

Upper secondary school students' use of and
attitudes to English tags within Finnish speech and
writing

Bachelor's thesis
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<p>Tiivistelmä - Abstract</p> <p>Kansainvälistymisen myötä englannin vahvistuva asema lingua francana näkyy myös Suomessa ja suomen kielessä: englanninkieliset nimet, iskulauseet, lainasanat ja muut anglismit ovat monelle jo niin jokapäiväinen asia, että moni ei edes huomaa käyttävänsä niitä. Osa suomalaisista on kuitenkin sitä mieltä, että tällainen kielten sekoittuminen ja vaihtelu köyhdyttävät suomea ja jopa uhkaavat sitä. Eräs kielikontaktin laji on koodinvaihto eli kahden tai useamman kielen käyttäminen keskustelussa. Se on edelleen jaoteltavissa sanojen tai lyhyiden huudahdusten lisäämiseen muutoin erikieliseen puheeseen tai tekstiin ("tag-switching"). Työssä tutkittiin tällaisten englanninkielisten "tagien" lisäämisen yleisyyttä suomenkieliseen puheeseen ja tekstiin lukioikäisten joukossa ja selvitettiin vastaajien asennetta kyseistä ilmiötä kohtaan. Työssä myös vertailtiin poikien ja tyttöjen vastauksia.</p> <p>Tutkimukseen osallistui 54 oppilasta pienestä pohjoissuomalaisesta lukiosta. Osallistujat olivat 16–19-vuotiaita ja heistä 33 oli tyttöjä, 21 poikia. Aineisto kerättiin kyselylomakkeella keväällä 2010. Kyselylomake koostui taustasiosta, jossa selvitettiin englanninkielisten medioiden käytön yleisyyttä ja vastaajien arviota englanninkielisten "tagien" käytön yleisyydestä omassa ja muiden kielenkäytössä (puheessa, tekstiviesteissä, sähköposteissa ja pikaviesteissä) Lopussa oli viisiportainen Likert-taulukko, jossa oli 11 adjektiivia, ja vastaajat merkitsivät, kuinka paljon he olivat samaa tai eri mieltä siitä, kuinka hyvin adjektiivit heidän mielestään kuvasivat kyseisenlaista kielenkäyttöä.</p> <p>Tulosten mukaan englanninkielisiä tageja käytettiin eniten puheessa ja pikaviesteissä (esim. Windows Live Messenger), vähiten sähköposteissa ja tekstiviesteissä. Tulokset muiden kielenkäytöstä olivat samansuuntaiset. Synä tähän ovat muun muassa puheen informaalius ja pikaviestien kielen puheenkaltaisuus (ns. kirjoitettua puhetta), kun taas normit määrittävät enemmän kirjoitettua kieltä. Lisäksi tekstiä kirjoitettaessa kirjoittajalla on enemmän aikaa miettiä kieliasua kuin puhuessa. Tyttöjen ja poikien välillä oli hieman eroja: tytöt arvelivat käyttävänsä kyseisenlaista kieltä useammin kuin pojat ja myös arvelivat huomanneensa sitä useammin muiden kielessä. Yllättävää oli se, että sekä tytöt että pojat arvelivat muiden lisäävän useammin englanninkielisiä "tageja" kielenkäyttöön kuin vastaajat itse. Yhtenä syynä tähän saattaa olla se, että omaa kielenkäyttöä on hankalampi tarkkailla kuin muiden. Tulokset Likert-taulukon adjektiiveista eivät olleet selviä ja hajonta oli suurta, johon on yhtenä syynä pieni otoskoko. Yleisvaikutelma oli positiivinen tai neutraali suhtautuminen, mutta myös viitteitä vastakkaisista mielipiteistä tuli ilmi. Tuloksesta ei voi siksi vetää suoria johtopäätöksiä, mikä on usein ongelmana näin pienessä tutkimuksessa.</p>	
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1 INTRODUCTION

The strengthening status of English as a global lingua franca and its steady spreading is a common part of everyday life in Finland. The influence of English on Finnish is already so frequent and common that it has become difficult to recognize: English loan words, catchphrases, company names and many other influences of English are so familiar to us that many do not even pay attention to them and use them with Finnish in their own speech without even noticing. However, there are also people who see this trend negatively and consider it very concerning from the point of view of Finnish. These people are often worried that Finnish will slowly deteriorate under the dominance of English and that soon there will be little original left of our mother tongue. According to earlier studies, these are the two main, contradictory attitudes to mixing English and Finnish that Finns have. A certain type of language contact phenomenon that is connected to the spread of English and is topical also in Finland is *code-switching* or *code-mixing*; “the alternating use of two or more codes within one conversational episode” (Auer 1998:1).

Despite the growing interest on Finns’ attitudes to the spread of English and the frequency of using English among Finnish, studies of the issue have mainly concentrated on finding out whether Finns think mixing Finnish and English is positive or negative, ie. do they accept it or not. A study which dealt with the matter more specifically is a large-scale survey by Leppänen et al. (2009) and it examined, among other things, Finns’ attitudes to mixing English with Finnish. According to the results, Finns’ overall attitudes to English and Finnish-English code-switching are overall quite positive. Although extensive, the study did not address any specific types of code-switching and thus did not provide a more detailed view of Finns’ use of code-switching and attitudes to it from that part. A certain type of code-switching can be commonly heard especially in the youths’ speech: adding short English phrases or words, ie. tags, into otherwise Finnish utterances. For instance *anyway*, *whatever*, *no way*, *you know*, *who cares?*, *so what?* are examples of tags often inserted into Finnish utterances, often either at the beginning or the end of an utterance. In this study the term used of the phenomenon will be *tag-switching*.

The goal of this thesis is to examine Finnish upper-secondary school pupils’ use of and attitudes to English tag-switches within Finnish speech or writing. The data is gathered with a

questionnaire and analyzed quantitatively. The focus of the study is on finding out whether the participants have noticed English tags in their own and others' language use, and whether there are differences in how girls and boys use them. I will also try to investigate what the participants think of such language use and how they would describe it. I chose the topic since the increasing amount of English in our everyday environment is a topical and debated issue and even though attitudes to code-switching have been investigated, such studies have not gone into the different types of code-switching in detail. In order to be able to predict at least to some extent the way the present language situation and the status of English in Finland will possibly change in the future, it is important to know about the attitudes of young people to English. The matter is also of personal interest to me since as a future teacher I will personally be responsible for motivating students to study English, giving reasons to study it to those who may not agree on its importance or may even consider it as a threat to Finnish.

I will begin by presenting some theories of bilingualism and code-switching after which I will discuss the status of English in Finland in more detail. Then I will introduce the present study, the gathering of the data and the methods I have used to analyze it. After this I will present the results and discuss them in more detail before concluding the results and giving suggestions for further studies.

2 TAKING A LOOK AT BILINGUALISM, CODE-SWITCHING AND THE STATUS OF ENGLISH IN FINLAND

The subject of the present study is connected to various fields of research and in this section I will take a look at the ones most central regarding this study. First I will discuss bilingualism, as the study of code-switching has its origins in the bilingualism studies. Then I will examine code-switching more closely before moving on to analyzing the present status of English in Finland. I will also take a brief look at earlier studies of the matter and what they have discovered about the subject.

2.1 Bilingualism

Although laymen's attitudes to code-switching are the main focus of this study, it is important to briefly discuss the study of bilingualism since code-switching research has originally been established in bilingualism research. Code-switching is a language contact phenomenon and it

was originally connected to bilinguals' language use, thus the study of code-switching has its roots in the field of bilingualism.

Bilingualism is a difficult concept to define as it has been studied from many different perspectives which all have a slightly differing view and thus no one, single definition for bilingualism exists. According to Romaine (1995:8), bilingualism has been studied from the perspective of linguistics, psycholinguistics, sociolinguistics and education. Another reason for the difficulty of defining the term is the complexity of the phenomenon; bilingualism and its different facets are so diversified and complex that typologies have been created as an attempt to analyze and categorize its numerous aspects. For example Baker (1997:4-5) states that before trying to define the term further, the first distinction to be made is the one between *societal* bilingualism and *individual* bilingualism; bilingualism as a possession of either a group or an individual. This is a distinction also made in the present study – here I will only discuss bilingualism as an individual possession and will not examine its societal dimension any further.

Another aspect of bilingualism is the problematic task of specifying who actually is bilingual. Thus, in order to measure the degree of a speaker's bilingualism, various tests and scales have been created. Baker (1997:19-30) presents some scales and tests that have been created in order to define the level of an individual's bilingualism, such as language background scales and functional bilingualism scales (self rating scales) which are both meant to measure the actual use of two languages as opposed to language proficiency. He (1997:32) states that there is a great amount of tests for the purpose of measuring language proficiency as well, such as norm and criterion based referenced language tests, self rating scales and language dominance tests. Only some dimensions of bilingualism are, however, within the scope of the present study, so I will only concentrate on the ones which are necessary here. One of these is the above mentioned distinction between societal and individual bilingualism. The numerous attempts to define a bilingual person are also beyond the scope of this study. The focus of the present study is on the participants' attitudes to Finnish-English code-switching, not on the level of their skills in English or the question whether they could or could not be called bilinguals.

As mentioned above, definitions for *bilingualism* are numerous since there are almost as many definitions as there are researchers of bilingualism. Bloomfield (1933:56, as cited in

Romaine 1995:11) stresses language competence as the essential criterion and defines bilingualism as ‘native-like control of two languages’, whereas Haugen (1953:7, as cited in Romaine 1995:11) refers to bilingualism as one’s ability to produce complete meaningful utterances in the other language. Mackey (1968:555, as cited in Romaine 1995:11-12) however, points out that bilingualism has to be considered as something relative, as it is often impossible to determine when the speaker of a second language becomes bilingual and, thus, he defines bilingualism as “the alternate use of two or more languages”. As he talks about using two or *more* languages when referring bilingualism, he thus uses the term *bilingualism* as a cover term and refers to both *bi-* and *multilingualism* with it. Also in the present study the term *bilingualism* will be used.

It is worth pointing out here that although the terms referring to different phenomena in the field of bilingualism are various, e.g. *monolingualism*, *bilingualism*, *semilingualism* and *multilingualism*, all of them are, however, not within the scope of this study and hence will not be elaborated, only mentioned here. Additionally, as mentioned above, the differing opinions of what bilingualism is and whether there are different levels of bilingualism and how these levels should be measured are issues under constant debate but not relevant for this study.

2.2 Code-switching

Just as multilingualism, code-switching has been studied from different perspectives, which has also resulted in a variety of concepts and definitions. According to Auer (1998:3), the dominant perspectives in code-switching research have been either sociolinguistic or grammatical. Auer himself approaches code-switching from its communicative purpose; he sees code-switching as part of a verbal action, i.e. as a conversational event. The point of view in the present study, however, is the one of language learners’; how they perceive English-Finnish code-switching and how they react to it.

As mentioned above, attempts have been made to define code-switching but just as bilingualism, it has resulted in a variety of definitions and it could be said that there are as many definitions as there are researchers. A widely used definition is created by Gumperz (1982:59); he defines code-switching as “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems.” Auer

(1998:1) refers to code-switching as “the alternating use of two or more codes within one conversational episode”. Both Gumperz’ and Auer’s definitions approach code-switching from the conversational point of view. Milroy and Muysken (1995:7) also describe code-switching as “the alternative use by bilinguals of two or more languages in the same conversation” but they also point out that the reasons proposed for code-switching in communication are as numerous as the research approaches to it. Again it is worth pointing out that there is no consensus about the use and contents of terms among researchers who thus refer to different phenomena with different names. For instance, according to Kovács (2001:62), some researchers use the terms *code-switching* and *code-mixing* when referring to slightly different kinds of switching, whereas some researchers use them as cover terms, referring to any kinds of language alternation. There are also other concepts that are used as cover terms, such as *language alternation* and *code-alternation*. Numerous other terms that are related to code-switching and used to describe different dimensions of code-switching also exist, however, only a few of them will be mentioned here. They will not be elaborated any further as it is not relevant regarding the present study. In this study the term code-switching will be used, following Auer’s (1998:1) definition of code-switching as the alternating use of two or more languages within conversation, in this case Finnish and English.

Milroy and Muysken (1995:8) further define code-switching as consisting of three subcategories: *intra-sentential* switches are switches of language within a sentence; *inter-sentential* switches are switches of language between sentences. These two are quite widely accepted and used terms but the third switch has varying names. Milroy and Muysken (1995:8) name the terms *tag-switches*, *emblematic switches* and *extra-sentential switches* as referring to the insertion of a tag or an interjection to an utterance that is otherwise in the other language, e.g. *you know*, *whatever*, *no way*. Often these tags are added either at the beginning or the end of the utterance or sentence, for example: *Antaa koko asian olla, whatever*. These insertions are the subject of the present study and the term *tag-switching* will be used in it from now on. In this study I will use terms *Finnish-English tag-switching*, *switching tags* or *using English tags* or *adding English tags into Finnish* when referring to the phenomena.

A distinction often made but also debated in the study of code-switching is the distinction between *code-switching*, *interference* (some researchers use the term ‘transfer’ instead) and *borrowing*. Some researchers do not regard them as different phenomena at all, while others see them as a continuum and others distinguish them altogether. Some researchers use

different terms altogether when referring to these phenomena; according to the definition by Haugen (1956, as cited in Romaine 1995:52), *switching* is the alternate use of two languages, *interference* is the overlapping of two languages and *integration* is the use of words or phrases from one language in the other language and these words and phrases have become so much a part of the other language that they cannot be called either switching or interference. Following Haugen, these three phenomena are differentiated from each other in the present study, as to exclude *integration* from the research subject; however, here the term *borrowing* (loan words) is used instead of *integration*.

Just as the definitions for code-switching, the reasons proposed for bilinguals' use of code-switching and the theories constructed in order to explain the switching of codes are likewise numerous. Researchers aiming to explain the motivations for code-switching can be roughly divided into two main groups: the ones who emphasize the social meanings of code-switching and the ones who approach the matter from the conversational-analytic point of view (Stroud 1998:321). An often cited study by Blom and Gumperz (1972, as cited in Wei 1998:156) approaches the matter from the sociolinguistic point of view. The study first introduced the concepts *situational switching* and *metaphorical switching*. By *situational switching* Blom and Gumperz referred to switching codes according to the changes in situation; only one of the languages or language varieties is appropriate in a particular situation and speakers have to switch their language choice according to changes in the situation in order to maintain the appropriateness. *Metaphorical switching*, on the other hand, is not dependent on the situation but something through which the speaker can convey special communicative intent when the situation remains the same. According to Gumperz (1982: 66), at the most general level the two languages (or codes) in a bilingual environment are used to reflect or signal different associations connected to the two languages; the 'we-code' and the 'they-code'. According to Gumperz, the minority language serves as the 'we-code' which is associated with in-group and informal activities, whereas the 'they-code' represents formality, stiffness and less personal out-group relations. Another approach is the 'markedness' theory by Myers-Scotton (Wei 1998:158), which emphasizes the social (and pragmatic) aspects of code-switching and is in many ways similar to Gumperz' theory. The core idea of the theory is that a certain kind of language behavior and code choice is expected and appropriate and thus "unmarked" choice (normative behavior) in a certain situation or conversation, whereas another code choice is unexpected and thus "marked" (unnormative behavior) in a certain situation. Furthermore, speakers have an innate knowledge of these linguistic norms and they use this

information according to their purposes or aims at a given situation. The motivation for code-switching is thus social indexicality and it can be used to express e.g. solidarity, social distance or empathy. Myers-Scotton's theory has, however, been criticized for claiming that bilinguals' choice of language is always a rational one and done according to language speakers' intentional purposes.

Both Gumperz' and Myers-Scotton's theories suggest that code-switching is somehow significant socially, and switching codes is thus motivated by social factors. Auer, however, belongs to the other group of researchers which has a conversation-analytical approach to the meanings of code-switching; he was actually the one who originally made this approach known (Wei 1998:157). According to Auer (1995:116), the meaning of code-switching can only be legitimately determined in the context of conversational interaction and the meaning of code-alternation is essentially dependent on its 'sequential environment'. More specifically, according to Auer, the meaning of code-alternation is:

given, in the first place, by the conversational turn immediately preceding it, to which code-alternation may respond in various ways. While the preceding verbal activities provide the contextual frame for a current utterance, the following utterance by a next participant reflects his or her interpretation of that preceding utterance (Auer 1995:116).

Thus, the participants in a conversation continuously create new frames for following activities which again create new frames, so that every language choice in each turn or sentence made by some of the participants influences the following language choices of the same or the other participant.

In addition to the often cited theories mentioned earlier, other suggestions as the reasons for code-switching have been made, too. According to Gumperz (1982:75-80), code-switching can be used at least for the following functions: Quoting, directing a message to a certain person, interjections, reiterating, qualifying a message and for personalization vs. objectivization of a message. Additionally, code-switching can be used for language play (McClure and McClure 1988, as cited in Hujala 1997:22), to express affection and to create or strengthen community bonds (Hatch 1976:208). It can also be used, according to Hatch (1976:208), because it "sounds better" and is also a good way of conveying a message with more feeling and meaning. Using English among Finnish could therefore be simply a stylistic device; used in order create a certain kind of impression. In addition, from Myers-Scotton's markedness theory it could be inferred that as English is a marked choice in otherwise Finnish

speech among Finnish people, it is thus meant to draw attention to itself and to stand out from speech.

Most of the theories mentioned above are all constructed on the basis of studying switching languages among bilinguals in “natural” settings, i.e. natural talk in bilingual communities, such as among Spanish-English people in California in Gumperz’ (1982:59) study. However, interest on Finnish-English code-switching has also been growing recently due to the increasing influence of English in Finland, as English and Finnish can often be seen and heard together nowadays for instance in advertising and everyday language and especially in youth’s speech. E.g. Vuorinen (2008) and Piirainen-Marsh (2008) have studied Finnish-English code-switching among Finnish people in Finland. The studies examined Finnish-English code-switching among players of an English video game and according to the findings, language switching as well as its motivations were very much connected to the situation and context. A large-scale survey about Finns’ attitudes to and use of English by Leppänen et al. (2009) found that Finns’ overall attitudes to English and Finnish-English code-switching are quite positive. Additionally, some of the many questions presented in the survey dealt with how often the respondents code-switch from Finnish to English, with whom and why. The results showed that young people code-switched clearly more often in speech than older people, and young peoples’ attitudes were also most positive to such language use (Leppänen et al. 2009:119). Codes were switched mostly with friends, partners and peers. Code-switching in speech usually happened unnoticed, especially when young people were in question. Furthermore, according to Leppänen et al. (2009:128), code-switching seems to be mostly a stylistic device and a way to express oneself since, interestingly, *to be understood* was the least frequent reason for code-switching in the study. This suggests that, according to the overall results, English is useful but not necessary for communication, as the mother tongue is enough for that purpose. Instead, according to Leppänen et al (2009:128), English expressions can be useful for creating social and cultural meanings.

2.3 The status of English in Finland

According to Leppänen and Nikula (2008:20-21), the importance of English has steadily increased in Finland for various reasons, and its growing influence can be seen in many fields of life; it affects education and media as well as business life. According to Statistics Finland (Lukiokoulutuksen päättäneiden ainevalinnat 2008), 99.0 % of the students who graduated

from upper secondary school in 2008 had studied English. This can be considered one kind of an indicator of the popularity of English in Finland and of the massive influence that English has on Finns' lives. Furthermore, according to Leppänen and Nikula (2008:20-21), e.g. television programs and movies with subtitles instead of dubbing have brought English into Finns' everyday lives while in international relations and business English has quickly gained a position as an essential lingua franca. According to Taavitsainen and Pahta (2003:5), the spread of English is reflected also in the manner of people's speech; code-switching is common in youth language and code-switched English words and tag-switches are frequent in jargon as well as in everyday spoken language.

Due to the increasing amount of English in Finland, researchers' interest in Finns' attitudes to the influence of English has grown. According to Baker's (1992:10) often cited definition, *attitude* is "a hypothetical construct used to explain the direction and persistence of human behavior". As the use of English in Finns' everyday lives has rapidly increased, there has been very much speculation about Finns' real attitudes to the strengthening status of English as a global lingua franca. There has been a great deal of discussion about the matter and debate about its possible drawbacks, i.e. the fear of English demolishing minor languages or at least mixing with them and thus impoverishing them. For example in many discussion boards intense discussions can be seen concerning English loan words and mixing English and Finnish. Research has also been conducted on the basis of such discussions. For example Gustafsson (2005:60-61) found that the young respondents saw English as beneficial and important. On the other hand, some also thought that the spread of English may also be harmful for their mother tongue but that this, however, is a matter that people just have to accept. Taking into account these concerns, the results of a large-scale survey on Finnish people's attitudes to English by Leppänen et al. (2009) were quite surprising: contrary to some earlier beliefs, Finns' overall attitudes to English are quite positive and English is mainly not considered as a threat to the Finnish language and culture but as a resource in the globalizing world. As mentioned above, also the attitudes to Finnish-English code-switching were overall positive. The present study aims at examining the use of English in Finland, more specifically, upper secondary school pupils' usage of and attitudes to English tag-switches among Finnish in everyday communication.

3 THE PRESENT STUDY

In this study I will examine the participants' use of English tags within otherwise Finnish language in their everyday communication. By everyday communication I mean both speech and some common media of communication. These are more specifically explained in the next section. The issue is very topical and has gained a great deal of interest recently, as English has spread rapidly and it is now used in many fields of society both in Finland and abroad. It is important to know peoples' attitudes toward the spread of English since the phenomenon does not show signs of decelerating but, on the contrary, only seems to accelerate. A large-scale study by Leppänen et al. (2009) examined the issue, more specifically Finns' learning of, contacts with and uses of English, their attitudes to English and language mixing, and their predictions about the role of English in Finland in the future. The study also touched upon code-switching, as the respondents were asked what they think about mixing Finnish and English and when and with whom they mix the two languages themselves. This survey is the starting point for my thesis and I will compare its results to the findings in the present study.

I have not seen a study concerning the exact same subject as the present study; upper secondary school students' use of and attitudes to Finnish-English tag-switching, more specifically, adding English tags into otherwise Finnish speech or writing. The study by Leppänen et al. (2009) did not go into the matter that deeply, but examined broader issues instead, as mentioned above. Therefore, the questionnaire that was used in the study I have made myself, as I could not find a suitable questionnaire for the purpose. The purpose of the questionnaire was to collect data concerning the attitudes and perceptions of upper secondary school pupils' to Finnish-English code-switching, more precisely tag-switching. The research questions are the following:

1. Do the participants use English tag-switches among their Finnish speech or writing and have they noticed it in others' language use?
2. Are there differences between boys and girls in the use of English tag-switches and have they noticed them in others' language use differently?
3. How do the participants react to this kind of language use; what do they think of it?

First, I wanted to find out whether the participants used English tags in their Finnish language and whether they had noticed others using them. Results by Leppänen et al. (2009:129) showed that Finnish and English are mixed quite commonly, especially in speech, as a quarter of the respondents reported they do so often. In writing, however, far less participants reported they mix the two languages. Thus, I believed that all of the participants would have noticed tag-switches in their own and others' language use at least sometimes. Second, I wanted to find out whether there were differences between boys and girls in the use of English tag-switches and whether boys and girls have also noted others' use of English tags differently. According to the study by Leppänen et al. (2009:120), women reported they react *very positively* (16%) to mixing Finnish and English more frequently than men (10%). Otherwise the distribution of the answers of women and men was quite similar. On the basis of these results and my own experience I expected to find that girls would use English tags somewhat more often than boys and would also notice them more often. The age distribution in the study by Leppänen et al. (2009:22) was, however, very broad (participants were aged between 15 and 79) and so I wanted to find out whether these results apply to the participants in the present study. Third, I wanted to study more closely the way the participants reacted to English-Finnish tag-switching and how they would describe it with the help of a predetermined set of adjectives. I did not have a clear hypothesis regarding the third question, as I have not yet seen a study with a similar question. However, according to Leppänen et al. (2009), young people reacted most positively to English and mixing it with Finnish, so I believed that the participants might agree mostly with the positive adjectives in the scale when describing this kind of language use.

4 DATA AND METHODOLOGY

In this section I will first explain about the participants after which I will elaborate on the questionnaire and the methodology used in the study before moving on to the results.

4.1 The participants

The data was gathered with a questionnaire in a small upper secondary school in a small municipality in Northern Finland in January 2010. There were altogether 55 participants, 22 of which were male and 33 of which were female. One answer sheet could not be included since all questions had not been answered. Thus, there were altogether 54 participants, of

which 33 were female and 21 male. The participants were from all three grades of upper secondary school, aged between 16 and 19 and had studied English from eight to ten years. I chose upper secondary school pupils as participants since they have studied English for so many years already and they are old enough to have opinions regarding the issue, whereas younger pupils may not have thought of it before and thus may not have clear opinions on it. Furthermore, I chose the topic and the participants since I have not seen a study exactly similar to this, a study examining the attitudes of upper secondary school pupils' attitudes to Finnish-English code-switching.

4.2 The questionnaire

The data was gathered using a questionnaire. I chose to conduct a quantitative study with a questionnaire, mainly in order to be able to gather as much data as possible. Another option would have been doing a qualitative study by interviewing some students, which would have perhaps resulted in more in-depth answers. Additionally, in an interview the participants are not restricted by predetermined answers but they are able to answer more specifically instead. However, an interview would have required more time and resources and would have resulted in a much smaller amount of data. Even though the problem with questionnaires is often that the participants might not take it seriously and might not answer honestly, even an interview does not exclude the possibility of dishonest or arbitrary answers. Therefore, I chose to use a questionnaire.

The questionnaire was in Finnish in order to make sure that the participants understood what they were asked to do (see Appendix 1) and it consisted of three parts. The first part had three background questions: the participants' gender, age and the frequency of their usage of English media were asked. The respondents were to estimate the frequency of their use of the following English media: *Internet-sites, newspapers, magazines, television programs, movies and books*. In addition, there was some space for adding any other media. The alternatives for frequency were the following: *daily, weekly, monthly and less frequently*. I could have asked the participants' latest English grade but I did not consider it necessary, as the present study does not focus on the respondents' level of English or whether it has an effect on their attitudes. The respondents were instructed to answer every question according to their spontaneous reactions and own personal opinions. Originally I planned to compare the participants' use of these English media to their use of and attitudes to English tags in order to

see whether there were signs of correlations but due to the limited size of the study it proved to be impossible. Thus, this part of the questionnaire will not be dealt with any further.

In order to make sure that the participants understood what the study was about and what kind of language use they were to assess, examples of sentences containing Finnish-English tag-switching were then placed between the first and the second part of the questionnaire. A few examples of these sentences are: *Antaa koko asian olla, whatever. I mean, mistä tuonki asian olis voinu tietää?*

The second part consisted of two questions and was designed to find out whether the participants had noticed this kind of tag-switching either in their *own* or *others'* speech or writing. The alternatives for the media were the following: *speech, SMS messages, instant messaging programs* (such as Windows Live Messenger) and *others?*. The alternatives for frequency were again *daily, weekly, monthly* and *less frequently*.

The third part had a 5-point Likert-scale the purpose of which was to find out more specifically how the participants conceive Finnish-English tag-switching. The question was “I think mixing English and Finnish is...” after which there was a Likert-scale with 11 adjectives plus space for any other adjectives that the participants could have in mind. The response alternatives of the scale were the following:

1. Totally disagree
2. Somewhat disagree
3. Hard to say
4. Somewhat agree
5. Totally agree

With each of the adjectives the participants were asked to choose the alternative from the scale which they thought was closest to their opinion. The adjectives were: *beautiful, ugly, funny, annoying, interesting, insignificant, right, wrong, normal, abnormal, neutral - does not raise feelings*. The adjectives were chosen so that they would be approximately opposite. The same example sentences mentioned earlier in the questionnaire were placed also here in order to remind the respondents of the phenomena studied.

In order to ensure that the questionnaire was as clear as possible and to see how much time it would take to fill it in, it was piloted before conducting the actual study. I made some changes to the first draft of the questionnaire according to the feedback. The questionnaire was in Finnish in order to ensure that all the participants understood what was required in each section. In order to further ensure the easiness of filling the form, to prevent the students of getting bored and, thus, to get more reliable answers, I tried to keep the questionnaire short and simple. In order to be able to answer any possible questions regarding the questionnaire, I took it personally to the school and I was present when the participants filled it in.

4.3 Methodology

As mentioned above, I conducted a quantitative study and collected the data with a questionnaire. Answers to the questions in the questionnaire were given numeric values which were then typed into Excel and analyzed using the SPSS program. Percentages were calculated in order to compare the differences in the answers by girls and boys about the usage of English tag-switches. Mean values were calculated for the Likert-scale answers and an independent samples t-test was used in order to test the statistical reliability of the result for every adjective in the Likert-scale.

5 RESULTS

In this section I will present the results of this study. Firstly, I will report the results of the participants' own use of English tag-switches in speech and writing as well as their perceptions of English tag-switches in others' speech and writing. I will present the results in the form of percentages in figures. The answers of the whole group are presented first, after which the answers by girls and boys are presented. The figures are paired so that the figure on the left shows the frequencies of usage in the participants' own language and the figure on the right shows the frequencies of usage in others' language, so that comparing the two is possible. In addition to comparing the differences between the participants' and others' usage of English tag-switches, I will also report the differences between the answers by girls and boys throughout the section. Secondly, I will report the results of the participants' attitudes to using English tag-switches. I will present the results in the form of a table, where the mean score, standard deviation and the statistical reliability of the result for every adjective are marked.

5.1 The participants' perceptions of the usage of Finnish-English tag-switching in their own and others' communication

Below are the results presented in the form of figures. In order to make the figures as simple and clear as possible I have used abbreviations which are the following:

D=Daily

W=Weekly

M=Monthly

LF=Less Frequently

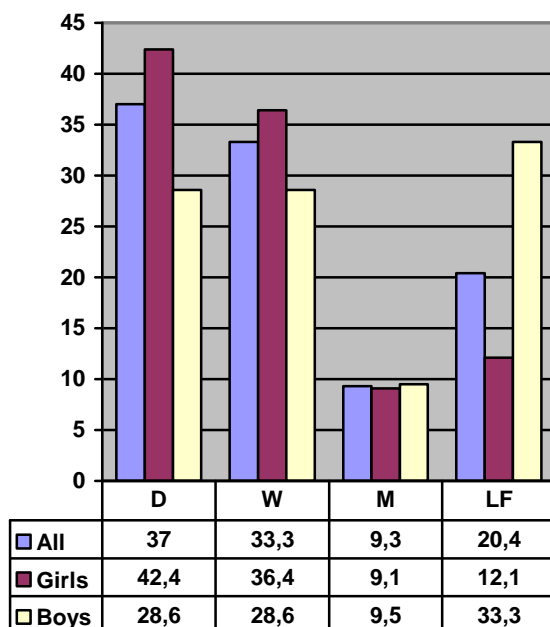


Figure 1. The participants' own use of English tags in speech

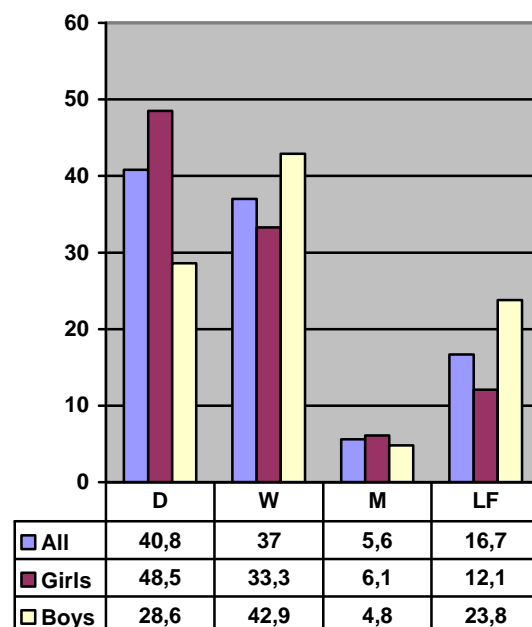


Figure 2. Others' use of English tags in speech

As seen in Figure 1, 37% of the participants reported they had noticed tag-switching in their own speech *daily*, and 33.3% of them had noticed it *weekly*. Only 9.3% of the participants reported they use such language *monthly* and the rest, 20.4%, had noticed it *less frequently*. Girls reported they used tag-switches more frequently than boys; 42.4% *daily* and 36.4% *weekly*, whereas the percentage of boys was 28.6 and 28.6 respectively.

As Figure 2 shows, most of the participants reported they had heard tag-switching in others' speech more often than in their own. 48.5% of the girls reported they have heard Finnish-English tag-switching in others' speech *daily*, whereas the percentage of boys was 28.6.

33.3% of the girls reported they had heard English tags in others' speech *weekly*, whereas the respective percentage of boys was 42.9.

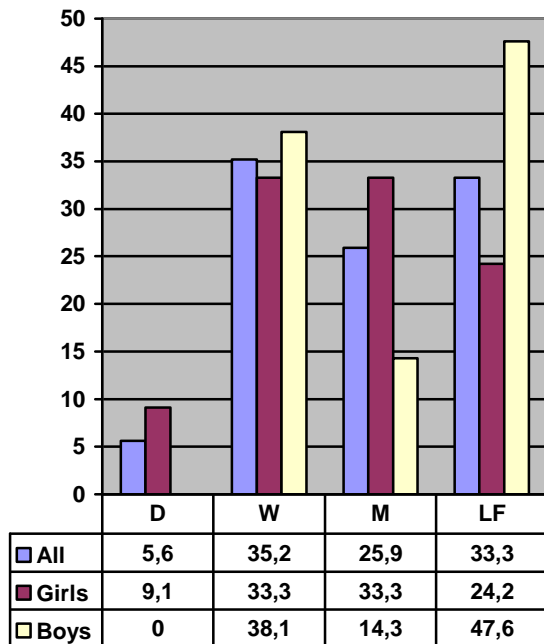


Figure 3. The participants' own use of English tags in SMS messages

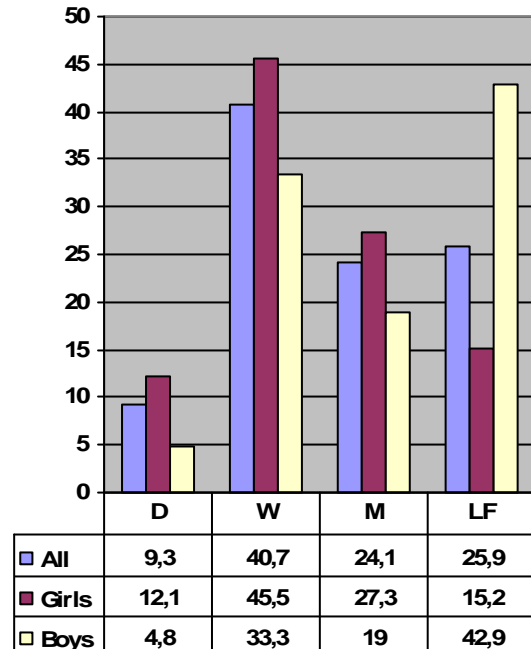


Figure 4. Others' use of English tags in SMS messages

Figure 3 shows that the answers to the question whether the participants had noticed tag-switches in their own SMS messages were quite evenly distributed. The girls' answers were fairly evenly distributed between the choices *weekly* (33.3%), *monthly* (33.3%) and *less frequently* (24.2%). Only 9.1% of the girls reported they use English tags *daily*, whereas none of the boys did the same. The answers by the boys were otherwise quite unevenly distributed: 38.1% answered *weekly*, 14.3% answered *monthly* and the majority, 47.6%, answered *less frequently*.

As can be seen from Figure 4, English tags in SMS messages do not seem to be very common. Additionally, the participants again felt they had noticed tag-switching in others' language use more often than in their own. 12.1% of the girls answered they had noticed English tags in others' SMS messages *daily*, 45.5% answered *weekly*, 27.3% answered *monthly* and 15.2% answered *less frequently*. The respective numbers for boys were 4.8%, 33.3%, 19% and 42.9%, so again the boys reported they had noticed tag-switching in others' SMS messages less often than girls.

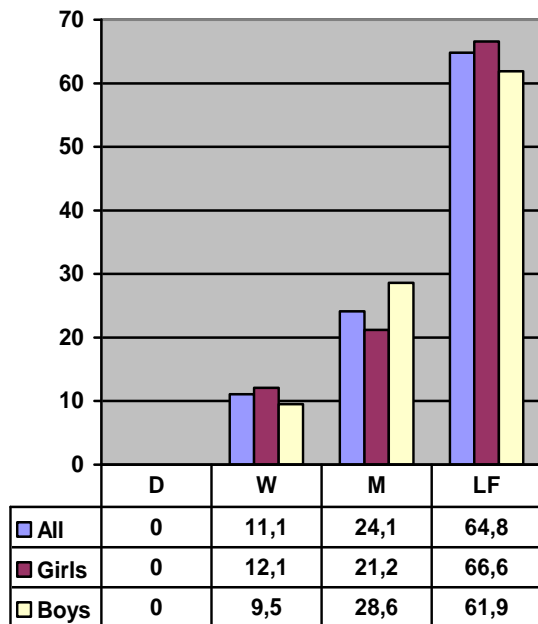


Figure 5. The participants' own use of English tags in e-mails

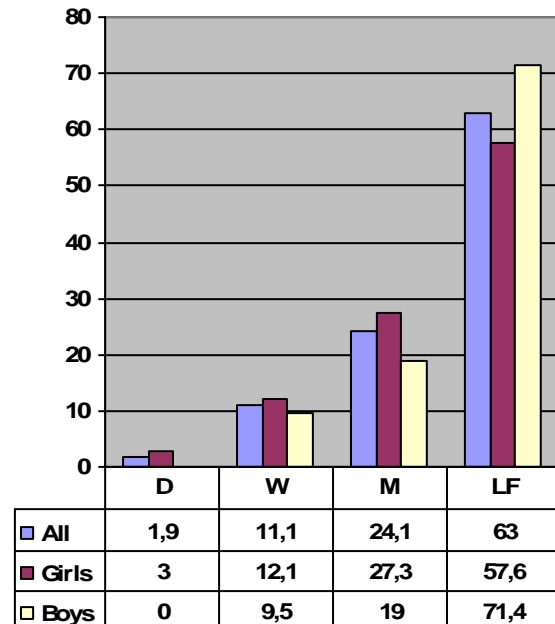


Figure 6. Others' use of English tags in e-mails

Figure 5 reveals that the vast majority of the participants reported they use tag-switches in their e-mail messages *less frequently*. Here the distribution was very even; the majority of both girls and boys informed they use tag-switches in their e-mail messages only rarely; 66.6% of the girls and 61.9% of the boys answered *less frequently*.

Girls reported that they had noticed English tags in others' e-mails more often than in their own: 27.3% of them reported they had noticed English tags in others' e-mails *monthly* and 57.6% *less frequently*, whereas 21.2% of them answered they use tag-switches in their own e-mails *monthly* and 66.6% *less frequently*. The answers by boys somewhat differed; they indicated that boys had noticed tag-switches more often in their own e-mails than in others' e-mails, which was interesting, taking into account the results in the earlier questions. The difference was, however, not very big. Overall, the distributions in both Figure 5 and Figure 6 were very similar.

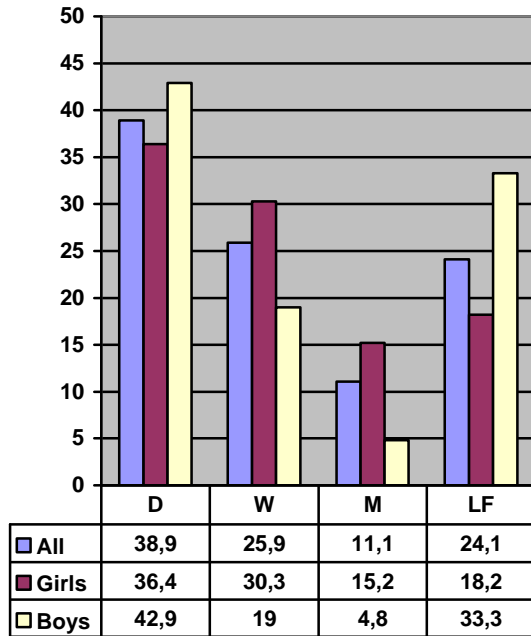


Figure 7. The participants' own use of English tags in instant messages

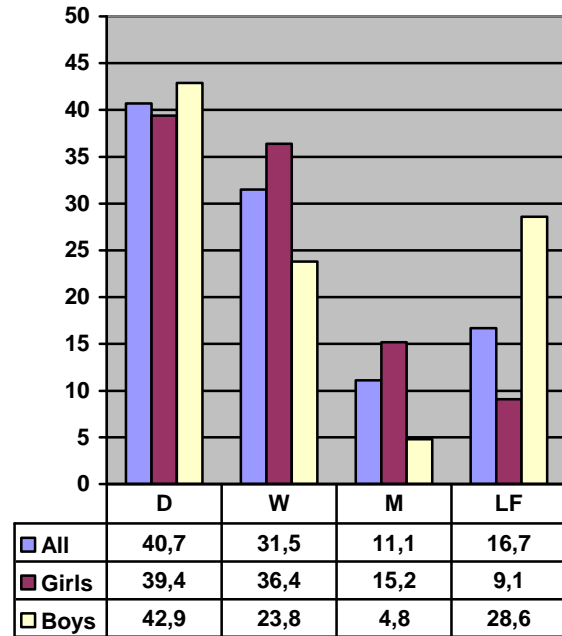


Figure 8. Others' use of English tags in instant messages

As Figure 7 shows, a slight majority of the participants reported they use tag-switches in their instant messages often; 38.9% *daily*, 25.9% *weekly* and 11.1% *monthly*. On the other hand, 24.1% of the participants informed they use them *less frequently*. The distribution of the answers by girls is more even than that of boys. On the one hand 42.9% of the boys reported they use tag-switches in their instant messages *daily* but, on the other hand, 33.3% of them answered they use them *less frequently* than monthly. 36.4% of the girls reported they use tag-switches in instant messages *daily*, 30.3% *weekly*, 15.2% *monthly* and 18.2% *less frequently*.

Figure 8 shows that the distribution of the participants' answers about others' use of English tags in instant messages was quite similar to their own use, although again the participants felt that others use such language more often than they themselves: 40.7% answered *daily*, 31.5% answered *weekly*, 11.1% answered *monthly* and 16.7% answered *less frequently*.

5.2 The participants' attitudes to Finnish-English tag-switching

Next I will present the results of the Likert-scale in the form of a table where the mean scores, standard deviations (SD) and significance values are reported. I will then examine the results more closely.

Table 1. Test scores of the Likert-scale answers

	Mean	SD	Sig. (2-tailed)
1) Beautiful	2.80	1.016	0.641
2) Ugly	2.93	0.887	0.267
3) Funny	3.78	0.744	0.044*
4) Annoying	2.96	1.132	0.156
5) Interesting	3.33	1.009	1.000
6) Insignificant	3.02	0.961	0.183
7) Right	2.81	0.803	0.970
8) Wrong	2.87	0.953	0.430
9) Normal	3.61	0.834	0.544
10) Abnormal	2.24	0.845	0.336
11) Neutral – does not raise feelings	3.20	0.939	0.424

Significance level 0.05*

Table 1 shows that the adjectives with highest mean scores were *funny*, *normal*, *interesting*, *neutral* and *insignificant*. On average the participants mostly agreed with these adjectives, as they were closest to *totally agree* and *somewhat agree* on the Likert-scale. The ones closest to the other end were *abnormal*, *beautiful*, *right*, *wrong* and *ugly*; the participants disagreed the most with these adjectives. However, the standard deviations were overall quite big: the adjectives with which the participants disagreed the most were *annoying* (1.132), *beautiful* (1.016), *interesting* (1.009), *insignificant* (0.961) and *wrong* (0.953). Moreover, when looking at the statistical significances it can be seen that the only adjective where the probability value (Sig. 2-tailed) is less than the critical value (0.05) is *funny* (0.044*). Only here there is a statistical significance. I will discuss both the respondents' and others' use of English tags in addition to the participants' attitudes to tag-switching more closely in the next section, where I will try to draw some conclusions from the results and compare them with findings from earlier studies.

6 DISCUSSION

In this section I will first discuss more closely the respondents' own and others' use of English tags in communication after which I will move on to analyze the results from the Likert-scale. I will compare the results with the findings from the study by Leppänen et al.

(2009) in order to see whether there are similarities or differences between them. I will also aim at finding some explanations for the results on the basis of the mentioned study.

6.1 Tag-switches in the participants' own and others' language use

According to the results, the participants used English tag-switches in their own communication most often in speech and instant messages. On the other hand, English tag-switches were least common in the participants' e-mails and SMS messages. The same tendency was also found by Leppänen et al. (2009:127); the participants reported they code-switch far less frequently in writing and one third of them reported they never code-switch in writing. Leppänen et al. suggest that this can be explained by the monolingual norms that rule written genres more than spoken ones, so the result is related to the higher formality of written texts. It is also likely that this is connected to the overall frequency of the usage of these media; nearly all of us communicate through speech everyday, and the increasingly popular instant messaging programs have superseded e-mailing. Thus, communication takes place more often through certain media and less often through others and, therefore, finding language phenomena such as English tags among Finnish is more likely in certain places than others. Additionally, the language that is used in instant messaging programs is often described as "written speech"; it has many elements of spoken language, such as informality due to colloquial words and expressions. Thus, as English tag-switches among Finnish would be described as a feature of informal language and they are, therefore, mostly used in spoken language, the results seem plausible; the usage of tag-switches is most common in instant messages and speech because the language in them is usually very informal. On the other hand, the frequency of tag-switches in the participants' SMS messages and e-mails, ie. written texts, was relatively low. As Leppänen et al. (2009:127) further point out, a reason for this might be the fact that producing written texts requires more time and planning than producing speech. Thus, one has more time to think what to write and how to formulate the message when writing e-mails and SMS messages, whereas speech is much more spontaneous.

In addition to these overall tendencies found in the results, there were also some differences between the girls' and the boys' perceptions' of their own use of English tag-switches. Overall, according to the results, the girls switched tags more often than the boys, as the boys answered *less frequently* more often than the girls (with one exception), whereas the girls'

answers were more often and more evenly distributed between *daily*, *weekly* and *monthly* than the boys' answers. One could conclude from this that girls either used English tag-switches more often than boys in their speech, SMS messages, e-mails and instant messages or they were simply more aware of using them. Leppänen et al. (2009:119) did not find significant differences in women's and men's use of code-switching. However, the sample size in the present study is small, which means that one has to be careful of making too broad generalizations about the results.

The participants' (both boys and girls) impressions of others' use of tag-switching in various media of communication were similar to their assessments of their own use. As the participants reported that they used English tag-switches in their own communication most often in speech and instant messages and least frequently in e-mails and SMS messages, they also seemed to think that the people around them do the same: English tag-switches had been noticed in others' language mostly in speech and instant messages, less commonly in e-mails and SMS messages. The reason for this is perhaps the same as for their own usage of English tag-switches, which was discussed above. Reasons for using tag-switches often in speech and instant messages but using them more sparsely in e-mails and SMS messages are thus probably the same for everyone taking part in the communication act: because written texts are more carefully formulated than spontaneous speech and instant messages (which resemble speech) and because of the frequency of daily communication through speech. Additionally, the growing popularity of instant messaging and its overriding of e-mailing and the colloquial features of these media (with English tags being a colloquial feature) have an effect on the matter.

Regarding others' use of English tags, there were again some differences between the girls' and the boys' answers. These were akin to the differences between the girls' and the boys' assessments of their own use. As the girls assessed they use English tags more often than the boys, they also thought that others, too, use tag-switches quite often, whereas the boys reported that they themselves use less English tags and have not noticed them in others' language that often either. One explanation seems the most logical here; boys probably associate regularly with other boys or male peers and the same applies to girls. Thus, the people in the groups very often have, generally speaking, some things in common – and language is often such a factor that friend groups, peer groups etc. have in common.

When comparing the participants' perceptions of their own and others' usage of English tag-switches, the results revealed something quite surprising: both girls and boys assessed that others use English tags more often than they themselves do in all of the four media of communication. The only exception was that boys thought they themselves used more English tags in their e-mails than others; however, the difference was very small considering the size of the sample (n=54). The disparity was interesting and could perhaps be explained so that it may be more difficult to detect such language use in one's own speech or writing than in someone others'. After all, one is often unaware of his or her way of speaking and using language since it is such a self-evident and everyday matter that one does not often pay attention to it. Another explanation could be that the participants have friends or other acquaintances, perhaps from somewhere else in Finland or even abroad, with whom they talk to or write with regularly and these people perhaps have a way of speaking which contains more elements from English than the participants' language.

6.2 The participants' attitudes to code-switching

According to the Likert-scale results, the participants agreed mostly with the adjectives *funny*, *normal*, *interesting*, *neutral* and *insignificant*, whereas they disagreed mostly with *abnormal*, *beautiful*, *right*, *wrong* and *ugly*. This would suggest that English tags within Finnish were perceived quite normal and common, perhaps so normal that it was thought to be quite insignificant. However, it was inconsistent that the antonyms *beautiful-ugly* and *right-wrong* were all, according to the mean scores, on the disagree -side of the scale. This can be explained by the fact that the standard deviations were overall big, and the only adjective where the probability value was less than the critical value (0.05) was *funny* (0.044*). Therefore, this was the only adjective where there was a statistical significance; with the other adjectives the dispersion was big. This is quite well explained with the small sample size; in order to see clear patterns in the results and to get statistically significant results the sample size ought to be much bigger, which is not possible in the scope of this study. Again it must be concluded that in a study this small it is not possible to make broad generalizations.

Although the Likert-scale results did not reveal clear patterns in the attitudes, there were also a couple answers written by some participants at the end of the scale in the empty slot. One of the participants had added "nice" and another one had added "inevitable" to describe the use of English tags within Finnish. Despite the high possibility of errors in the results (ie. high

probability value), this seems to fit well with the seemingly positive and neutral reactions of the participants which can be seen as the high mean scores for the adjectives *funny*, *normal*, *interesting*, *neutral* and *insignificant*. However, there were also examples of the other end of the spectrum. One of the participants had written “it is a pity, since it impoverishes the original language”, which is in concordance with findings which show that some Finns are worried that English will impoverish Finnish. Despite the mostly positive attitudes that Leppänen et al. (2009) found, this came up in their data, too, so the comment was not unexpected. Another participant had written “it sounds laid-back but perhaps also uncivilized”, which, on the other hand, was quite surprising in the sense that it referred to the impressions that colloquial language use might create, not to something that it might cause. This did not come up in the other comments. Nevertheless, this comment also represents a negative stance. Thus, as the results from the Likert-scale were not clear and since both positive and negative attitudes were represented, it can perhaps be concluded that the results seem to reflect slightly more a positive stance to tag-switching than a negative one – but not unanimously.

In the study by Leppänen et al. (2009:117-118) over a half of the respondents answered they think either *very positively* or *quite positively* of Finnish-English code-switching. On the other hand, one third of them reacted negatively. Leppänen et al. sum up (2009:127) that code-switching seems to be most popular among the youth at the moment and people react to it mainly neutrally, although some Finns still consider it a strange and frightening phenomenon. The same tendency came up in the present study, too, as a big part of the participants, aged between 16 and 18, reported they tag-switch regularly. In addition, in the study by Leppänen et al. (2009:118) women reacted *very positively* more frequently (16%) than men (10%). Otherwise there were no big differences between men’s’ and women’s’ attitudes. This also came up in the present study in which the girls estimated that they use English tags slightly more often than boys. Overall, the results of the study seem to be in concordance with the earlier results. Also the ambiguous results in the Likert-scale support the mostly positive but unanimous attitudes that people have on the phenomena.

7 CONCLUSION

Tag-switching proved to be most common in speech and instant messages and least popular in e-mails and SMS-messages. This is in line with earlier findings from the study by Leppänen

et al. (2009), where code-switching proved to be far less frequent in writing than in speech. Furthermore, in the present study the female participants estimated they had noticed English tags more often both in their own and others' speech and writing than male respondents. In the study mentioned above there were no significant differences between men's and women's code-switching frequency in either speech or writing but the differences might well be explained with the small sample size which affects the results. A surprising result was that all of the participants estimated other people to add English tags in their speech and writing more often than themselves. Although the adjectives in the scale with which the respondents mostly appeared to agree with were positive, only the adjective *funny* proved to be statistically significant and thus reliable. Taking into account the overall results which show that so many of the participants used English tags and earlier studies' results, one could perhaps conclude that such language use is quite positively or neutrally reacted to - but certainly not unanimously.

A problem that came up in the study was the unequal number of males and females, as there were 33 females and 21 males. I could have equalized the number of the answers by choosing randomly 22 of the answers by females and including only those but because this would have reduced the size and, therefore, the reliability of data I decided not to do so. Furthermore, because the difference is not excessively big and because the gender of the respondents is not that significant of a factor in the study but their age instead, I decided to include all the questionnaires into the study. The biggest downside of the study, however, was its small scale. The number of participants was so small that it is difficult to really generalize the results about the use of English tag-switches among Finnish and attitudes to this language contact phenomena. In further studies one could examine with a bigger sample how people would describe tag-switching. One could do this for instance by changing the questionnaire into a semi-structured one, where the participants could write in their own words how they would describe Finnish-English tag-switching. It would also be interesting to compare answers given by students from different parts of Finland; for example Southern Finland versus Northern Finland. One could also expand the research subject to include some other code-switching types or other language contact phenomena, such as borrowing.

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APPENDIX 1: The questionnaire

Tämän lomakkeen kysymyksillä kartoitetaan mielipiteitäsi suomen ja englannin kielen sekoittamisesta ja yhdistelystä tavallisissa, jokapäiväisissä viestintätilanteissa.

Vastaa jokaiseen kohtaan. Vaikka kysymys tuntuisi vaikealta, vastaa ensireaktiosi perusteella. Vastaa rehellisesti, omien tuntemustesi pohjalta! Kysymyksiin ei ole olemassa oikeita tai väriä vastauksia. Kaikki vastaukset käsitellään nimettöminä.

1) **Sukupuoli:** _____

2) **Ikä:** _____

3) **Miten usein seuraat seuraavia englanninkielisiä medioita tai viestimiä? Rastita sopiva vaihtoehto.**

	Päivittäin	Viikoittain	Kuukausittain	Harvemmin
Internet-sivustot	_____	_____	_____	_____
Sanomalehdet	_____	_____	_____	_____
Aikakauslehdet	_____	_____	_____	_____
Televisio-ohjelmat	_____	_____	_____	_____
Elokuvat	_____	_____	_____	_____
Kirjat	_____	_____	_____	_____
Muu, mikä? _____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Mieti sellaisia jokapäiväisiä kielenkäyttötilanteita, joissa muutoin suomenkieliseen puheeseen tai tekstiin (esim. puhe, tekstiviesti, sähköposti, Windows Live Messenger-viesti, muu pikaviestinohjelma yms.) lisätään englanninkielisiä sanoja, fraaseja, huudahduksia tai lyhyitä lausahduksia. Esimerkkejä tällaisista lauseista:

Mutta en kyllä lähde kävelemään tuonne pakkaseen,
no way.

I mean, mistä tuonki asian olis voinu tietää?

Mutta haluaisin sellasen punasen, *you know.*

By the way, ostin uudet kengät!

Antaa koko asian olla, *whatever.*

Anyway, annettiin sitte koko asian olla.

So what vaikka pari hommaa siirtyiski huomisel...

Who cares vaikka en mennykkään sinne?

Come on, tekisit nyt jotain

4) Oletko huomannut **omassa** puheessasi tai kirjoituksessasi tämän tapaisten, lyhyiden englanninkielisten lausahdusten lisäämistä suomen kielen sekaan, ja missä? Kuinka usein? Rastita sopiva vaihtoehto.

	Päivittäin	Viikoittain	Kuukausittain	Harvemmin
Puheessa	_____	_____	_____	_____
Tekstiviesteissä	_____	_____	_____	_____
Sähköpostiviesteissä	_____	_____	_____	_____
Pikaviestinpalveluissa (esim. Windows Live Messenger tai vastaava)	_____	_____	_____	_____
Muu, mikä? _____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

5) Oletko huomannut **muiden** puheessa tai kirjoituksessa tämän tapaisten, lyhyiden englanninkielisten lausahdusten lisäämistä suomen kielen sekaan, ja missä? Kuinka usein? Rastita sopiva vaihtoehto.

	Päivittäin	Viikoittain	Kuukausittain	Harvemmin
Puheessa	_____	_____	_____	_____
Tekstiviesteissä	_____	_____	_____	_____
Sähköpostiviesteissä	_____	_____	_____	_____
Pikaviestinpalveluissa (esim. Windows Live Messenger tai vastaava)	_____	_____	_____	_____
Muu, mikä? _____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

6) Seuraavassa on lueteltu adjektiiveja, ja sinun tulisi valita jokaisen adjektiivin kohdalta, kuinka hyvin se mielestäsi kuvaa englannin ja suomen sekoittumista. Ympyröi vaihtoehdoista se, joka on lähimpänä omaa mielipidettäsi. Vastaa rohkeasti omien tuntemustesi perusteella,

kysymyksiin ei ole olemassa oikeaa tai väärää vastausta. **Vastaa kaikkiin kohtiin** ja valitse jokaisesta kohdasta vain **yksi** vaihtoehto.

- 1 = olen täysin eri mieltä
 2 = olen jonkin verran eri mieltä
 3 = en samaa enkä eri mieltä
 4 = olen jonkin verran samaa mieltä
 5 = olen täysin samaa mieltä

Esimerkkejä:

Mutta en kyllä lähde kävelemään tuonne pakkaseen, *no way*.

Mutta haluaisin sellasen punasen, *you know*.

Antaa koko asian olla, *whatever*.

By the way, ostin uudet kengät!

So what vaikka pari hommaa siirtyiski huomiselle...

Englannin ja suomen sekoittuminen on mielestäni...

	täysin eri mieltä	jonkin verran eri mieltä	en samaa enkä eri mieltä	jonkin verran samaa mieltä	täysin samaa mieltä
1) Kaunista	1	2	3	4	5
2) Rumaa	1	2	3	4	5
3) Hauskaa	1	2	3	4	5
4) Ärsyttävää	1	2	3	4	5
5) Mielenkiintoista	1	2	3	4	5
6) Yhdentekevää	1	2	3	4	5
7) Oikein	1	2	3	4	5
8) Väärin	1	2	3	4	5
9) Normaalialia	1	2	3	4	5
10) Epänormaalialia	1	2	3	4	5
11) Neutraalia (ei herätä tunteita)	1	2	3	4	5
12) Muuta, mitä?	1	2	3	4	5

Kiitos avustasi!