

Language attitudes in multilingual Finland:
A survey study on Finnish language attitudes

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<p>Tiivistelmä - Abstract</p> <p>Globalisoituvassa maailmassa törmäämme joka päivä yhä useampaan kieleen. Internet ja muu media tuo monikielisyyden syrjäisimpäänkin kolkkaan. Sen lisäksi vuoden 2016 lopussa Suomessa asui yli 240 000 vieraskielistä henkilöä. Suomalaisten kieliasenteet maailmassa, jossa globalisaatio koskettaa meidän jokaisen elämää, ovat olleet kielitieteilijöiden mielenkiinnonkohteena ennenkin. Tämän tutkimuksen tavoitteena oli selvittää suomalaisten asenteita eri kotimaisia ja vieraita kieliä kohtaan sekä tutkia, onko eritaustaisten suomalaisten välillä havaittavissa eroja kieliasenteissa.</p> <p>Tutkimuksen aineisto kerättiin 22.11.2017 ja 8.1.2018 välisenä aikana avoimella Internet-kyselyllä, jota mainostettiin julkisella Facebook-päivityksellä. Kyselyyn vastasi 488 henkilöä, joista 413 suoritti kyselyn loppuun. Kyselyssä käytettiin sekä avoimia että suljettuja monivalintakysymyksiä, asteikkokysymyksiä ja avoimia kysymyksiä. Tutkimuksen data oli sekä kvalitatiivista että kvantitatiivista. Kvantitatiivisen datan analyysi tehtiin vastausten tilastoinneilla ja vertailuilla. Kvalitatiivisen datan tutkimiseen käytettiin temaattista koodausta ja tilastointia, jolloin kvantitatiivista dataa tutkittiin myös kvalitatiivisin keinoin.</p> <p>Tutkimuksen tulokset osoittivat muunmuassa, että suomalaiset pitävät englannin kieltä suuressa käytännön arvossa, joiltain osin suuremmassa kuin omaa äidinkieltään. Myös ruotsia ja venäjää vastaajat pitivät suhteellisen tärkeänä, mutta niihin yhdistettiin myös paljon negatiivisia asioita. Alueellisia eroja eri kieliin kohdistuvissa asenteissa löydettiin, joskaan odotettuja selviä eroja ruotsiin ja venäjään suhtautumisessa itäisen ja läntisen Suomen välillä ei löydetty. Tutkimuksen tuloksista voitiin päätellä, että kotiseudun vaikutus kieliasenteisiin ei ole yhtä iso kuin sukupuolen tai koulutustaustan, joissa löydettiin huomattavampia eroja.</p>	
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1 Introduction

In spite of the fact that the majority of Finnish cities and municipalities are monolingually Finnish by legislation, the Finnish language situation on the national scale is much more diverse than that of a monolingual nation. The two national languages of Finland are Finnish and Swedish, the latter of which is spoken as first language by about 5% of the population and is a compulsory subject in Finnish schools. In addition, the Sami languages have an official position in the municipalities of Enontekiö, Inari, Utsjoki and in the northern parts of Sodankylä. The Finnish legislation also guarantees other linguistic and cultural groups the rights to preserve and develop their languages and culture. At the end of 2016, over 240 000 foreigners who spoke languages other than the national or the Sami languages lived in Finland. The three largest language groups in Finland outside Finnish and Swedish were Russian, Estonian and Arabic. (Statistics Finland 2017) The number of speakers of foreign languages in Finland has been growing steadily through the past few decades at the same time as the number of speakers of domestic languages has begun to decline. (Statistics Finland 2018) Growing numbers of speakers of foreign languages within the country raises an interesting question of how these people are regarded among the population and one way of looking into this can be studying people's attitudes to languages, because languages also act as markers of group membership, e.g. for ethnicity. (Kansikas 2002:7; Durkin 2001:58)

Language policy questions regarding the position of Swedish appear frequently in the national discussion. Just a day before the beginning of the data collection for this study, another study was published on attitudes of Finnish-speakers towards the Swedish language and the Swedish-speaking population in Finland (Pitkänen & Westinen 2017). The legislative position of the Sami languages is also discussed in the regions with Sami-speaking groups. Both Swedish and Sami as language groups are mostly concentrated to specific regions, with the majority of Finland having legislatively monolingual statuses. Naturally, a much greater number of Finns have contact with the Swedish language, due to it being a compulsory subject in Finnish

basic education, than the Sami languages, which are more confined to the home regions. Thus, in such a setting which is both bi- or even multilingual on larger scale but mostly monolingual in local settings, language attitudes are bound to be varied. As people in particular regions of Finland are more in contact with certain languages than people in other regions are, such as the Russian language in the east and Swedish language in the west and south, the perceptions of, for example, which languages are needed or how do they sound like are likely to be different.

The present study aims to examine the attitudes Finnish people have towards different domestic and foreign languages. The main focus of the study is to identify regional differences in attitudes or the lack thereof, but other differences will be reported as well if found. Gathering of data for our study was conducted between 22nd of November 2017 and 8th of January 2018 via an online survey in the form of a questionnaire. During that time 413 participants completed the survey. The data, which is mainly of quantitative nature, will be analysed through both quantitative and qualitative means. Relevant previous research and theoretical framework will be introduced in chapter 2. In chapter 3, the present study will be presented in more detail. It describes the research questions, the process of making the questionnaire, the introduction of the questionnaire as well as the methods of analysis. The results of this study are reported in chapter 4 after which chapter 5 will consist of the discussion of the results and the conclusion of the study.

2 Background

In this chapter we introduce some basic terminology and methodology on studying attitudes in general as well as studying attitudes towards languages. We will also present some previous studies on language attitudes.

2.1 Theoretical and methodological framework

Attitudes in general have been a central concept in the field of social psychology and attitudes towards languages have been studied since 1960's. Many different kinds of

definitions for the concept of attitude can be found in research and these definitions vary in their emphasis on different features of attitudes and how elaborate they are. Sarnoff (1970:279 as cited in Garrett et al. 2003:2-3) states that an attitude is “a disposition to react favourably or unfavourably to a class of objects.” Thus, an attitude is an evaluative stance to an attitude object, or in the case of our study; a language (Garrett et al. 2003:3; Bohner 2001:241). Attitudes have also been reported to have a tripartite nature which is divided between cognitive, affective and behavioural elements. This three-component model explains that an attitude is an end product of a process that involves the three different types of elements mentioned above. (Bohner 2001:241) Cognitive elements refer to attitudes including certain beliefs about the world (e.g., Y is good because it will help me in X way), affective elements simply refer to feelings that go hand-in-hand with the attitude towards something (e.g., because my attitude towards Y is positive, I feel good when I do something related to Y) and the behavioural elements refer to how we are driven to act in a certain way because of our attitude towards an attitude object (e.g., I will not bother to study hard, because I do not like subject X). This three-component model, however, can be criticised as it does not consider different levels of commitment in attitudes and that the relationship between attitudes and behaviour is often hard to link. Attitudes also have a double function as an input to and output from social action. (Garrett et al. 2003; Garrett 2010) A positive attitude can influence a student to perform well when learning a language and good performance in learning a language early on can result in a more positive attitude towards the language and the cycle goes on. As an example of varying definitions, Cooper and Fishman (as cited in Hout & Knops 1988:1-2) have explained that language attitudes can be defined by following two approaches: defining the language attitudes as a phenomenon on its own right or defining language attitudes in terms of their consequences, i.e. the behavioural aspect.

On the issue of what determines a person’s attitude towards an object, Bohner (2001:249-263) explains that several different theories of persuasion have been made. Persuasion in relation to attitude determination refers to the process of attitude formation or change which happens when one is presented with arguments against

or for an attitude object. The different theories of persuasion can be divided by how much cognitive effort is involved in the processes of change they describe. For example, two processes that require little cognitive effort called “classical” and “operant conditioning” describe how a person’s attitude towards an object can form (or change) by either associating an object repeatedly with positive or negative stimuli, or through reinforcement of a person’s evaluative stance to an object (Bohner 2001:250). The latter process refers to a situation where a person expresses, for example, support towards a political decision made by the government and the conversation partner reinforces this response by indicating approval or agreement.

Active thought research is a study process which requires more cognitive effort. This type of research has revealed, for example, that simply thinking about an object without receiving external or additional information on it can lead to a person forming a more extreme attitude towards the object. According to Bohner (2001:252-253), an initial attitude tends to develop from a moderate form to a more extreme one as a person merely thinks about the object of the attitude. These results of research into active thought lead to the creation of the “cognitive response approach”, which assumes that the favourability of a person’s thoughts, referred to as cognitive responses, mediate attitude change. Thus, as argued by Bohner (2001: 253), when these cognitive responses are generated through exposure to persuasive messages, the degree of their favourability will determine the strength and direction of the attitude change: a strongly favourable cognitive response will lead to strongly positive change in attitude etc. The method of researching cognitive responses is called “thought-listing technique”, in which participants are subjected to some form of a persuasive message and are then asked to list the thoughts that came to their mind during the message.

The three main approaches that have been applied in studying language attitudes are “societal treatment” which is sometimes called “content analysis”, the “direct” and “indirect approach” (Garrett 2010:37-52). The direct approach refers to, for example, making interviews and questionnaires, therefore the present study is utilizing the direct approach. In the direct approach the researcher studies the

preferences of a person via direct, straightforward questions. In the indirect approach the language attitudes of people are studied via more subtle and even deceptive techniques such as the “matched guise technique”. This technique involves typically having participants listen to audio-recordings of e.g. different accents and then being asked to rate the accents on a scale to measure their attitude. The societal treatment approach is quite similar to the direct approach but instead of interviews, the researcher examines e.g. letters written in newspapers concerning different languages. The letters act in a similar fashion as direct expressions of attitudes of the writer as the responses to the researcher’s questions would do in the direct approach.

The relationship between attitudes and behaviour is one of the key issues in studying attitudes (Garrett 2010:25). It is often taken granted that changes in attitudes correlate with changes in behaviour, as can be seen quite clearly in the world of advertising, for example. This relationship has been studied extensively and the relationship has been found out to be far more complex than the “common-sense” view suggests. (Garrett 2010:24-29) Many different factors can come in between the intended and actual behaviour and attitudes is only one of them. Bohner (2001:271) notes that when predicting behaviour based on attitudes there has to be a shift from studying attitudes towards objects to looking at attitudes towards behaviour. The latter is a much narrower concept than the former and measuring general attitudes towards and object cannot be used to predict accurately very specific behaviour. Thus it is important to keep in mind that attitude to something alone cannot be used to make predictions of future behaviour. The present study, however, only concerns the language attitudes as a phenomenon in its own right and ignores the behavioural aspect all together, because the focus of the study is in discovering differences in language attitudes between different groups rather than predicting behavioural models based on the discovered attitudes.

2.2 Previous research

A national survey on the position of the English language was conducted by Leppänen et al. (2009) and it also tackled the questions of language attitudes. Their

study revealed that the attitudes of Finns towards English were mostly positive and not seen as a threat to Finnish language and culture. The national survey did also involve a regional aspect in it and the regions in which the participants lived were grouped into four categories according to the size of their population. This differs greatly from the way this study focuses on the regional aspect (see section 3.2). As this study aims to encompass language attitudes in general instead of focusing only on attitudes to a single strong and global language, we are expecting more diversity in the results from different regions. Leppänen et al. (2009:146-150) also report that Finns are interested in studying a variety of foreign languages and not just English, which still is the most studied foreign language in Finland. Since our study does not narrow the languages choices of the participants, except in one question, our results will complement the study of Leppänen et al. (2009) also in discovering some of those languages that Finns have an interest towards.

Another nation-wide survey was conducted in Hungary by Dörnyei, Csizér and Németh (2006), concentrating on attitudes and motivations towards second language learning and was done on three different occasions; in 1993, 1999 and 2004, closely following the development of L2 learning attitudes after the transition of Hungary from a communist state to a western democracy. Target second languages were English, German, French, Italian and Russian. As a long-term study on a country in the middle of significant political and cultural changes, it observed some sociocultural and political aspects in language attitudes. Since the survey focused more on L2 learners' attitudes, the motivational aspect formed a major part of the study. However, attitudes play an important role in motivation (Dörnyei et al. 2006:9-21). Thus, even though the present study does not incorporate the motivational aspect in it, but rather focuses on attitudes in general, our study can give an insight on which languages are rated high among Finns and what are not, providing information on the possible interests towards studying certain languages and languages in general. As Dörnyei et al. (2006:37-38) report, Russian was viewed more as an "ex-colonial" language among the Hungarians participating the survey due to the historical and political background. This, of course, has an effect on the motivation to study the particular language. Similar type of attitudinal findings can

be expected from the present study, particularly concerning three different languages: Russian, English and Swedish, which are represented in the language policy questions (see section 4.4).

Think tank e2 published a survey on Finnish-speakers' attitudes towards Swedish language and the Swedish speaking population in Finland (Pitkänen & Westinen 2017) while the data for the present study was being collected. The survey had 3 153 participants, it was funded by Svenska folkskolans vänner and as the namesake of the study suggests, it focused solely on the question of attitudes towards single language and speakers of that language in Finland. Pitkänen and Westinen (2017:13-15) report that the majority of Finns still regard Swedish as an integral part of Finnish society, but the amount of support has declined over the decades. This is due to the younger generations being more divided on the importance of Swedish language than the older generations. Pitkänen & Westinen (2017:20-24) also report that 43% of the participants thought it to be important that Swedish has a constitutionally secured status in Finnish legislation with 46% disagreeing with the statement. 52% were also against the compulsory Swedish education in the Finnish school system. Overall the study reports that the important factors behind the attitudes towards Swedish were the proficiency in Swedish of the participant and the amount of contact with Swedish language and the Swedish speaking population. Good proficiency in Swedish and contact with the language in question meant more positive attitude towards Swedish.

In a thesis made in the University of Jyväskylä, Kansikas (2002) studied Finnish upper secondary school students' attitudes towards foreign languages, utilizing metalinguistic views on language attitudes, in which attitudes are defined as mythologemes, complex and unstable socio-cultural entities that can be measured by both quantitative and qualitative means. A total of 73 students from a single upper secondary school in Valkeala participated in her study. The study found some slight differences between male and female participants and some differences between students with higher grades and those with lower grades. According to Kansikas (2002:31-33), mythologemes are beliefs of an individual towards an object (language

in this case). For example, the notion that one's native language is the most beautiful sounding language in the world is a mythologeme. Kansikas based her study on the previous work of Kashkin who had conducted a study on language attitudes in Russia. Part of the present study is also adapted from the Kansikas' questionnaire (the "most...languages" question set). Kansikas had adapted her questionnaire from Kashkin's design, but unfortunately due to incomplete bibliography references in her thesis, we have been unable to identify and get a hold on the original source. Nevertheless, we have included a limited variation of the same question design in our study. Thus our study is in part a continuation of Kansikas' study but with a larger subject group and a better regional representability.

Another study conducted in the University of Jyväskylä by Leinonen (2014) examined the language use of eight international students and the connection between their language attitudes and their language use, the focus of the study being more on the language use. Leinonen (2014) reports that even though some of the international students had a very positive attitude towards Finnish language, it had not actually lead them to learn the language, even though some of them expressed great interest in learning Finnish. The personal future visions of the students affected their willingness to put effort in learning Finnish more than their positive attitude towards the language. As the relationship of attitudes and behaviour is an important issue on the field of studying attitudes in general and not just in the field of language attitudes, Leinonen's study is an important reminder of the complex issues connected to studying attitudes.

Hyrkstedt (1997) conducted a study on language attitudes towards English in Finland using discourse-analytic methods. Her study was done by fabricating a Letter-to-the-Editor which contained some negative arguments against English and its spread and called for the protection of Finnish via legislative means. The participants were asked to write an answer to the Letter-to-the-Editor and these answers were then analyzed. All together 57 Jyväskylä University and Mikkeli Polytechnic students participated in the study. The responses were divided in two groups: those that supported the fabricated letter and those that were against. The

responses were further analyzed and several different repertoires were discovered in each group. (Hyrkstedt 1997:80-82) It was found that those supporting the arguments presented to them based their support more on emotional repertoires, whereas those against used rational reasonings for their attitude.

3 The present study

In this chapter we will first present the research questions of our thesis. Then we shall look at the methods with which we have used to analyse the data, the results of which will be reported in the next chapter. Towards the end of the chapter we will also provide a deeper look into the process of making and distributing the questionnaire before presenting the questionnaire itself and the reasoning behind the questions.

3.1 Research questions

While the main aim of our study is to gain a general idea of the language attitudes Finns as a people have, several sub-questions can be answered through categorisation and analysis of the survey responses. We are particularly interested in what kind of, if any, differences in language attitudes are apparent between responses from different regions of Finland. We also have an opportunity to look for differences in other categorisations of responses. After data collection, certain problems arose regarding the validity of our study, but these issues are addressed in detail in section 5.3.

The research questions our study aims to answer are:

1. What kind of attitudes Finns have towards different official and foreign languages?
2. What kind of differences in language attitudes can be observed between respondents from different regions of Finland?
3. Can any other differences between different groups of respondents be observed?

Our hypothesis for the study was to discover certain differences in attitudes towards certain languages based on the region the participants originate from. Particularly it was expected that attitudes towards the Swedish and Russian languages differ between people living in the Eastern Finland versus people living in the Western Finland because of their proximities to Sweden and Russia, respectively. We also considered possible that the attitudes would differ greatly not just in the west-east axis but also between southerners and northerners. Other attitude differences we expected to discover were those between lower and higher educated people, the latter more likely to have more positive attitude towards a wider range of languages than the former.

3.2 Methods of analysis

Since our data is mostly quantitative in nature, the main body of the results of this study will be presented using descriptive statistics; simple numerical summaries of the results in table, graph and chart form. Some question results are reported in percentages, such as the Yes and No answers to the language policy questions, whereas some results will be reported also by using the arithmetic mean (later “mean” only, marked “Ø” in the tables) values and the standard deviation (“±” in the tables). The mean value is a good tool when comparing the results of different languages in section 4.2 as well as looking into differences between different participant groups. The standard deviation will provide an easy summary of how agreed the participants were on a given variable; small standard deviation value indicates agreement whereas larger value indicate larger disparity between the opinions of the participants. (Hand 2008:20-34; Rugg 2007:1-14) We will report the overall results of our study as well as the results for different groups that we have divided the participants into. Such groups include gender, educational background and area of Finland.

We have divided the home regions of the participants into five larger areas; Northern, Southern, Western, Eastern and Central Finland. As the regional

differences in attitudes are the main focus of this study, the areal division was done in order to help us to analyze the data. The division is somewhat arbitrary, as some regions could be marked to belong to either Eastern or Southern Finland, for example, thus the areas have been divided more in order to ensure a good sample size for each area. In this study, the area of Southern Finland consists of the regions of Åland Islands, Southwest Finland and Uusimaa. Western Finland consists of the regions of Central Ostrobothnia, Ostrobothnia, Satakunta and Southern Ostrobothnia. Central Finland includes the regions of Central Finland, Pirkanmaa, Päijänne Tavastia and Tavastia Proper. The regions of Kymenlaakso, North Karelia, Northern Savonia, South Karelia and Southern Savonia form the area of Eastern Finland. Finally, the regions of Kainuu, Northern Ostrobothnia and Lapland form the fifth area of Northern Finland. The number of participants from each region as well as in each of the aforementioned areas can be seen in Figure 6 and 7 respectively.

The reasonings to the answers for the language policy questions were analysed via thematically coding the responses of the participants. The answers giving reasons for the participants' choices were read and recurring themes were identified from the responses. This was done multiple times by rereading the data and evaluating the themes and renaming or merging them as necessary in order to clarify the meanings behind each theme and to unify nearly identical themes. The process of the coding was therefore twofold; the initial identification of themes is called open coding which refers to the first stage of the coding process. (Given 2008:85-87) In this stage the data was carefully read to uncover the core idea(s) behind the responses. These ideas then were given a heading to mark the theme under which similar ideas would be grouped. This process necessarily involved a lot of interpretation of the responses and therefore the themes reflect the researchers' own interpretations. In the second stage of the coding process, the reasonings were read again and now each one of them was colour coded with a colour representing a particular theme. A single reasoning often included several different themes, thus each idea present in a reasoning received the colour of a respective theme under which the idea belonged to. This was done to check whether the open coding stage had been done accurately

and consequently any errors were corrected and the themes were focused and re-evaluated. As a result, some themes were merged to a single larger theme and overall the number of mentions per a theme was corrected to the final presentable form. The themes were then listed into a bar graph by frequency.

3.3 Making the questionnaire

In constructing the questionnaire we followed instructions by Peterson (2000). Peterson divides the process into seven steps; review of information requirements, development and prioritisation of potential questions, evaluation of questions, determining question type(s), deciding specific wording of questions, determining the structure of questionnaire and evaluation of the questionnaire. After evaluating the questionnaire, the seven-step process can be done again to fix any flaws or shortcomings found during the evaluation step, or, if the questionnaire was deemed sufficient for the needs of the study at hand, the maker(s) of the questionnaire can move on to distribute their questionnaire.

As we had only decided the broad topic of our thesis to concern language attitudes of Finnish people, the first step of the process of questionnaire forming as presented by Peterson (2000) directed us to think about the information we required to get results of language attitudes Finns have in general. We determined that we needed information on the respondents attitudes towards different domestic and foreign languages as well as their opinions on some of the prominent language policies in Finland.

The second step was to develop and prioritize a list of questions. We decided that the best way to get reliable and diverse data was to ask questions regarding both the respondents' history and interest at studying languages as well as their opinions on different languages and Finnish language policies. In order to categorize the participants as required to answer our research question, we asked a variety of background questions, including, but not limited to, gender, home region and

education background. The questions we developed were categorized into four groups according to their objectives: Background questions, personal language questions, language attitude questions and language policy questions, the latter two of which provided us with the data used to answer our research questions.

Some questions that were considered to be a part of the survey were dropped before publishing the survey for not being directly relevant to the matter at hand and in order to keep the questionnaire short enough for the respondents to follow it through. For example, a question about the languages respondents need in their daily lives was considered but was dropped as it did not reveal any necessary information about language attitudes per se. However, many of the initially planned questions were expanded into multiple questions. For example, the language attitude question regarding the importance of knowing 9 listed languages was originally planned to consist only of 4 parts: First language, second national language, English and other foreign languages. It was expanded in order to provide more detailed and diverse data of language attitudes.

The third step of questionnaire building was to evaluate the questions from a survey participants perspective. Peterson (2000) mentions that it is important to consider the administrative viability of the questions, i.e. how the participants would react to them. Peterson lists three interrogatives that all need to get a positive answer for an individual question to be administratively viable:

1. Can study participants understand the question?
2. Can study participants answer the question?
3. Will study participants answer the question?

The first interrogative deals mostly with the clear structure and presentation of the question, i.e. can the participant understand the question in a literal sense, but also with underlying meaning(s) of the question that may have been perceived differently by a participant than how it was meant to be understood by the researcher. In order to have the questions understandable by the participants, we wrote the questions in

a simple manner and avoided ambiguous terms and words. Some clarifications of our intentions were added in information boxes to accompany some questions, for example the question about the participant's home region.

In order to fulfill the second interrogative, a participant needs to have sufficient background knowledge to answer the questions. As the majority of our questions dealt with questions regarding their personal experiences, we assumed that the participants did have enough background knowledge for that. However, this was necessarily not the case with the language policy questions, where certain amount of background knowledge was required in order to give a well-informed answer. In order to provide any potentially missing background information of those questions to the participants, we decided to add brief information boxes to accompany the said questions.

The third interrogative worried us the most. Peterson (2000) notes that the two most common reasons for not answering a question are either that the question is too personal and is felt as an intrusion of privacy or that answering the question would take too much time or effort. In order to avoid the questions being too personal, we gathered just the personal information that can be used in categorization of the respondents during the analysis of data. For the reasons of added anonymity we also decided to ask the participants to identify only their home regions and regions of residence as opposed to home town and town of residence. In order to keep the amount of time and effort required from the participants as small as possible while still being able to gather the necessary data, the questions were simplified and the number and length of open-ended questions were minimized. Also, we stressed the anonymity of the participants and the easiness and short length of the survey both in the Facebook post we promoted the survey with and the short introduction to the survey at the actual survey website.

The fourth step of questionnaire construction was to determine the types of questions, more specifically between open-end and closed-end questions. As mentioned above, we kept the open-end questions to minimum in order to keep the

time and effort required from the participants as low as possible. However, in order to get enough meaningful data from the participants, some open-end questions had to remain. The open-end questions we used were the “most... language” - questions in the language attitude questions that were adapted from the study by Kansikas (2002) and the optional explanatory open-end questions for the answers participants gave regarding the closed-end language policy questions. For these questions the number of potential answers was so large that there was no point to have the participants choose from a limited list of answers we could provide.

The fifth step was to decide the specific wording of each question. According to Peterson (2000), the words used in a question always have an effect on the study participant. Peterson also notes that in order to create understandable and meaningful questions the researcher must be linguistically competent in the language the questionnaire is constructed in and have above-average common sense as well as basic knowledge on some linguistic and psychological phenomena. A good question should be brief, relevant, unambiguous, specific and objective. With these attributes in mind, we reviewed the work we had already done in step 3 of the questionnaire construction regarding the understandability of our questions and made a few changes to avoid possible misunderstandings and influences the wording of our questions may have on the answers.

The sixth step - and the last step before the evaluation of the entire questionnaire and possible rework - was to determine the structure for the questionnaire. Peterson (2000) presents important guidelines to keep in mind when deciding on the structure. The most important guideline is to keep the questionnaire easy to administer, meaning that the questions should be easy to read, sufficient instructions should be presented, the answers should have enough space and the questionnaire should look professional. This guideline had mostly to do with the visual presentation of the questionnaire (apart from the mention about sufficient instructions) which we had little control over, as the layout of the survey was generated by the Kyselynetti website. However, we divided the survey into smaller sections of 2-3 questions (with the exception of all 7 personal information questions

in the first section) for the website to portray one at a time for the purpose of simplicity and easy reading. We also organised the questions according to their topics, starting with the questions of personal information and personal language history and moving on to the questions of language attitudes and language policies.

After evaluating the questionnaire to be finished and ready for distribution, it was time to get participants for our study. We considered utilizing email lists of the University of Jyväskylä to distribute the questionnaire, but decided not to as that method would have been directed to a closed group of participants, who would have all been in higher education. To ensure participants from as wide range of backgrounds as possible, we published our questionnaire and made a public Facebook post promoting it, prompting people to share the post. Our initial intention was to promote the survey on different Facebook groups as well, but later decided not to do that for two reasons. The first reason was that we were already getting more responses from all the regions of the country by just sharing the survey on our own Facebook timelines than we had expected. The second reason was that in order to not control the flow of participants, we would have needed to promote the survey in groups that are not limited to certain regions or educational backgrounds. To overcome this problem, we considered promoting the survey on so-called Puskaradio Facebook groups of all the regional centres of Finland. Puskaradio groups are chat groups for residents of specific cities, municipalities or neighborhoods. However, many of these groups had strict rules of who can post what in them, including rules against advertising. In order to promote our survey on those groups we would have had to contact the administrators of the groups and ask for a specific permission, and even then getting a permission would not have been guaranteed. Having discovered that and with our own Facebook post yielding a surprisingly large number of participants, we decided not to promote the survey any further.

3.4 The questionnaire

After selecting the language (either Finnish or Swedish) the participant takes the survey in, a brief introduction text appears in that language. As mentioned before, this introduction serves the purpose of stressing the anonymity of the participant and the short time required to participate in the survey. In the beginning we also briefly explain our position as researchers. The number of questions is 'about 20', because some answer choices trigger extra questions and hence the number of questions can differ between participants.

Hi!

We are graduate students from the University of Jyväskylä and we made this survey as a part of our Master's Thesis about the language attitudes of Finnish people. No names or contact information will be gathered in the survey.

The survey consists of about 20 questions. Participation takes 15 minutes at most. Read the questions carefully and answer them honestly.

Thank you in advance for participating!

(For the complete questionnaire in Finnish and Swedish see appendix 1 and 2)

The questionnaire started with background questions, the purpose of which was to get data with which to categorise the respondents to different groups that can then be compared during the analysis of the data. The background questions that appear to all participants were displayed on the first section of questions. The questions were all closed-end multiple choice questions. Some questions were accompanied by short descriptive text to clarify our intent regarding specific questions. The question about the home region in particular needed clarification, as the concept of a home region is very ambiguous. The question of current region of residence was added to further clarify our intent on the home region question.

Age: (Under 15 years / 16-20 years / 21-25 years... ..Over 80 years)

Gender: (Male / Female)

First Language: *Multiple options available. (Finnish / Swedish / Other language or languages)*

Home Region: *Select a region you identify as your home region, e.g. region of birth or the region you spent your childhood in. If you come from abroad, select the option 'abroad'. (Options include all the regions of Finland and 'Abroad')*

Region of Residence: *SKIP THIS QUESTION IF THE ANSWER IS SAME AS HOME REGION. Select a region where you currently live. If you live abroad, select the option 'abroad'. (Options include all the regions of Finland and 'Abroad')*

Employment: *(Part-time / Full-time / Unemployed / Retired / Pupil (Comprehensive school) / Student (Upper secondary education) / Student (Tertiary education)*

Education: *Choose your highest completed degree. (No complete degree / Comprehensive education or equivalent / Matriculation exam / Vocational education / Undergraduate degree / Graduate degree / Postgraduate degree) (For the complete questionnaire in Finnish and Swedish see appendix 1 and 2)*

The questionnaire also contains further four personal information questions, but they only appear to the participant if question-specific criteria are met. The questions about first language other than Finnish or Swedish will appear if the participant ticked the box of 'Other language or languages' in the first language question in the first section. The questions of home country and country of residence will appear if the participant chose the 'abroad' - option in home region and region of residence - questions, respectively. Due to the large number of potential answers, these questions are all open-ended questions. These conditional questions will appear on the second section of questions. If none of the criteria are met, the participant will be taken straight to the third section.

First language, other than Finnish or Swedish: *Write down your first language. If you have multiple first languages, you can write the rest down in the boxes below. (Open-ended answer box)*

If you have more first languages, you can write them down in these boxes.
(Five open-ended answer boxes)

Home country: *Write down the country you are from.* (Open-ended answer box)

Country of residence: Write down the country you currently live in.

(Open-ended answer box)

(For the complete questionnaire in Finnish and Swedish see appendix 1 and 2)

The third section contains personal language questions, which are used to gather information about the participants' personal history on studying languages. For the sake of simplicity both for the participant and the categorisation and analysis of the data, the questions are closed-end questions with one of the options being an open-end answer in the two last questions. The languages we listed as pre-made options were those we expected to have high number of picks; domestic languages of Finland, languages of the largest foreign language groups in Finland, big European languages and Japanese for its influence through video games, anime and manga.

How many languages have you studied? *Also include your First Language(s).*

(Options 1-7 and 8 or more)

What languages have you studied? *You can write multiple languages in the 'other language, what' - answer box.* (Finnish, Swedish, English, German, French, Spanish, Russian, Estonian, Japanese, Italian, Portuguese, One or more of the Sami languages, Other language, what)

What language(s) would you (have) like(d) to study? *Choose languages that you would like to study in the future or would have liked to study previously, but could not do that for some reason. You can write multiple languages in the 'other language, what' - answer box.* (Finnish, Swedish, English, German, French, Spanish, Russian, Estonian, Japanese, Italian, Portuguese, One or more of the Sami languages, Other language, what)

(For the complete questionnaire in Finnish and Swedish see appendix 1 and 2)

The fourth section included language attitude questions, the purpose of which was to collect the actual data for answering our research questions. This section's questions were used to gather data on how important the participants deem it is to know some prominent languages and what languages they attribute with six

different adjectives. The question about the importance of knowing different languages is answered with a Likert scale, with the options being 'Not important at all', 'Not important', 'No opinion', 'Important' and 'Very important'. The most - questions, which are adapted from a study by Kansikas (2002), are open-ended questions, as there are as many potential answers as there are languages in the world - and even more than that, as we will find out when we take a look at the results. We wrote down tips for all of the most - questions to guide the participants to answer according to their personal experience and preference instead of thinking on a more general level.

How important do you feel it is to know the following languages? (Finnish / Swedish / English / German / French / Spanish / Russian / Estonian / Arabic)

Continue the sentences: *Answer the questions according to your personal experience. You may use the same answer in multiple questions. You can find help for answering the questions under the answer boxes. (To me, the most beautiful language is... / To me, the most useful language is... / To me, the most interesting language is... / To me, the most boring language is... / To me, the ugliest language is... / To me, the most useless language is...)*

The most beautiful language - What language sounds the most beautiful to you e.g. in speech, songs or poetry?

The most useful language - What language is the most useful to you in everyday life?

The most interesting language - What language is the most interesting to you e.g. because of its pronunciation, grammar or written form?

The most boring language - What language seems the most boring to you e.g. because of its pronunciation, grammar or written form?

The ugliest language - What language sounds clumsy and ugly to you?

The most useless language - What language have you never needed or could ever imagine needing in any situation of your life?

(For the complete questionnaire in Finnish and Swedish see appendix 1 and 2)

The fifth section started the language policy questions, which were used to find the participants' preferences on which languages should have legislative statuses in Finland. The idea behind this was to see if the participants value the languages in question as social constructs in Finland and if these preferences correspond with the attitudes demonstrated in the data gained from the language attitude questions.

The fifth section contains questions regarding official statuses of the Sami languages and Russian. The Sami question was answered in a Likert scale, the first question regarding the Russian language was a closed-end yes or no - question and the reasoning for it was given in an open-ended answer. We also provided information about the number of speakers and the position of the language as it is today. Initially we had not planned to include a question about the Sami languages in the questionnaire, but decided to add one to highlight the position of the Russian language by contrasting it to the situation of the Sami languages, i.e. comparing a minority language with a local legislative status to a minority language with no legislative status. That is also why the fifth section contained questions about two different languages instead of only dealing with one language like the remaining sections of language policy questions.

About 10 000 people speak the Sami languages in Finland. The Sami people have a right to get services in their language in government agencies and hospitals in Sami home regions in Enontekiö, Inari, Utsjoki and the northern parts of Sodankylä. (How important do you feel that it is for the Sami languages have an official status in Finnish legislation?)

Should the Russian language have a similar legal position as the Sami languages? *In 2014 about 70 000 people who spoke Russian lived in Finland, 26 000 of which were dual citizens of Finland and Russia. Russian speakers are the largest foreign language group in Finland. Russia is also Finland's third most important trade partner.* (Yes / No)

Give a brief reasoning for your answer for the previous question.

(Open-ended answer box)

(For the complete questionnaire in Finnish and Swedish see appendix 1 and 2)

The sixth section contains the language policy questions regarding Finland's second national language. Similarly to the question regarding the position of Russian language, the question is answered in a closed-end answer and the reasoning is given in an open-end manner. Information about the position of Swedish as one of the national languages of Finland is briefly explained to the participant.

In your opinion, should the Swedish language keep its status as a national language in Finnish legislation in the future? *The Finnish Constitution defines Finnish and Swedish as Finland's national languages. The language law assures the right for the people to use their language, either Finnish or Swedish, in courts and other governmental and municipal agencies. (Yes / No)*

Give a brief reasoning for your answer for the previous question.

(Open-ended answer box)

(For the complete questionnaire in Finnish and Swedish see appendix 1 and 2)

The seventh section considers the position of English in Finland. We chose English for a topic of a question not because of the minority of English as first language - speakers but because of the language's status as a lingua franca. Like in the questions regarding the positions of Russian and Swedish, the actual question is answered in a closed-end yes or no - form and the reasoning is given in an open-end answer box.

English is a language of international communication and the most studied foreign language in Finland. In your opinion, should English have an official position in Finnish legislation, i.e. should governmental and municipal agencies provide services in English? (Yes / No)

Give a brief reasoning for your answer for the previous question.

(Open-ended answer box)

(For the complete questionnaire in Finnish and Swedish see appendix 1 and 2)

The eighth section contains the last question and a request of the reasoning for the answer given to it. Unlike in the previous sections, both the answer to the question and the reasoning are given in an open-ended format, because we did not want to limit the number of languages that can be chosen as an answer. Furthermore, we did not want to promote any potential languages by presenting them as options, but instead left the participants to fully come up with the answer themselves.

To a future Finn, the most important language besides Finnish will be...

(Open-ended answer box)

Give a brief reasoning for your answer for the previous question.

(Open-ended answer box)

(For the complete questionnaire in Finnish and Swedish see appendix 1 and 2)

4 Results

In this chapter we will report the results of this study. We start with a general overview of the participants and their background information as well as general overview of the results. This overview is followed by more detailed reports on each question in order of appearance starting with the language attitude questions in sections 4.2 and 4.3, and followed by the language policy questions, in sections 4.4 and 4.5.

4.1 Overview of the results

Between 22nd of November 2017 and 8th of January 2018, 488 persons altogether had answered the questionnaire out of which 413 persons had completed answering the questionnaire. The results of this study are based on those 413 fully completed answers. The majority of the participants were women (69,2%) and had a higher education degree or were students in higher education institutes (see Figure 1 and 2). The majority of the participants were between the ages of 21-30 and in working life either in full or part time jobs (see Figure 3 and 4).

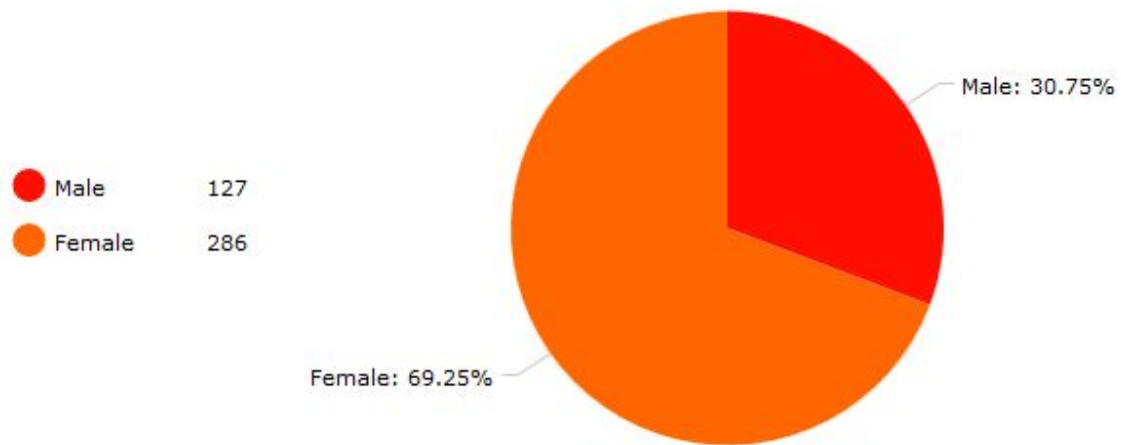


Figure 1. Participants divided by gender

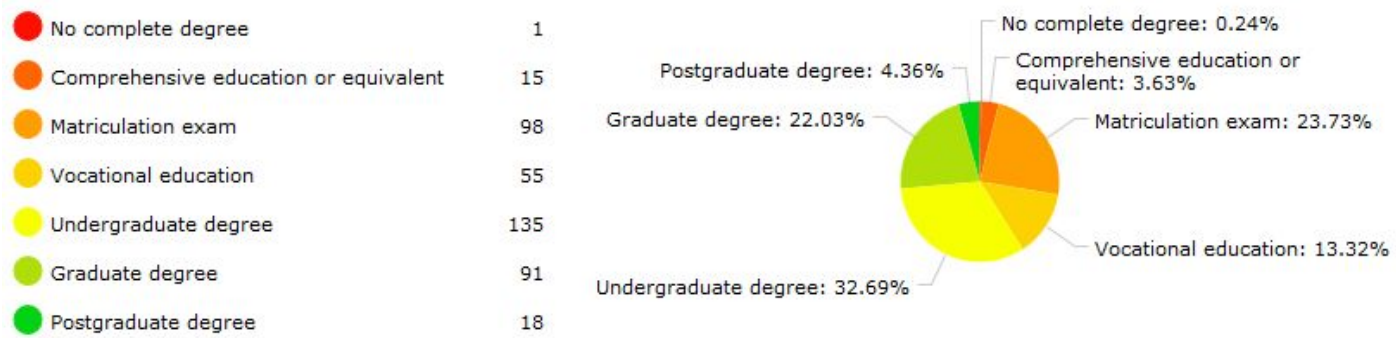


Figure 2. Educational background of the participants

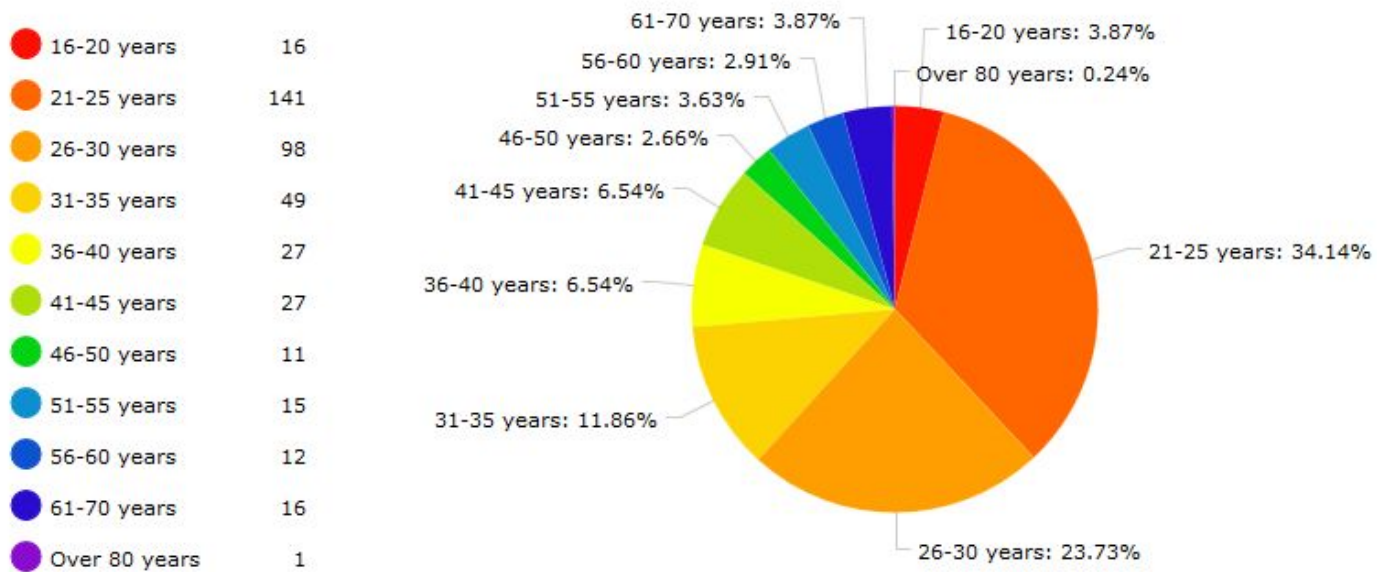


Figure 3. Participants divided by age group

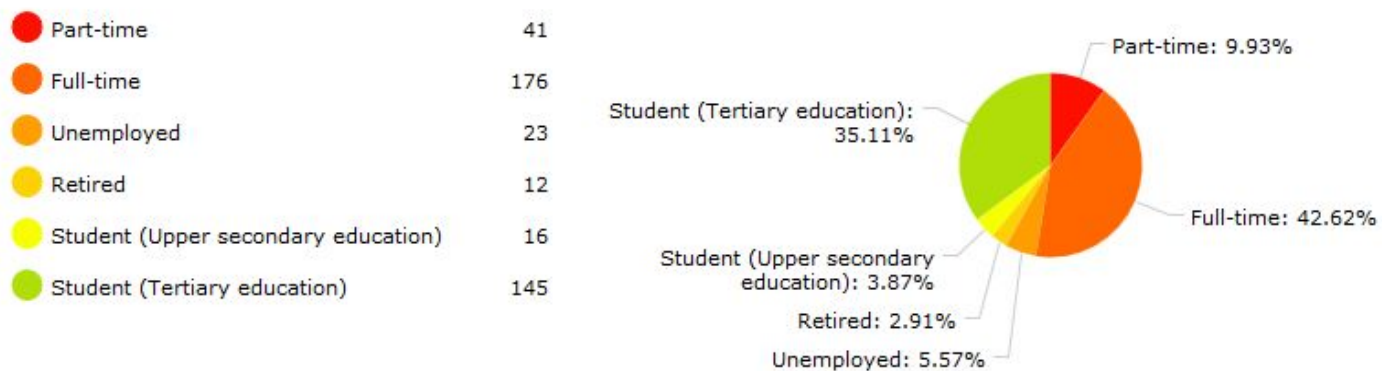


Figure 4. Employment status of the participants

Absolute majority of the participants were Finnish speakers (see Figure 5), which means that they had marked Finnish as their only native language, the rest including bilinguals with Finnish as one of the native languages or Swedish monolinguals. Regionally the largest group of participants came from Eastern Finland (26,2%), but the largest number of participants from a single region came from Uusimaa (17,4%) followed by Southern Ostrobothnia (15,5%) and Southern Karelia (9,9%) (see Figure 6 and 7).

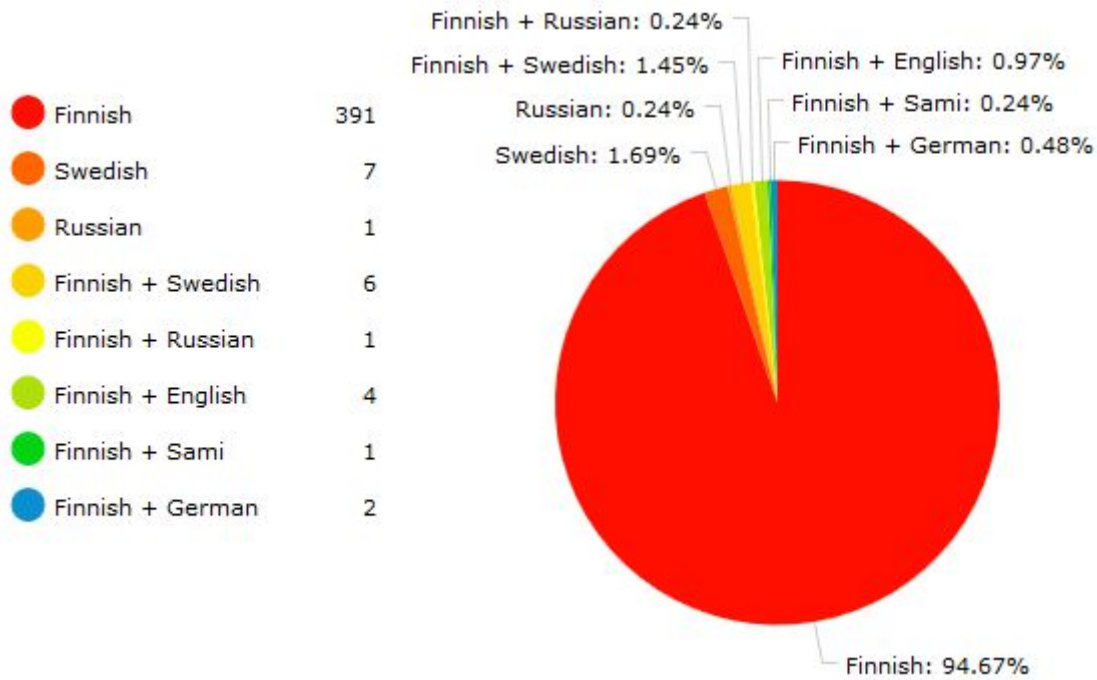


Figure 5. Participants divided by their first language(s)

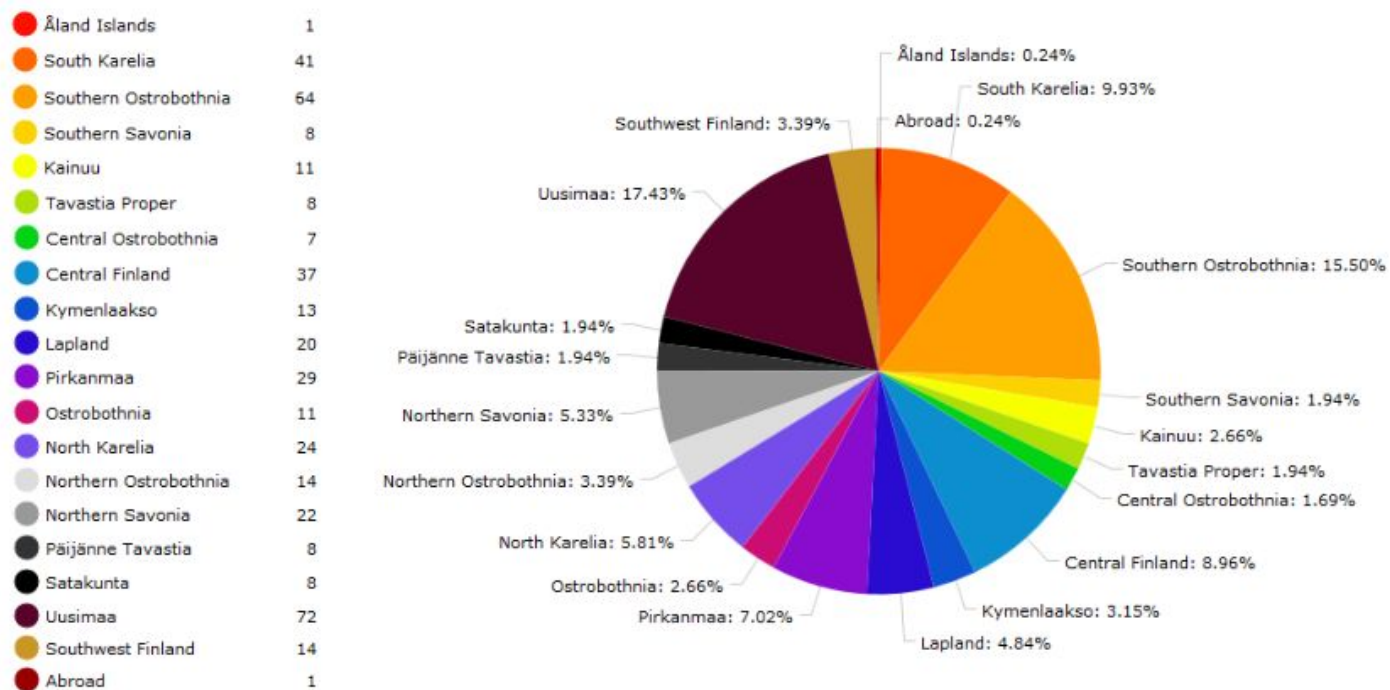


Figure 6. Participants divided by home region

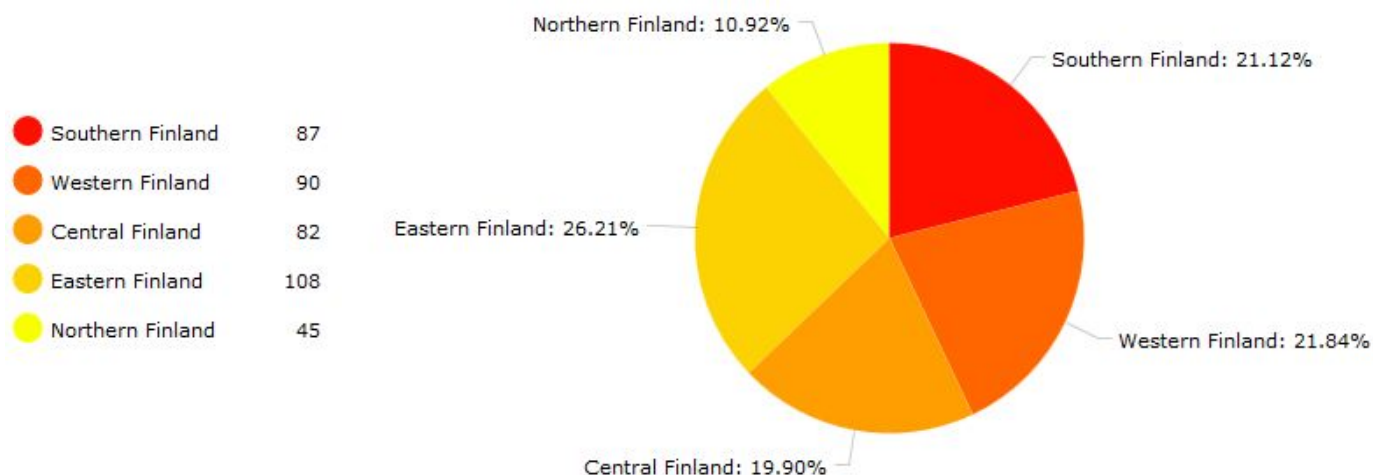


Figure 7. Participants divided by area

Most of the participants had studied 4 or more languages in their past, the largest participant group being those who had studied five languages (see Figure 8). Finnish, Swedish and English were the most studied languages, which is unsurprising as Finnish and Swedish are compulsory languages in Finnish education and English is the most studied foreign language (see Figure 9). Excluding these, German was the most studied foreign language with a clear margin to the next most studied language; French. Spanish and Russian had also been studied by more than 26% of the participants.

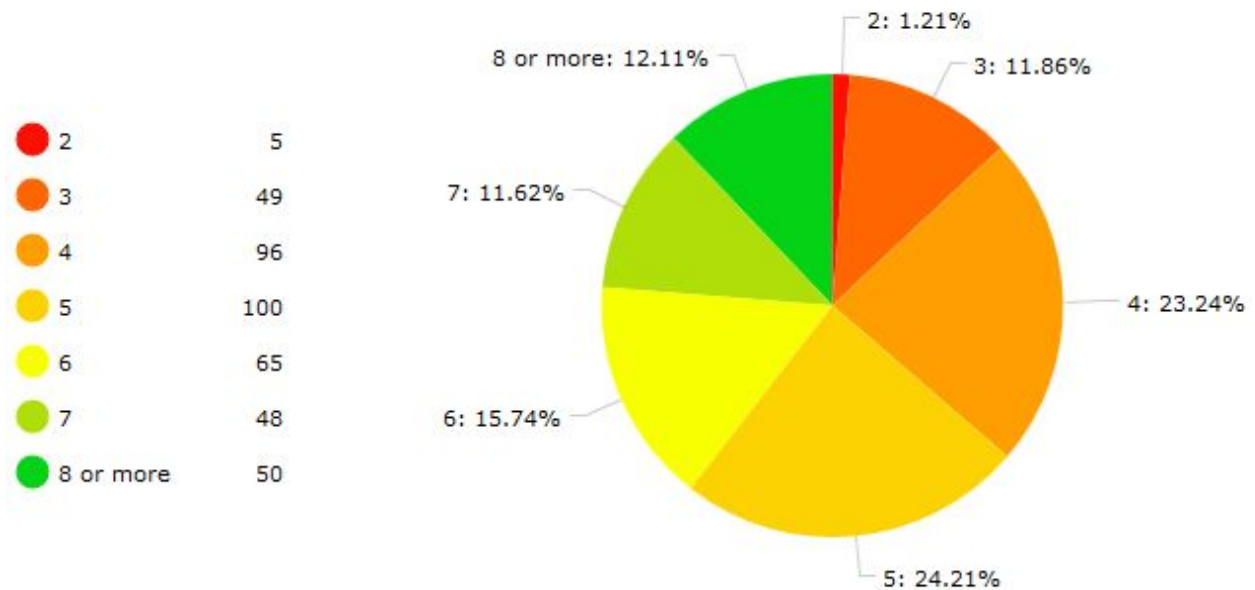


Figure 8. Participants divided by how many languages they have studied

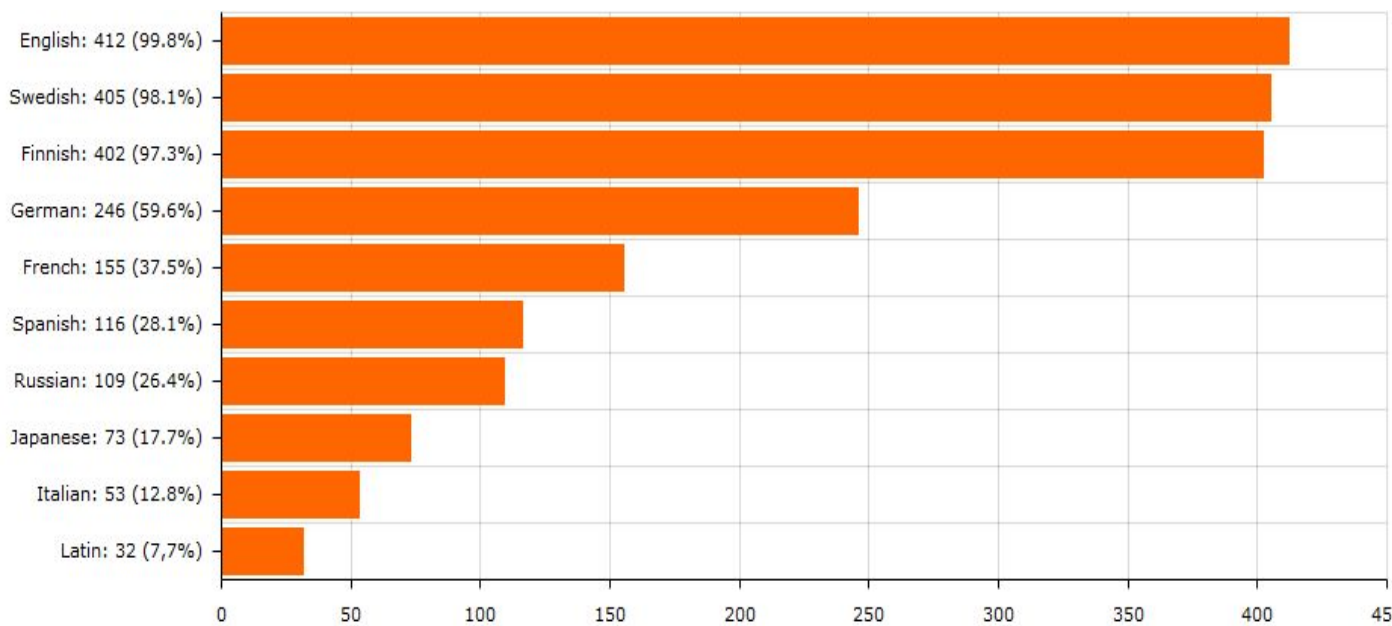


Figure 9. The top 10 most studied languages by the participants

In the answers to the question “What language(s) would (have) you like(d) to study?”, Spanish was the most wanted language closely followed by Russian (see Figure 10). Big European languages German, Italian and French were also popular with around 80 participants wanting or having wanted to study them. Japanese was

also among the popular choices with 74 participants being interested in studying it. It is also notable that as large a group as 13,3% of the participants had chosen “One or more Sami languages” as a language of interest.

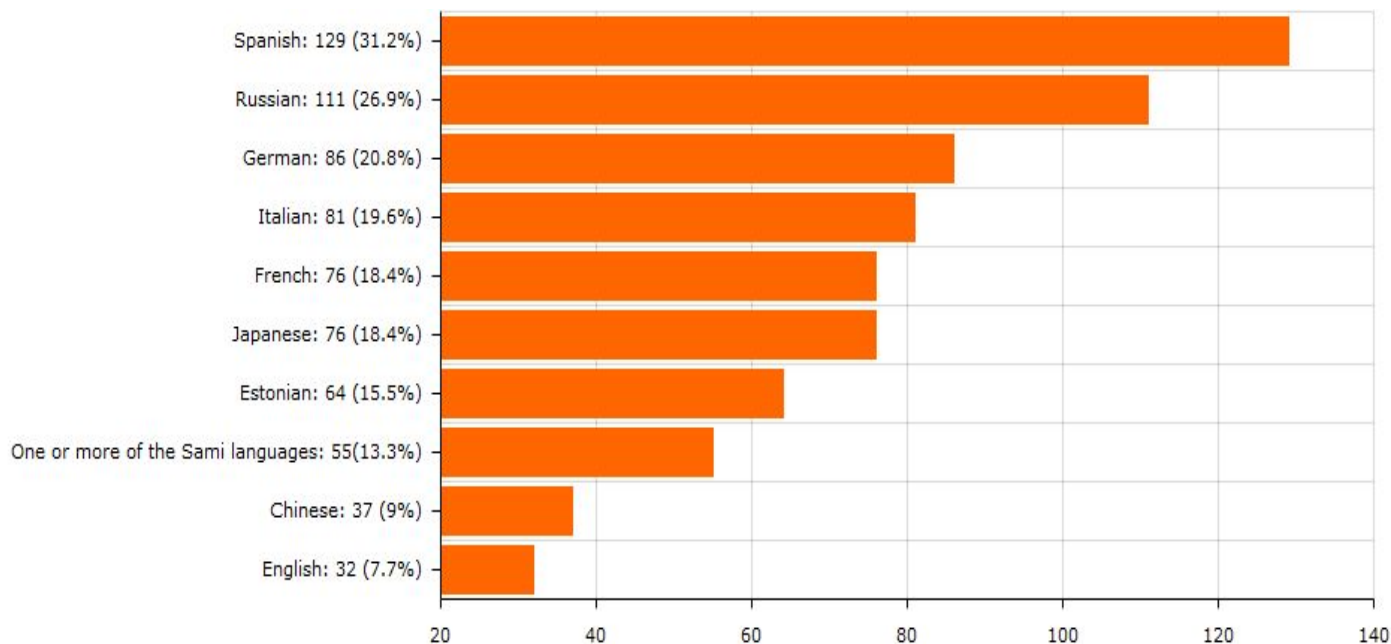


Figure 10. The top 10 languages the participants would (have) like(d) to study

Looking at the question of “How important is it to know language X?”, in which participants had to score a language with a number from one to five, one meaning “not important at all” and five “really important”, the clear winner was English with 99% answering that it is either important or really important to know English (see Table 1). Interestingly English has a higher mean value than Finnish, which could be due to some people marking Finnish as not important language because of its relatively small global significance, even if it is a dominant language in their lives.. The least important language was Estonian with 57% of the participants answering that it is “not important” or “not at all important”. This question will be reported in more detail in section 4.2.

In the “most... language” -questions the participants had to complete a sentence by adding a language of their choosing after an adjective, three positive adjectives and three negative ones. Some participants wrote several languages or whole language

groups in the answer boxes, thus the total number of languages mentioned varies question by question. In the “most beautiful language” -question Finnish was the most mentioned language with almost 28% out of the 426 responses. Second and third were French and Italian (Figure 11). The “most useful language” was unanimously English with 78,4% out of the 454 responses. Finnish came second with 11% and Chinese third with 2,2%. The “most interesting language” -question divided the participants more, but the most mentions were given to Japanese with 13,8% out of 441 answers. Russian was a clear second with 10,4% but the languages between the third and the seventh place were very close to each other in terms of the number of mentions (see Figure 12 and 13).

When the participants answered the second part of the “most... language” questions, in which they had to attribute a language to a negative adjective (the ugliest, the most boring and the most useless), the number of “Other” -category responses rose notably. In the “Other” -category we included responses in which no language had been mentioned. These responses varied from some humoristic play-on-words to refusals to answer due to not regarding any language as “ugly”, for example. In the “most boring” question, Swedish received the most mentions with 25,4% out of the total of 413 responses. German was second with 17% and, rather surprisingly, English was third with 9,2%. Moreover, almost every fifth of the participants (18,9%) had not named a language in this question. In the “ugliest language” question the number of the “Other” -category responses was also high with 15,2% out of the total of 421 responses. From the languages mentioned, German was first with 18,1%, followed by Russian with 11,4% and French with 7,4%. In the last question of this set, the “most useless language”, 35,2% out of the 421 responses went to the “Other” -category responses. In many of these responses, the participants wrote that “there is no such thing as a useless language”. Despite this, 58 different languages or language groups were mentioned in this question out of which Estonian received the most mentions with 12,4%. Swedish was second with 6,6% followed by Esperanto (4,5%) and Arabic (4,3%). The “most... language” questions’ results will be reported in more detail in section 4.3.

Finally, in the last part of the questionnaire concerning language policy, we asked the participants about their opinions on current legislative status of certain languages and a few what if -scenarios. First the respondents had to mark on a scale from one to five, how important they regard the official status of the Sami languages in Finnish legislation. The clear majority of the participants (83,1%) had marked this to be either “important” or “very important” for them, whereas almost every tenth of the participants had no opinion on the matter. In the following question “Should Russian language have a similar legislative status as the Sami languages?”, the overwhelming majority of the participants answered No with only 15% answering Yes. The Sami language question and Russian language question will be reported in more detail in sections 4.4.1 and 4.4.2. When asked if the Swedish language should retain its current status as a second national language, the majority of the participants answered Yes (64,9%). To the question whether English too should have an official status in Finnish legislation, the majority of the participants answered No (59,8%). These questions will be reported in more detail in sections 4.4.3 and 4.4.4.

The final question of the questionnaire concerned the most important language, besides Finnish, in Finland in the future. The clear majority (85,2%) of the participants answered that English would be the most important future language followed by Russian (9,4%) and Swedish (5,8%). The results of this question will be reported in more detail including the participants’ reasonings for the choices in section 4.5.

4.2 How important it is to know language X

In this part we will report the results of the “How important it is to know language X” question. The question was answered on likert scale of 1 - 5, where 1 stood for “not important at all”, 3 for “no opinion” and 5 for “really important”. First we will be looking at the overall results and then at the differences between different participant groups.

Table 1. The overall results of the How important it is to know language X question

	Not important at all (1)		Not important (2)		No opinion (3)		Important (4)		Really important (5)		Ø	±
	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%		
Finnish	-	-	7x	1,69	3x	0,73	72x	17,43	331x	80,15	4,76	0,55
Swedish	18x	4,36	89x	21,55	62x	15,01	205x	49,64	39x	9,44	3,38	1,06
English	-	-	1x	0,24	3x	0,73	66x	15,98	343x	83,05	4,82	0,42
German	9x	2,18	107x	25,91	104x	25,18	184x	44,55	9x	2,18	3,19	0,92
French	28x	6,78	133x	32,20	120x	29,06	124x	30,02	8x	1,94	2,88	0,98
Spanish	21x	5,08	132x	31,96	105x	25,42	145x	35,11	10x	2,42	2,98	0,99
Russian	9x	2,18	65x	15,74	93x	22,52	214x	51,82	32x	7,75	3,47	0,92
Estonian	58x	14,04	180x	43,58	111x	26,88	60x	14,53	4x	0,97	2,45	0,94
Arabic	64x	15,50	114x	27,60	111x	26,88	111x	26,88	13x	3,15	2,75	1,11

The language that was considered most important by the participants was English with the mean value of the responses being 4,82. English was also the language the participants were most unanimous of, with a standard deviation of only 0,42. Only one of the participants had considered English to be not important and three participants had chosen “No opinion”. The remaining 409 participants considered English either important or really important.

Finnish was also considered important, but less so than English, with mean value of 4,76. Seven participants had rated Finnish not important and three participants had no opinion, the remaining 403 participants considering it important or really important. The standard deviation of participants’ opinions on importance of Finnish was 0,55, the second lowest after English.

Finland’s second national language Swedish was ranked the fourth most important language, one place below Russian. Swedish received more votes on the extreme ends of the spectrum than Russian, towards which participants had a slightly more

moderate take. The standard deviation for Swedish was 1,06, while for Russian it was 0,92.

There was a clear difference in the number of participants choosing “No opinion” between different languages. The number was very low for Finnish and English, both of which had three participants not having an opinion. Swedish had the second lowest number with 63 participants and the rest of the languages had between 93 and 120 participants with no opinion. However, if we were to disregard the “No opinion” - answers and calculate the mean value with only positive or negative opinions, the order of importance would not change. The mean values would change, but not to the extent of making a difference. The biggest changes would be the mean value of Russian rising for 0,14 and the mean value of Estonian dropping by 0,2. Due to the fact that 99,27% of the participants already having opinions of Finnish and English, the mean values of those languages would rise with only 0,01, but the rise of Russian’s mean value still would not threaten the clear lead of English and Finnish.

To illustrate the clear dominance of English and Finnish in the opinions of the participants regarding the importance of languages, the mean value of the language ranked third most important, Russian, was 3,47 and the language ranked the least important of the presented set, Estonian, was 2,45. Languages with third lowest standard deviations were Russian and German, both with 0,92. The language that divided the opinions of participants the most was Arabic, with a standard deviation of 1,11. In contrast, the standard deviations for English and Finnish were 0,42 and 0,55, as mentioned earlier.

Regional differences were mostly visible in differences in rankings of Swedish and Russian. Swedish was ranked higher than Russian in Central Finland, Southern Finland and Northern Finland. In Western and Eastern Finland Russian was ranked higher, and in Eastern Finland German was also considered more important than Swedish. The highest importance ranking for Swedish was in Southern Finland with 3,69 and the lowest in Eastern Finland with 3,17. The highest importance ranking for

Russian was in Eastern Finland with 3,64 and the lowest in Central Finland with 3,33. Eastern Finland was also the only area where Finland was ranked more important than English, although only with a small margin of 0,01. The biggest gap between perceived importance of English and Finnish with English being ranked higher was in Southern Finland, with a gap of 0,11.

Gender differences were also mostly visible in rankings of Swedish and Russian. The male participants ranked both Russian and German higher than Swedish, whereas the female participants considered Swedish the third most important language after English and Finnish. The female participants' mean value for Swedish was 3,52, while for the male participants it was only 3,08. The female participants also held languages generally more important than the male participants. The only languages that were considered more important by the male participants were Russian and German, and Estonian was considered equally important by both genders. All the other languages were considered more important by the female participants, with the biggest difference between the genders being the aforementioned difference in perception of importance of Swedish.

When looking at differences between participants from different education backgrounds, it can be seen that participants who either are in tertiary level of education or already have a degree from such institute view languages in general more positively than participants with backgrounds of lower education. The mean value of all the languages for the lesser educated participant group was 3,23, whereas for the participants in or with tertiary education the average was 3,46. Finnish was the only language that was viewed slightly more positively by the participants without a position in or a degree from tertiary education. This participant group was also the only observed group that ranked Estonian more important than Arabic. Russian was ranked higher than Swedish in both groups, but the gap was much more narrow in the higher educated group, where the mean value of Russian was greater than that of Swedish only by 0,05, while the difference in the lesser educated group was 0,22. The biggest difference between the two groups was

in the perception of importance of French, the mean value of which was 0,43 greater in the higher educated participant group.

4.2.1 Summary and discussion

The results of this question show that in this set of language options English, Russian and German are those foreign languages which are generally regarded important to know how to speak when living in Finland. English was regarded very important to know to a point where it surpassed Finnish in the overall score, which we found a surprising result. Since the absolute majority of the participants had marked Finnish as their only mothertongue, one could have expected that language to be marked as the most important language in this list. However, the difference might be explained by participants thinking about the issue on a more global scale; English is a world language with which one can communicate with people almost anywhere in the world, whereas Finnish is a very small language that one seldom hears abroad. As we did not ask for any reasons for the choices made in this question, this would require further investigation.

Attitudes to the second national language of Finland, Swedish, were divided between different participant groups. However, the division is not as much between Western and Eastern Finland as it is often perceived to be, which can be seen from the fact that in our study, Russian ranked higher than Swedish in Western Finland and that Swedish scored its second lowest mean value there too. This is very likely due to the fact that most participants grouped to the Western Finland area for this study come from monolingually Finnish regions, thus our study has a poor representability from the Swedish-speaking areas. This then indicates that the regional differences are more dependent on other factors than the mere location of the region. One such factor can be observed when one looks at the results between men and women; men had clearly ranked Swedish lower than women with almost a 0,5 difference between the mean values of the two group.

Swedish was also considered more important by people with a higher education; however, not to the extent where Russian would have been considered less important than Swedish. The fact that participants with a higher education background considered all the languages (except Finnish with a slight mean value margin of 0,03) more important than their less educated counterparts supports our hypothesis that people with higher education are more likely to view a broader spectrum of languages in a more positive light.

4.3 The “most... language” questions

In this part we will report the results of the “most... language” questions individually and report on the regional and possible other differences present in the results. At the beginning of each section there is an overview the results followed by regional and other differences, if any. Finally, we will summarize the results of this section and discuss them.

4.3.1 The most beautiful language

The total number of answers to this question was 426 due to some participants listing several languages in their answers. Only 3% of the participants did not write a specific language or language group or answered something else which was then categorized as “Other”. This category included, for example, responses such as “every language”, “I don’t know” and “music”. A total of 33 different languages were mentioned in this question, over half of which only had five or fewer mentions. The top 10 languages mentioned are listed below in Figure 11.

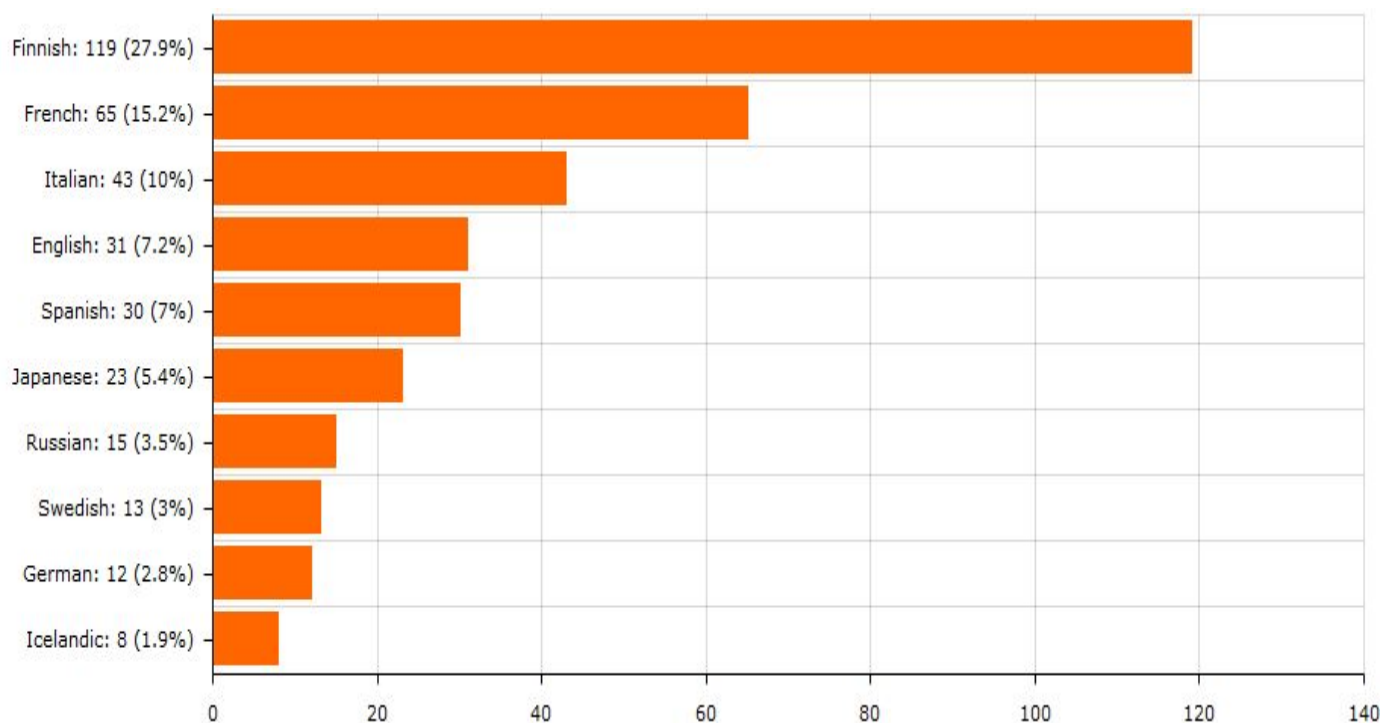


Figure 11. The top 10 most beautiful languages

Finnish was considered the most beautiful language by a clear majority (27,9%) of the participants, followed by French (15,2%) and Italian (10%). Russian (3,5%) was regarded as the most beautiful language by a slightly larger number of participants than Swedish (3%).

Even though Swedish only received a relatively small number of answers, there was a clear regional preferences attached to it; Swedish was mentioned as the most beautiful language only by participants from Southern and Western Finland, areas in which the Finnish-Swedish minority is present. Swedish was the fourth most mentioned language in Southern Finland. Otherwise there were very few differences between the areas as the results were the same as the overall results with the exception of Western Finland, where English was second and French third. In Northern Finland Icelandic came third and was tied with French with Italian being second.

Other observable differences can be seen when comparing the answers between male and female participants. Firstly, women had listed a wider range of different

languages (31) than men (21). Secondly, men were more in favour of Finnish as the most beautiful language, with every third (33,6%) male participant answering Finnish, than women of which only 25,4% had marked Finnish as the most beautiful language. Other notable difference between men and women was that English was sharing the third place with Italian (9,7% for both) for men, whereas English (7,4%) was fifth for women being surpassed by Spanish (8,4%).

When comparing the answers of participants with higher education to those without it, some differences between the groups were revealed. Higher educated participants had listed a total of 32 different languages, whereas the less educated participants had listed only 18 different languages all together. Another major difference between the groups was the order certain languages; Italian was the second most mentioned language for the higher educated group with 10,9%, but fifth (7,2%) for the less educated. French was the second most mentioned in the less educated group with 16,5% of the total mentions, but only sixth (5,8%) for the higher educated. Finnish held the first place for both the only difference being that Finnish received a higher percentage of the mentions in the less educated group (33%) than in the higher educated group (26,4%).

4.3.2 The most useful language

The total number of answers to this question was 454 as again many participants had listed several different languages in their responses. However, despite the high number of answers only 13 different languages were mentioned and only 1,8% of the responses were categorised as "Other", these responses being similar to the ones described in section 4.3.1. The top 10 languages mentioned are listed below in Figure 12.

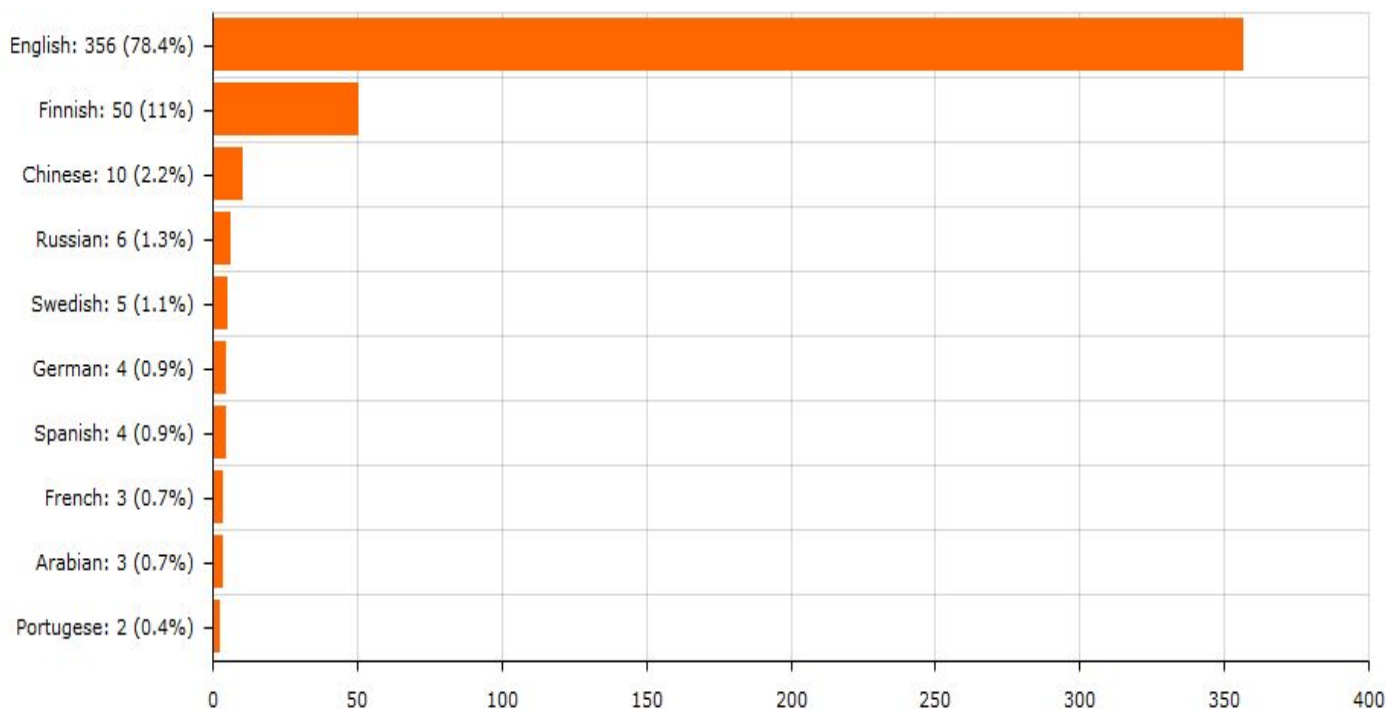


Figure 12. The top 10 most useful languages

English was first with a dominating number of mentions (78,4%) followed by Finnish (11%) as second and Chinese (2,2%) as third. The domination of English in this question was so clear that it was evident through all the different areas, the participants of Western Finland being the most unanimous in their opinion with 92% of them mentioning English. In the four other areas English received 73-80% of the total number of the answers.

Dividing the answers by gender reveals an interesting difference between men and women in the answers: women had named 13 different languages for this question, whereas men had named only 4. English was the first choice for both with 84,7% of men and 75,6% of women choosing it as the most useful language. Similar differences can be reported between the less and higher educated groups; the latter group had named 12 different languages, whereas the former had named only 8. In the less educated group 85,2% had named English as the most useful language and in the higher educated group the percentage was 76,5%.

4.3.3 The most interesting language

Like in the previous questions, the total number of answers was higher than the number of participants in this question as well. The total number of answers was 441 and the total number of different languages mentioned 55, which indicates a wide range of interest among the participants for different languages. Only 2% of the answers were categorised as "Other". The majority of the "Other" category answers in this question were responses which indicated that every language is interesting, but as these responses did not specify a certain language or language group they were not counted separately. The top 10 languages mentioned are listed below in Figure 13.

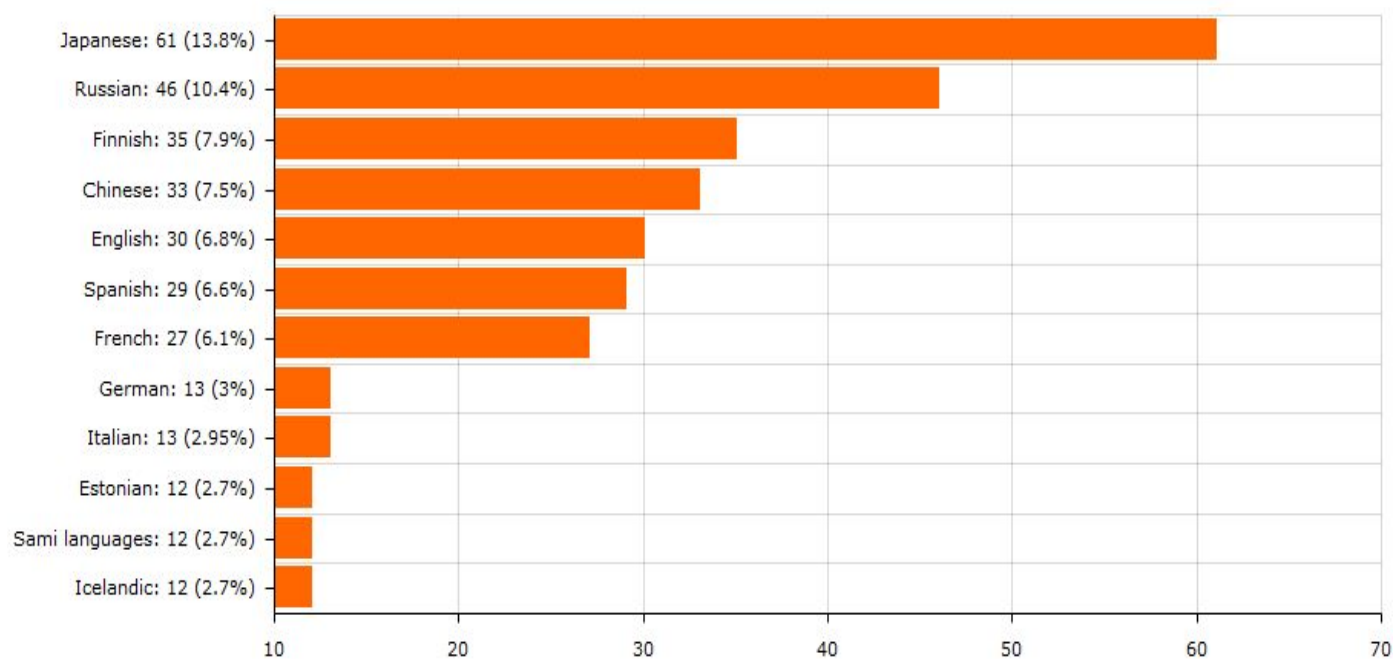


Figure 13. The top 10 most interesting languages

Figure 13 has a total of 12 languages listed as Estonian, the Sami languages and Icelandic shared the 10th place with each having 2,7% of the total answers. Japanese was regarded as the most interesting language by the majority (13,8%) followed by Russian (10,4%), Finnish (7,9%) and Chinese (7,5%).

Some regional differences can be reported when looking at the responses divided by area, even though primarily the answers corresponded to the overall result. Japanese and Russian were first and second respectively in Western, Central and Eastern Finland, but in Southern and Northern Finland the results are different. In Southern Finland Chinese came first (12,2%) and Japanese second (11,1%), whereas the third place was shared by Finnish and Russian (10% each). The results in Northern Finland were even more different from the overall results; Finnish was first (11,1%) followed by Arabic (8,9%). The third place was shared by five different languages; German, Spanish, Russian, Chinese and Japanese (6,7% each).

As in the previous questions, women had mentioned a bigger number of different languages (46 languages) than men (31 languages). There were some notable differences in the language choices between men and women as well. Japanese was mentioned as the most interesting language by evenly sized groups (13,8%) in both gender groups. Japanese was in the first place for women but second for men. Russian was in the first place (14,6%) for men, whereas Russian was second (8,7%) for women. Another interesting difference between the gender groups was Spanish, which was third (8,4%) for women. Spanish, however, was not ranked as high among the male participants and it shared the 10th place with the Sami languages with only 2,3% of the total answers.

Looking at the differences between higher educated and less educated participants the most notable difference is in the number of different languages mentioned: 52 for the higher educated group and 25 for the less educated. Similarly as between the gender groups, Russian and Japanese were ranked first (14,9%) and second (13,9%) for the less educated group, but the order was the other way around for the higher educated with Japanese first (13,8%) and Russian second (9,1%). Finnish ranked third for the higher educated group with 8,5% of the mentions, but was only sixth for the less educated with 5,9%. Estonian ranked much higher among the less educated group being in the fifth place (6,9%), but for the higher educated Estonian was only 14th (1,5%).

4.3.4 The most boring language

For this question, no participant listed more than a single language or language group so the overall number of answers is the same as the number of participants, i.e. 413. However, in contrast to the previous questions, the number of responses categorised as “Other” increased greatly as 18,9% of the answers did not specify any language at all. The “Other” category for this question included answers such as “i don’t know” or simply skipping the question with a line or a question mark, but also longer answers in which the main point often was that no such thing as a “boring language” exists. Despite the high number of “Other” category answers, a total of 26 different languages were mentioned. The top 10 languages mentioned are listed below in Figure 14.

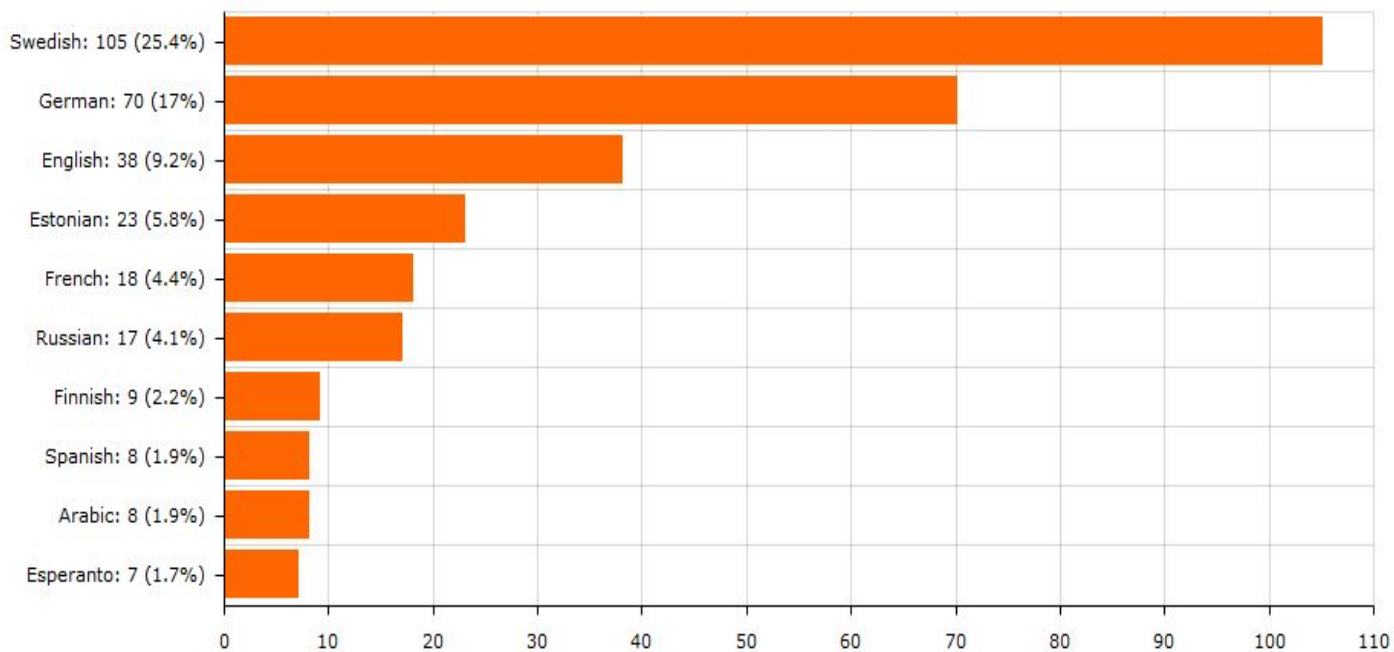


Figure 14. The top 10 most boring languages

Swedish was regarded as the most boring language (25,4%) followed by German (17%) and English (9,2%). Finnish was regarded to be the most boring language by 2,2% of the participants.

Regionally the responses were again primarily similar to the overall results with some minor differences. Swedish was first in every other area except Southern Finland, where German was regarded as the most boring language with Swedish in the second place. English was second in Western Finland with German taking the third place, whereas Russian was in the third place in Northern Finland.

Some very notable differences can be reported between the answers of men and women. German was in first place for women with 22% and followed by Swedish with 21,3%. Men, however, had ranked Swedish (34,6%) as the most boring language with a clear margin to English (12,6%) in the second place. For men, German shared the 4th place with French (5,5% for both). Thus, German being in the second place in the overall results is almost solely due to women choosing it as the most boring language.

The only major differences between the higher and less educated participant groups was in the number of "Other" category answers: 20,8% of the answers of the higher educated participants had not listed any language as the most boring, whereas the percentage among the less educated participants was only 12,5%.

4.3.5 The ugliest language

A total of 421 answers were given to this question out of which 15,2% went into the "Other" category responses. These responses again ranged from "i don't know" and "no such thing" to "drunken speech" with the majority of them being similar to the latter two than the former. A total of 36 different languages were mentioned in this question and the top 10 mentioned languages are listed below in Figure 15.

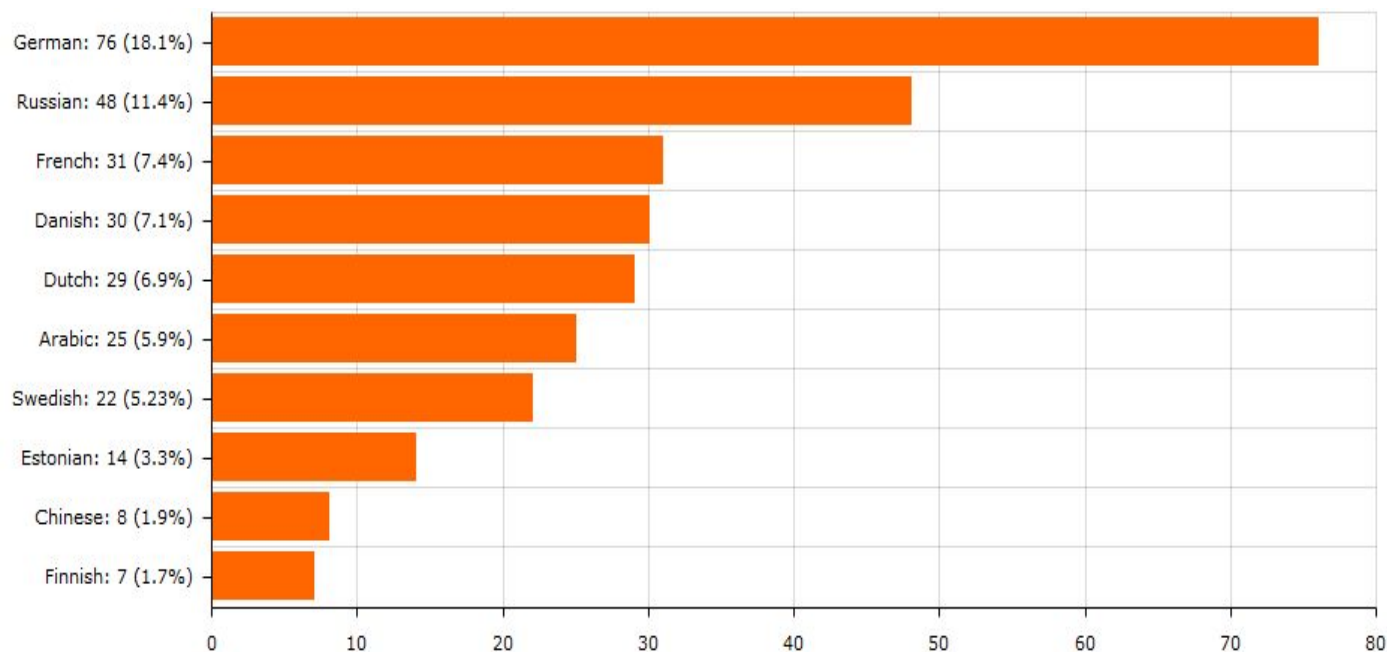


Figure 15. The top 10 ugliest languages

German received the most mentions (18,1%) followed by Russian (11,4%). French (7,4%), Danish (7,1%) and Dutch (6,9%) came very close to each other. Finnish was in the 10th place with 1,7%.

Russian was regarded as the ugliest language in Eastern Finland, German being second. In Western Finland the first place was a tie between German and Russian, but interestingly Swedish was in the second place sharing it with Danish and French. Western Finland and Northern Finland were the only areas in which Swedish made the top three in this question, Swedish being in the third place in Northern Finland.

The notable difference between the answers of men and women was that men had mentioned Swedish and Arabic in greater numbers than women. For men, these two languages shared the 3rd place with 8,6% of the total answers, whereas for women Swedish was seventh (3,8%) and Arabic sixth (4,8%). Also, a greater percentage of women (20,5%) regarded German as the ugliest language than men (12,5%).

A notable difference between the participants divided by educational background was again the number of different languages mentioned: the higher educated

participants had named a total of 36 different languages, but the less educated group had only named 21 different languages. Another notable difference between the two groups was the position of Danish, which was ranked fourth (9,2%) by the higher educated, but ranked only seventh (5,1%) among the less educated group sharing the seventh place with Estonian. French was second (11,1%) in mentions as the ugliest language among the less educated group, whereas it was only sixth (6,1%) among the higher educated participant group.

4.3.6 The most useless language

This question resulted in total of 421 answers with a very large portion of them (35,2%) being categorised as “Other” category responses. These included answers such as “no such thing”, “every language is useful” but also answers that did state that the participant regarded some languages as useless, e.g. some minority languages in faraway places, but did not actually name a language, thus being categorised as “Other”. Even though this question received the biggest number of “Other” category responses, it was also a question which divided the participants the most, as a total of 58 different languages or language groups were mentioned in this question. Many of these languages were only mentioned once or twice. The top 10 languages mentioned are listed below in Figure 16.

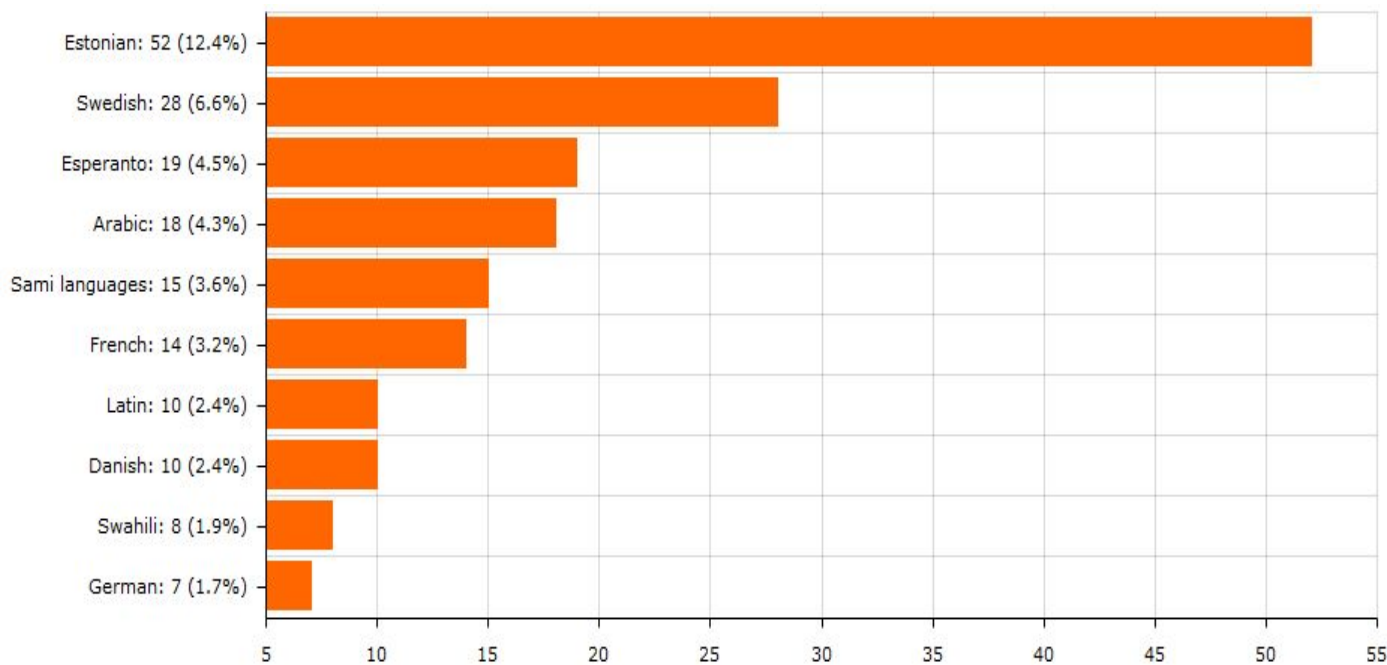


Figure 16. The top 10 most useless languages

Estonian was regarded as the most useless language by the majority of the participants (12,4%) followed by Swedish (6,6%). Esperanto (4,5%) and Arabic (4,3%) received almost the same number of answers ranking third and fourth respectively. A notable factor in the results of this question is the relatively low number of mentions of the top 10 languages outside Estonian and the wide scope of different languages that were mentioned as well as the high number of “Other” category responses.

Regionally the order of the most mentioned languages varied greatly, though this is most likely explained by the high number of “Other” category answers per region. Combined with the great variation of different languages mentioned, the margins were small, which also explains why every region seems to have different opinions on the most useless language. However, Estonian was the most mentioned language in this question in every region, the only difference being that it was tied in the first place with Swedish in Western Finland.

As with the trend in previous questions, men had mentioned Swedish as the most useless language clearly more than women had, Swedish being second (10,9%) for

men and third (4,8%) for women. Another notable difference between these groups was the number of “Other” category answers: 39,1% of the women had not mentioned any language at all whereas the percentage was only 26,4% for men.

The same trend continued in the results for this question in the differences between the higher and less educated groups as with the other questions: the higher educated participant group had named a total of 47 different languages for this question, but for the less educated group the number was only 31. Another clear difference between the groups could be observed in the number of “Other” category responses, which was considerably higher for the higher educated group with 38,8% of the participants in that group not mentioning any language at all, whereas the percentage in the less educated group was only 22,9%. Another notable difference was that out of the 19 mentions for Esperanto, only 1 belonged to a participant in the less educated group. Among the higher educated, Esperanto ranked third (5,5%), but shared the last place (1%) with 20 other languages only mentioned once in the results for the less educated participant group.

4.3.7 Summary and discussion

This set of questions provides interesting insight not only to the general way certain languages are viewed by Finns, but also to the different views of different groups of Finns. When looking at the overall results one can already observe that certain languages are mentioned more often than others, languages such as Finnish, Swedish, English, German, French, Russian, Estonian and Japanese to name a few of the more popular ones. It is not surprising that the list of most mentioned languages comprises mostly big European languages or languages used in the countries neighbouring Finland; people have opinions of something that is already familiar to them. What perhaps can be seen as a slightly surprising result in these questions is the wide range of different languages mentioned. This indicates a clear interest towards languages in general among the participants, which is most likely due to the educational background of the participants, the majority of them being students or having studied in a tertiary level education institute. This can be clearly observed

when looking at the big differences between the higher and less educated participant groups in the number of different languages mentioned in each of the questions above.

Another interesting way of looking at the results in this set of questions is to compare the positive/negative division for different languages. As the set consisted of 3 positive attributes and 3 negative ones, there were clear differences in what types of attributes were attached to different languages. For example, Finnish was mentioned a total of 204 times in the positive attribute sentences and only 20 times in the negative ones. Thus, it can be said that the participants had overall a very positive view on Finnish language. This is, of course, no surprise as the participants were almost solely monolingual Finnish-speakers. If one then observes the results for Finland's second national language Swedish, the situation is the exact opposite; 26 mentions in the positive attribute sentences and 155 in the negative ones. Had the Swedish speaking regions in West Finland been better represented among the participants of this study, these figures would have likely balanced out a bit more, but among this participant group, Swedish was viewed clearly in a negative way. It is to be noted that one of the question pairs in this set was useful/useless language, which has more to do with practicality rather than emotions. But even if these answers are disregarded, Swedish still has clearly more negative mentions and Finnish more positive mentions.

What this set of questions also reveals is that the participants had overall a more positive attitude towards languages than negative. This can be seen from the number of "Other" category answers, which was very low in the responses to the positive attribute sentences (between 1,8% and 3%), but which increased drastically in the responses to the negative attribute sentences (between 15,2% and 35,2%). However, as mentioned above, some languages were viewed more negatively than others. Most notable of these were German and Swedish, which were regarded as ugly and boring languages respectively. There was an interesting gender division regarding these two languages; Swedish received the bulk of the negative mentions from men,

whereas German was viewed negatively by women in much greater numbers than men.

4.4 Language policy questions

In this section we will report the results of the language policy questions. In each of the individual questions, the overall results are presented first and followed with reporting on what themes came up in the open ended answers. Areal and other differences are reported when relevant. The themes present in the open ended answers will be first listed in a figure in order of frequency followed by explanation on what sort of ideas were present in each theme.

4.4.1 Status of the Sami languages in Finnish legislation

The purpose of the Sami languages status question in this questionnaire was twofold; first, to provide an example of a minority language in Finland with limited and regionally restricted rights and second, to provide information on how important it is to Finns that the Sami languages have this status in Finnish legislation. Thus this question was not only meant to provide us information on the attitude of Finns towards the status of the Sami languages, but also to help the participants to imagine what sort of legislative rights minority languages already have in Finland in order to better understand the next question.

Table 2. Results for the status of the Sami languages question

Not important at all (1)		Not important (2)		No opinion (3)		Important (4)		Really important (5)		Ø	±
Σ	%	Σ	%	Σ	%	Σ	%	Σ	%		
6x	1,42	23x	5,45	41x	9,72	164x	38,86	188x	44,55	4,20	0,92

As can be seen from Table 2, 83% of the participants thought it is either important or very important that the Sami languages have an official status in Finnish legislation.

Even though we did not provide an open ended answer box for this question in particular, like we did for the following questions, many participants referred to the Sami languages in their answer to the next question.

The participants felt that the Sami languages should have their current status due to the Sami people being native to area of Finland predating even the ancestors of the modern day Finns. Thus, it was argued, that they have a right to keep using their language in those areas that the languages have been spoken “throughout the ages”. Another argument for the importance of the official status was that the Sami languages are small languages and in danger of disappearing. Some participants who argued this elaborated further that if there were a nation state for the Sami peoples, in which the Sami languages would be the official language, then the situation might be different. However, as no such state exists, it is the responsibility of Finland to ensure that the Sami languages have the opportunity to stay alive by securing their status by legislation. Furthermore, since the number of speakers of the Sami languages is so small, some participants argued that the Sami languages would not be able to develop and keep up with e.g. administrative jargon and thus lead to a situation, in which services in the Sami languages would be denied due to lack of vocabulary.

A third commonly used argument was the fact that the Finnish state throughout its history had oppressed the Sami people, for example by forcing Sami children to schools where only Finnish was taught in an attempt to “turn” them into Finns. Thus the official status of the Sami languages was seen as a sort of compensation of these historical injustices. Many participants also felt that Sami people are as Finnish as any other person born in Finland or at least “more ‘one of us’” than Russians for example, thus their language rights should be looked after.

4.4.2 Russian language status in Finnish legislation

In this question, we asked the participants if, in their opinion, the Russian language should be given regionally restricted and limited rights similar to the status the Sami

languages have in certain areas in Northern Finland. The clear majority of the participants (85%) were of the opinion that Russian should not be granted similar status.

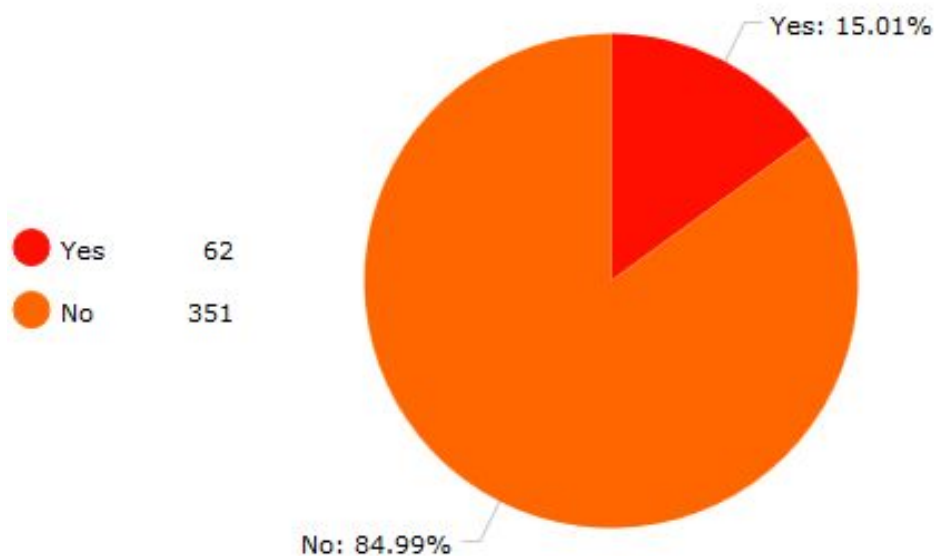


Figure 17. Results for the Russian language status question

There were only slight differences between different areas, the most positive attitude towards this idea having come from Central Finland with 19,5% participants answering Yes. The smallest percentage of Yes answers per area were in Northern Finland (9,9%) and Eastern Finland (13,9%). Men and women both were also strongly against the suggestion, with only 16,4% of the men and 14,3% of the women answering Yes. When looking at differences based on the educational background of the participants, only 14,5% of the higher educated participants had answered Yes, whereas among the less educated the percentage was slightly higher (16,7%).

Out of the total 413 participants, 355 gave some reasoning to their answer to the question. These answers were thematically coded (see section 3.2) and the themes present are listed below in order of frequency for Yes and No answers respectively in Figure 18 and 19.

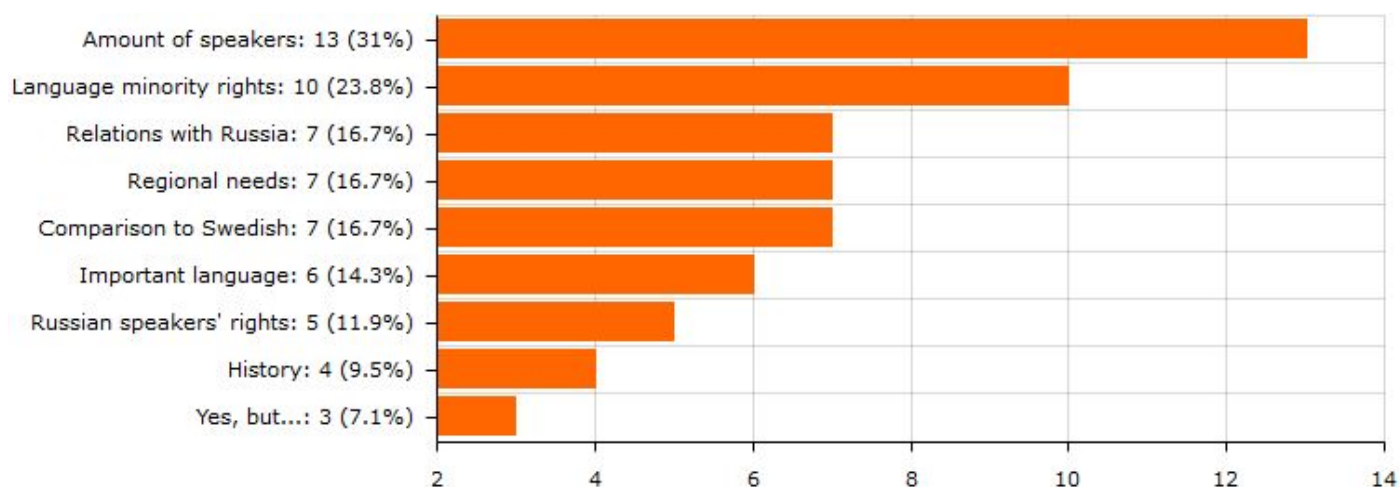


Figure 18. Themes present in the reasonings for Yes answers of the Russian question

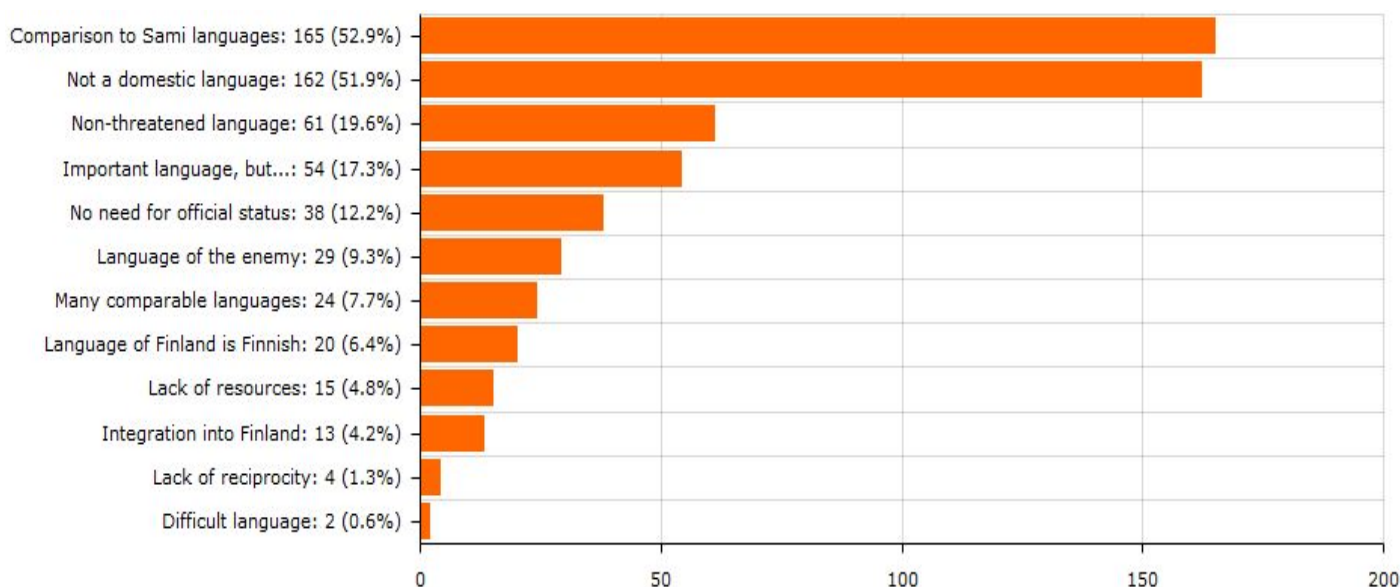


Figure 19. Themes present in the reasonings for No answers of the Russian question

4.4.2.1 Themes present in the reasonings for Yes answers

Number of speakers

The most used theme in the reasonings for the Yes answers was simply that the Number of Russian speakers in Finland would be enough reason to allow Russian language to have similar regionally restricted and limited rights as the Sami languages.

Language minority rights

Some participants based their answer around the idea that all major language minority groups ought to be able to have the ability to use their native language when in contact with government agencies or in hospitals. This was argued to improve the service overall, thus also making people's' lives easier. Moreover, it was thought to benefit interpreters as more employment opportunities might come up.

Regional needs

The answers that fell under this theme consisted of arguments that identified a distinct need for a regional language policy. Most of these answers mentioned Eastern Finland or particular Eastern Finnish towns or regions, where there is a need for Russian language skills whilst also pointing out that such a need does not necessarily exist elsewhere. This theme was often paired with the *Comparison to Swedish* theme and in some cases it was suggested that Russian should be able to be taught instead of Swedish due to regional differences.

Comparison to Swedish

This theme consists of two types of answers; Firstly, answers which argued that Russian should have an official status as it fills similar requirements as the Swedish language does and, secondly, answers which argued for giving Russian the suggested regionally restricted and limited rights, but also lowering Swedish to the same level.

Relations with Russia

Answers under this theme were related to Russia being an economically and culturally important partner for Finland. Mutual trade between the two countries was mentioned several times, but this theme also included answers which had a more negative approach to the relationship of Finland and Russia. Such answers argued that granting of rights to the Russian speaking population would eliminate any reason for Russia to intervene to the internal matters of Finland in some way.

Important language

The title of the theme is rather self-explanatory; the answers under this theme argued that the Russian language is an important asset for Finns. Many of these arguments were coupled with hints that this importance is not admitted by Finnish people, thus, it was argued, making Russian into one of the official languages might open the eyes of the Finnish people.

Russian speakers' rights

This theme is almost identical with the *Language minority rights* theme. The same fundamental idea is behind both of these themes, but in this particular theme the answers did not call for rights to all or several minority languages, only Russian.

History

This theme is also self-explanatory; the long mutual history between Finland and Russia was reason enough for granting Russian language an official status for some of the participants. This theme was paired with the *Relations with Russia* theme in almost every case.

Yes, but...

Answers under this theme were titled as above for the reason that the participants had answered Yes, but in their reasoning they weren't fully sure what sort of status they would be willing to grant Russian. For example, hypothetical compulsory Russian teaching in Finnish schools was not viewed favourably.

4.4.2.2 Themes present in the reasonings for No answers*Comparison to the Sami languages*

This theme consists of those answers that compared the Russian language to the Sami languages in their reasoning for answering No. The answers connected to this theme have already been discussed in section 4.4.1.

Not a domestic language

Answers under this theme consisted of arguments that since Russian is essentially a foreign language, it cannot have an official status in Finnish legislation. Many of these responses mentioned that Russian is not a “Finnish”, “domestic” or “native” language. Russian was seen as a language of immigrants and thus not qualified to receive the proposed status.

Non-threatened language

The main idea in the answers under this theme was that Russian is not an endangered language as it has a secured status as the first language of millions of speakers and as the official language of Russia. Thus, it was argued that Russian speakers have already a country where they can use their language freely and therefore there is no need for Finland to provide this sort of service for them.

Important language, but...

This theme consists of answers that acknowledged Russian language to be of importance to Finland, but did not want to grant it an official language status. Many of these answers advocated for increased opportunities for voluntary Russian learning in Finnish basic education so that an adequate number of Russian language experts can be maintained.

No need for official status

Answers under this theme were a mix of different reasonings for there not being an inherent need for the proposed action. Firstly, there were the types of answers that simply stated “No” or “No need”. Secondly, there were arguments that the number of Russian speakers in Finland is so small that there is no need for such a change in status. Thirdly, some argued that the Finnish constitution already allows “other groups” to practice and develop their language and culture so there is no need specifically to mention Russian language in Finnish legislation. Fourthly, many also argued that Russians already get services in their native language in Finland so there

is no need to make Russian official language. Finally, it was also argued that it would not be “justified”, “fair” or “right” to obligate Finnish officials to learn Russian.

Language of the enemy

This theme consists of answers that marked Russia as some sort of a threat to Finland, thus there should not be any privileges given to Russian speakers in Finland. Both historical and current events were used as arguments in the answers under this theme. The Second World War was mentioned as well as calling Russians “invaders”. Giving Russian language an official status was seen as taking one step towards some sort of annexation of Finland to Russia through some kind of coercion.

Many comparable languages

As Russian was seen as a foreign language and the language of immigrants, it was also argued that if Russian was granted the official status, many other language should be granted the same status as well. This is due to other languages also fulfilling similar requirements; language spoken by a large enough minority. Some argued that this would lead to a constant addition of different languages to the list of Finland’s official languages, as well as their removals if changes in the population would see decrease in numbers of speakers of a certain language.

The language of Finland is Finnish

As the name of the theme suggests, answers under this theme indicated that Russian speakers, as well as other immigrant groups, ought to learn Finnish when moving to Finland. In addition to these, answers that indicated some other language or languages that should be spoken by immigrants in Finland were added to this theme. Such answers argued, for example, that immigrants should at least be able to speak English in order to fare in everyday life in Finland.

Lack of resources

This theme is also self-explanatory; answers arguing for directing the finite resources of Finnish government to something “more useful” than supporting Russian language.

Integration into Finland

This theme consists of answers which argued that making Russian an official language would hinder the integration process of Russian immigrants to Finland. The fear was that this would lead to a situation in which there would be a significant Russian speaking population in Finland that could not communicate with the rest of the Finnish population as they would have no need to learn Finnish.

Lack of reciprocity

Some participants had reasoned their No answers with the fact that Finnish does not have an official status in Russia, thus there is no need to grant Russian an official status in Finland either.

Difficult language

The Russian language was also seen as a very difficult or challenging language to learn and thus it should not be granted an official status. The underlying assumption in this argument is that official status would lead to the compulsory Russian teaching in Finnish basic education.

4.4.2.3 Summary and discussion

Overall the results for this question show that the Russian language is regarded as a foreign language, which should not be made official in Finland even though it is seen also as an important language to know how to speak. There was very little deviation between different groups among the participants in this question, which indicates strong unanimity among Finns on the subject.

The *Comparison to the Sami languages* theme was present heavily in the No answer reasonings. As stated previously, our idea behind the Sami languages question was to provide an example of a restricted official status language in Finnish legislation for the participants of this study to compare the hypothetical official status for

Russian language proposed in the question. However, it seems that the wording of the question had led to a misunderstanding among the participants that we were comparing the two languages and not the proposed status. Thus it is understandable that this theme is the most frequently mentioned among the reasonings for the No answers, but it is still unlikely that this misunderstanding affected the results too much to one way or the other. This is due to the fact that the *Comparison to the Sami languages* theme was always paired up with some other theme as well, most often the *Not a domestic language* theme. This indicates that the reasonings answers would not have been different even without the misunderstanding mentioned above.

An interesting observation from the results is also that history can be used to either support or oppose the formalization of Russian language in Finland. History was present as its own theme among the reasonings for Yes answers, but was also heavily present among the reasonings for No answers that were themed under the *Language of the enemy* theme. The latter did not completely consist of references to historical events, but nevertheless it was one major subtheme. The past hostilities between Finland and Russia or the former Soviet Union still affect the way Russian language and culture is viewed. It also indicates that the memories of the Second World War still live rather strongly in the minds of a portion of the population.

The *Non-threatened language* theme is an interesting one when comparing the results for Russian language to Swedish and English language question results. The fact that the Russian language already has a large speaker base outside Finland and thus already a secure position as the official language in Russian Federation was used as reasoning for the No answer by almost 20% of the participants. But as we look at the reasonings for the No answers in the Swedish and English questions, this theme is totally absent, even though both Swedish and English have millions of speakers, both of them many more than Finnish, and are already official languages in one or more nations. The most likely explanation to this is the misunderstanding mentioned above with the *Comparison to the Sami languages* theme, but not all of the *Non-threatened language* themed answers were paired with the former. However, even though the latter theme did appear without the former in some reasonings, it is

still safe to assume that the inclusion of the Sami languages in the question description affected the frequency and appearance of the *Non-threatened language* theme to an extent, since it is absent in the later reasonings for the other languages. Even so it is still very unlikely that the overall result would have significantly changed, had the question been more clearly formed and without the likely misunderstanding.

4.4.3 Swedish language status in Finnish legislation

In this part of the questionnaire, the participants were asked their opinion on if Swedish should retain its status as a national language of Finland. The majority of the participants (64,9%) answered Yes.

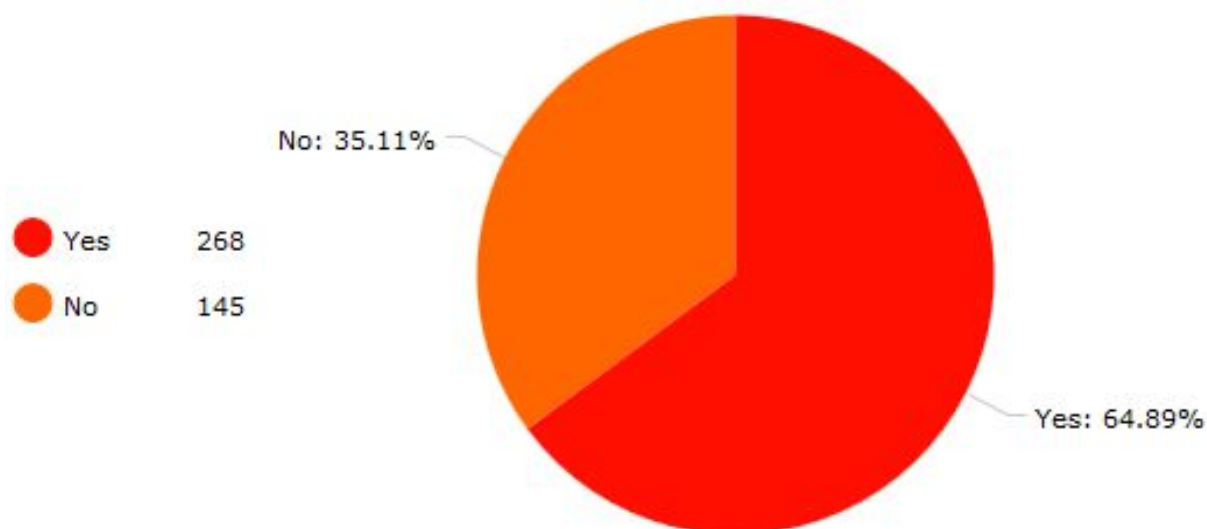


Figure 20. Results for the Swedish language status question

None of the regions had a majority of participants answering No. The largest percentage of participants answering against the national status of Swedish were from Western Finland, where 43,3% of the participants answered No. On the other end, the largest percentage of supporters for the current status of Swedish in Finland was in Southern Finland, where 74,7% of the participants answered Yes. Men were also divided by this issue as 47,2 % of men answered No to the question. Women, however, supported the current status of Swedish language with a clear majority;

70,3% of the female participants answered Yes. Divided by educational background, the results show greater division on the issue among the less educated participant group in which 47,9% had answered No. However, the participants with higher education were much more clearly in favour of retaining the current status of Swedish as the second national language with only 31,2% of them answering No.

344 of the 413 participants gave reasons for their answers to the question. The themes that were found in their reasonings are listed below in Figures 21 and 22, the first one containing reasonings for the Yes answers and the latter for the No answers.

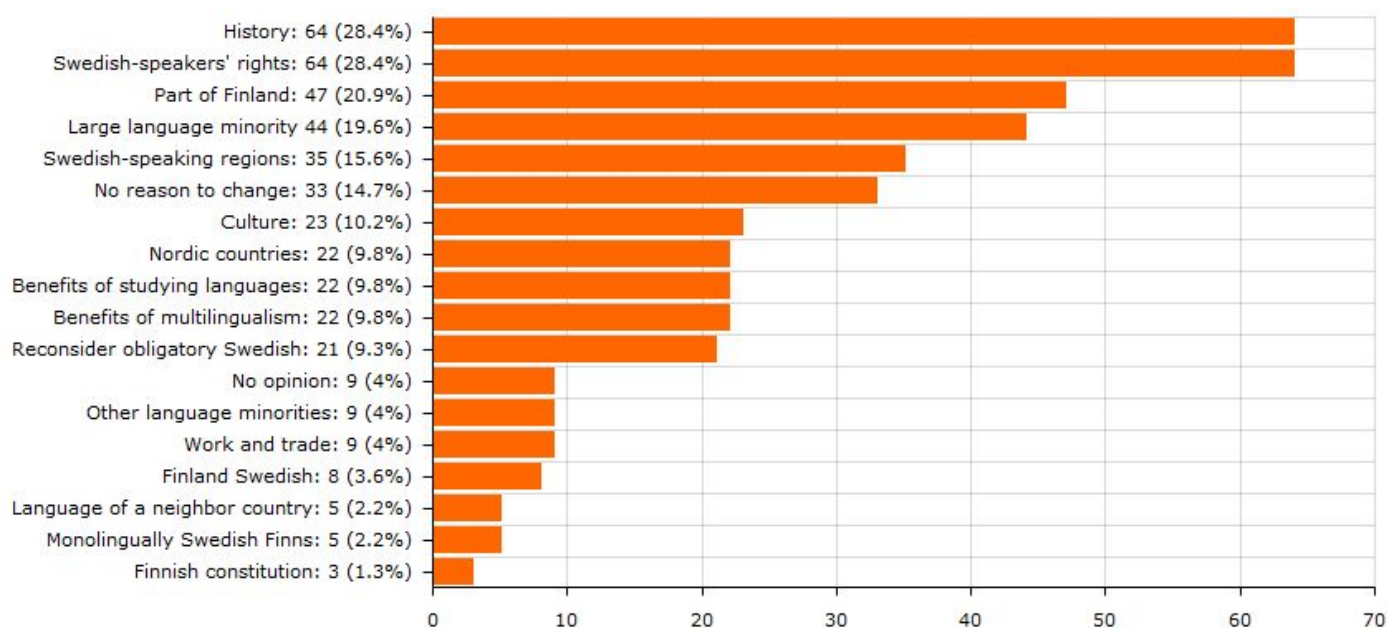


Figure 21. Themes present in the reasonings for Yes answers of the Swedish question

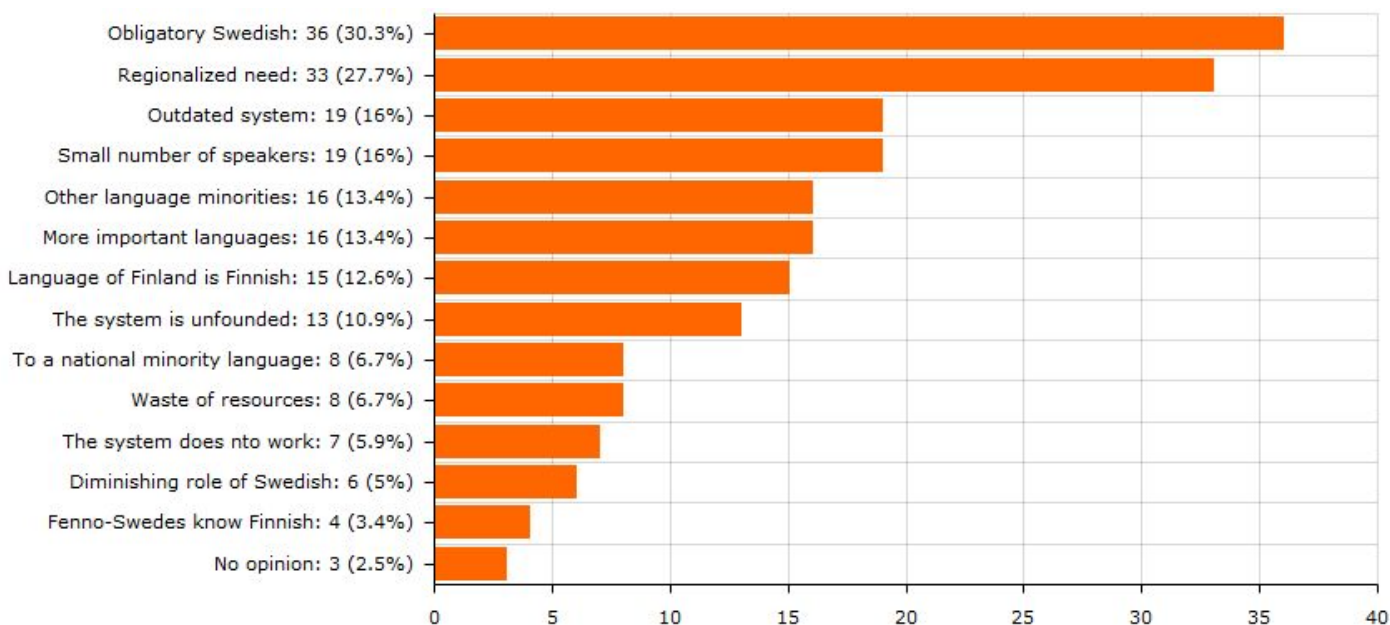


Figure 22. Themes present in the reasonings for No answers of the Swedish question

4.4.3.1 Themes present in the reasonings for Yes answers

History

Historical reasons for preserving the national language status of Swedish were among the most frequent themes given in the reasonings for positive answers. Swedish is argued to have a right for a national status because Swedish-speaking people have lived in Finland for hundreds of years.

Swedish-speakers' rights

The rights of the Swedish-speaking population were mentioned as frequently as the historical reasons. The arguments of this theme mostly revolved around the fear that if Swedish was to lose its status as a national language, Swedish-speaking Finns would no longer be able to get medical and juridical services in their first language, creating inequality between the Finnish-speaking majority and the Swedish-speaking minority.

Part of Finland

Also high on the list, this theme includes reasonings arguing that the Swedish language is an essential part of Finland and the Finnish identity.

Large language minority

The size of the Swedish-speaking population was argued to justify the position of Swedish as a national language under this theme.

Swedish-speaking regions

The reasonings of this theme mentioned cities and municipalities that are bilingual or monolingually Swedish, arguing that as long as such places exist in Finland, it is justified to have two national languages.

No reason to change

The arguments under this theme presented no reason to why Swedish should retain its status, but rather argued that there is no good reason to remove its status as a national language.

Culture

The reasonings highlighting Swedish as a part of the Finnish culture or the distinct Finnish-Swedish culture were categorized under this theme.

Nordic Countries

Reasonings under this theme stressed Swedish as a gateway to the other Nordic countries, the Nordic co-operation and Finland's place in the Nordic countries as opposed to the Baltic countries.

Benefits of studying languages

Reasonings that stressed the general importance of studying different languages, including Swedish, were categorized under this theme.

Benefits of multilingualism

This theme includes reasonings that described bi- or multilingualism as a something of value on its own and something that should be treasured and further deepened.

Reconsider obligatory Swedish

Reasonings that consider the nationwide obligatory Swedish education as something that should be reconsidered, while otherwise leaving the status of Swedish as a national language untouched, were categorized under this theme.

No opinion

Reasonings stating that the participants in question did not have a clear opinion on the position of Swedish as a national language but had chosen Yes for lack of a third option were categorized under this theme.

Other language minorities

Reasonings under this theme supported Swedish as a national language and expressed their hope that other language minorities would also be given more legislative rights.

Work and trade

The reasonings of this theme considered fluent Swedish skills to be important in working life and / or international business.

Finnish Swedish

This theme includes reasonings that stressed the unique nature of the Finnish-Swedish dialect. Some answers within this theme expressed concern that if the legislative status of Swedish in Finland would be removed, the Finnish-Swedish variant of Swedish might reduce or even disappear.

Language of a neighbor country

Some participants considered Swedish important because it is a language of a neighbor country and that knowing Swedish helps to build ties to that country.

Monolingually Swedish Finns

Reasonings under this theme stressed that there are monolingually Swedish citizens of Finland, who need their services in Swedish, which needs to be protected by legislation.

Finnish constitution

Some participants considered that because the Finnish constitution declares all the Finnish citizens rights to use Finnish and Swedish in courts and other governmental agencies, there can be no reduction of the position of Swedish.

4.4.3.2 Themes present in reasonings for No answers

Obligatory Swedish

The most frequent theme contains mentions to the obligatory Swedish education, often arguing that there is no sense in the whole nation studying the language of a 5% minority.

Regionalized need

Reasonings under this theme highlighted that the Swedish-speaking population is mostly concentrated on southern and western coasts of the country, with the majority of Finland having little to no need for Swedish.

Outdated

The official status of Swedish was argued to be an outdated piece of legislation under this theme, stemming from the time in history when Swedish was the dominant language of the higher classes.

Small number of speakers

The reasonings under this theme argued that there is no need for a national status for a language of a 5% minority. This theme was often coupled with the *Regionalized need* theme described earlier.

Other minority languages

This theme contains mentions to Sami languages or to other minority languages that do not have as extensive rights as Swedish does, despite the significant numbers of their speakers in Finland.

More important languages

The reasonings under this theme argued that the effort and resources that are put into Swedish would be better utilized in bigger, more global languages. English and Russian were mentioned often under this theme.

Language of Finland if Finnish

The reasonings under this theme considered Swedish to be a foreign language and argued that citizens of Finland should know Finnish.

The system is unfounded

The current system of two national languages was considered to have no valid arguments in the reasonings under this theme.

To a national minority language

Some participants suggested that Swedish should be granted a status of a national minority language as opposed to that of a national language, which it currently holds. Many of the reasonings under this theme suggested a similar status to that of the Sami languages, where Swedish would hold official status in municipalities and cities with a considerable Swedish-speaking population.

Waste of resources

As the title of this theme suggests, some participants considered a nation-wide status of a regionalized minority language to be a waste of resources.

The system does not work

The reasonings under this theme argued that the current system does not work. Examples given in the answers suggest that the Swedish-speaking population face hardships trying to get service in their first language even with the legislation and that the results of obligatory Swedish teaching are poor.

Diminishing role of Swedish

Under this theme it was argued that the role of Swedish has diminished significantly since the system of two national languages was established. The reasons given include increased multiculturalism, the rise of globalism and the increased role of English as a language of international communication.

Fenno-Swedes know Finnish

Some participants argued that the upkeep of Swedish as a national language is unnecessary, as most of the Finnish-Swedish population also speak Finnish and could use that in official contexts.

No opinion

Reasonings stating that the participants in question did not have a clear opinion on the position of Swedish as a national language but had chosen No for lack of a third option were categorized under this theme.

4.4.3.3 Summary and discussion

Overall the current position of Swedish as a national language of Finland was viewed positively. There was no target group of participants that would have had a majority viewing that Swedish should be stripped of the position, although male participant group and lesser educated participant group were much more divided in their answers than their respective counterpart groups, with 47,2% of male participants and 47,9% of the lesser educated participants answering No.

The most frequent themes present in reasonings for positive answers dealt with the rights of language minorities and Swedish as an integral part of Finnish history and society. Reasonings for Yes - answers for the Swedish question also induced some themes that were about the Swedish language itself and languages in general, instead of being about the society in which they are used. *Benefits of studying languages* and *Benefits of multilingualism* are themes that do not directly consider the status of Swedish, but rather justify its status as a national language because it increases multilingualism and it being taught in schools is a good thing, because learning languages in general is a good thing. The *Finland Swedish* - theme included statements of the variety of Swedish spoken in Finland being different from that spoken in Sweden and should be preserved, arguing that the regional variety is important enough for Swedish to retain its status in Finland, as the language legislation is seen as protection for the variant.

The themes in reasonings given for No - answers dealt mostly with issues of the bilingual system of Finland being unjustified, outdated and ineffective. What was particularly interesting in the themes present in reasoning for both Yes and No - answers was that similar or same themes appear for both answers. For example, *Obligatory Swedish* was the most frequent theme in reasonings for No - answers, showing that the Swedish as an obligatory subject is the most visible nation-wide indicator of Finnish bilingualism. At the same time *Reconsider obligatory Swedish* - theme was present in 9,3% of the reasonings for Yes - answers, indicating the number of participants that would otherwise keep Swedish as a national language but remove the obligatory Swedish education.

The number of Swedish-speakers was also mentioned in reasonings for both answers, although in opposite meanings; 19,6% of the reasonings for Yes - answers said that the number of speakers in Finland is large enough for maintaining the national language status, while 16% of the reasonings for No - answers argued that the number of speakers is too low to maintain the status. The regional nature of Swedish in Finland was also similarly used to justify both stands regarding the question. *Swedish-speaking regions* was the fifth most frequent theme in the reasonings

for Yes - answers, arguing that the high percentage of Swedish-speakers in certain cities and municipalities justifies the position of the language as a national language. At the same time, *Regionalized need* was the second most frequent theme in reasonings for No - answers, arguing that there is no need for a national status of Swedish as there is barely any Swedish-speaking population at all in most of Finland.

4.4.4 English language status in Finnish legislation

This question asked the participants whether English should be given an official status in Finnish legislation. Of all the language policy questions asked in this questionnaire, this created the most division among the participants the majority (59,8%) answering No.

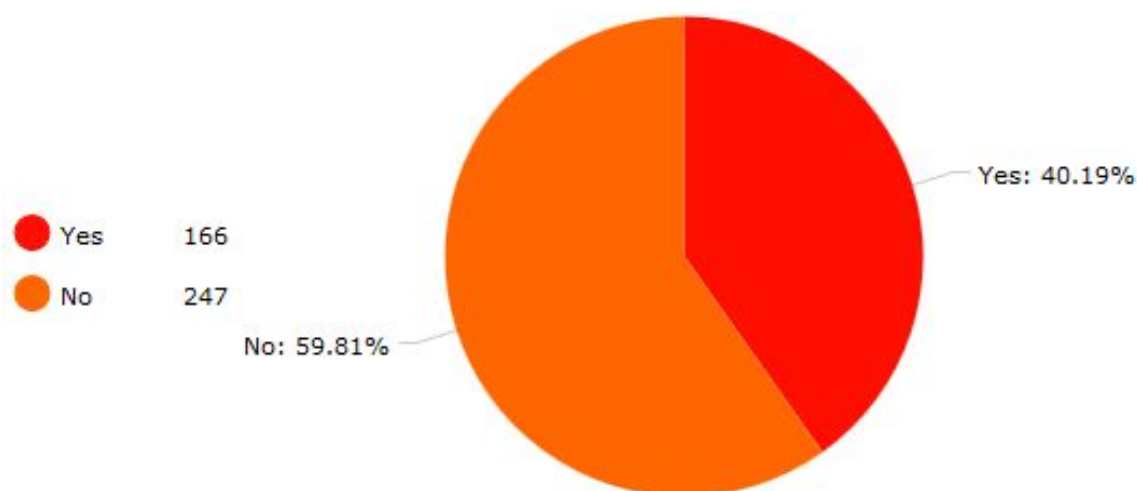


Figure 23. Results for the English language status question

Between the different areas there were some small differences in the number of Yes answers, but in all five areas the majority had answered No to this question. The least support English received from Southern (37,9%) and Central (37,8%) Finland, whereas 45,6% of participants from Western Finland were in favour of the proposed action. Moreover, this question divided the male participants as much as the Swedish status question did; 52% of men answered No. Women, however, were

more clearly against the suggestion with 63,3% of them answering No to this question. The majority of the participants in the higher educated group were against the suggestion with 60,9%, whereas the same percentage among the less educated participant group was only 56,3%.

Out of the total 413 participants 345 gave reasoning to their answers. The themes present in their answers are listed below by frequency for Yes and No answers respectively in Figure 24 and 25.

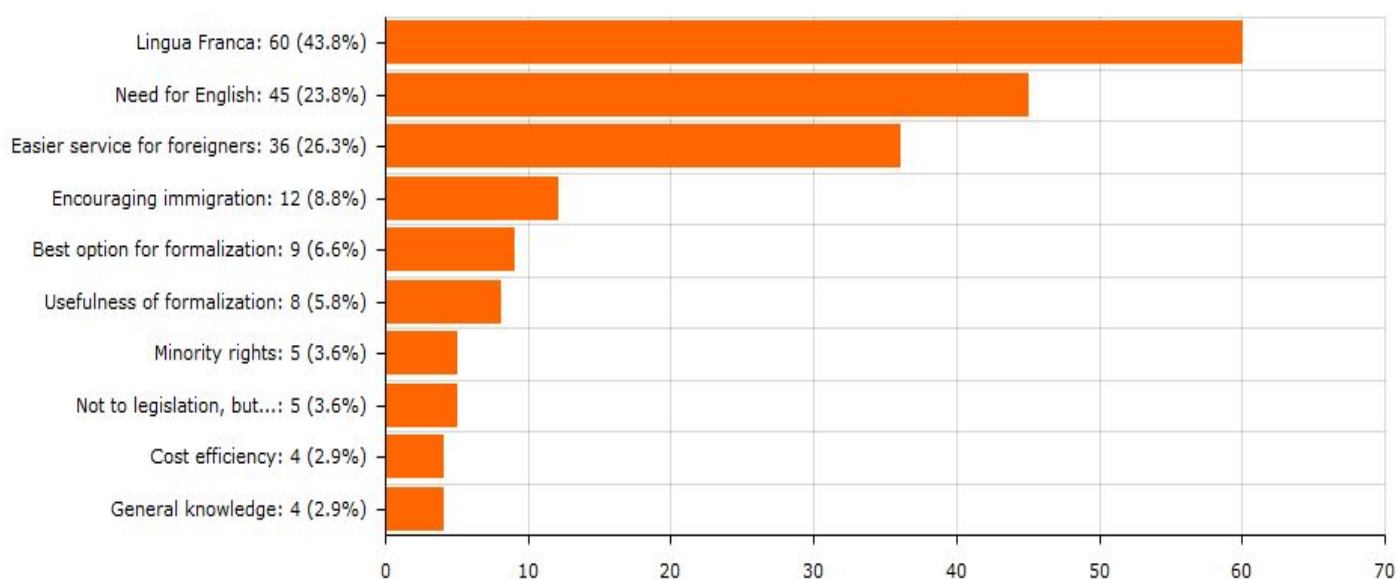


Figure 24. Themes present in the reasonings for Yes answers of the English question

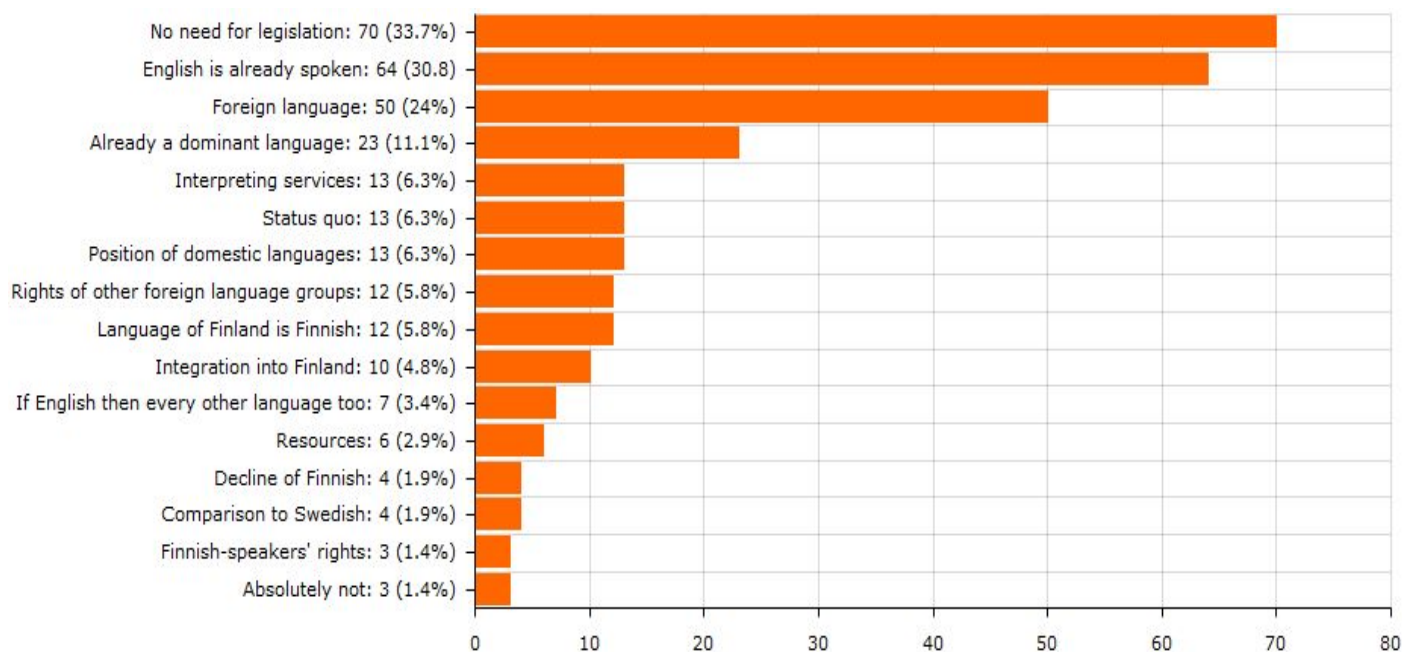


Figure 25. Themes present in the reasonings for No answers of the English question

4.4.4.1 Themes present in the reasonings for Yes answers

Lingua franca

The most common theme present in the reasonings for Yes answers was that the status of English as de facto lingua franca warrants it to become an official language in Finland. Since English is spoken all around the world and is widely spoken by Finnish people too, it was argued that such a change would be easy to make.

Need for English

Answers under this theme consisted of mentions that there are so many immigrants living or that the number of immigrants is increasing in Finland today that there is a need for such a status. Globalisation was also mentioned as a factor affecting the need for the formalization of English.

Easier service for foreigners

The underlying idea behind the answers under this theme was that making English one of the official languages would make the life of immigrants easier, when having to seek assistance from or visit state or municipal officials. Formalization of English,

it was argued, would lead to having information and applications available in English outside the big cities.

Encouraging immigration

This theme consists of answers, which argued that formalization of English would affect positively the image of Finland and encourage work-related immigration.

Best option for formalization

English was regarded as the best option as another official language in the answers under this theme. Most of the answers argued that English should replace Swedish as it is much more widely spoken and would benefit the country more because of that.

Usefulness of formalization

As the title suggests, the answers under this theme simply stated that it would be generally useful to make English into an official language. As this general usefulness was not explained, it deserved its own theme.

Minority rights

According to the answers under this theme, it was a question of minority rights and that formalization of English would help minorities in Finland to receive equal treatment better than the situation is at the moment.

Not to legislation, but...

This theme consists of participants that had answered Yes, but in their reasoning had elaborated that they did not support the formalization of English per se, but instead wanted to secure the accessibility to English service via other means. Such means could be, e.g., requirements of certain number of fluent English speaking employees in a government agency.

Cost efficiency

It was argued that making English into an official language would lead to a situation, in which the costs on translating official documents to different languages and interpreter costs would go down. This due to the lingua franca status of English and the idea that most people can speak at least some English.

General knowledge

Some participants argued that knowing English is part of the general knowledge and thus to be able to speak it could be required by law.

4.4.4.2 Themes present in the reasonings for No answers*No need for legislation*

The most prominent theme for No answers was the idea that there is no need for such an addition to Finnish legislature. These answers either simply stated “No” or argued that officials should not be required to know English by law, even if many of the responses indicated it to be important to have English services available for those who do not speak Finnish or Swedish.

English is already spoken

The second most prominent theme present in the reasonings for No answers was that English is already widely spoken in Finland as it is the most studied foreign language. Thus, it was argued, there is no need to grant English an official status as the de facto one can expect there to be some person in a government agency, who can speak English already.

Foreign language

Arguments that English is not a “Finnish language” or does not “traditionally belong to Finland” formed this theme. Just like in the case of Russian, English was seen as the language of immigrants. The legislation, it was argued, should reflect the languages spoken by the natives.

Already a dominant language

This theme consists of answers, which argued that English has already a too dominant position in the world and that such development should not be encouraged by making English into an official language in Finland. The underlying attitude behind these answers was very negative towards English, which was called a “killer language” and said to be “invasive”. The fear was that English would gradually replace domestic languages, if it were granted the official status.

Interpreting services

Interpreting services and increasing their availability and accessibility was argued to be a better way of providing services to people who do not speak any of the current official languages. This was also seen to have a positive effect to the employment status of interpreters, benefitting both the provider and the receiver.

Status quo

Some participants argued that the current number of official languages is good enough and there is no need to change it.

Position of domestic languages

Slightly overlapping with the *Already a dominant language* theme, answers under this theme were concerned about the position of the domestic languages. If English were given an official status, it might replace one or both of the national languages, Finnish and/or Swedish, in some sectors of life.

Rights of other foreign language groups

The main idea behind the answers under this theme was that not everyone can speak English well enough to be able to understand what is being said. Thus it would create inequality between those with bad or no English skills and those with good.

Language of Finland is Finnish

Similar to the previous themes of the same name: it was argued by some participants that in Finland one ought to speak Finnish, or at least one of the current national languages, though Finnish was most mentioned.

Integration into Finland

Granting English an official status in Finnish legislation was argued to negatively affect the willingness of immigrants to study Finnish and thus to integrate to Finnish society.

If English, then every other language too

As was the case with Russian, it was also argued with English that as it is a foreign language spoken by immigrants, making it an official language would open the door for formalization of every other language too.

Resources

Resources or their lack of was another argument used to reason against the formalization of English. Many of the participants bringing this argument up mentioned that the resources should be rather directed towards the Sami languages to ensure the realization of the rights written in current legislation.

Decline of Finnish

Some participants argued that formalization of English would lead to the decline of Finnish language.

Comparison to Swedish

This theme consists of answers, which remarked that it is much more common to be able to get service in English in Finland than it is in Swedish, even though the latter is one of the national languages and the former has no formal status in Finland.

Finnish speakers' rights

Some participants argued that position of native Finnish speakers' might deteriorate, if English were granted an official status. The main concern for them was that the ability to get service in Finnish might stop all together and service would be given only in English at some government agencies.

Absolutely not

As the title of the theme suggests, some participants indicated very strong resentment to the idea of making English into an official language.

4.4.4.3 Summary and discussion

The overall support for the formalization of the English language in Finland was somewhat unexpected for us, because English, popular as it may be, does not have very strong ties to Finland historically. However, as the results of our study show, the lingua franca status that English has achieved over time has created a sort of a justification for it to be "demanded" when in contact with officials, that is when one does not speak the languages native to the people. Not only is it viewed as a necessity to have, but also as the most effective way of dealing with the issue of having to service people who do not speak Finnish, Swedish or the other official languages. If English had an official status it would "negate" the need for the formalization of other minority languages due to its lingua franca status.

However, the majority of the participants still argued that English had no reason to become an official language. The lingua franca status argument was in this case turned upside down by arguing that as English is already widely spoken there is no need to have it made official; it de facto already is. The opposing arguments for formalization of English did include the foreign language argument very similar to the Russian language question, but not nearly in equal numbers; where over 50% (or 162 mentions) of the reasonings for No - answers in the Russian question had been themed with the *Not a domestic language* theme, only 24% (50 mentions) of the English No - answer reasonings belonged to the similar *Foreign language* theme. One can only

speculate why this extremely notable difference in views exists, but one could argue that Finns feel Russian as “more foreign” language than English. Because English is familiar to the general public through music, television, movies and even store and brand names, all of which is encountered practically daily by everyone, it is not seen as much as a foreign element as Russian.

Almost half of the male participants supported the formalization of English, whereas a much more clear majority of women were against it. This is an interesting result particularly when one compares it to the Swedish question results; women were very supportive to the current status of Swedish but men were very divided on the issue with only a slight majority answering Yes. Based on these results, it would appear then that Finnish women have a much more positive attitude towards Swedish as an official language than they have towards English and vice versa with men. Similar observations can be made when looking at the two educational background groups: the less educated were more in favour of formalizing English than the higher educated, but in the Swedish question the less educated were divided on the issue, whereas the clear majority of the higher educated participants were supporting the current status of Swedish.

If we compare the results of this question to the national survey conducted by Leppänen et al. (2009), similar findings can be reported. Overall the results show that the participants identify there to be a clear need for English services, which can be seen in the most common theme in the No answers, as well as throughout the reasonings for Yes answers. However, English is not seen as a part of Finnishness as, for example, Swedish is. The reasonings for the Yes answers indicate very pragmatic view on English; its formalization would be easy and its status as a lingua franca would warrant it an official status. Our results also confirm the findings of Leppänen et al. (2009:148-150) that only a small minority of Finns regard English as a threat to Finnish language and culture, which in our study can be seen in the form of the *Position of domestic languages, Decline of Finnish and Finnish-speakers' rights* themes.

4.5 The most important language in Finland in the future

The last question asked the participants what is, in their opinion, the most important language to the future Finn besides Finnish. The participants were also asked to provide a brief reasoning for their choice of language. Some participants chose more than just one language, which is why the number of languages given surpasses the number of participants who completed the survey. A clear majority considered English to be the most important language in the future, with Russian and Swedish being second and third with a gap of more than 300 mentions between them and English.

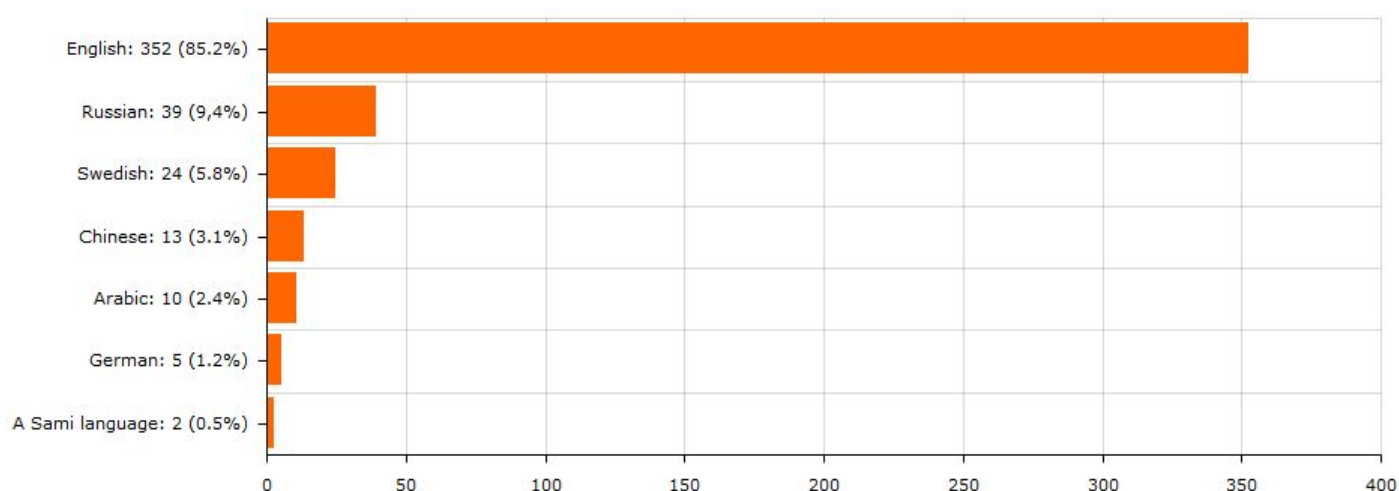


Figure 26. The most important languages to the future Finn besides Finnish

As in the analysis of the data gathered from the answers to the previous language policy questions, the reasonings given for the participants' choices were thematically coded and the themes for each language were listed in order of their frequency. The themes are explained below, with themes for a Sami language absent because neither of the mentions gave any reason for their choices.

4.5.1 Themes present in reasonings for English as the future language

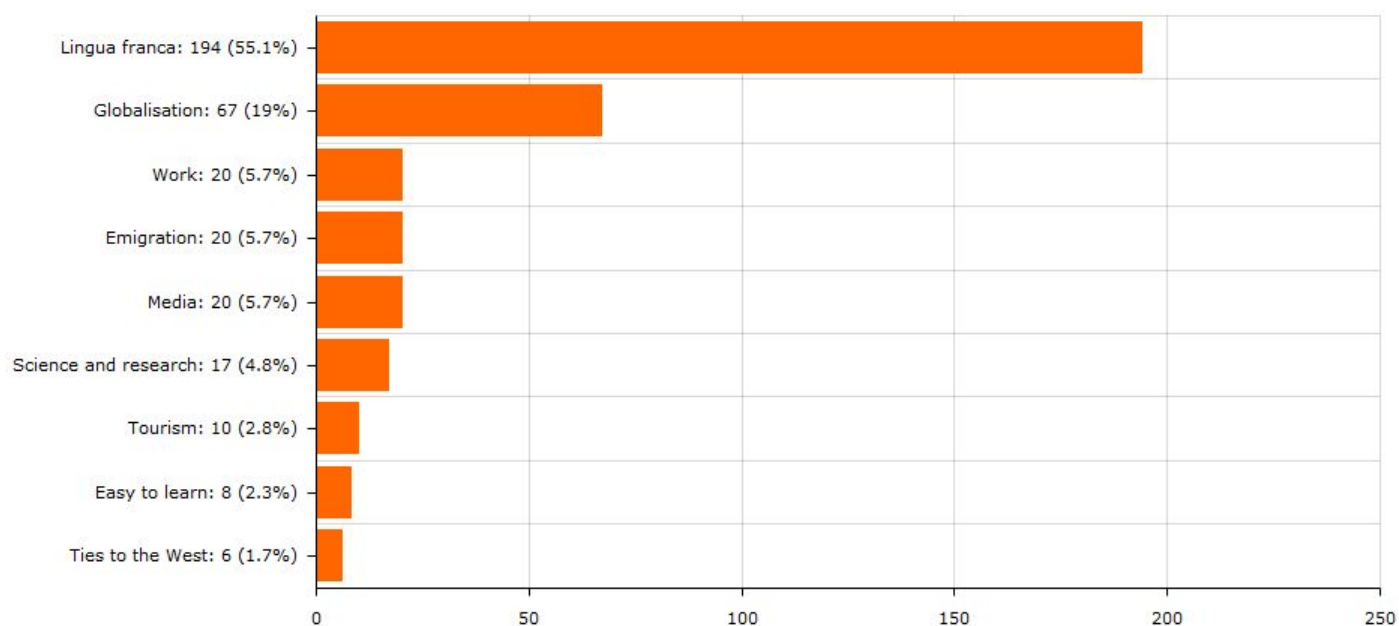


Figure 27. Themes present in reasonings for English as the future language

Lingua franca

Mentions of English as Lingua franca were the most frequent theme for English as the future language.

Globalisation

This theme includes reasonings that the role of English will remain strong or grow in importance through increasing globalism and international cooperation.

Work

Some participants argued that English is already an important language in working life and will be even more so in the future. This theme includes mentions to the importance of English in employment and working life.

Emigration

Reasonings under this theme argued that English language is important because it is often needed when people move from one country to another and English is used as a common language.

Media

This theme contains arguments of English growing in popularity through its large role in the entertainment industry and internet.

Science and research

In reasonings under this theme it was argued that the language of the scientific world will be dominantly English. Some participants mentioned that English already has a large role in Finnish universities.

Tourism

Mentions to English as the language of communication in traveling, even from and to non-English-speaking countries fall under this theme.

Easy to learn

Some participants argued that the importance of English comes at least partially from that it is easy to learn.

Ties to the west

Reasonings under this theme suggested that English will grow in importance as Finland strengthens its ties to the west. Finland's membership in the European Union and the potential future membership in NATO were mentioned in some of these reasonings.

4.5.2 Themes present in reasonings for Russian as the future language

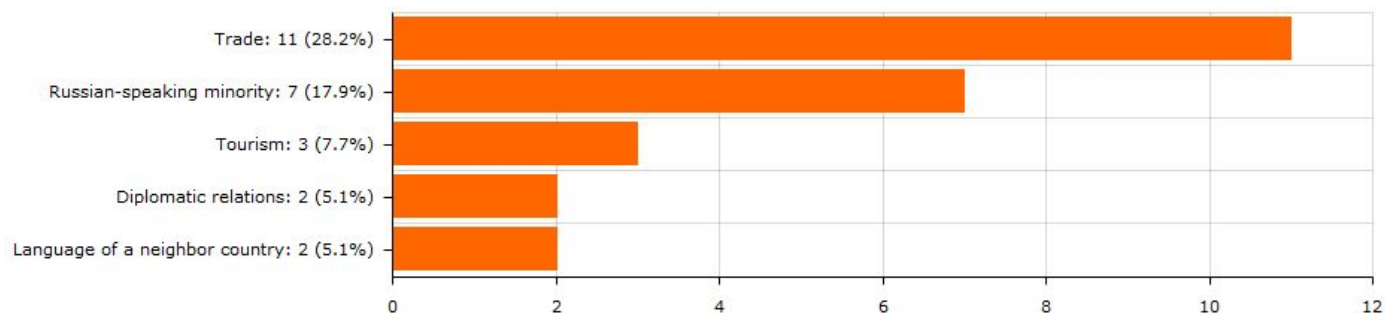


Figure 28. Themes present in reasonings for Russian as the future language

Trade

The most frequently used reasoning for Russian as the future language is that the importance of Russia as a trade partner to Finland makes Russian an important language in the future.

Russian-speaking minority

The reasonings under this theme argued that the Russian-speaking minority in Finland is the main reason or one of the main reasons that Russian will be the most important language in Finland after Finnish.

Tourism

Some participants argued that tourism between Russia and Finland will keep Russian as a topical and important language.

Diplomatic relations

It was argued under this theme that the upkeep and development of diplomatic relations between Finland and Russia makes Russian an important language.

Language of a neighbor country

The reasonings under this theme argued that the proximity of Russia to Finland makes the Russian language important to Finns.

4.5.3 Themes present in reasonings for Swedish as the future language

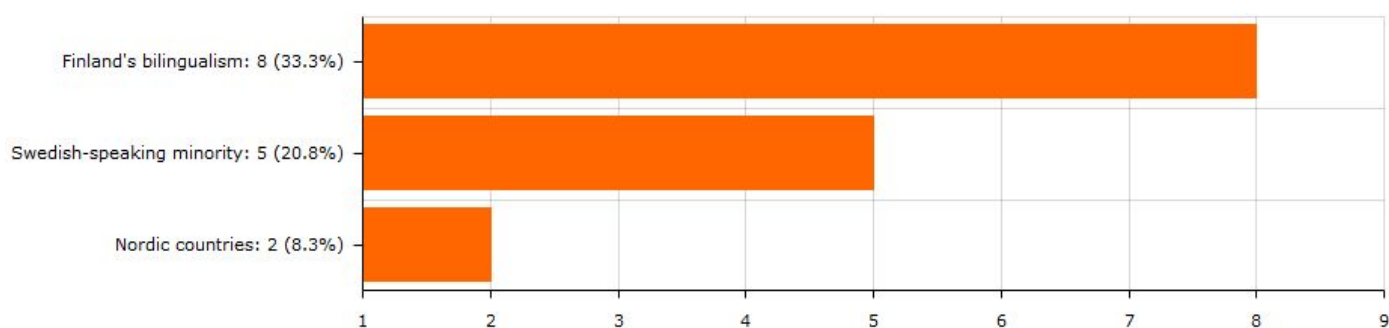


Figure 29. Themes present in reasonings for Swedish as the future language

Finland's bilingualism

The most frequent theme for Swedish as the most important language to a future Finn after Finnish was the Finnish bilingualism. The reasonings under this theme argued that the importance of Swedish is guaranteed by the Finnish bilingual population and the language legislation.

Swedish-speaking minority

Some participants argued that the number of Swedish-speakers in Finland will keep the Swedish language important in the future.

Nordic countries

The reasonings under this theme included mentions to the role of Swedish as a useful language in cooperation with the other Nordic countries.

4.5.4 Themes present in reasonings for Chinese as the future language

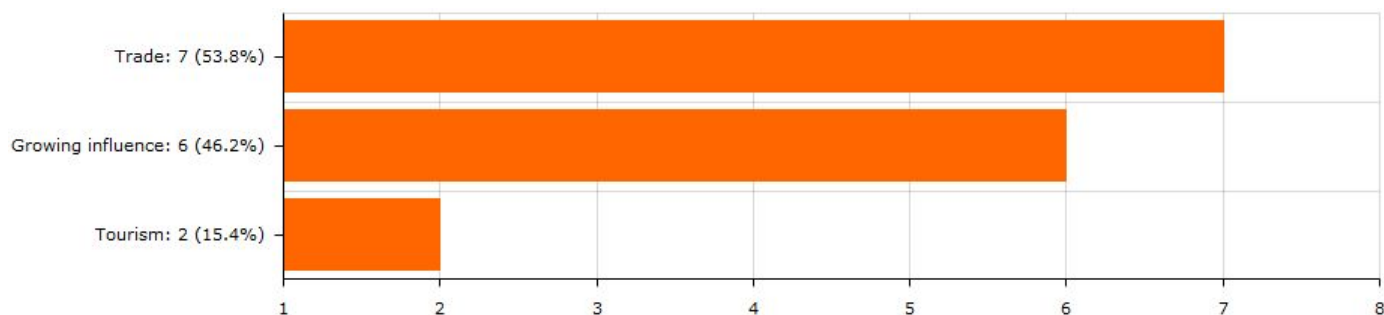


Figure 30. Themes present in reasonings for Chinese as the future language

Trade

The most frequent theme for Chinese was China's large role in international trade, implying that it will increase the need for more Finns to study Chinese in the future.

Growing influence

The reasonings under this theme argued that the role of China will continue to grow in the future and that will affect the importance of Chinese language as well.

Tourism

Some participants argued that part of the importance of Chinese language will be from tourism between Finland and China.

4.5.5 Themes present in reasonings for Arabic as the future language

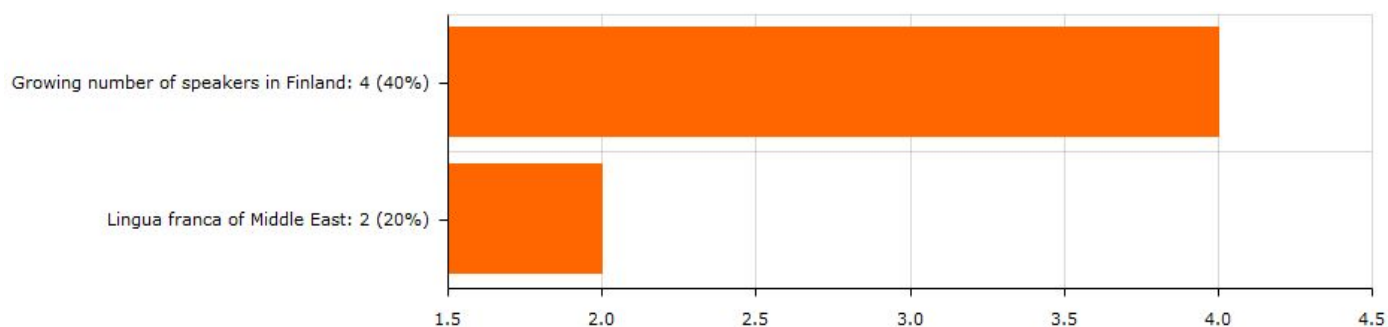


Figure 31. Themes present in reasonings for Arabic as the future language

Growing number of speakers in Finland

As the title suggests, this theme contains arguments that the increasing number of immigrants and refugees from the Arabic-speaking countries will add to the importance of and the need for Arabic skills in Finland.

Lingua franca of the Middle East

Reasonings under this theme argued that the future importance Arabic in Finland will come from the position of the language as the lingua franca of Middle East, which, according to the reasonings, will grow in importance as a region.

4.5.6 Themes in reasonings for German as the future language

Trade

The only reason that had more than one occurrence in the reasonings for German as the future language was reasons of international trade. This was also present in all the given reasonings. Importance of Germany as Finland's trade partner and the role of German within the European Union were mentioned in these reasonings.

4.5.7 Summary and discussion

When looking at regional differences from the standpoint of this question, English unsurprisingly holds the first place in all regions. The highest percentage of respondents choosing English as their answer was Central Finland with 91,5% and

the lowest was Southern Finland with 75,9%. Swedish held second place instead of Russian in Southern Finland and Northern Finland, but in Central Finland Swedish ranked lowest of all the languages mentioned by respondents from the region with only one mention. The third most mentioned language in Central Finland was instead Arabic.

Russian being ranked higher than Swedish in Western Finland (Russian on second place with 8,9% and Swedish on third place with 5,6%, just one response more than for Chinese on the fourth place) was against our expectations that Swedish would be viewed more favourably than Russian in Western Finland than it is in the east. The order of the three most frequent languages in the answers to the last questions was the same in Western and Eastern Finland, but Swedish had a higher percentage of mentions in the west (5,6% against 2,8% in the east) while Russian held a higher percentage in the east (11,1% against 8,9% in the west). English held almost identical frequency in both regions, with 86,7% in the west and 87% in the east.

There was no significant difference in the frequency of English between male and female participants either, with 84,3% of the male participants and 85,7% of the female participants answering English for the last question. Both genders had the same three languages - English, Russian and Swedish - on the top in the same order, although with female participants the difference in frequency of second and third language was much more narrow. 8,7% of the female participants had answered Russian and 6,6% Swedish, while 11% of male participants had answered Russian but only 3,9% had answered Swedish.

When comparing the results of this question to the question "How important is it to know language X?" (see section 4.2) it is interesting to see that the top three languages are the same and in the same order: English, Russian and Swedish. As Chinese was not an option in the "How important...?" question, it is impossible to say how it would have compared in to the other languages in that question, though when one observes the results of "The most useful language is..." question (see section 4.3.2), Chinese ranked third on the list. However, Arabic, which scored

second lowest overall in the “How important...?” question, received more mentions in this question than German, which was fourth in the “How important...?” question. Thus, there are two different ways of importance present in these two different results which can be seen reflected in the reasonings of the respective languages; the growing number of Arabic-speakers in Finland mean its importance within the country will grow. However, as the number of German speakers is not increasing, at least not as significantly, its importance within Finland will stay relatively low, but it still is regarded as more important language to know, perhaps due to it being the language of a major trading partner of Finland.

5 Conclusion

In this final chapter we will discuss the findings of this study in relation to previous research. We will also discuss the issues of validity and reliability of the survey, as well as problems with the present study and suggestions for further research.

5.1 Brief discussion and summary of the results

The research questions for this study outlined the purpose of it to be to discover what kind of attitudes Finns have towards certain languages and how these attitudes differ regionally. Furthermore, other differences between different groups were also under observation. To summarize some of the findings reported in the previous chapter, English was regarded the most important language to know and the most useful language among the participants. English also received noticeable support as an official language with 40% of the participants being for the suggestion. Russian was also regarded as an important language to know ranking third overall after English and Finnish, but did not receive similar support as a potential official language, even when the suggested hypothetical official status for Russian was regionally limited and similarly restricted as is the current status of the Sami languages. Russian was regarded as an interesting language but also as an ugly language. Swedish was also among those languages that were thought to be important to know by our participants ranking after Russian. However, in the

“most... language” question set, Swedish came up as the most boring language with every fourth participant mentioning it in that particular question. Swedish also ranked second in the most useless language question though with only 6,6% of the overall mentions. The current status of Swedish as the second national language of Finland received strong support from the participants, as about 65% answered Yes to the particular question. The results for the language policy questions indicate that the participants were in favour of sustaining the status quo in the Finnish language legislation.

To answer the second research question of this study, regional differences could be observed in some of the questions. For example, the results of the “How important it is to know language X” question revealed that certain regional preferences can be noted when looking at Swedish and Russian languages. Swedish was surpassed by German and Russian in mean value in Eastern Finland and also somewhat surprisingly Swedish was ranked lower than Russian in Western Finland. This, as mentioned many times earlier, is very likely due to the bad representability of the Swedish-speaking regions in Western Finland in our study. Swedish was ranked as a more important language than Russian in Northern, Central and Southern Finland. A similar trend continued throughout the questionnaire concerning the Swedish language, it getting less support from the participants from Eastern and Western Finland than, for example, the participants from Southern Finland.

Instead of the biggest regional difference regarding language attitudes towards Swedish and Russian being between Western Finland and Eastern Finland, as we had anticipated in our hypothesis, the differences were more scattered between all the different areas. In the “How important...?” question, Swedish had its highest ranking in Southern Finland and lowest in Eastern Finland, whereas Russian had its highest rating in Eastern Finland and lowest in Central Finland. There were no major regional differences in occurrences of Swedish and Russian in the results for “The most... language” questions, apart from the aforementioned finding that Swedish was ranked the most boring language in all regions except Southern Finland, and that in Western Finland Swedish was tied with Estonian as the most useless

language. In the language policy questions, the largest percentage supporting Russian as a potential official language of Finland was in Central Finland - an interesting contrast to participants from the area giving Russian its lowest ranking in the "How important..." question - and the lowest in Northern Finland. The position of Swedish as a national language got its highest percentage of support from Southern Finland and the lowest from Western Finland.

Our results, however, indicate that regionality does not have such a major impact on language attitudes as we expected it to have. This can be observed when answering the final research question concerning the other observable differences between other groupings, such as gender and educational background. If we look at the results concerning Swedish language and divide the participant group by gender, a clear difference in the way Swedish is viewed as can be seen. In the "How important...?" question Swedish had a mean value of 3,08 for men, whereas the mean value of Swedish was considerably higher for women with 3,52. Swedish had much more negative adjective pairings in the "Most... language" questions than positive overall, but even so Swedish received more mentions from men percentually than from women, for example in the "most boring language" question 21% of the female participants had answered Swedish, whereas the percentage was much bigger for the male participants with 35% of them mentioning Swedish as the most boring language. The percentage of male participants choosing Swedish in questions of the ugliest and the most useless languages were both more than twice as high as the percentage of female participants choosing Swedish as answers for those questions. In the language policy question regarding the status of Swedish as a national language of Finland, the female participants were much more clearly in favour of keeping the status of Swedish.

In general, the female participants demonstrated more positive attitudes towards most languages than their male counterparts. In the results of the "How important..." question, only Russian and German were ranked more important by the male participants and Estonian was considered equally important by both gender groups, while all the other languages had a higher importance rating by the female

participants. In the “Most... language” questions German in particular was regarded more positively by male participants. Only in “The most useful language” was German rated higher by the female participants, but it is only because only four languages were mentioned in the answers from the male participants; English, Finnish, German and Russian, last two with only one occurrence each. Meanwhile, the answers by the female participants included 13 languages, 11 of which with more than one occurrence. As for why English and German were mostly viewed in more positive light by the male participants, it can only be speculated.

One of our hypotheses was that the participants with a background in higher education would view languages in general more positively. In the “How important...” only Finnish was ranked higher by the participants from the lower education group, and even that with a very small margin. However, in the “Most... language” questions the results between the education background groups were less cohesive in what languages were viewed more positively by which group. The lower educated participant group also demonstrated more united answers, with the languages holding first places in all of the “Most... language” questions having a higher percentage than the corresponding numbers in the higher educated group. However, the answers from the higher educated group contained a more diverse spectrum of languages. The results from the language policy questions showed that the less educated participant group were more in favour of official positions for Russian and English - although not to the extent where “Yes” answers would have had a majority -, while the higher educated group had a clearer majority supporting the national language status of Swedish.

5.2 Relation to previous studies

In a national survey on the position of English in Finland and the attitudes of the Finnish people towards it by Leppänen et al. (2009), the participants were asked to rank their personal opinions on the importance of English on a scale similar to the one used in our study. In their study, almost 60% of the participants had considered English to be “Quite important” or “Very important”, which were the two highest

rankings of the five options, one being “No opinion”. In our study, when asked to rank the importance of English in the “How important it is to know language X” question, 99,03% had ranked it “Important” or “Really important”, which were similarly the two highest rankings of the five options.

Even though there are large differences in distributions of male and female participants as well as educational backgrounds of the participants between our study and theirs, it does not explain the vast difference between the perceived importance of English, as our entire data includes only one participant (0,24%) that ranked English as “Not important at all” or “Not important”. Of all the participants of the study by Leppänen et al. (2009), 37,4% considered English to be “Not important at all” or “Not that important”. Three potential factors to explain such a major difference are the different sizes of participant groups, different choices of words and the 10-year gap between collection of data for the studies. As our study had a sample of only 413 participants compared to the 1495 participant sample in the study by Leppänen et al. (2009), it can be deduced that the margin of error is greater in our study, albeit not to the extent where it would completely explain the difference. One could also argue that the different word choices between the two studies could have had an effect on the results. In our study we asked “How important do you feel it is to know the following languages?”, stressing the importance of knowing the languages in question in any potential situation, while Leppänen et al. (2009) asked in their study “How important is English to You personally?”, stressing the personal preference of the participant. The remaining potential factor to explain the difference between the two studies is the time of data collection: the data for the study by Leppänen et. al (2009) was gathered between 1st of September to 14th of November 2007. The data for our study was gathered between 22nd of November 2017 and 8th of January 2018, with 10 years between the data collections.

Think tank e2 conducted a survey on the attitudes of Finnish-speaking Finns towards the Swedish language and the Swedish-speaking population. 43% of their participants were in complete or partial agreement with statement “It is important to

me that the Swedish language has the official constitutional status in the future as well" (Pitkänen and Westinen 2017). In our study we asked the question "In your opinion, should the Swedish language keep its status as a national language in Finnish legislation in the future?" and 64.89% of the participants answered "Yes". It is important to note that while the questions essentially dealt with the same topic, the choice of words was different between the two studies; the e2 survey emphasised the importance of the matter to the participant him- or herself, whereas our study asks for the participant's opinion, but does not specify the perspective the participant should take when answering the question. As can be seen in the reasonings given for the answers to the question, the participants were mostly considering the effects of the national language status of Swedish on national and regional levels, not on personal levels (see section 4.4.3).

For the "Most... language" questions, we had adapted the questions from a study by Kansikas (2002). The first assignment of the questionnaire conducted to gather data for Kansikas' study had the participants fill in the gaps in sentences, such as "...is the most beautiful language". The assignment included ten "the most... language" questions and another sentence inquiring what language the participants would like to learn. While most of the "most... language" questions were with different attributes, two of them were virtually identical; the most beautiful language and the ugliest language. In the data of our study, the five most beautiful languages were Finnish, French, Italian, English and Spanish, in that order, while in Kansikas' study they were French, Finnish, English, Italian and Spanish. Both studies had the same five languages, but in slightly different order. As for the ugliest language, the participants of our study considered the five ugliest language to be German, French, Russian, Danish and Dutch. In Kansikas' study, the ugliest languages were Russian, German, Swedish, Estonian and Danish. There were more differences in the ugliest languages between the two studies than there were in the most beautiful languages.

If we compare the results of Kansikas' (2002) question "I would like to learn..." to those of the "What language(s) would (have) you like(d) to study?" question in our study, we can find more similarities. The top six languages the participants of our

study would (have) like(d) to study were Spanish, Russian, German, Italian, French and Japanese (with French and Japanese being tied), while the top five languages the participants of Kansikas' study would have liked to learn were Spanish, Italian, French, Russian and German, with English and Latin being tied in the sixth place. Spanish was in the highest place of interest for participants of both studies, and Russian, German, Italian and French were in top five in both studies.

There was a surprising number of similarities in the findings of our study and that of Kansikas (2002), even though the two studies are not directly compatible for comparison. The participants of the questionnaire by Kansikas were a closed group of students of Valkeala upper secondary school, while our study was not directed to any particular group, but rather to all Finns. Furthermore, the time gap between data collections of the two studies was more than 15 years. When comparing the results of the two studies, it can be argued that Finns' idea of a beautiful language has not changed much in fifteen years and that the conception of beauty in languages do not drastically change between respondents from different backgrounds. It can also be argued that the interesting languages to study for Finns have not changed much, either.

5.3 Validity of the study

For research-ethical purposes it is necessary to acknowledge some problems in our study. While the sample size of participants was large enough for our study, the uneven distribution between different background groups creates fluctuation in the results.

The second research question for our thesis was to find what kind of differences in language attitudes can be observed between participants from different regions. Our primary interest was the potential differences between participants between Western Finland and Eastern Finland. While we got the largest number of participants from those two regions, a problem arises with the inner division of participants within the group from Western Finland. 71,3% of the participants from Western Finland were

from Southern Ostrobothnia, in which there are no bilingual or monolingual Swedish cities or municipalities at all. It can be argued that this Southern-Ostrobothnian bias has twisted the results from Western Finland regarding attitudes towards Swedish.

The participants were also unevenly divided regarding gender and education background. Almost 70% of the participants were female and more than 75% were either in tertiary education or had a degree from an university or an university of applied sciences. Both of these participant groups mostly had more positive attitudes towards a broader spectrum of languages - and Swedish in particular - than their respective counterpart groups. Thus, their over-representation in the data has twisted the overall results to a certain degree.

Some other mistakes considering the questionnaire have to be noted. Some minor mistakes were corrected mid data collection that did not affect the understandability of the questions in order to keep the answers consistent. The spelling for the introduction of the status of Sami languages question was corrected from "Enontekiössä" to "Enontekiöllä" after several participants had left feedback on the matter in their responses. The introduction for the Russian language status question states that Russia is "the third most important" trading partner for Finland, which should rather have been written as "one of the most important". The mistake was due to misinterpretation of a text on Finnish foreign trade by Finnish Customs. As the trading aspect did not come up very often as a supporting argument for the formalization of Russian language in Finland, one can argue that this did not have a major effect to the overall results of the Russian language status question. A more significant problem in the wording of one questions arose in the same Russian language status question, which has already been discussed in section 4.4.2.3. The misunderstanding could have been avoided by underlying more the fact that we intended to compare the statuses of the languages, rather than compare the two languages to each other and the reasons why one has an official status in Finnish legislation and not the other.

Concerning the validity and reliability of the study, the factors mentioned above have to be taken into consideration. Validity refers to the extent in which the study measures what it claims to measure (Given 2008:909-910; Carmines & Zeller 1979). Overall the validity of this study can be said to be high; the tools, i.e. the questions, measure what they claim to measure. The only questionable tool in the questionnaire is the Russian language status question due to the reasons mentioned above. As the question was misunderstood in its object of comparison; the language status' rather than the languages themselves, its validity can be questioned to an extent. However, as discussed previously, it is rather unlikely that the misunderstanding due to the poor wording of the question affected the reliability of the answers. Reliability refers to the consistency in which the utilized tool provides results, i.e. can other researchers repeat the results using the same tool (Carmines & Zeller 1979).

As the present study has utilized qualitative methodology, as well as quantitative, validity of the study has been achieved via thorough explanation of the data analysis processes, which can be seen in section 3.2. The different themes in the reasonings for the language policy question answers have been described in as much of detail as possible whilst still retaining the anonymity of the participants. Thus, longer exact quotations have been avoided and the ideas within the themes have been explained more broadly, but at the same time enough in detail to explain the way the data has been analyzed.

5.4 Suggestions for further study

The present study has provided an overview, a scratch in the surface, to the way in which Finns view certain languages. As the study in itself does not go very deep in the underlying reasons behind these attitudes, it would be necessary to conduct further research focusing on some of the observations of this study. For example, it would be interesting to look deeper into why Estonian had such a "bad reputation" among the participants. Another interesting subject of a more in depth study would be the reason behind the low valuation for Swedish language among the male population as well as among the lower educated. Since the present study had its

limitations regarding the representability of certain areas of Finland, as discussed in the previous section, a study utilizing the same form of questionnaire which combines the different ways of collecting data in both quantitative and qualitative manner, but with a better representability concerning the educational background, gender division and regional division could provide a more accurate answer to the question concerning regional differences on language attitudes of Finnish people. Steps ought to be made in order to ensure the Swedish-speaking regions of Finland particularly to be well represented among the data sample of any further studies on regional differences in language attitudes.

The “most... language” questions adapted from Kansikas (2002) provide an interesting view on the matter of language attitudes, whilst also providing data which can be analyzed via multiple different approaches (see section 4.3). However, it is suggested that the number of different attributes, both positive and negative, used in a questionnaire making use of the similar type of method would be increased to provide a more clear picture of the languages viewed more positively and the ones viewed more negatively. The use of attributes based on more personal feeling rather than the practical aspect is also recommended. Since two of the total of six adjectives in the “most... language” question set in this study concerned more the practical aspect (i.e. the usefulness and the uselessness of a language) rather than the emotional aspect, it affected the results in a way which promoted English very high, due to its lingua franca status. When the practical aspect was not taken into consideration, English dropped significantly in the positive-negative rating.

Another interesting possibility for further study would be to examine the relation of some of these observed attitudes to the behaviour of the people; does the certain attitude towards a language correlate with certain behaviour. As discussed in the background chapter of this study, the link between behaviour and attitude is not as simple as it might be generally thought to be and therefore such a study would have to focus more on the behavioural aspect and language use, rather than the attitudes in themselves.

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Appendices

Appendix 1: Questionnaire (Finnish)

Hei!

Olemme maisterivaiheen opiskelijoita Jyväskylän Yliopistossa ja teemme tämän kyselyn osana Pro Gradu - tutkielmaamme suomalaisten kieliasenteista. Kyselyssä ei kerätä nimiä eikä yhteystietoja.

Kyselyssä on n. 20 kysymystä. Kyselyyn vastaamisessa menee korkeintaan 15 minuuttia. Lukekaa kysymykset huolella ja vastatkaa niihin rehellisesti.

Kiitos osallistumisesta etukäteen!

Jarkko Mäkelä & Tuomas Posti

Ikä *

- | | | |
|--------------------------------------|------------------------------------|-------------------------------------|
| <input type="radio"/> Alle 15 vuotta | <input type="radio"/> 36-40 vuotta | <input type="radio"/> 61-70 vuotta |
| <input type="radio"/> 16-20 vuotta | <input type="radio"/> 41-45 vuotta | <input type="radio"/> 71-80 vuotta |
| <input type="radio"/> 21-25 vuotta | <input type="radio"/> 46-50 vuotta | <input type="radio"/> Yli 80 vuotta |
| <input type="radio"/> 26-30 vuotta | <input type="radio"/> 51-55 vuotta | |
| <input type="radio"/> 31-35 vuotta | <input type="radio"/> 56-60 vuotta | |

Sukupuoli *

- Mies Nainen

Äidinkieli *

Useampi vastausvaihtoehto mahdollinen.

- Suomi
 Ruotsi
 Muu kieli / muita kieliä

Kotimaakunta *

Valitse maakunta josta tunnet eniten olevasi kotoisin (esim. syntymämaakunta tai maakunta, jossa vietit lapsuutesi). Jos olet kotoisin ulkomailta, valitse vaihtoehto "Ulkomaat"

Nykyinen asuinmaakunta

JÄTÄ TYHJÄKSI JOS SAMA KUIN KOTIMAAKUNTA.

Valitse maakunta jossa asut vakituisesti tällä hetkellä. Jos asut ulkomailla, valitse "ulkomaat".

Työssäkäynti ***Koulutus ***

Valitse korkein suorittamasi koulutustaso

Äidinkieli, muu kuin suomi tai ruotsi

Kirjoita kenttään äidinkielesi. Mikäli sinulla on useampia äidinkieliä, kirjoita loput alempana oleviin kenttiin.

Äidinkieli:

Mikäli sinulla on useampia äidinkieliä, voit kirjoittaa loput näihin laatikoihin.

Äidinkieli

Äidinkieli

Äidinkieli

Äidinkieli

Äidinkieli

Kotimaa *

Kirjoita maa josta olet kotoisin

Asuinmaa *

Kirjoita maa jossa asut tällä hetkellä.

Kuinka montaa kieltä olet opiskellut? *

Ota huomioon myös äidinkielen opiskelu.

- | | |
|----------------------------|---|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 8 tai useampaa |

Mitä kieliä olet opiskellut? *

Muu, mikä - kohtaan voit halutessasi kirjoittaa useammankin vaihtoehdon.

- | | | |
|------------------------------------|----------------------------------|--|
| <input type="checkbox"/> Suomi | <input type="checkbox"/> Ranska | <input type="checkbox"/> Japani |
| <input type="checkbox"/> Ruotsi | <input type="checkbox"/> Espanja | <input type="checkbox"/> Italia |
| <input type="checkbox"/> Englanti | <input type="checkbox"/> Venäjä | <input type="checkbox"/> Portugali |
| <input type="checkbox"/> Saksa | <input type="checkbox"/> Viro | <input type="checkbox"/> Yhtä tai useampaa saamelaiskieltä |
| <input type="checkbox"/> Muu, mikä | <input type="text"/> | |

Minkä kielen tai kielten opiskelu kiinnostaisi tai olisi kiinnostanut sinua? *

Valitse kielet, joita haluaisit tulevaisuudessa opiskella tai joita olisit halunnut opiskella aiemmin, mutta et syystä tai toisesta voinut niin tehdä. Muu, mikä - kohtaan voit halutessasi kirjoittaa useammankin vaihtoehdon.

- | | | |
|-------------------------------------|----------------------------------|--|
| <input type="checkbox"/> Ei minkään | <input type="checkbox"/> Ruotsi | <input type="checkbox"/> Italia |
| <input type="checkbox"/> Suomi | <input type="checkbox"/> Espanja | <input type="checkbox"/> Portugali |
| <input type="checkbox"/> Englanti | <input type="checkbox"/> Venäjä | <input type="checkbox"/> Yhtä tai useampaa saamelaiskieltä |
| <input type="checkbox"/> Saksa | <input type="checkbox"/> Viro | |
| <input type="checkbox"/> Ranska | <input type="checkbox"/> Japani | |
| <input type="checkbox"/> Muu, mikä | <input type="text"/> | |

Kuinka tärkeää on mielestäsi osata seuraavia kieliä? *

	Ei ollenkaan tärkeää	Ei tärkeää	Ei mielipidettä	Tärkeää	Todella tärkeää
Suomi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ruotsi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Englanti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Saksa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ranska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Espanja	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Venäjä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arabia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Jatka lauseita: *

Vastaa kysymyksiin henkilökohtaisten kokemustesi perusteella. Voit kirjoittaa saman vastauksen useampaan kohtaan. Apua vastausten miettimiseen löydät vastauslaatikoiden alta.

Mielestäni kaunein kieli on...

Mielestäni hyödyllisin kieli on...

Mielestäni mielenkiintoisin kieli on...

Mielestäni tylsin kieli on...

Mielestäni rumin kieli on...

Mielestäni hyödyttömin kieli on...

Kaunein kieli - Mikä kieli tuntuu sinun korvaasi kauneimmalta esim. puhuttuna, laulettuna tai runoudessa?

Hyödyllisin kieli - Minkä kielen osaaminen on sinun mielestäsi kaikkein hyödyllisintä jokapäiväisessä elämässä?

Mielenkiintoisin kieli - Mikä kieli vaikuttaa sinusta mielenkiintoisimmalta esim. ääntämisen, kieliopin tai kirjoitetun kielen perusteella?

Tylsin kieli - Mikä kieli vaikuttaa sinusta ikävystyttävimmältä esim. ääntämisen, kieliopin tai kirjoitetun kielen perusteella?

Rumin kieli - Mikä kieli särähtää korvaasi kömpelönä ja rumana?

Hyödyttömin kieli - Mistä kielestä et koe hyötyneesi tai kokisi hyötyväsi lainkaan missään elämäsi tilanteessa?

Saamelaiskieliä puhuu Suomessa noin 10 000 henkilöä. Saamelaisten kotialueilla Enontekiöllä, Inarissa ja Utsjoella sekä Sodankylän pohjoisosissa saamelaisilla on oikeus asioida äidinkielellään virastoissa ja sairaaloissa. *

	Ei ollenkaan tärkeää	Ei tärkeää	Ei mielipidettä	Tärkeää	Todella Tärkeää
Kuinka tärkeäksi koet sen, että saamelaiskielillä on virallinen asema Suomen lainsäädännössä?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pitäisikö venäjän kielellä olla samankaltainen lainsäädännöllinen asema kuin saamelaiskielillä? *

Suomessa asui vuonna 2014 n. 70 000 venäjänkielistä, joista Suomen ja Venäjän kaksoiskansalaisia n. 26 000. Venäjänkieliset ovat Suomen suurin vieraskielisten ryhmä. Lisäksi Venäjä on Suomen kolmanneksi tärkein kauppakumppani ulkomaankaupassa.

- Kyllä
- Ei

Perustele lyhyesti edellinen vastauksesi.

Tuleeko ruotsin kielellä mielestäsi tulevaisuudessakin olla nykyisenlainen kansalliskielen asema Suomen lainsäädännössä? *

Suomen perustuslaki määrittelee Suomen kansalliskieliksi suomen ja ruotsin. Suomen kielilaki turvaa kansalaisen oikeuden käyttää omaa kieltään, joko suomea tai ruotsia, tuomioistuimissa ja muissa valtion viranomaisissa sekä kunnallisissa viranomaisissa.

- Kyllä
- Ei

Perustele lyhyesti edellinen vastauksesi.

Englanti on kansainvälisen vuorovaikutuksen kieli ja Suomessa eniten opiskeltu vieras kieli. Pitäisikö englannilla olla Suomen lainsäädännössä virallinen asema, ts. pitäisikö valtion ja kunnallisilta viranomaisilta edellyttää englanninkielisen palvelun tarjoamista? *

Kyllä

Ei

Perustele lyhyesti edellinen vastauksesi.

Edell.

Seur.

Tärkein kieli tulevaisuuden Suomessa tulee suomen kielen ohella olemaan... *

Perustele lyhyesti edellinen vastauksesi.

Kiitos osallistumisesta tutkimukseemme! Lähettääksesi vastauksesi paina Lähetä - painiketta.
- Jarkko & Tuomas

Appendix 2: Questionnaire (Swedish)

Hej!

Vi är magisterstudenter i Jyväskylä Universitet och den här förfrågan är en del av vår Pro Gradu -avhandling om finländarnas språkattityder. I förfrågan samlas inte några namn eller kontaktinformation.

Det finns cirka 20 frågor i förfrågan. Att svara på den tar max 15 minuter. Varsågod och läs frågorna noggrant och svara ärligt.

Tack på förhand för ditt svar!

Jarkko Mäkelä & Tuomas Posti

Ålder *

- | | | |
|-----------------------------------|--------------------------------|----------------------------------|
| <input type="radio"/> Under 15 år | <input type="radio"/> 36-40 år | <input type="radio"/> 61-70 år |
| <input type="radio"/> 16-20 år | <input type="radio"/> 41-45 år | <input type="radio"/> 71-80 år |
| <input type="radio"/> 21-25 år | <input type="radio"/> 46-50 år | <input type="radio"/> Över 80 år |
| <input type="radio"/> 26-30 år | <input type="radio"/> 51-55 år | |
| <input type="radio"/> 31-35 år | <input type="radio"/> 56-60 år | |

Kön *

- | | |
|---------------------------|------------------------------|
| <input type="radio"/> Man | <input type="radio"/> Kvinna |
|---------------------------|------------------------------|

Modersmål *

Mer än ett alternativ möjligt

- | |
|--|
| <input type="checkbox"/> Finska |
| <input type="checkbox"/> Svenska |
| <input type="checkbox"/> Ett annat språk / andra språk |

Modersmål *

Mer än ett alternativ möjligt

- Finska
- Svenska
- Ett annat språk / andra språk

Hemlandskap *

Välja landskapet där du känner dig mest som du är hemma (det kan vara din födelse-landskap eller bygden där du framlevde din barndom). Om du kommer från utlandet, välja "Utland".

Varsågod och välj ▼

Rådande bosättningslandskap

LÄMNA BLANK OM DETSAMMA SOM HEMLANDSKAP.

Välja landskapet där du bor ständigt för närvarande. Om du bor utomlands, välja "Utland"

Varsågod och välj ▼

Anställning *

Varsågod och välj ▼

Utbildning *

Välja den högsta utbildningsnivå som du har blivit färdig med.

Varsågod och välj ▼

Modersmål, någon annan än finska eller svenska

Skriva din modersmål här. Om du har mer än ett modersmål, skriva de övriga språk längre ner.

Modersmål

Om du har mer än ett modersmål, du kan skriva de övriga språk här.

Modersmål

Modersmål

Modersmål

Modersmål

Modersmål

Hemland *

Skriva landet du hör hemma i.

Hemvistland *

Skriva landet du bor i för närvarande.

Hur många språk har du studerat? *

Ta också hänsyn till ditt modersmål.

- | | |
|----------------------------|--------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 8 eller mer |

Vilka språk har du studerat? *

Till stället "Övrigt språk, vilket" kan du skriva så många språk som du vill.

- | | | |
|---|-----------------------------------|--|
| <input type="checkbox"/> Finska | <input type="checkbox"/> Franska | <input type="checkbox"/> Japanska |
| <input type="checkbox"/> Svenska | <input type="checkbox"/> Spanska | <input type="checkbox"/> Italienska |
| <input type="checkbox"/> Engelska | <input type="checkbox"/> Ryska | <input type="checkbox"/> Portugisiska |
| <input type="checkbox"/> Tyska | <input type="checkbox"/> Estniska | <input type="checkbox"/> Ett eller mer samiska språk |
| <input type="checkbox"/> Övrigt språk, vilket | <input type="text"/> | |

Vilket eller vilka språk skulle du vilja studera, eller har någon gång velat studera? *

Välj de språk som du skulle vilja studera i framtiden, eller som du skulle ha velat studera tidigare, men av någon anledning kunde inte. Till stället "Övrigt språk, vilket" kan du skriva så många språk som du vill.

- | | | |
|---|-----------------------------------|--|
| <input type="checkbox"/> Inget språk | <input type="checkbox"/> Svenska | <input type="checkbox"/> Italienska |
| <input type="checkbox"/> Finska | <input type="checkbox"/> Spanska | <input type="checkbox"/> Portugisiska |
| <input type="checkbox"/> Engelska | <input type="checkbox"/> Ryska | <input type="checkbox"/> Ett eller mer samiska språk |
| <input type="checkbox"/> Tyska | <input type="checkbox"/> Estniska | |
| <input type="checkbox"/> Franska | <input type="checkbox"/> Japanska | |
| <input type="checkbox"/> Övrigt språk, vilket | <input type="text"/> | |

Enligt din åsikt, hur viktigt är det att kunna *

	Inte alls viktigt	Inte viktigt	Ingen åsikt	Viktigt	Jätteviktigt
Finska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Svenska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engelska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tyska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Franska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spanska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ryska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estniska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arabiska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fortsätta följande satser: *

Besvara följande frågor på grund av dina personliga erfarenheter. Du kan skriva samma svar till många ställen. Det finns några hjälpfrågor längre ner.

Jag tycker att det vackraste språket är...	<input type="text"/>
Jag tycker att det nyttigaste språket är...	<input type="text"/>
Jag tycker att det mest intressanta språket är...	<input type="text"/>
Jag tycker att det tråkigaste språket är...	<input type="text"/>
Jag tycker att det fulaste språket är...	<input type="text"/>
Jag tycker att det onyttigaste språket är...	<input type="text"/>

Det vackraste språket - Vilket språk tycker du att låter det vackraste, t. ex. i tal, sång eller poesi?

Det nyttigaste språket - Enligt din åsikt, vilket språk är det nyttigaste att kunna i daglig liv?

Det mest intressanta språket - Vilket språk verkar vara mest intressant när det gäller t.ex. uttal, grammatik eller skrivande språk?

Det tråkigaste språket - Vilket språk verkar vara det tristaste när det gäller t.ex. uttal, grammatik eller skrivande språk?

Det fulaste språket - Vilket språk skorrar illa för dig?

Det onyttigaste språket - Enligt din åsikt, vilket språk har inte varit till nytta för dig, och skulle aldrig kunna vara nyttigt för dig?

Samiska språk har cirka 10 000 talare i Finland. I sameområdet i Enontekis, Enare och Utsjoki, samt norra delar av Sodankylä, de samiska människor har rätt att utträta ärenden på sin modersmål i byråer och sjukhus. *

	Inte alls viktigt	Inte viktigt	Ingen åsikt	Viktigt	Jätteviktigt
Hur viktigt tycker du att det är att de samiska språken har officiellt status i den finska lagstiftningen?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Skulle det ryska språket ha en likadan legislativ status som de samiska språken? *

Året 2014 bodde cirka 70 000 ryskspråkiga människor i Finland, varav 26 000 hade Finlands och Rysslands dubbel medborgarskap. De ryskspråkiga är den största språkminoritet i Finland. Därtill är Ryssland Finlands tredje viktigaste handelspartner i utrikeshandeln.

- Ja
- Nej

Motivera lite förra svaret.

I framtiden, skulle det svenska språket ha en likadan nationalspråkstatus i Finlands lagstiftning som nu? *

Finlands grundlag definierar finska och svenska som Finlands nationalspråk. Finlands språklag betryggar en medborgares rätt att använda sitt eget språk, antingen finska eller svenska, hos domstolar och andra statliga myndigheter och kommunala myndigheter.

- Ja
- Nej

Motivera lite förra svaret.

Engelska är ett språk för internationell interaktion och det mesta studerade främmande språk i Finland. Skulle engelska ha officiellt status i Finlands lagstiftning, dvs. skulle statliga och kommunala myndigheter ge service på engelska? *

- Ja
- Nej

Motivera lite förra svaret.

I framtiden, det viktigaste språket i Finland förutom finska kommer att vara... *

Motivera lite förra svaret.

Tack så mycket för att du deltog i vår avhandling!

Tryck på "Skicka" för att skicka ditt svar.

- Jarkko & Tuomas