              |
| Total          | 38        | 5.9     | 100.0         |                    |
| Missing System | 605       | 94.1    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V69 16.SIBL

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 52        | 8.1     | 8.2           | 8.2                |
| 2              | 250       | 38.9    | 39.2          | 47.4               |
| 3              | 335       | 52.1    | 52.6          | 100.0              |
| Total          | 637       | 99.1    | 100.0         |                    |
| Missing System | 6         | .9      |               |                    |
| Total          | 643       | 100.0   |               |                    |

V70 16B.LG1

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 287       | 44.6    | 84.9          | 84.9               |
| 2              | 25        | 3.9     | 7.4           | 92.3               |
| 3              | 12        | 1.9     | 3.6           | 95.9               |
| 4              | 13        | 2.0     | 3.8           | 99.7               |
| 5              | 1         | .2      | .3            | 100.0              |
| Total          | 338       | 52.6    | 100.0         |                    |
| Missing System | 305       | 47.4    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V71 16B.LG2

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 29        | 4.5     | 16.7          | 16.7               |
| 2              | 43        | 6.7     | 24.7          | 41.4               |
| 3              | 13        | 2.0     | 7.5           | 48.9               |
| 4              | 87        | 13.5    | 50.0          | 98.9               |
| 6              | 1         | .2      | .6            | 99.4               |
| 7              | 1         | .2      | .6            | 100.0              |
| Total          | 174       | 27.1    | 100.0         |                    |
| Missing System | 469       | 72.9    |               |                    |
| Total          | 643       | 100.0   |               |                    |



V76 19MGER

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 221       | 34.4    | 36.7          | 36.7               |
| 2              | 145       | 22.6    | 24.0          | 60.7               |
| 3              | 115       | 17.9    | 19.1          | 79.8               |
| 4              | 88        | 13.7    | 14.6          | 94.4               |
| 5              | 27        | 4.2     | 4.5           | 98.6               |
| 6              | 6         | .9      | 1.0           | 99.8               |
| 7              | 1         | .2      | .2            | 100.0              |
| Total System   | 603       | 93.8    | 100.0         |                    |
| Missing System | 40        | 6.2     |               |                    |
| Total          | 643       | 100.0   |               |                    |

V77 19MFRE

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 450       | 70.0    | 77.1          | 77.1               |
| 2              | 75        | 11.7    | 12.8          | 89.9               |
| 3              | 32        | 5.0     | 5.5           | 95.4               |
| 4              | 20        | 3.1     | 3.4           | 98.8               |
| 5              | 3         | .5      | .5            | 99.3               |
| 6              | 4         | .6      | .7            | 100.0              |
| Total System   | 584       | 90.8    | 100.0         |                    |
| Missing System | 59        | 9.2     |               |                    |
| Total          | 643       | 100.0   |               |                    |

V78 19MSWE

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 31        | 4.8     | 5.0           | 5.0                |
| 2              | 115       | 17.9    | 18.7          | 23.7               |
| 3              | 149       | 23.2    | 24.2          | 47.9               |
| 4              | 192       | 29.9    | 31.2          | 79.1               |
| 5              | 97        | 15.1    | 15.7          | 94.8               |
| 6              | 28        | 4.4     | 4.5           | 99.4               |
| 7              | 4         | .6      | .6            | 100.0              |
| Total System   | 616       | 95.8    | 100.0         |                    |
| Missing System | 27        | 4.2     |               |                    |
| Total          | 643       | 100.0   |               |                    |

V79 19MRUS

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 489       | 76.0    | 85.2          | 85.2               |
| 2              | 53        | 8.2     | 9.2           | 94.4               |
| 3              | 15        | 2.3     | 2.6           | 97.0               |
| 4              | 9         | 1.4     | 1.6           | 98.6               |
| 5              | 3         | .5      | .5            | 99.1               |
| 6              | 3         | .5      | .5            | 99.7               |
| 7              | 2         | .3      | .3            | 100.0              |
| Total System   | 574       | 89.3    | 100.0         |                    |
| Missing System | 69        | 10.7    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V80 19MIT/SP

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 6         | .9      | 12.8          | 12.8               |
| 2              | 25        | 3.9     | 53.2          | 66.0               |
| 3              | 10        | 1.6     | 21.3          | 87.2               |
| 4              | 1         | .2      | 2.1           | 89.4               |
| 5              | 3         | .5      | 6.4           | 95.7               |
| 6              | 2         | .3      | 4.3           | 100.0              |
| Total System   | 47        | 7.3     | 100.0         |                    |
| Missing System | 596       | 92.7    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V81 19MOTH

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 6         | .9      | 12.8          | 12.8               |
| 2              | 15        | 2.3     | 31.9          | 44.7               |
| 3              | 12        | 1.9     | 25.5          | 70.2               |
| 4              | 5         | .8      | 10.6          | 80.9               |
| 5              | 2         | .3      | 4.3           | 85.1               |
| 6              | 2         | .3      | 4.3           | 89.4               |
| 7              | 5         | .8      | 10.6          | 100.0              |
| Total System   | 47        | 7.3     | 100.0         |                    |
| Missing System | 596       | 92.7    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V82 20DFIN

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 2              | 3         | .5      | .6            | .6                 |
| 3              | 4         | .6      | .8            | 1.3                |
| 4              | 10        | 1.6     | 1.9           | 3.3                |
| 5              | 23        | 3.6     | 4.4           | 7.7                |
| 6              | 14        | 2.2     | 2.7           | 10.4               |
| 7              | 465       | 72.3    | 89.8          | 100.0              |
| Total System   | 519       | 80.7    | 100.0         |                    |
| Missing System | 124       | 19.3    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V83 20DENG

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 18        | 2.8     | 3.5           | 3.5                |
| 2              | 63        | 9.8     | 12.3          | 15.8               |
| 3              | 83        | 14.5    | 18.1          | 33.9               |
| 4              | 134       | 20.8    | 26.1          | 59.9               |
| 5              | 150       | 23.3    | 29.2          | 89.1               |
| 6              | 54        | 8.4     | 10.5          | 99.6               |
| 7              | 2         | .3      | .4            | 100.0              |
| Total System   | 514       | 79.9    | 100.0         |                    |
| Missing System | 129       | 20.1    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V88 20DIT/SP

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 0              | 1         | .2      | 3.7           | 3.7                |
| 1              | 7         | 1.1     | 25.9          | 28.6               |
| 2              | 11        | 1.7     | 40.7          | 70.4               |
| 3              | 5         | .8      | 18.5          | 88.9               |
| 5              | 1         | .2      | 3.7           | 92.6               |
| 6              | 1         | .2      | 3.7           | 96.3               |
| 7              | 1         | .2      | 3.7           | 100.0              |
| Total          | 27        | 4.2     |               |                    |
| Missing System | 616       | 95.8    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V89 20D0TH

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 0              | 1         | .2      | 2.9           | 2.9                |
| 1              | 7         | 1.1     | 20.6          | 23.5               |
| 2              | 5         | .8      | 14.7          | 36.2               |
| 3              | 5         | .8      | 14.7          | 52.9               |
| 4              | 2         | .3      | 5.9           | 58.8               |
| 5              | 2         | .3      | 5.9           | 64.7               |
| 6              | 1         | .2      | 2.9           | 67.6               |
| 7              | 11        | 1.7     | 32.4          | 100.0              |
| Total          | 34        | 5.3     |               |                    |
| Missing System | 609       | 94.7    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V90 21A.MUM

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 10        | 1.6     | 1.9           | 1.9                |
| 2              | 87        | 13.5    | 16.1          | 18.0               |
| 3              | 25        | 3.9     | 4.6           | 22.6               |
| 4              | 9         | 1.4     | 1.7           | 24.3               |
| 5              | 211       | 32.8    | 39.1          | 63.3               |
| 6              | 57        | 8.9     | 10.6          | 73.9               |
| 7              | 23        | 3.6     | 4.3           | 78.1               |
| 8              | 6         | .9      | 1.1           | 79.3               |
| 9              | 65        | 10.1    | 15.7          | 95.0               |
| 10             | 27        | 4.2     | 5.0           | 100.0              |
| Total          | 540       | 84.0    |               |                    |
| Missing System | 103       | 16.0    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V91 21A.SPE

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 0              | 403       | 62.7    | 74.4          | 74.4               |
| 1              | 139       | 21.6    | 25.6          | 100.0              |
| Total          | 542       | 84.3    |               |                    |
| Missing System | 101       | 15.7    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V84 20DGER

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 232       | 36.1    | 47.2          | 47.2               |
| 2              | 121       | 18.8    | 24.6          | 71.7               |
| 3              | 75        | 11.7    | 15.2          | 87.0               |
| 4              | 37        | 5.8     | 7.5           | 94.5               |
| 5              | 19        | 3.0     | 3.9           | 98.4               |
| 6              | 5         | .8      | 1.0           | 99.4               |
| 7              | 3         | .5      | .6            | 100.0              |
| Total          | 492       | 76.5    |               |                    |
| Missing System | 151       | 23.5    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V85 20DFRE

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 422       | 65.6    | 89.2          | 89.2               |
| 2              | 25        | 3.9     | 5.3           | 94.5               |
| 3              | 13        | 2.0     | 2.7           | 97.3               |
| 4              | 10        | 1.6     | 2.1           | 99.4               |
| 6              | 2         | .3      | .4            | 99.8               |
| 7              | 1         | .2      | .2            | 100.0              |
| Total          | 473       | 73.6    |               |                    |
| Missing System | 170       | 26.4    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V86 20DSWE

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 65        | 10.1    | 12.8          | 12.8               |
| 2              | 119       | 18.5    | 23.4          | 38.1               |
| 3              | 134       | 20.8    | 26.3          | 62.5               |
| 4              | 111       | 17.3    | 21.8          | 84.3               |
| 5              | 64        | 10.0    | 12.6          | 96.9               |
| 6              | 15        | 2.3     | 2.9           | 99.8               |
| 7              | 1         | .2      | .2            | 100.0              |
| Total          | 509       | 79.2    |               |                    |
| Missing System | 134       | 20.8    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V87 20DRUS

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1              | 433       | 67.3    | 84.1          | 84.1               |
| 2              | 17        | 2.6     | 3.7           | 97.8               |
| 3              | 7         | 1.1     | 1.5           | 99.3               |
| 4              | 2         | .3      | .4            | 99.8               |
| 7              | 1         | .2      | .2            | 100.0              |
| Total          | 460       | 71.5    |               |                    |
| Missing System | 183       | 28.5    |               |                    |
| Total          | 643       | 100.0   |               |                    |

V92 21B.DAD

|                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid 0              | 3         | .5      | .7            | .7                 |
| 1                    | 11        | 1.7     | 3.4           | 3.4                |
| 2                    | 104       | 16.2    | 25.6          | 29.0               |
| 3                    | 10        | 1.6     | 2.5           | 31.4               |
| 4                    | 9         | 1.4     | 2.2           | 33.7               |
| 5                    | 139       | 21.6    | 34.2          | 67.8               |
| 6                    | 59        | 9.2     | 14.5          | 82.3               |
| 7                    | 15        | 2.3     | 3.7           | 86.0               |
| 8                    | 10        | 1.6     | 2.5           | 88.5               |
| 9                    | 45        | 7.0     | 11.1          | 99.5               |
| 10                   | 2         | .3      | .5            | 100.0              |
| Total                | 407       | 63.3    | 100.0         |                    |
| Missing System Total | 236       | 36.7    |               |                    |
|                      | 643       | 100.0   |               |                    |

V93 21B.SPE

|                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid 0              | 336       | 52.3    | 80.8          | 80.8               |
| 1                    | 80        | 12.4    | 19.2          | 100.0              |
| Total                | 416       | 64.7    | 100.0         |                    |
| Missing System Total | 227       | 35.3    |               |                    |
|                      | 643       | 100.0   |               |                    |

V94 22NA

|                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid 0              | 569       | 88.5    | 93.4          | 93.4               |
| 1                    | 40        | 6.2     | 6.6           | 100.0              |
| Total                | 609       | 94.7    | 100.0         |                    |
| Missing System Total | 34        | 5.3     |               |                    |
|                      | 643       | 100.0   |               |                    |

V95 22MB

|                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid 0              | 216       | 33.6    | 35.4          | 35.4               |
| 1                    | 394       | 61.3    | 64.6          | 100.0              |
| Total                | 610       | 94.9    | 100.0         |                    |
| Missing System Total | 33        | 5.1     |               |                    |
|                      | 643       | 100.0   |               |                    |

V96 22MC

|                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid 0              | 98        | 15.2    | 16.1          | 16.1               |
| 1                    | 512       | 79.6    | 83.9          | 100.0              |
| Total                | 610       | 94.9    | 100.0         |                    |
| Missing System Total | 33        | 5.1     |               |                    |
|                      | 643       | 100.0   |               |                    |

V87 22MD

|                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid 0              | 349       | 54.3    | 57.2          | 57.2               |
| 1                    | 261       | 40.6    | 42.8          | 100.0              |
| Total                | 610       | 94.9    | 100.0         |                    |
| Missing System Total | 33        | 5.1     |               |                    |
|                      | 643       | 100.0   |               |                    |

V88 22ME

|                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid 0              | 526       | 81.8    | 86.8          | 86.8               |
| 1                    | 80        | 12.4    | 13.2          | 100.0              |
| Total                | 606       | 94.2    | 100.0         |                    |
| Missing System Total | 37        | 5.8     |               |                    |
|                      | 643       | 100.0   |               |                    |

V89 22MF

|                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid 0              | 544       | 84.6    | 89.9          | 89.9               |
| 1                    | 61        | 9.5     | 10.1          | 100.0              |
| Total                | 605       | 94.1    | 100.0         |                    |
| Missing System Total | 38        | 5.9     |               |                    |
|                      | 643       | 100.0   |               |                    |

V100 22DA

|                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid 0              | 458       | 71.2    | 92.0          | 92.0               |
| 1                    | 40        | 6.2     | 8.0           | 100.0              |
| Total                | 498       | 77.4    | 100.0         |                    |
| Missing System Total | 145       | 22.6    |               |                    |
|                      | 643       | 100.0   |               |                    |

V101 22DB

|                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid 0              | 147       | 22.9    | 29.5          | 29.5               |
| 1                    | 351       | 54.6    | 70.5          | 100.0              |
| Total                | 498       | 77.4    | 100.0         |                    |
| Missing System Total | 145       | 22.6    |               |                    |
|                      | 643       | 100.0   |               |                    |

V102 22DC

|                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid 0              | 87        | 13.5    | 17.5          | 17.5               |
| 1                    | 411       | 63.9    | 82.5          | 100.0              |
| Total                | 498       | 77.4    | 100.0         |                    |
| Missing System Total | 145       | 22.6    |               |                    |
|                      | 643       | 100.0   |               |                    |

V103 22DD

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 333       | 51,8    | 66,9          | 66,9               |
| 1              | 165       | 25,7    | 33,1          | 100,0              |
| Total          | 498       | 77,4    | 100,0         |                    |
| Missing System | 145       | 22,6    |               |                    |
| Total          | 643       | 100,0   |               |                    |

V104 22DE

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 435       | 67,7    | 87,3          | 87,3               |
| 1              | 63        | 9,8     | 12,7          | 100,0              |
| Total          | 498       | 77,4    | 100,0         |                    |
| Missing System | 145       | 22,6    |               |                    |
| Total          | 643       | 100,0   |               |                    |

V105 22DF

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 455       | 70,8    | 91,4          | 91,4               |
| 1              | 42        | 6,5     | 8,4           | 99,8               |
| 3              | 1         | ,2      | ,2            | 100,0              |
| Total          | 498       | 77,4    | 100,0         |                    |
| Missing System | 145       | 22,6    |               |                    |
| Total          | 643       | 100,0   |               |                    |

V106 23MUM

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 79        | 12,3    | 13,1          | 13,1               |
| 2              | 154       | 24,0    | 25,5          | 38,5               |
| 3              | 178       | 27,7    | 29,4          | 67,9               |
| 4              | 194       | 30,2    | 32,1          | 100,0              |
| Total          | 605       | 94,1    | 100,0         |                    |
| Missing System | 38        | 5,9     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V107 23DAD

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 64        | 10,0    | 12,8          | 12,8               |
| 2              | 102       | 15,9    | 20,4          | 33,3               |
| 3              | 116       | 18,0    | 23,2          | 56,5               |
| 4              | 217       | 33,7    | 43,5          | 100,0              |
| Total          | 499       | 77,6    | 100,0         |                    |
| Missing System | 144       | 22,4    |               |                    |
| Total          | 643       | 100,0   |               |                    |

V108 24MUM

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 12        | 1,9     | 2,0           | 2,0                |
| 2              | 18        | 2,8     | 3,0           | 5,0                |
| 3              | 38        | 5,9     | 6,3           | 11,3               |
| 4              | 140       | 21,8    | 23,3          | 34,6               |
| 5              | 226       | 35,1    | 37,5          | 72,1               |
| 6              | 80        | 12,4    | 13,3          | 85,4               |
| 7              | 69        | 10,7    | 11,5          | 96,8               |
| 8              | 19        | 3,0     | 3,2           | 100,0              |
| Total          | 602       | 93,6    | 100,0         |                    |
| Missing System | 41        | 6,4     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V109 24DAD

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 0        | 1         | ,2      | ,2            | ,2                 |
| 1              | 7         | 1,1     | 1,4           | 1,6                |
| 2              | 4         | ,6      | ,8            | 2,4                |
| 3              | 9         | 1,4     | 1,8           | 4,1                |
| 4              | 149       | 23,2    | 29,3          | 33,5               |
| 5              | 110       | 17,1    | 21,7          | 55,1               |
| 6              | 29        | 4,5     | 5,7           | 60,8               |
| 7              | 153       | 23,8    | 30,1          | 90,9               |
| 8              | 46        | 7,2     | 9,1           | 100,0              |
| Total          | 508       | 79,0    | 100,0         |                    |
| Missing System | 135       | 21,0    |               |                    |
| Total          | 643       | 100,0   |               |                    |

V110 25MUM

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 1        | 16        | 2,5     | 2,6           | 2,6                |
| 2              | 78        | 12,1    | 12,7          | 15,3               |
| 3              | 30        | 4,7     | 4,9           | 20,2               |
| 4              | 104       | 16,2    | 17,0          | 37,2               |
| 5              | 214       | 33,3    | 34,9          | 72,1               |
| 6              | 52        | 8,1     | 8,5           | 80,6               |
| 7              | 107       | 16,6    | 17,5          | 98,0               |
| 8              | 12        | 1,9     | 2,0           | 100,0              |
| Total          | 613       | 95,3    | 100,0         |                    |
| Missing System | 30        | 4,7     |               |                    |
| Total          | 643       | 100,0   |               |                    |

V111 25DAD

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid 1       | 28        | 4,4     | 5,4           | 5,4                |
| 2             | 76        | 11,8    | 14,6          | 19,9               |
| 3             | 20        | 3,1     | 3,8           | 23,8               |
| 4             | 100       | 15,6    | 19,2          | 42,9               |
| 5             | 161       | 25,0    | 30,8          | 73,8               |
| 6             | 25        | 3,9     | 4,8           | 78,5               |
| 7             | 89        | 13,8    | 17,0          | 95,6               |
| 8             | 23        | 3,8     | 4,4           | 100,0              |
| Total System  | 522       | 81,2    | 100,0         |                    |
| Missing Total | 121       | 18,8    |               |                    |
|               | 643       | 100,0   |               |                    |

## Tables

|   | Lukum. | %     |
|---|--------|-------|
| Kätkä osallistuvat<br>päätoimitekoon,<br>kun kieltä vaillin?<br>(kys.3) | 632    | 96,3  |
| 1,00 3A.PAR.  | 603    | 93,8  |
| 2,00 3B.CHIL  | 87     | 13,5  |
| 3,00 3C.SIBL.   | 19     | 3,0   |
| 4,00 3D.REL.  | 31     | 4,8   |
| 5,00 3E.FRIEN   | 13     | 2,0   |
| 6,00 3F.TEACH   | 643    | 100,0 |
| Yhteensä  |        |       |

|   | Lukum. | %     |
|---|--------|-------|
| 1 Mikä tekijät<br>vaikuttivat<br>tehtäväänne<br>valintaan?<br>(kys.5) | 44     | 6,3   |
| 2   | 237    | 44,5  |
| 3   | 146    | 27,4  |
| 4   | 28     | 5,3   |
| 5   | 15     | 2,8   |
| 6   | 8      | 1,5   |
| 7   | 46     | 8,6   |
| 8   | 21     | 3,9   |
| 9   | 43     | 8,1   |
| 10  | 32     | 6,0   |
| 11  | 1      | ,2    |
| 12  | 95     | 17,9  |
| 13  | 46     | 8,6   |
| 14  | 11     | 2,1   |
| 15  | 68     | 12,8  |
| 16  | 12     | 2,3   |
| 17  | 8      | 1,5   |
| Yhteensä  | 532    | 100,0 |

|  | Lukum. | %     |
|--|--------|-------|
| 5 tärkeintä<br>vaikuttajaa<br>kielen<br>valintaan<br>(kys.7) | 552    | 86,2  |
| 1  | 480    | 83,6  |
| 2  | 66     | 11,5  |
| 3  | 519    | 90,4  |
| 4  | 426    | 74,2  |
| 5  | 186    | 32,4  |
| 6  | 31     | 5,4   |
| 7  | 180    | 27,9  |
| 8  | 274    | 47,7  |
| 9  | 7      | 1,2   |
| 10   | 54     | 9,4   |
| 11   | 15     | 2,6   |
| 12   | 4      | ,7    |
| 13   | 3      | ,5    |
| 14   | 1      | ,2    |
| 15   | 2      | ,3    |
| 16   | 18     | 3,1   |
| 17   | 574    | 100,0 |
| Yhteensä   |        |       |

|   | Lukum. | %     |
|---|--------|-------|
| Mistä saitte tietoa<br>kielivälittäjä ja<br>kielen opiskeleista?<br>(kys.8) | 244    | 40,2  |
| 1,00 8A.CLT   | 410    | 67,5  |
| 2,00 8B.PTA   | 174    | 28,7  |
| 3,00 8C.LGT   | 115    | 18,9  |
| 4,00 8D.HEAD  | 146    | 24,1  |
| 5,00 8E.CHILD   | 45     | 7,4   |
| 6,00 8F.REL   | 244    | 40,2  |
| 7,00 8G.INFO  | 607    | 100,0 |
| Yhteensä  |        |       |

|   | Lukum. | %     |
|---|--------|-------|
| 1 Lapsen<br>sisarusten<br>opiskeleista<br>kieltä (kys.16) | 322    | 95,3  |
| 2   | 99     | 29,3  |
| 3   | 34     | 10,1  |
| 4   | 120    | 35,5  |
| 5   | 3      | ,9    |
| 6   | 1      | ,3    |
| 7   | 6      | 1,8   |
| Yhteensä  | 338    | 100,0 |

Crosstabs

V58 9TIME \* LANGUAG2 Minkä kielen valitsitte?

Crosstab

|           | Count                                      | LANGUAG2 Minkä kielen valitsitte? |                | Total  |
|-----------|--|-----------------------------------|----------------|--------|
|           |  | 1 Englanti                        | 2 Ei englantia |        |
| V58 9TIME | 210  | 23                                | 23             | 210    |
|           | % within LANGUAG2 Minkä kielen valitsitte? | 37.2%                             | 32.4%          | 36.6%  |
| 2         | 102  | 16                                | 16             | 102    |
|           | % within LANGUAG2 Minkä kielen valitsitte? | 17.1%                             | 22.5%          | 17.9%  |
| 3         | 117  | 15                                | 15             | 117    |
|           | % within LANGUAG2 Minkä kielen valitsitte? | 20.3%                             | 21.1%          | 20.4%  |
| 4         | 111  | 16                                | 16             | 111    |
|           | % within LANGUAG2 Minkä kielen valitsitte? | 18.9%                             | 22.5%          | 19.3%  |
| 5         | 34   | 1                                 | 1              | 34     |
|           | % within LANGUAG2 Minkä kielen valitsitte? | 6.6%                              | 1.4%           | 5.9%   |
| Total     | 574  | 71                                | 71             | 574    |
|           | % within LANGUAG2 Minkä kielen valitsitte? | 100.0%                            | 100.0%         | 100.0% |

Chi-Square Tests

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 4.663 <sup>a</sup> | 4  | .324                  |
| Likelihood Ratio             | 5.671              | 4  | .225                  |
| Linear-by-Linear Association | .023               | 1  | .879                  |
| N of Valid Cases             | 574                |    |                       |

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.21.

V59 10AINFO1 \* LANGUAG2 Minkä kielen valitsitte?

Crosstab

|              | Count                                      | LANGUAG2 Minkä kielen valitsitte? |                | Total  |
|--------------|--|-----------------------------------|----------------|--------|
|              |  | 1 Englanti                        | 2 Ei englantia |        |
| V59 10AINFO1 | 252  | 36                                | 36             | 252    |
|              | % within LANGUAG2 Minkä kielen valitsitte? | 56.3%                             | 57.1%          | 56.4%  |
| 2            | 98   | 11                                | 11             | 98     |
|              | % within LANGUAG2 Minkä kielen valitsitte? | 22.1%                             | 17.5%          | 21.5%  |
| 3            | 35   | 6                                 | 6              | 35     |
|              | % within LANGUAG2 Minkä kielen valitsitte? | 7.6%                              | 9.5%           | 7.8%   |
| 4            | 64   | 10                                | 10             | 64     |
|              | % within LANGUAG2 Minkä kielen valitsitte? | 14.1%                             | 15.9%          | 14.3%  |
| Total        | 447  | 63                                | 63             | 447    |
|              | % within LANGUAG2 Minkä kielen valitsitte? | 100.0%                            | 100.0%         | 100.0% |

Chi-Square Tests

|                              | Value             | df | Asymp. Sig. (2-sided) |
|------------------------------|-------------------|----|-----------------------|
| Pearson Chi-Square           | .951 <sup>a</sup> | 3  | .813                  |
| Likelihood Ratio             | .965              | 3  | .810                  |
| Linear-by-Linear Association | .102              | 1  | .750                  |
| N of Valid Cases             | 447               |    |                       |

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 4.93.

V60 10B.EA \* LANGUAG2 Minkä kielen valitsitte?

Crosstab

|            | Count                                      | LANGUAG2 Minkä kielen valitsitte? |                | Total  |
|------------|--|-----------------------------------|----------------|--------|
|            |  | 1 Englanti                        | 2 Ei englantia |        |
| V60 10B.EA | 260  | 24                                | 24             | 260    |
|            | % within LANGUAG2 Minkä kielen valitsitte? | 87.1%                             | 70.6%          | 85.2%  |
| 2          | 45   | 10                                | 10             | 45     |
|            | % within LANGUAG2 Minkä kielen valitsitte? | 12.9%                             | 29.4%          | 14.8%  |
| Total      | 305  | 34                                | 34             | 305    |
|            | % within LANGUAG2 Minkä kielen valitsitte? | 100.0%                            | 100.0%         | 100.0% |

Chi-Square Tests

|                                    | Value              | df | Asymp. Sig. (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) |
|------------------------------------|--------------------|----|-----------------------|----------------------|----------------------|
| Pearson Chi-Square                 | 6.637 <sup>a</sup> | 1  | .011                  |                      |                      |
| Continuity Correction <sup>a</sup> | 5.291              | 1  | .021                  |                      |                      |
| Likelihood Ratio                   | 5.496              | 1  | .019                  |                      |                      |
| Fisher's Exact Test                |                    |    |                       | .018                 | .015                 |
| Linear-by-Linear Association       | 6.515              | 1  | .011                  |                      |                      |
| N of Valid Cases                   | 305                |    |                       |                      |                      |

a. Computed only for a 2x2 table

V106 23MUM \* LANGUAG2 Minkä kielen valitsitte?

Crosstab

|  | Count | LANGUAG2 Minkä kielen valitsitte? |                | Total  |
|--|-------|-----------------------------------|----------------|--------|
|  |       | 1 Englantil                       | 2 Ei englantil |        |
| V106 23MUM                                 | 79    | 8                                 | 71             | 79     |
| % within LANGUAG2 Minkä kielen valitsitte? |       | 11.3%                             | 13.3%          | 13.1%  |
| 2  | 154   | 14                                | 140            | 154    |
| % within LANGUAG2 Minkä kielen valitsitte? |       | 19.7%                             | 26.3%          | 25.5%  |
| 3  | 178   | 20                                | 158            | 178    |
| % within LANGUAG2 Minkä kielen valitsitte? |       | 28.2%                             | 29.6%          | 29.5%  |
| 4  | 193   | 29                                | 164            | 193    |
| % within LANGUAG2 Minkä kielen valitsitte? |       | 40.8%                             | 30.8%          | 32.0%  |
| Total                                      | 604   | 71                                | 533            | 604    |
| % within LANGUAG2 Minkä kielen valitsitte? |       | 100.0%                            | 100.0%         | 100.0% |

Chi-Square Tests

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 3.292 <sup>a</sup> | 3  | .349                  |
| Likelihood Ratio             | 3.239              | 3  | .356                  |
| Linear-by-Linear Association | 2.539              | 1  | .111                  |
| N of Valid Cases             | 604                |    |                       |

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.29.

V61 11A.ENUF \* LANGUAG2 Minkä kielen valitsitte?

Crosstab

|  | Count | LANGUAG2 Minkä kielen valitsitte? |                | Total  |
|--|-------|-----------------------------------|----------------|--------|
|  |       | 1 Englantil                       | 2 Ei englantil |        |
| V61 11A.ENUF                               | 41    | 6                                 | 35             | 41     |
| % within LANGUAG2 Minkä kielen valitsitte? |       | 8.3%                              | 6.3%           | 6.6%   |
| 2  | 583   | 68                                | 517            | 583    |
| % within LANGUAG2 Minkä kielen valitsitte? |       | 91.7%                             | 93.7%          | 93.4%  |
| Total                                      | 624   | 72                                | 552            | 624    |
| % within LANGUAG2 Minkä kielen valitsitte? |       | 100.0%                            | 100.0%         | 100.0% |

Chi-Square Tests

|                                    | Value             | df | Asymp. Sig. (2-sided) | Exact Sig. (1-sided) |
|------------------------------------|-------------------|----|-----------------------|----------------------|
| Pearson Chi-Square                 | .412 <sup>b</sup> | 1  | .521                  |                      |
| Continuity Correction <sup>a</sup> | .151              | 1  | .697                  |                      |
| Likelihood Ratio                   | .386              | 1  | .535                  |                      |
| Fisher's Exact Test                |                   |    | .458                  | .331                 |
| Linear-by-Linear Association       | .411              | 1  | .521                  |                      |
| N of Valid Cases                   | 624               |    |                       |                      |

a. Computed only for a 2x2 table  
 b. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.73.

V62 11B.MORE \* LANGUAG2 Minkä kielen valitsitte?

Crosstab

|  | Count | LANGUAG2 Minkä kielen valitsitte? |                | Total  |
|--|-------|-----------------------------------|----------------|--------|
|  |       | 1 Englantil                       | 2 Ei englantil |        |
| V62 11B.MORE                               | 9     | 3                                 | 6              | 9      |
| % within LANGUAG2 Minkä kielen valitsitte? |       | 60.0%                             | 34.6%          | 29.0%  |
| 2  | 12    | 3                                 | 9              | 12     |
| % within LANGUAG2 Minkä kielen valitsitte? |       | 40.0%                             | 34.6%          | 38.7%  |
| 3  | 10    | 2                                 | 8              | 10     |
| % within LANGUAG2 Minkä kielen valitsitte? |       | 20.0%                             | 30.8%          | 32.3%  |
| Total                                      | 31    | 5                                 | 26             | 31     |
| % within LANGUAG2 Minkä kielen valitsitte? |       | 100.0%                            | 100.0%         | 100.0% |

Chi-Square Tests

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 2.540 <sup>a</sup> | 2  | .281                  |
| Likelihood Ratio             | 3.868              | 2  | .143                  |
| Linear-by-Linear Association | 1.275              | 1  | .259                  |
| N of Valid Cases             | 31                 |    |                       |

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.45.



V107 23DAD \* LANGUAG2 Minkä kielen valitsitte?

Crosstab

|            |  | LANGUAG2 Minkä kielen valitsitte? |               | Total  |
|------------|--|-----------------------------------|---------------|--------|
|            |  | 1 Englanti                        | 2 Ei englanti |        |
| V107 23DAD | Count                                      | 61                                | 3             | 64     |
|            | % within LANGUAG2 Minkä kielen valitsitte? | 13.8%                             | 5.5%          | 12.9%  |
| 2          | Count                                      | 97                                | 5             | 102    |
|            | % within LANGUAG2 Minkä kielen valitsitte? | 21.9%                             | 9.1%          | 20.5%  |
| 3          | Count                                      | 104                               | 12            | 116    |
|            | % within LANGUAG2 Minkä kielen valitsitte? | 23.5%                             | 21.8%         | 23.3%  |
| 4          | Count                                      | 181                               | 35            | 216    |
|            | % within LANGUAG2 Minkä kielen valitsitte? | 40.9%                             | 63.6%         | 43.4%  |
| Total      | Count                                      | 443                               | 55            | 498    |
|            | % within LANGUAG2 Minkä kielen valitsitte? | 100.0%                            | 100.0%        | 100.0% |

Chi-Square Tests

|                              | Value               | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square           | 12.460 <sup>a</sup> | 3  | .006                  |
| Likelihood Ratio             | 13.371              | 3  | .004                  |
| Linear-by-Linear Association | 11.557              | 1  | .001                  |
| N of Valid Cases             | 498                 |    |                       |

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.07.

T-Test

Group Statistics

| LANGUAG2 Minkä Kielen valitsitte? | N   | Mean | Std. Deviation | Std. Error Mean |
|-----------------------------------|-----|------|----------------|-----------------|
| V108 23MUM 1 Englanti             | 533 | 2.78 | 1.03           | 4.45E-02        |
| 2 Ei englanti                     | 71  | 2.99 | 1.04           | .12             |
| V107 23DAD 1 Englanti             | 443 | 2.91 | 1.08           | 5.15E-02        |
| 2 Ei englanti                     | 55  | 3.44 | .88            | .12             |

Independent Samples Test

|            | Levene's Test for Equality of Variances |      |
|------------|---|------|
|            | F                                       | Sig. |
| V108 23MUM | .476                                    | .491 |
| V107 23DAD | 7.106                                   | .008 |

Independent Samples Test

|            | t-test for Equality of Means |        |                 |                 |
|------------|------------------------------|--------|-----------------|-----------------|
|            | t                            | df     | Sig. (2-tailed) | Mean Difference |
| V108 23MUM | -1.595                       | 602    | .111            | -.21            |
| V107 23DAD | -1.587                       | 89.391 | .116            | -.21            |
|            | -3.436                       | 498    | .001            | -.52            |
|            | -4.049                       | 76.068 | .000            | -.52            |

Independent Samples Test

|            | t-test for Equality of Means |   |          |
|------------|------------------------------|---|----------|
|            | Std. Error Difference        | 95% Confidence Interval of the Difference |          |
|            |                              | Lower                                     | Upper    |
| V108 23MUM | .13                          | -.46                                      | 4.79E-02 |
| V107 23DAD | .13                          | -.47                                      | 5.23E-02 |
|            | .15                          | -.82                                      | -.22     |
|            | .13                          | -.78                                      | -.27     |

|  | Minkä kielen valitsitte? |       |                |       | Yhteensä |       |
|--|--------------------------|-------|----------------|-------|----------|-------|
|  | 1. Englanti              |       | 2. Ei englanti |       | Lukum.   | %     |
|  | Lukum.                   | %     | Lukum.         | %     |          |       |
| Kokoa osallistuvat<br>päättökseen, kun<br>kieltä valittiin?<br>(kys.3) | 557                      | 98,2  | 74             | 98,7  | 631      | 98,3  |
| 1,00 3A.PAR.   | 528                      | 93,1  | 74             | 98,7  | 602      | 93,8  |
| 2,00 3B.CHIL   | 72                       | 12,7  | 15             | 20,0  | 87       | 13,6  |
| 3,00 3C.SIBL.  | 12                       | 2,1   | 6              | 8,0   | 18       | 2,8   |
| 4,00 3D.REL.   | 19                       | 3,4   | 12             | 16,0  | 31       | 4,8   |
| 5,00 3E.FRIEN  | 9                        | 1,6   | 4              | 5,3   | 13       | 2,0   |
| 6,00 3F.TEACH  | 587                      | 100,0 | 75             | 100,0 | 662      | 100,0 |
| <b>Yhteensä</b>  |                          |       |                |       |          |       |

|                 | Minkä kielen valitsitte? |       |                |       | Yhteensä |       |
|-----------------|--------------------------|-------|----------------|-------|----------|-------|
|                 | 1. Englanti              |       | 2. Ei englanti |       | Lukum.   | %     |
|                 | Lukum.                   | %     | Lukum.         | %     |          |       |
| 1               | 35                       | 7,5   | 9              | 14,1  | 44       | 8,3   |
| 2               | 293                      | 49,9  | 4              | 6,3   | 297      | 44,6  |
| 3               | 131                      | 29,1  | 15             | 23,4  | 146      | 27,5  |
| 4               | 3                        | 0,6   | 25             | 39,1  | 28       | 5,3   |
| 5               | 14                       | 3,0   | 1              | 1,6   | 15       | 2,8   |
| 6               | 6                        | 1,7   | 6              | 9,1   | 12       | 2,2   |
| 7               | 41                       | 8,8   | 5              | 7,8   | 46       | 8,7   |
| 8               | 13                       | 2,8   | 8              | 12,5  | 21       | 4,0   |
| 9               | 39                       | 8,4   | 4              | 6,3   | 43       | 8,1   |
| 10              | 28                       | 6,0   | 3              | 4,7   | 31       | 5,8   |
| 11              | 1                        | 0,2   | 23             | 35,9  | 24       | 4,5   |
| 12              | 72                       | 15,4  | 2              | 3,0   | 74       | 11,1  |
| 13              | 46                       | 9,9   | 3              | 4,7   | 49       | 7,4   |
| 14              | 8                        | 1,7   | 3              | 4,7   | 11       | 2,1   |
| 15              | 63                       | 13,5  | 5              | 7,8   | 68       | 12,8  |
| 16              | 12                       | 2,6   | 5              | 7,8   | 17       | 3,1   |
| 17              | 3                        | 0,6   | 5              | 7,8   | 8        | 1,5   |
| <b>Yhteensä</b> | 487                      | 100,0 | 64             | 100,0 | 551      | 100,0 |

|                 | Minkä kielen valitsitte? |       |                |       | Yhteensä |       |
|-----------------|--------------------------|-------|----------------|-------|----------|-------|
|                 | 1. Englanti              |       | 2. Ei englanti |       | Lukum.   | %     |
|                 | Lukum.                   | %     | Lukum.         | %     |          |       |
| 1               | 488                      | 96,4  | 63             | 94,0  | 551      | 96,2  |
| 2               | 433                      | 85,8  | 47             | 70,1  | 480      | 83,8  |
| 3               | 21                       | 4,2   | 44             | 65,7  | 65       | 11,3  |
| 4               | 482                      | 95,3  | 38             | 53,7  | 518      | 90,4  |
| 5               | 407                      | 80,4  | 19             | 28,4  | 426      | 74,3  |
| 6               | 182                      | 38,0  | 4              | 6,0   | 188      | 32,5  |
| 7               | 13                       | 2,8   | 17             | 25,4  | 30       | 5,2   |
| 8               | 150                      | 29,8  | 9              | 13,4  | 159      | 27,7  |
| 9               | 224                      | 44,3  | 60             | 74,8  | 274      | 47,8  |
| 10              | 4                        | 0,8   | 3              | 4,5   | 7        | 1,2   |
| 11              | 37                       | 7,3   | 17             | 25,4  | 54       | 9,4   |
| 12              | 10                       | 2,0   | 5              | 7,5   | 15       | 2,6   |
| 13              | 2                        | 0,4   | 2              | 3,0   | 4        | 0,7   |
| 14              | 2                        | 0,4   | 1              | 1,5   | 3        | 0,5   |
| 15              | 2                        | 0,4   | 1              | 1,5   | 3        | 0,5   |
| 16              | 2                        | 0,4   | 1              | 1,5   | 3        | 0,5   |
| 17              | 18                       | 3,6   | 2              | 3,0   | 20       | 3,6   |
| <b>Yhteensä</b> | 508                      | 100,0 | 67             | 100,0 | 573      | 100,0 |

|                 | Minkä kielen valitsitte? |       |                |       | Yhteensä |       |
|-----------------|--------------------------|-------|----------------|-------|----------|-------|
|                 | 1. Englanti              |       | 2. Ei englanti |       | Lukum.   | %     |
|                 | Lukum.                   | %     | Lukum.         | %     |          |       |
| 1,00 8A.CLT     | 222                      | 41,6  | 21             | 29,2  | 243      | 40,1  |
| 2,00 8B.PTA     | 360                      | 67,4  | 49             | 66,1  | 409      | 67,5  |
| 3,00 8C.LGT     | 141                      | 26,4  | 33             | 45,8  | 174      | 28,7  |
| 4,00 8D.HEAD    | 92                       | 17,2  | 23             | 31,9  | 115      | 19,0  |
| 5,00 8E.CHILD   | 129                      | 24,2  | 17             | 23,6  | 146      | 24,1  |
| 6,00 8F.REL     | 37                       | 6,9   | 8              | 11,1  | 45       | 7,4   |
| 7,00 8G.INFO    | 215                      | 40,3  | 29             | 40,3  | 244      | 40,3  |
| <b>Yhteensä</b> | 534                      | 100,0 | 72             | 100,0 | 606      | 100,0 |

## KOHTA3

| Valid  | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-----------|---------|---------------|--------------------|
| 111112 | 1         | .2      | .2            | .2                 |
| 111122 | 1         | .2      | .2            | .3                 |
| 111211 | 1         | .2      | .2            | .5                 |
| 111222 | 6         | .9      | .9            | 1,4                |
| 112121 | 77        | 12,0    | 12,0          | 13,4               |
| 112122 | 2         | .3      | .3            | 13,7               |
| 112211 | 15        | 2,3     | 2,3           | 16,0               |
| 112212 | 2         | .3      | .3            | 16,3               |
| 112221 | 21        | 3,3     | 3,3           | 19,6               |
| 112222 | 7         | 1,1     | 1,1           | 20,7               |
| 122221 | 459       | 71,4    | 71,4          | 92,1               |
| 122222 | 1         | .2      | .2            | 92,2               |
| 212222 | 38        | 5,9     | 5,9           | 98,4               |
| Total  | 643       | 100,0   | 100,0         | 100,0              |

Independent Samples Test

|        |                             | t-test for Equality of Means |           |           |
|--------|-----------------------------|------------------------------|-----------|-----------|
|        |                             | Std. Error Difference        | Lower     | Upper     |
| V35 6M | Equal variances assumed     | .11                          | -7.35E-02 | .38       |
|        | Equal variances not assumed | .12                          | -8.56E-02 | .39       |
| V36 6N | Equal variances assumed     | 8.74E-02                     | -.46      | -.12      |
|        | Equal variances not assumed | .11                          | -.51      | -7.16E-02 |
| V37 6O | Equal variances assumed     | .11                          | .40       | .84       |
|        | Equal variances not assumed | 6.59E-02                     | .49       | .75       |
| V38 6P | Equal variances assumed     | .12                          | -.22      | .26       |
|        | Equal variances not assumed | .12                          | -.21      | .25       |
| V39 6Q | Equal variances assumed     | 8.37E-02                     | -.59      | -.26      |
|        | Equal variances not assumed | 9.47E-02                     | -.61      | -.23      |
| V40 6R | Equal variances assumed     | .11                          | -.66      | -.21      |
|        | Equal variances not assumed | 8.97E-02                     | -.61      | -.26      |
| V41 6S | Equal variances assumed     | .16                          | -.29      | .32       |
|        | Equal variances not assumed | .15                          | -.28      | .31       |
| V42 6T | Equal variances assumed     | .12                          | -.18      | .29       |
|        | Equal variances not assumed | .12                          | -.19      | .30       |
| V43 6U | Equal variances assumed     | .15                          | -.14      | .47       |
|        | Equal variances not assumed | .16                          | -.15      | .48       |
| V44 6V | Equal variances assumed     | .11                          | .29       | .72       |
|        | Equal variances not assumed | 8.90E-02                     | .33       | .68       |

Independent Samples Test

|  | Levene's Test for Equality of Variances |      |
|--|---|------|
|  | F                                       | Sig. |
| V35 6M<br>Equal variances assumed<br>Equal variances not assumed | .652                                    | .420 |
| V36 6N<br>Equal variances assumed<br>Equal variances not assumed | 12.736                                  | .000 |
| V37 6O<br>Equal variances assumed<br>Equal variances not assumed | 29.677                                  | .000 |
| V38 6P<br>Equal variances assumed<br>Equal variances not assumed | 1.004                                   | .317 |
| V39 6Q<br>Equal variances assumed<br>Equal variances not assumed | .006                                    | .937 |
| V40 6R<br>Equal variances assumed<br>Equal variances not assumed | 6.839                                   | .009 |
| V41 6S<br>Equal variances assumed<br>Equal variances not assumed | .599                                    | .439 |
| V42 6T<br>Equal variances assumed<br>Equal variances not assumed | .004                                    | .953 |
| V43 6U<br>Equal variances assumed<br>Equal variances not assumed | .233                                    | .630 |
| V44 6V<br>Equal variances assumed<br>Equal variances not assumed | .489                                    | .485 |

Independent Samples Test

|  | t-test for Equality of Means |         |                 |  | Mean Difference |
|--|------------------------------|---------|-----------------|--|-----------------|
|  | t                            | df      | Sig. (2-tailed) |  |                 |
| V23 6A<br>Equal variances assumed<br>Equal variances not assumed | -2.661                       | 633     | .004            |  | -.27            |
| V24 6B<br>Equal variances assumed<br>Equal variances not assumed | -2.412                       | 65.748  | .018            |  | -.27            |
| V25 6C<br>Equal variances assumed<br>Equal variances not assumed | 4.086                        | 635     | .000            |  | .45             |
| V25 6C<br>Equal variances assumed<br>Equal variances not assumed | 3.463                        | 87.254  | .001            |  | .45             |
| V25 6C<br>Equal variances assumed<br>Equal variances not assumed | .363                         | 635     | .702            |  | 4.94E-02        |
| V25 6C<br>Equal variances assumed<br>Equal variances not assumed | .378                         | 94.046  | .707            |  | 4.94E-02        |
| V26 6D<br>Equal variances assumed<br>Equal variances not assumed | -2.634                       | 631     | .009            |  | -.43            |
| V27 6E<br>Equal variances assumed<br>Equal variances not assumed | -2.716                       | 95.179  | .008            |  | -.43            |
| V27 6E<br>Equal variances assumed<br>Equal variances not assumed | -2.547                       | 635     | .011            |  | -.26            |
| V27 6E<br>Equal variances assumed<br>Equal variances not assumed | -2.093                       | 86.175  | .039            |  | -.26            |
| V28 6F<br>Equal variances assumed<br>Equal variances not assumed | .255                         | 635     | .799            |  | 2.35E-02        |
| V28 6F<br>Equal variances assumed<br>Equal variances not assumed | .292                         | 104.251 | .771            |  | 2.35E-02        |
| V29 6G<br>Equal variances assumed<br>Equal variances not assumed | 1.331                        | 635     | .184            |  | 9.99E-02        |
| V29 6G<br>Equal variances assumed<br>Equal variances not assumed | 1.716                        | 114.535 | .089            |  | 9.99E-02        |
| V30 6H<br>Equal variances assumed<br>Equal variances not assumed | .297                         | 637     | .766            |  | 4.14E-02        |
| V30 6H<br>Equal variances assumed<br>Equal variances not assumed | .284                         | 92.333  | .777            |  | 4.14E-02        |
| V31 6I<br>Equal variances assumed<br>Equal variances not assumed | -1.699                       | 635     | .090            |  | -.17            |
| V31 6I<br>Equal variances assumed<br>Equal variances not assumed | -1.713                       | 95.320  | .090            |  | -.17            |
| V32 6J<br>Equal variances assumed<br>Equal variances not assumed | -.802                        | 638     | .423            |  | -8.42E-02       |
| V32 6J<br>Equal variances assumed<br>Equal variances not assumed | -.856                        | 96.772  | .394            |  | -8.42E-02       |
| V33 6K<br>Equal variances assumed<br>Equal variances not assumed | 1.167                        | 637     | .236            |  | .12             |
| V33 6K<br>Equal variances assumed<br>Equal variances not assumed | 1.132                        | 92.257  | .260            |  | .12             |
| V34 6L<br>Equal variances assumed<br>Equal variances not assumed | -3.806                       | 631     | .000            |  | -.61            |
| V34 6L<br>Equal variances assumed<br>Equal variances not assumed | -4.212                       | 99.972  | .000            |  | -.61            |

T-Test

Independent Samples Test

|        | Levene's Test for Equality of Variances |  | Sig. |
|--------|---|--|------|
|        | F                                       |  |      |
| V23 6A | 13.799                                  | Equal variances assumed<br>Equal variances not assumed | .000 |
| V24 6B | 13.132                                  | Equal variances assumed<br>Equal variances not assumed | .000 |
| V25 6C | .000                                    | Equal variances assumed<br>Equal variances not assumed | .987 |
| V26 6D | .779                                    | Equal variances assumed<br>Equal variances not assumed | .376 |
| V27 6E | 8.511                                   | Equal variances assumed<br>Equal variances not assumed | .004 |
| V28 6F | 1.380                                   | Equal variances assumed<br>Equal variances not assumed | .241 |
| V29 6G | 6.680                                   | Equal variances assumed<br>Equal variances not assumed | .010 |
| V30 6H | .760                                    | Equal variances assumed<br>Equal variances not assumed | .384 |
| V31 6I | .190                                    | Equal variances assumed<br>Equal variances not assumed | .683 |
| V32 6J | 1.261                                   | Equal variances assumed<br>Equal variances not assumed | .262 |
| V33 6K | .155                                    | Equal variances assumed<br>Equal variances not assumed | .694 |
| V34 6L | 5.164                                   | Equal variances assumed<br>Equal variances not assumed | .023 |

Group Statistics

|        | LANGUAG2: Minkä kielen valitsitte? | N   | Mean | Std. Deviation | Std. Error Mean |
|--------|------------------------------------|-----|------|----------------|-----------------|
| V23 6A | 1 Englanti                         | 561 | 1.25 | .73            | 3.07E-02        |
|        | 2 Ei englantia                     | 74  | 1.51 | .91            | .11             |
| V24 6B | 1 Englanti                         | 562 | 4.60 | .87            | 3.69E-02        |
|        | 2 Ei englantia                     | 75  | 4.15 | 1.09           | .13             |
| V25 6C | 1 Englanti                         | 562 | 1.82 | 1.05           | 4.42E-02        |
|        | 2 Ei englantia                     | 75  | 1.57 | 1.07           | .12             |
| V26 6D | 1 Englanti                         | 559 | 3.21 | 1.32           | 5.58E-02        |
|        | 2 Ei englantia                     | 74  | 3.64 | 1.27           | .15             |
| V27 6E | 1 Englanti                         | 562 | 1.44 | .81            | 3.42E-02        |
|        | 2 Ei englantia                     | 75  | 1.71 | 1.05           | .12             |
| V28 6F | 1 Englanti                         | 562 | 1.45 | .76            | 3.22E-02        |
|        | 2 Ei englantia                     | 75  | 1.43 | .84            | 7.39E-02        |
| V29 6G | 1 Englanti                         | 563 | 1.32 | .63            | 2.64E-02        |
|        | 2 Ei englantia                     | 74  | 1.22 | .45            | 5.19E-02        |
| V30 6H | 1 Englanti                         | 564 | 3.80 | 1.13           | 4.74E-02        |
|        | 2 Ei englantia                     | 75  | 3.78 | 1.20           | .14             |
| V31 6I | 1 Englanti                         | 562 | 1.58 | .82            | 3.44E-02        |
|        | 2 Ei englantia                     | 75  | 1.75 | .81            | 9.32E-02        |
| V32 6J | 1 Englanti                         | 565 | 4.36 | .86            | 3.63E-02        |
|        | 2 Ei englantia                     | 75  | 4.44 | .79            | 9.15E-02        |
| V33 6K | 1 Englanti                         | 564 | 4.32 | .85            | 3.57E-02        |
|        | 2 Ei englantia                     | 75  | 4.20 | .90            | .10             |
| V34 6L | 1 Englanti                         | 559 | 2.58 | 1.30           | 5.52E-02        |
|        | 2 Ei englantia                     | 74  | 3.19 | 1.14           | .13             |
| V35 6M | 1 Englanti                         | 561 | 4.02 | .92            | 3.88E-02        |
|        | 2 Ei englantia                     | 74  | 3.86 | .97            | .11             |
| V36 6N | 1 Englanti                         | 564 | 1.41 | .68            | 2.86E-02        |
|        | 2 Ei englantia                     | 75  | 1.71 | .93            | .11             |
| V37 6O | 1 Englanti                         | 562 | 1.85 | .95            | 4.01E-02        |
|        | 2 Ei englantia                     | 75  | 1.23 | .45            | 5.22E-02        |
| V38 6P | 1 Englanti                         | 563 | 3.74 | 1.01           | 4.28E-02        |
|        | 2 Ei englantia                     | 75  | 3.72 | .94            | .11             |
| V39 6Q | 1 Englanti                         | 564 | 1.43 | .67            | 2.81E-02        |
|        | 2 Ei englantia                     | 75  | 1.85 | .78            | 9.04E-02        |
| V40 6R | 1 Englanti                         | 563 | 4.17 | .94            | 3.95E-02        |
|        | 2 Ei englantia                     | 75  | 4.60 | .70            | 8.05E-02        |
| V41 6S | 1 Englanti                         | 558 | 3.94 | 1.27           | 5.38E-02        |
|        | 2 Ei englantia                     | 75  | 3.93 | 1.20           | .14             |
| V42 6T | 1 Englanti                         | 565 | 4.22 | .97            | 4.10E-02        |
|        | 2 Ei englantia                     | 75  | 4.16 | 1.00           | .12             |
| V43 6U | 1 Englanti                         | 565 | 2.81 | 1.26           | 5.29E-02        |
|        | 2 Ei englantia                     | 75  | 2.64 | 1.28           | .15             |
| V44 6V | 1 Englanti                         | 561 | 2.12 | .91            | 3.84E-02        |
|        | 2 Ei englantia                     | 75  | 1.61 | .70            | 8.03E-02        |

Independent Samples Test

|  | t-test for Equality of Means |                |                 |                      | Mean Difference |
|--|------------------------------|----------------|-----------------|----------------------|-----------------|
|  | t                            | df             | Sig. (2-tailed) |                      |                 |
| V35 6M<br>Equal variances assumed<br>Equal variances not assumed | 1.322<br>1.288               | 633<br>91.150  | .187<br>.208    | .15<br>.15           |                 |
| V36 6N<br>Equal variances assumed<br>Equal variances not assumed | -3.337<br>-2.635             | 637<br>84.859  | .001<br>.010    | -.29<br>-.29         |                 |
| V37 6O<br>Equal variances assumed<br>Equal variances not assumed | 5.594<br>9.471               | 635<br>178.816 | .000<br>.000    | .62<br>.62           |                 |
| V38 6P<br>Equal variances assumed<br>Equal variances not assumed | .153<br>.162                 | 636<br>98.549  | .879<br>.871    | 1.89E-02<br>1.89E-02 |                 |
| V39 6Q<br>Equal variances assumed<br>Equal variances not assumed | -5.045<br>-4.462             | 637<br>88.845  | .000<br>.000    | -.42<br>-.42         |                 |
| V40 6R<br>Equal variances assumed<br>Equal variances not assumed | -3.876<br>-4.847             | 638<br>113.017 | .000<br>.000    | -.43<br>-.43         |                 |
| V41 6S<br>Equal variances assumed<br>Equal variances not assumed | .072<br>.075                 | 631<br>97.864  | .943<br>.941    | 1.11E-02<br>1.11E-02 |                 |
| V42 6T<br>Equal variances assumed<br>Equal variances not assumed | .466<br>.458                 | 638<br>93.817  | .642<br>.649    | 5.59E-02<br>5.59E-02 |                 |
| V43 6U<br>Equal variances assumed<br>Equal variances not assumed | 1.087<br>1.053               | 638<br>93.984  | .286<br>.295    | .17<br>.17           |                 |
| V44 6V<br>Equal variances assumed<br>Equal variances not assumed | 4.828<br>5.667               | 634<br>110.861 | .000<br>.000    | .50<br>.50           |                 |

Independent Samples Test

|  | Std. Error Difference | t-test for Equality of Means |                        | 95% Confidence Interval of the Difference |
|--|-----------------------|------------------------------|------------------------|---|
|  |                       | Lower                        | Upper                  |   |
| V23 6A<br>Equal variances assumed<br>Equal variances not assumed | 9.29E-02<br>.11       | -.45<br>-.48                 | -8.33E-02<br>-4.67E-02 | .67<br>.71                                |
| V24 6B<br>Equal variances assumed<br>Equal variances not assumed | .13<br>.13            | .19<br>.19                   | .20<br>.21             | .30<br>.31                                |
| V26 6D<br>Equal variances assumed<br>Equal variances not assumed | .16<br>.16            | -.75<br>-.74                 | -.11<br>-.12           | .20<br>.20                                |
| V27 6E<br>Equal variances assumed<br>Equal variances not assumed | .10<br>.13            | -.47<br>-.51                 | -6.03E-02<br>-1.32E-02 | .18<br>.18                                |
| V28 6F<br>Equal variances assumed<br>Equal variances not assumed | 9.22E-02<br>8.07E-02  | -.16<br>-.14                 | -.23<br>-.25           | .32<br>.33                                |
| V29 6G<br>Equal variances assumed<br>Equal variances not assumed | 7.51E-02<br>5.82E-02  | -4.75E-02<br>-1.53E-02       | -.25<br>-.22           | .25<br>.22                                |
| V30 6H<br>Equal variances assumed<br>Equal variances not assumed | .14<br>.15            | -.23<br>-.25                 | -.37<br>-.37           | .12<br>.11                                |
| V31 6I<br>Equal variances assumed<br>Equal variances not assumed | .10<br>9.93E-02       | -.37<br>-.37                 | 2.65E-02<br>2.70E-02   | .33<br>.34                                |
| V32 6J<br>Equal variances assumed<br>Equal variances not assumed | .11<br>9.84E-02       | -.29<br>-.28                 | -.12<br>-.11           | .29<br>.29                                |
| V33 6K<br>Equal variances assumed<br>Equal variances not assumed | .10<br>.11            | -6.14E-02<br>-9.38E-02       | .33<br>.34             | .29<br>.29                                |
| V34 6L<br>Equal variances assumed<br>Equal variances not assumed | .16<br>.14            | -.92<br>-.89                 | -.32<br>-.32           |   |

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