

WOULD YOU LIKE TO HAVE SOME BETA WITH THOSE
SLOPERS?

Anglicisms in Finnish sport climbing jargon

Bachelor's Thesis

Jarno Laitinen

University of Jyväskylä

Department of Language and Communication Studies

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JYVÄSKYLÄN YLIOPISTO

Faculty Faculty of Humanities and Social Sciences	Department Department of Language and Communication Studies
Author Jarmo Laitinen	
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Abstract <p>This Bachelor's Thesis focuses on studying Finnish sport climbing jargon. My main focus is on English based loan words, Anglicisms, and how they appear within this jargon. In climbing, understanding jargon is among the key factors for safe climbing as well as for successful ascends. In terms of linguistics, this language has not been studied extensively before. Hence, this study seeks to enhance our knowledge on this major research gap.</p> <p>In my theoretical framework, I established that the Finnish climbing language can be called jargon, as it consists of specialized vocabulary used by climbers only. Jargons can utilize large amounts of loan words, which are any foreign words entered at language's lexicon as a result of word borrowing. Loan words are a crucial part of the Finnish climbing language because sport climbing is a relatively new sport in Finland and highly influenced by the Anglophonic climbing culture. In turn, Anglicisms are loan words that derive from English origin. As English is used globally as a common language of communication, the level of contact with English has increased exponentially. Due to the strong English influence on Finnish climbing, a large proportion of Finnish climbing terms are Anglicisms.</p> <p>There does not exist one single reason for word borrowing. It is known that foreign words are borrowed because of trends, cultural and prestige reasons, as well as social admiration and conspicuous reasons. Nouns are usually the most borrowed loan words because they easily adapt to the borrowing language.</p> <p>I sought answers from data consisting of a single climbing YouTube video and its transcription. I coded Anglicisms from this transcription and classified them following the principles of the content differentiation process. The Anglicisms were then divided according to linguist Paula Sajavaara's model into seven main categories and three subcategories. These results were discussed relying on my theoretical framework. Hence, this thesis utilized the principles of both quantitative research as well as qualitative research.</p> <p>I found out that from the 417 words in the transcript, 10,31 percent, or 43 were distinct climbing related Anglicisms. The majority of these, 49 percent, or 21 extracts, belonged to the category of direct loans. As nouns are usually the most borrowed loan words, consequently the majority of these were nouns. The category of loan meaning extensions proved to be the second biggest with 10 extracts out of the 43, resulting in 23 percent of the overall word count. A possible explanation for this may be that these particular words have existed in the Finnish lexicon at least since 1961 and are a part of the basic Finnish vocabulary. All the other categories, expect loan shifts contracted, loan shifts extracted, and abbreviations and international acronyms, had extracts ranging from two to four samples.</p> <p>Anglicisms consist of a large part of the climbing terminology and need further, more extensive studies to improve our understanding of this interesting language phenomenon.</p>	
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Tiivistelmä <p>Tämä kandidaatin tutkielma keskittyy suomalaisen urheilukiipeilyn erikoiskieleen. Tutkielman keskiössä ovat englantilaisperäiset lainasanat, eli anglismit ja se miten ne ilmenevät tässä erikoiskielessä. Kiipeilyssä käytettävän kielen ymmärtäminen on turvallisen kiipeilyn sekä onnistuneen kiipeilysuorituksen kannalta keskeistä. Kielitieteen osalta kiipeilyn erikoiskieltä ei ole tutkittu laajalti aiemmin ja tämä tutkielma pyrkii edesauttamaan tämän tutkimusaukon täyttämässä.</p> <p>Teoreettisessa viitekehysessäni totean kiipeilyssä käytettävän kielen olevan erikoiskieltä, koska se rakentuu erikoissanastolle, jota käyttävät vain kiipeilijät. Erikoiskielet voivat hyödyntää lainasanoja, jotka tarkoittavat mitä tahansa vierassanoja, jotka ovat tulleet erikoiskielen sanastoon sanojen lainautumisprosessin myötä. Nämä lainasanat ovat tärkeä osa suomalaista kiipeilykieltä, koska urheilukiipeily Suomessa on lajina varsin uusi sekä hyvin vahvasti anglofonisen kiipeilykulttuurin vaikuttama. Koska Englanti on kasvanut maailmanlaajuisesti käytetyksi yleiskieleksi, ovat sen kielelliset kontaktitkin lisääntyneet eksponentiaalisesti. Tämän vaikutuksen myötä myös suuri osa suomalaisen urheilukiipeilyn sanastosta on anglismeja.</p> <p>Sanojen lainautuminen ei ole yksiselitteistä. Vierasperäisiä sanoja lainataan trendien, kulttuuri- ja arvovaltasyiden sekä sosiaalisen ihailun ja sen puoleensavetävyyden vuoksi. Substantiivit ovat yleensä lainatuin sanaluokka, koska ne sopeutuvat helpoimmin lainaajakieleen.</p> <p>Aineistoni koostuu yhdestä YouTube-videosta ja sen litteroinnista. Koodasin tästä litteraatista löytämäni anglismit ja luokittelin ne sisällönerittelyn periaatteita noudattaen. Tämän jälkeen jaoin anglismit lingvisti Paula Sajavaaran mallin mukaan seitsemään eri pääluokkaan ja kolmeen alaluokkaan. Lopuksi keskustelin näistä tuloksista pohjautuen teoreettiseen viitekehykseeni. Näin ollen tämä tutkielma hyödyntää niin määrällisiä kuin tilastollisiakin menetelmiä.</p> <p>Litteraatti koostuu 417 sanasta, joista 10,31 prosenttia, eli 43 kappaletta, on kiipeilyyn liittyviä anglismeja. Suurin osa näistä, 49 prosenttia, eli 21 sanaa, kuuluu suorien lainauksien luokkaan. Suurin osa näistä sanoista on substantiiveja, johtuen siitä, että substantiivit ovat yleisin lainattu sanaluokka. Toiseksi eniten löysin merkityslainoja, joita oli 10 kappaletta, eli 23 prosenttia anglismien kokonaismäärästä. Tämä voi johtua siitä, että tähän luokkaan kuuluvat sanat ovat olleet osa suomalaista sanastoa ainakin vuodesta 1961 ja kuuluvat myös suomen kielen perussanastoon. Kaikkiin muihin luokkiin löysin kahdesta neljään sanaa, mutta supistettuja merkityslainoja, lavennettuja merkityslainoja, sekä lyhenteitä ja kansainvälisiä kirjainsanoja en löytänyt yhtään kappaletta.</p> <p>Kaiken kaikkiaan anglismit ovat iso osa kiipeilyterminologiaa ja aiheeseen keskittyvät lisätutkimukset ovat toivottavia voidaksemme ymmärtää tätä mielenkiintoista kielellistä ilmiötä paremmin.</p>	
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To Viivi, the lifter of shallow horizons. Never could have done it without you.

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1 INTRODUCTION

The aim of my Bachelor's Thesis is to study the Finnish rock climbing jargon. The jargon is a language used by a particular group of people; in this case, by rock climbers. Moreover, my interest lies in the English based loan words called the Anglicisms, and how they appear as a part of this jargon. My focus will be delimited to concern only sport climbing, which is a variety of rock climbing. I have chosen this particular variety for three major reasons.

Firstly, climbing jargon has not been studied extensively before; I was able to find only two Master's Thesis about the subject, both concentrating on lexical terminology in rock climbing (cf. Nousiainen 2018; Suursalmi-Seppälä 2018). To the best of my knowledge, there has not been a study focusing solely on sport climbing language, although the popularity of climbing in Finland has increased substantially. A decade ago, Finland had only a few thousand rock climbing practitioners, whereas nowadays that number is close to 50 000 (Korosuo 2017: 10). Hence, this study seeks to improve the knowledge on this major research gap.

Secondly, studying a hobby can be very motivating. Personal interest in the subject is known to have a significant impact on motivation (Närkki 2017: 11). As such, sport climbing has been a major hobby of mine since 2014, and from early on I found the language used within this sport to be intriguing and different from the standard language.

Thirdly, understanding climbing jargon is crucial for a climber, since rock climbing is potentially a dangerous sport. One of the most common accidents occur when there is a miscommunication between the climber and the person who controls the safety rope, the belayer; the climber may think that they will be lowered to the ground by the belayer whereas the belayer may think that the climber will lower themselves to the ground (Korosuo 2017: 14). Misunderstandings can lead to a scenario where the climber falls to the ground. Finally, since one of the main goals of sport climbing is to successfully climb *routes* (a course or direction of a climb), understanding the given route in detail is of utmost importance.

However, even delimiting the jargon to only sport climbing is not sufficient as it still leaves the study area too broad. An extensive amount of climbing gear is used in sport climbing and the time, length and resources for the Bachelor's Thesis will not allow for a thorough study. Instead, I have narrowed the focus even further, and this study will concentrate only on the sport climbing jargon used in the route description.

Studying the jargon in the Finnish context over an English one has two main reasons. Firstly, the majority of words used in Finnish climbing jargon derive from the English language. Secondly, sport climbing in Finland is a relatively new sport; one of the first routes leading to a sport-styled climbing, “Kantti”, was established in 1984 by Ilkka Paloniemi in Olhava, National Park of Repojärvi. (cf. Paloheimo 2000; Myllykoski, Kurru and Vänskä 2015). In addition, focusing on Finnish climbing jargon gives an excellent chance to examine the word loaning processes between the languages. As a language student, I am interested in how languages affect each other. Studying the phenomena occurring in a modern-day scenario helps to improve the understanding of it, both in English as well as in Finnish.

My research questions are:

- 1) What types of Anglicisms are present in a Finnish sport route description?
- 2) What are the reasons for Anglicisms to appear as they do?

To answer my first research question, I study how the climbing terms can be classified according to a model formed by linguist Paula Sajavaara (cf. 1989: 85–86). Furthermore, relying on my theoretical framework, I will discuss the possible reasons for the appearance of these words to answer my second research question.

2 OF CLIMBING AND WORDS

In this chapter, I explain briefly the history of sport climbing and explore the few previous linguistic research made in this field. Subsequently, I clarify the concepts of loan words and foreign words used in this study and how they relate to Anglicisms.

2.1 Sport climbing background

Sport climbing is “rock climbing with fixed bolt protection” (Korosuo 2017: 11, translation mine). Hence, it is a variety of rock climbing, among traditional climbing using unfixed protection, free soloing not using any means of protection, and several other subtypes. The roots of sport climbing are in mountaineering, which was born as a contemporary sport in 1786 when Michel-Gabriel Paccar along with Jacques Balmat ascended Mont Black, the tallest peak in Europe, located in southern France (cf. Kiesinger and Smith 2019). It was not until two centuries later that sport climbing developed. This dates back to the turn of the 1980’s when climbers in Southern France, Verdon Gorge, began to “pre-equip” climbing routes with fixed bolts before trying to climb them (Gartner 2018). This led to the establishment of one of the first sport routes in the world in the area, by Jacques Perrier (Bisharat 2015). This route, entitled “Pichenibule”, received its first ascend in 1980, by Patrick Berhault (Douglas 2017). Unbeknownst, the same occurred in the United States of America, Smith Rocks, Oregon, at the beginning of the 1980s, when Alan Watts used similar means to be able to ascend unclimbed routes (Fox 2015). Therefore, sport climbing is a fairly new sport, developed from the roots of mountaineering and traditional climbing.

In climbing jargon, describing route features, the hold types or the techniques needed for the ascend is called giving *beta*. Understanding what a given route consists of is of paramount importance for a successful ascend. According to several anecdotal sources (cf. Climbing 2015; MacDonald 2015; Murray 2015), the term was coined by Jack Mileski in 1981, with the reference to a competitor of VHS tapes, the Betamax tape, which he used to tape his climbs; prompted about a climb, allegedly he said that “I will just show you the beta, Max!”.

Regardless that it is difficult to verify the authenticity of this information, the term is in general use among climbers. In other words, understanding the *beta* of the route relates to understanding the techniques, hold types and other requirements, and thus enables accurate describing of the route. This, in turn, requires the understanding of climbing jargon.

2.2 Previous studies on rock climbing jargon

The language used in climbing has been studied in Finland mainly with the means of lexical terminology. Maria Nousiainen (2018) has done her English and Translation Studies' Master's Thesis on the subject, intending to define the main concepts of rock climbing and combine them into a descriptive, bilingual glossary; both in Finnish and in English. Mainly, her research concentrates on describing and arranging the climbing concepts into superordinates and subordinates, such as *sport climbing* being a subordinate concept of *rock climbing* which in turn is a subordinate concept of *mountain climbing*.

Riikka Suursalmi-Seppälä (2018) has also done a Master's Thesis on climbing, based on lexical terminology. Whereas Nousiainen (2018: 30–31) has compared Finnish terms to English ones, Suursalmi-Seppälä (2018) has compared Finnish terms to German ones, while also defining some German climbing terms and concepts. From these concepts, Suursalmi-Seppälä has compiled a 71–word list, wherein the concepts are divided into six categories. However, Anglicisms are not mentioned in the studies of Nousiainen or Suursalmi-Seppälä. The latter (2018: 19) briefly introduces the notion of citation loans and special loans. On the other hand, Nousiainen does not; her study focuses only on defining the found concepts.

Climbing as a superordinate term is a broad one. As mentioned, it includes all the varieties of climbing. Therefore, it is crucial to carefully delimit the subject to a single variety. This has not been the case in the previously mentioned studies. Nousiainen writes (2018: 14) that her sources are mainly American literal productions and their glossaries because rock climbing has mainly developed in North America. Nevertheless, even this limitation is not sufficient. Nousiainen (2018: 21) illustrates that the *rock climbing* concept is still a superordinate term for varieties of *aid climbing*, *bouldering*, *indoor climbing*, *sport climbing*, and *traditional climbing*. Even though these varieties are partly overlapping, the concentration on a single one would be more precise.

In turn, Suursalmi-Seppälä (2018: 47–48, translation mine) mentions that her sources are “different types of texts and genres, such as articles, glossaries, interactions in the social media, novels and non-fiction books”. She has used also internet articles, a YouTube video and glossaries found online as her source. Thus, her material may be broad, but it seems rather dispersed. After all, the research material must be delimited carefully in qualitative research (Kiviniemi 2015: 77). For this reason, I have limited my study to sport climbing.

There does not exist a unified vocabulary in climbing, and the vocabulary has not been standardized in Finland (Nousiainen 2018: 82; Suursalmi-Seppälä 2018: 49). However, some of the terms used in the Finnish climbing scenario even today, such as *reitti* ‘route’, and *ote* ‘hold’, come from as far back as 1961 (Suursalmi-Seppälä 2018: 45). Even so, the ununified vocabulary sets its challenges when evaluating the reliability of the sources found online. On the individual level, even being a professional climber does not mean one knows the climbing vocabulary. While researching the course descriptions of professional climbing instructor courses of SKIL (*Suomen kiipeilyliitto*, ‘The Finnish Climbing Association’), I noticed that even the highest levels of certificates do not mention anything concerning the climbing jargon.

Overall, it can be concluded that the language used in climbing has been studied little in Finland. Although there exists a large number of rock climbing guidebooks in Finnish, such as *Suomalainen kiipeilyopas* (Korosuo 2017), the Finnish climbing jargon itself has not been studied extensively. Therefore, further studies of this complex realm of language are needed to improve our understanding of this phenomenon.

2.3 Defining language concepts

The distinction between what is considered to be a standard language and what is a dialect and what is considered to be a part of a slang and what is jargon are difficult and complex questions to answer. However, for clarifying these concepts, some distinctions can be made. Yule (2005: 295) defines the standard language to be “the variety of a language treated as the official language and used in public broadcasting, publishing and education”. Hence, a standard language is an “idealized” variety of a language, which is not spoken in any specific region. Yule (2005: 240) writes that standard language is more often found in written language than in spoken language. He continues that as the standards vary from one country to another, a wide variety of Standard Englishes have formed, such as Standard Australian English, Standard Canadian English, and Standard Indian English.

According to Häkkinen (2006: 37), the distinction between a language and a dialect is usually made by understandability; given that two speakers understand one another, it can be considered that they speak the same language, and the possible differences in their communication can be considered to be due to different dialects. She continues that if the speakers themselves consider being speaking a different language, then it can be deemed so.

As for slang, the Merriam–Webster Dictionary (n.d.) defines slang to be “language peculiar to a particular group”. In turn, jargon is “specialized vocabulary used by those inside established social groups” (Yule 2005: 259). At first, jargon and slang would then seem to be synonymous. However, jargon differs from slang in terms of register and its user groups. A register is a way of how language is used appropriately in a certain context. For example, in the religious register, we can find phrases such as *Ye shall be blessed*, in the legal register we can encounter a phrase *The plaintiff is ready to take the witness stand*, or in the linguistic register a phrase such as *In the morphology of this dialect there are fewer inflectional suffixes* (Yule 2005: 259). Also, in the climbing register we can encounter phrases such as *Would you like to have some beta with those slopers?* (Hintikka 2018).

As a specialized, or area dependent vocabulary, jargon is often used in technical vocabularies, such as in the above-mentioned religious jargon or legal jargon. In turn, slang is a term for everyday words and phrases, found usually among youth and other special interest groups. (Yule 2005: 259). In turn, the use of jargon is a connecting factor of seeing oneself as an “insider” of a certain social group, while the ones that are not using this jargon, or this register, are “outsiders” of this group. (Yule 2005: 259; cf. Karttunen 1989: 148). In the context of this study, I will consider climbing language to be jargon because it consists of very specialized vocabulary used by climbers only and meets the above-mentioned criteria for jargon. As such, loan words can be seen as a part of this jargon.

2.3.1 Loan words and foreign words

The Kielitoimisto vocabulary (2019, translation mine) defines a loan word¹ to be “a word adopted from a foreign variety”. In turn, linguist Martin Haspelmath (2009: 36) defines a loan word as “a word that at some point in the history of a language entered its lexicon as a result of borrowing”. These two definitions are the ones that I use in this thesis.

Sajavaara (1989: 65–66) describes some features of the word loaning process. She tells that the most common loanwords are nouns describing objects and concepts. This is backed up by Haspelmath (2009: 35), as he notes that “verbs are more difficult to borrow than nouns because they need more grammatical adaptation than nouns”. Trask and Millar (2015: 20) support this as they write that nouns adapt to the borrowing language more easily than verbs.

¹ Curiously, the word *loan word* is a loan word itself, deriving from the German *Lehnwort*.

In turn, Sajavaara (1989: 65–66) continues that in speech, the conveyance focuses on concrete things; in the written word, abstract nouns can also be transferred. She continues that among language relatives, words are loaned from neighboring countries and from culturally intertwined languages. However, whereas the most common loanwords are nouns, some semantic classes are not usually borrowed at all. Trask and Millar (2015: 21) point out that habitually used general words, called basic vocabulary, including body parts, numerals, colors, and names of natural phenomena are not usually borrowed.

Sajavaara (1989: 70) writes that in Finnish language studies, the older loan words (such as *jyvä* ‘seed’, *porsas* ‘pig’) that have been fully adapted to the language are separated from the newer ones (such as *eepos* ‘epic’, *transformoida* ‘to transform’), which are called foreign words. As such, a foreign word is “a loan word that has not been fully adapted to Finnish and which often has foreign speech sounds” (The Kielitoimisto vocabulary 2019, translation mine). As is the case with the Sajavaara’s examples, the older loan words are not easily recognized as loan words whereas the foreign origin of the newer ones is easier to see.

According to several linguists (cf. Häkkinen 2006: 258–260; Itkonen 1990: 11; Sajavaara 1989: 70, 96–97; Itkonen and Maamies 2000: 41), in Finnish language studies, foreign words have been generally divided into three groups, which are

- 1) *yleislainat* ‘general loans’ are words completely adapted to the grammatical, phonological, and conjugation systems of the language and usually do not contain consonants *b*, *d*, *g*, *f*, or *š* (*kahvi* ‘coffee’, *moottori* ‘motor’),
- 2) *erikoislainat* ‘special loans’, that are partially adapted to the language (*alkoholi* ‘alcohol’, *triviaali* ‘trivial’), and
- 3) *käännöslainat* ‘citation loans’ completely unadapted loans, even though their pronouncing may be adapted (*jury* ‘jury’, *tutti frutti* ‘tutti frutti’)

This trichotomy was first proposed by a linguist and a researcher E.A Tunkelo in 1907 (Itkonen 1990: 11; Sajavaara 1989: 71). It relies on the notion of three stages that a word adapting to another language can have:

- 1) a foreign word adapts completely to the grammatical, phonological, and conjugation systems of the language (*tulppaani* ‘tulip’, *vaneri* ‘plywood’),
- 2) a word adapts partially (*kognitiivinen* ‘cognitive’, *mareografi* ‘a station used to measure the height of water’), or
- 3) the word is borrowed as it is, without adaptation (*sarong*, *talio*) (Sajavaara 1989: 71).

This trichotomy is the basis for farther divisions that can be applied when studying Anglicisms. The notion of Anglicisms and their classification is explored in the following section.

2.3.2 Anglicisms

Anglicisms can be considered to be loan words that derive from English origin. Tieteen termipankki (2019, translation mine) defines Anglicism to be “a word, saying or a linguistic structure transferred from English to another language”. According to this definition, a large proportion of Finnish climbing terms can be considered as Anglicisms. However, Henrik Gottlieb (2005: 163) writes that the scientific community has not reached a full consensus on the definition of Anglicism; the word is associated depending on the context and user. Therefore, Gottlieb (ibid.) proposes a definition for Anglicism:

[Anglicism is] any individual or systemic language feature adapted or adopted from English, or inspired or boosted by English models, used in intralingual communication in a language other than English.

Also by this definition, the Finnish climbing terms can be mostly considered to be Anglicisms. I will be using the Gottlieb’s definition for Anglicisms on this thesis, as opposed to the one coined by Tieteen termipankki, as his definition is broader and enables a wider perspective towards what can be considered as an Anglicism.

To categorize Anglicisms, a variety of overlapping taxonomies can be found. Gottlieb (2005: 164–166) has created one, which divides the Anglicisms into three main categories: active Anglicisms, reactive Anglicisms, and code switches. These categories entail multiple subcategories. In turn, Rodríguez Medina (2014: 407) has created a taxonomy separating Anglicisms into four categories: pure Anglicisms, hybrid Anglicisms, assimilated or naturalized Anglicisms, and pseudo-Anglicisms. However, as I will be examining the words in the Finnish context, I have chosen to use the description of how Anglicisms appear in the Finnish lexicon, coined by a Finnish linguist, Paula Sajavaara (cf. 1989: 85–86). Illustrated in the following Table 1, her model divides the Anglicisms into seven distinct categories and three subcategories.

Table 1: Anglicisms according to Sajavaara

Name of the category	Description	Example by Sajavaara
1. Direct loans	Words that are either fully adapted or fully unadapted	<i>kompakti</i> 'compact'
2. Calques	directly translated	<i>kehonrakennus</i> 'bodybuilding'
3. Loan meaning extensions	existing word with loaned meaning	<i>päänsärky</i> 'headache'
4. Partial calques	both native and borrowed	<i>cocktailkutsut</i> 'cocktail party'
5a. Loan shifts contracted	loosely imitate the English equivalent	<i>kroolata</i> 'crawl'
5b. Loan shifts expanded	loosely imitate the English equivalent	<i>propsi</i> 'prop'
5c. Loan shifts unconnected	loosely imitate the English equivalent	<i>jumpata</i> 'jump'
6. Partial loans	partly transferred	<i>dekkari</i> 'detective story'
7. Abbreviations and international acronyms	as stated in the name	<i>hyvin tärkeä henkilö</i> 'VIP'

To translate the concepts from Finnish to English accurately and transparently, I have cross-referenced my translations to an article of lexical borrowing concepts by Martin Haspelmath (2009), the taxonomy of Henrik Gottlieb (2005), and A dictionary of linguistics and phonetics (Crystal 2008).

As discussed before, there does not exist a single universal concept for classifying Anglicisms. Sajavaara (1989: 84) herself notes that the classifications are partly arbitrary. Hence, these categories and translated terms may overlap with the notions of other authors. Nevertheless, these are the classifications and the principles of dividing the Anglicisms in my data.

2.4 Reasons for borrowing words

As Sajavaara (1989: 69–70) writes, words do not transfer from a language to one another in a vacuum; usually, they transfer with a concept. She exemplifies this with *tee* that originates from Chinese and has been established in the Finnish language as such along with the drink. She continues that *suklaa* 'chocolate' and *kaakao* 'cocoa', which originate from Aztec language *chocolatl* and *kakaua*, are examples of words transferred with a concept. In addition,

Sajavaara (ibid.) mentions that cultural communities “radiate” lexicon around them; French has influenced the international diplomatic vocabulary whereas many merchant and music words derive from Italy. She concludes that nowadays English has become the dominant language in the fields of science, technology, sports, and business; this is seen with the spread of Anglicisms around the globe.

If a word does not become well-known outside its user group, it usually keeps its original form (Sajavaara 1989: 70). As an example, she mentions the Hawaiian wreath called *lei* and West-Indian cult word *voodoo*. Besides, Sajavaara writes that as these words are bound to their culture-groups and their referential usage, there is no need to translate or adapt them.

According to Haspelmath (2009: 48–50), the two main reasons for word borrowing are culture and prestige. He writes that how we speak and write is not solely specified on simply conveying meanings, but it is also fixed by how we want to appear to others, and how we want to identify ourselves socially. He continues that prestige is then related to *core borrowings*, a type of a loanword where an already existing native word is duplicated or replaced with a new, foreign word. In turn, Sajavaara (1989: 70, 95) writes that words are loaned from a language and culture that is seen as prestigious, as well as for fashion, social prestige or conspicuous reasons. She continues that this idea can be seen in commercials, wherein we are sold *hifiä* ‘hifi’ or *poweria* ‘power’, as well as in job advertisements where the employers are looking for a *manager* or a *director* as opposed to ‘manageria’ or ‘johtajaa’.

Cultural borrowing occurs when two cultures are in contact with one another. I have mentioned Sajavaara’s examples of this at the beginning of this chapter. In turn, Haspelmath (2009: 46) exemplifies that in Imbabura Quechua, a language spoken in Ecuador, Colombia and Peru, the words *rice*, *clock* and *week* were borrowed from Spanish, as the speakers of Quechua did not have those items before invasions of Europeans. Consequently, the term *arroz* ‘rice’ has come to be as a resembling word *arrusa* in Imbabura Quechua, as have the Spanish word for *reloj* ‘clock’ – *riluju* in Imbabura Quechua and *semana* ‘week’ – *simana* in Imbabura Quechua. Similarly, the word *riisi* ‘rice’ has come to the Finnish language from the Swedish *ris* with a naturalization process, in this case, with the conduction of the end vowel *-i* (Häkkinen 2004, as quoted by Anttila 2008).

There does not exist one single reason for word borrowing. According to Sajavaara (1989: 70), word borrowings are subject to trends as well as clothes are in fashion. She continues that in addition to the above-mentioned cultural and prestige reasons, the words are also borrowed for social admiration and conspicuous reasons.

To conclude this chapter with the Finnish context, according to Sajavaara (1989: 83), Finnish contact with the English language was scarce before World War I and Finland's Declaration of Independence in 1917. She continues that nowadays, as English is used globally as a common language of communication, *lingua franca*, the level of contact with English has increased exponentially. She concludes that 80 percent of all scientific research is published in English, it is the language of medicine, space technology, international trade, and commerce as well as with mass communication. Surely these are among the reasons for such a high amount of English-based loan words, Anglicisms, found throughout every faction of human endeavors, including the climbing jargon.

3 DATA AND METHODS

In this section, I explain my data and the reasons for choosing to use video material. Afterward, I discuss the concepts of content analysis and content differentiation as my methods to converse on the data. Finally, I introduce the model of Sajavaara as applied in this study and elaborate on the transcript made of the video.

To answer my first research question, I used an analysis method adapted from content differentiation analysis. After the initial seeking of Anglicisms within the data, I then arranged them accordingly and quantified the results. To answer my second research question, I used the theoretical framework to discuss the possible reasons for this particular Anglicism division.

3.1 Data

My data consists of a single YouTube video, wherein an accomplished climber from Finland, Samuel “Pamu” Hammer, climbs and describes the most difficult sport climbing route of Finland². The duration of the route description part lasts for 2 minutes 38 seconds.



Figure 1: Samuel Hammer climbing Still Life. © Jarkko Linkosuo

² As of 2019. This is subject to change in the future as the nature of the sport is to expand its previous limits.

In addition to visual output, illustrated in Figure 1, Hammer has added a voice-over in Finnish, as well as English subtitles to the video. This enhances the viewer's understanding of the climb and provides a profound description of the movements, techniques, and features required for an ascend. I transcribed the video from the Finnish audio and used the English subtitles for cross-referencing the correct terms.

I chose to use video material for multiple reasons. Firstly, according to Saaranen-Kauppinen and Puusniekka (2006), as well as Vienola (2004), using video material allows the researcher to always go back to the material to revise the original situation and to confirm that the data has been gathered correctly. Should additional questions arise, others can use this same material to verify the authenticity of the researcher's interpretations. Secondly, since the video is recorded by someone else than the researcher, the credibility of the perceptions is increased. Thirdly, video material is extensively versatile and abundant compared to a mere audio recording.

Saaranen-Kauppinen and Puusniekka (2006) explain that the disadvantages of using video material may include significant situations left outside camera frame, bad camera angles, the lack of focus on the camera resulting in blurred images, or the weak quality of sound. None of these problems are present in the video I have chosen. Also, Vienola (2004) writes that she has confronted the idea that using a camera hampers the situation, or that the awareness of a camera around alters the subject's behavior even more than the presence of a researcher. Since I will be using a video material that has been recorded beforehand and not for any research purpose, this problem will not concern my study. However, it cannot be entirely ruled out that the presence of a camera during the actual recording of the video has not affected the subject.

Saaranen-Kauppinen and Puusniekka (2006) suggest that this so-called control effect can be reduced by familiarizing the subjects to the presence of a camera. Since there are several videos to be found on YouTube with the examinee climbing on them, it can be presumed that he is indeed familiar with a video camera being around. Furthermore, the chosen video presents an authentic description of a sport climbing route in a real-life situation and thus suits my research very well.

3.2 Methods

As noted in Koppa (2015) there are two main orientations in scientific research: quantitative and qualitative. First, quantitative study is based on describing the studied phenomenon with statistics and numbers. Furthermore, quantitative study is interested in different kinds of categorizations, cause and reason, comparison and results based on numbers when explaining a phenomenon. The second, qualitative orientation, focuses on the qualities, attributes, and meanings of the subject overall. The differences between these two factions are often emphasized, despite that both can be used within the same study and both can be used to obtain, even though differently, similar research results.

The main difference between these approaches is the difference in the analyzing methods. Koppa (2015) describes that typically the quantitative analysis is statistical, and this is entailed with covariational analysis, correlation analysis, and time series analysis or classifications. In comparison, Koppa (*ibid.*) informs that the qualitative study methods are usually centered around the study subject's environment or the background, purpose, and meaning, as well as around expressions and language. One analyzing method in qualitative studies is called content analysis.

Tuomi and Sarajärvi (2009) describe that content analysis is a basic analysis method that can be used in all traditions of qualitative research. They argue that most qualitative research is based on content analysis if it includes the analysis of written, seen, or heard material. The authors state that often, the qualitative analysis comes with the notion of inductive and deductive analysis. They explain that inductive logic means a type of logic inference moving from a single interpretation to form a more general one, and deductive logic signifies interpretation moving from general interpretation to an individual one. However, the notions of content analysis, theory-based analysis, and theory-driven analysis facilitate the understanding of the distinctions and underlying guiding factors more precisely than the separation to inductive and deductive analyses (Eskola 2001, as quoted by Tuomi and Sarajärvi 2009: 95). I will clarify these three concepts in the following paragraphs.

According to Tuomi and Sarajärvi (2009: 95), content-based analysis comes with the aspiration of forming a theoretical entirety based on the content. The main idea is that the analytical units are not decided in advance and thus the theoretical perceptions or previous observations of the researcher would not have "anything to do" with the results or how the

analysis is conveyed. The authors continue that content-based analysis is hard to implement, as all the notions, methods and observations come ultimately from the researcher and affect the results; an objective, “pure” observation is an impossibility.

Tuomi and Sarajärvi (2009: 96) propose that a possible solution to the problems arising from the content-based analysis is theory-driven analysis. As such, it involves theoretical connections, but these connections function more as guidance and not as a framework. Hence, the previous knowledge about the subject is recognized but it is used to expand this knowledge. The authors continue that this kind of logic is not inductive or deductive, but often abductive (seeking the most likely explanation for the observations) by nature. They conclude that the process in theory-driven approach, therefore, is a dialogue between the content and theoretical models.

Tuomi and Sarajärvi (2009: 97) write that the third approach to content analysis is called theory-based analysis. As implied by the name, this approach relies on a “theory, model, or thought presented by an authority”. The analysis is therefore guided by a pre-existing framework and is often associated with deductive logic.

In the relevant English literature, the concept of content analysis includes the notion of content differentiation. In Finnish, these are different concepts; *sisällönanalyysi*, and *sisällönerittely*. Tuomi and Sarajärvi (2009: 105) explain that content differentiation means the quantitative analysis of written documents and content analysis, in turn, is used to describe the documents verbally. Because I used a pre-existing model to categorize and quantify the Anglicisms, my method can be described as a theory-based content differentiation. In addition, I used the process order of qualitative studies and theory-based content analysis to examine the found Anglicisms.

As stated, the theory-based content differentiation is based on an already existing theory or framework. Following the process order of Sarajärvi (2002), the first phase of this kind of analysis is forming the analytic frame. According to Tuomi and Sarajärvi (2009: 113) this frame can be an already structured one, which enables the direct collection of fitting material into this frame.

Table 2, found below, illustrates the model of Sajavaara. I used this model as my analytic frame and for the categorization of the Anglicisms.

Table 2: The model of Sajavaara and its adaptation

Name of the category	Description	Example from the data
1. Direct loans	words that are either fully adapted or fully unadapted	<i>sloupperi</i> 'sloper'
2. Calques	directly translated	<i>jalkaote</i> 'foot hold'
3. Loan meaning extensions	existing word with loaned meaning	<i>reitti</i> 'route'
4. Partial calques	both native and borrowed	<i>olkapäämoovi</i> 'shoulder move'
5a. Loan shifts contracted	loosely imitate the English equivalent	-
5b. Loan shifts expanded	loosely imitate the English equivalent	-
5c. Loan shifts unconnected	loosely imitate the English equivalent	<i>jääkaappimoovi</i> 'compression move'
6. Partial loans	partly transferred	<i>lukko</i> 'lock-off'
7. Abbreviations and international acronyms	as stated in the name	-

After the formation of the analytic frame, the next phase in qualitative research is coding or transcribing the data into written form (Tuomi and Sarajärvi 2009: 92). Consequently, I have transcribed the video following the guidelines of basic level transcription. Tietoarkisto (2017) describes that in the basic level, the transcription is made word-by-word, using the spoken language, but filler words, such as *tota*, or *niinku* and words that have been cut short may be left out. Moreover, the transcript does not contain pauses or special literation markings. The more profound levels of transcribing might enable more extensive reuse of the material, but I considered them to be unnecessary for this study as this research focuses solely on Anglicisms and there was no need to take into consideration the pauses, incompleting words or tones of voice.

4 ANALYSIS AND DISCUSSION

Content analysis is criticized for the fact that it can only arrange the data for conclusions and a researcher may present the categorized material as a result, without meaningful interpretations (Tuomi and Sarajärvi 2009: 103). Therefore, in addition to the quantified results, in this section I also discuss the interpretations, relying on my theoretical framework. This is done to understand the appearance of Anglicisms within my data more profoundly and to ultimately answer my second research question: why Anglicisms appear as they do within the material.

However, taking note that there was repetition in some of the words and due to the high number of affixes, suffixes and derivatives commonly found in the Finnish language, I chose to conjugate the Anglicism to their basic lexical meaning, or root words. This means that all the affixes and suffixes are taken away and what is left, is the root word. As Sajavaara's model essentially deals with nouns, and this reduction does not affect whether a word is considered to be an Anglicism, this reduction simplifies the material and makes it usable for the division. To clarify, the root word *krimppi* 'crimp' appears in three conjugations within the transcript: “-- -- tehään pitkä lukko semmoseen oikeen kolmen sormen **krimppiin** -- --”, “-- -- se on sellases kulmassa se ranteen kulma vääntyy yli et se on pakko ottaa open **krimppinä** -- --” and in “-- -- sitä ei pysty full **krimppaa**, koska se on sellases kulmassa -- --”. Hence, these three extracts are all inflected from the root word *krimppi* and will be considered as conjugations of this root word. Therefore, only the root word *krimppi* is analyzed in this thesis. As a result of this process, I have counted 43 distinct terms that suit the notion of Anglicism in a climbing context. For transparency and comparison, all the original words and the root words analyzed are found from Appendix 2.

Nevertheless, even the reduction of the original words to their root counterparts leaves some questions open concerning what is considered to be a noun or the root word of a concept. For example, in the video, there are three mentions of a climbing hold called *krimppi* 'crimp', as mentioned before. These are *full krimppi*, *open krimppi* and *krimppi*. Should they be considered as three distinct concepts, or are they just different subordinates of the superordinate *krimppi* and should be considered as such? The same dilemma is present with the word *olkapäämoovi* 'shoulder move' in “-- -- ne **olkapäämoovit** vaan jatkuu niinku tosi leveit mooveja -- --”. Should this be taken as a distinct concept on its own, or a subordinate

term of a superordinate *moovi*? After careful consideration, I concluded that I will determine the distinction solely on semantic, word-level, as I am concentrating only on Anglicisms in this study and not considering them in terms of their appliance. Hence, the previous examples would be considered to be separate concepts, as they are separate words.

Also, I encountered some difficulties due to the partially overlapping Anglicism categories. For example, the word *lukko* ‘lock’ appearing in “– –sulttaanin kruksi perustuu tommoiseen pitkään *lukkoon* – –.” is only partially translated climbing term from the English equivalent ‘lock-off’. As such, it can be considered as a partial loan but also as a calque as it is a direct translation from English. In the end, I labeled this and several other words of the same type, such as *toppi* ‘top-out’ in “– – se on ehkä kuus b:n boulderin sen jälkeen *toppiin* – –.”, and *saideri* ‘side-pull’ in “– – jatketaan ihan ookoo *saideriin* vasen käsi – –.”, as partial calques, as they best fit into this category.

After establishing my analytical frame and deciding the proper categories, I searched and marked the presence of Anglicisms. Afterward, I divided the found Anglicisms according to Sajavaara’s model. This process phase can be called coding, and it is further exemplified in the following Table 3. For example, I determined the word *jalkaote* ‘foot hold’ to belong to the category of calque, because it is a direct translation from the English equivalent.

Table 3: The coding process

CODE Anglicism	Category	Category	Category
	Direct loan	Calque	Partial calque
<i>Poketti</i>	Poketti		
<i>Sloupperi</i>	Sloupperi		
<i>Jalkaote</i>		Jalkaote	
<i>Olkapäämoovi</i>			Olkapäämoovi

After checking and rechecking that all the Anglicisms were found from the transcript, I re-examined their suitability for the categories. This led to a few more findings from the transcript and I repositioned some words to a more suitable category.

The transcription consisted of 417 words, excluding the transcription notation. From these words, I counted 71 Anglicisms, and further removing the repetition of some words resulted in 43 separate Anglicisms. This equates to 17,03 and 10,31 percentages of the overall word count, respectively. I divided the 43 distinct terms into the seven main categories and three subcategories according to Sajavaara's model. The results are illustrated in the following Table 4, and Figure 2. However, as I did not find any examples of loan shifts contracted, loan shifts expanded or abbreviations or international acronyms within the data, these three categories are not present in the diagram nor are they discussed in the following section.

Table 4: The prevalence of Anglicisms within the data

	Total	Example	English equivalent
Direct loans	21	Sloupperi	Sloper
Calques	2	Väliote	Intermediate hold
Loan meaning extensions	10	Reitti	Route
Partial calques	3	Olkapäämoovi	Shoulder move
Loan shifts contracted	-	-	-
Loan shifts expanded	-	-	-
Loan shifts unconnected	3	Jääkaappimoovi	Compression move
Partial loans	4	Underi	Undercling
Abbreviations and international acronyms	-	-	-

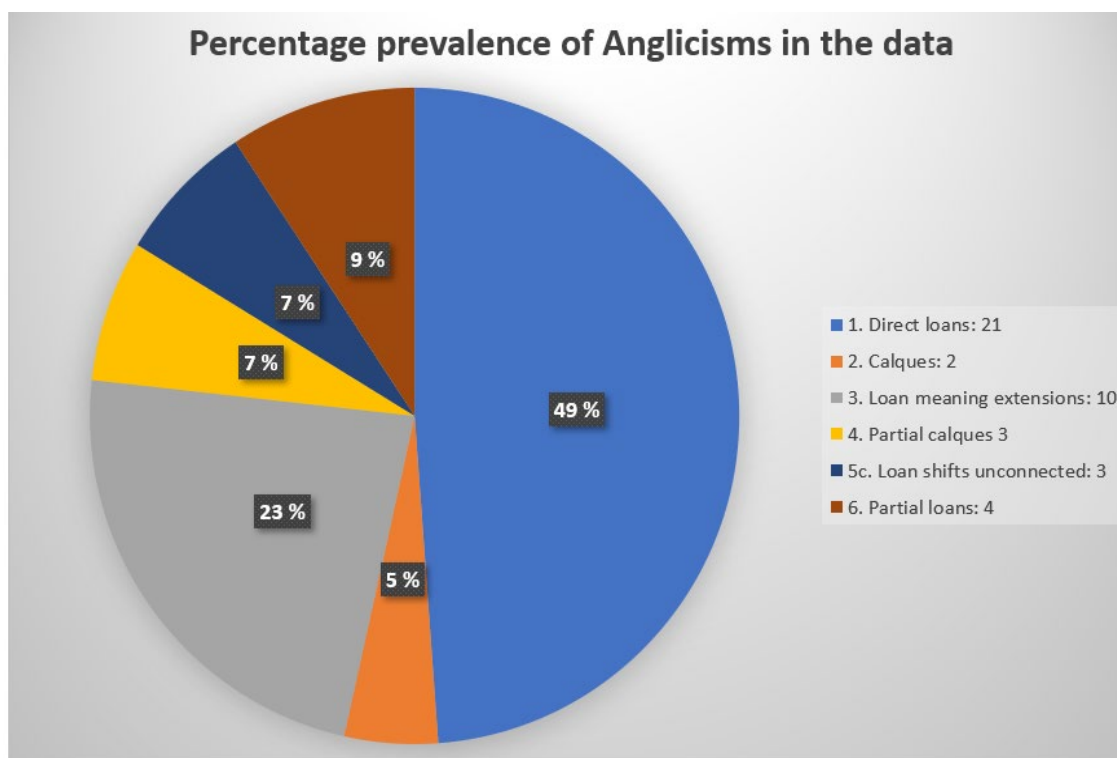


Figure 2: Percentage prevalence of Anglicisms in the data

As illustrated, I found the majority of Anglicisms to belong to the category of direct loans. Out of the 43 cases, they numbered in 21, or 49 percent of the overall. As mentioned before in section 2.4., the most common type of loanwords are nouns describing objects and concepts. Consequently, this category consisted mainly of nouns describing climbing hold types such as *krimppi* ‘crimp’ in the passage “--tehään pitkä lukko semmoseen oikeen kolmen sormen *krimppiin* --.”, *sloupperi* ‘sloper’ appearing in “-- siin on semmonen huono vasemman käden *sloupperi* --.” and *poketti* ‘pocket’ in the section “-- otetaan vasemmalla kädellä semmonen kolmen sormen *poketti* mistä veetään oikee jalka aika ylös --.” In addition, there were some verbs used to describe climbing techniques, such as *sheikata* ‘to shake (hands)’ found in “-- pieni hylly mis pääsee vähän *sheikkaa* --.”, *mätsätä* ‘to match (hands), in “-- otteiden päälle pääsee semmoseen listaan mihin pystyy sit *mätsää* --.” or *hookata* ‘to hook’, in “-- sit siit hyllylt noustaan *hookilla* tommosten vähän slouppaavien otteiden päälle --.”

Curiously, as these verbs can be used also as nouns in general climbing situation (*mätsätä* becoming *mätsi* ‘match’, or *hookata* becoming *hookki* ‘hook’) I analyzed them as nouns as it does not change the notion of them being Anglicisms. The reason for the large representation of the direct loans category seems fair and reasonable for three reasons. First, words tend to transfer with concepts. Secondly, as discussed in in theoretical section, words tend to keep their original forms when not well-known outside their user groups. Third reason may be because sport climbing in part has originated in North America, the large representation of nearly half of the overall Anglicisms seems fair and reasonable.

As for calques, or directly translated loans, I found only two cases. These were *väliote* ‘intermediate hold’ in “-- nostetaan sit jalka ylös, otetaan tosi huono *väliote* ja jatketaan ihan ookoo saideriin vasen käsi --.” and *jalkaote* ‘foot hold’ in the passage “-- seuraava vaikee pätkä alkaa heti siitä et siin tulee pari semmost intromoovii mitä tehään Sulttaanin *jalkaotteilla*, et päästään siihen Sulttaanin kruksiin --.” The reasons for the minute presence of calques are unclear. I speculate that one of the reasons may be the fact that sport climbing has arrived from North America fairly recently and there have not existed equivalent terms in Finnish to translate them from. However, the term *ote* ‘hold’ has existed in Finnish climbing vocabulary since at least 1961. This may be the reason that the prefix *väli* ‘intermediate’ has appeared to describe this general term *ote* ‘hold’, instead of creating an entirely new concept of, say, inexistent words like *intteri* or *välihouldi*.

The category of loan meaning extensions proved to be the second biggest one with 10 extracts, resulting in 23 percent of the overall word count. The entries include *ote* ‘hold’ appearing multiple times, in sections such as “– – ja sit vedetään ristiin semmoseen hyvään **otteeseen** oikeella – –.” or in “– – pieni pomppu oikeel ihan hyvään **otteeseen** mist pääsee si klippaa – –.” Other extracts include *reitti* ‘route’, in “– – **reitti** lähtee noin pikku introboulderilla mikä on ehkä jotain seiska b:n luokkaa – –.”, *tontti* ‘deck’, in “– – siin on varma **tontti** jos sä tiput.” among others.

Again, the reasons for the results are not entirely clear. In some cases, a possible explanation may be the above-mentioned pre-existence of terms since 1961. In others, such as ‘quickdraw’ translating to *jatko* in Finnish, the reason is not clear. I speculate that it is “too foreign” to be a part of Finnish vocabulary, even within a jargon, as it contains the letters *q*, *d*, and *w*; none which are usually present in native Finnish words. Furthermore, the word *quickdraw* starts and ends with a consonant which is highly unusual for a Finnish word. Instead, the word *jatkaa* ‘to extend’ already exists in Finnish. It is an old Baltic–Finnic–Laplandic loan word deriving from *joat’ket* (SKES 115, as quoted by Häkkinen 2006: 214). Another explanation may be the function of a quickdraw itself. In sport climbing, a quickdraw is a device that is connected to a fixed bolt on a climbing route, thus effectively *extending* it. However, it is difficult to prove how this term has come to existence in Finnish.

Out from the 43 extracts, only three fitted into the partial calque category. These were *olkapäämoovi* ‘shoulder move’ in “Sen jälkeen – – ne **olkapäämoovit** vaan jatkuu niinku tosi leveit mooveja tosi paljon olkapäil painoo – –.”, *olkapääintensiivinen* ‘shoulder intensive’ in “se on tosi **olkapääintensiivinen** se kruksi.”, and *krusifiksiasento* ‘crusifix position’ appearing in “kun sä – – teet sen kruksimoovin niin se jää periaattees semmoseen **krusifiksiasentoon**, sä jätät pelkästään olkapäiden ja sormien varaan – –.” Their distinction process was straightforward as the words contained both foreign and native elements. As stated in my theoretical framework, the basic vocabulary, including body parts, is not often borrowed between languages. Therefore, it seems understandable for the presence of the words *olkapää* and *asento* to appear in Finnish, and only the prefixes and suffixes of *krusifiksi* and *intensiivinen* being borrowed from English.

I found three extracts of the category loan shifts unconnected; *jääkaappimoovi* ‘compression move’ (literal translation: refrigerator move), in “– – sen jälkeen tulee pari vähän easympää tommost niin sanottuu *jääkaappimoovii* mis pystyy ottaa vähän kompressioo ––.”, *ristiin veto* ‘cross over’ (literal translation: cross pull) in “– – sit *vedetään ristiin* semmoseen hyvään otteeseen oikeella ––.”, and *kruksipätkä* ‘crux sequence’ (literally: crux stub) in “– – sen jälkeen lähtee se *kruksipätkä* ––.” The reason I counted these as unconnected loan shifts is in their translations; even as they can contain foreign and native elements as in partial calques, their literal translations do not follow the same process. The reasons for their appearance remain unknown.

I was able to find four partial loans from the data set. They were *toppi* ‘top-out’ in “– – se on ehkä kuus b:n boulderi sen jälkeen *toppiin*.”, *saideri* ‘side-pull’ in “– – jatketaan ihan ookoo *saideriin* vasen käsi ––.”, *lukko* ‘lock-off’ in “Sulttaanin kruksi perustuu tommosteen pitkään *lukkoon* ––.”, and finally *underi* ‘undercling’, appearing in “[se] perustuu – – tommosteen oikeen käden vähän outoon otteeseen, semmoseen *underiin*, mist nostetaan sit jalka ylös ––.” As seen in these examples, only part of the word is translated to the receiver language, resulting in the division to this category. It seems that in every example, the English suffixes (-out, -pull, -off, and -cling) are left out when borrowed to Finnish and in three of the extracts, the spelling of the word has then been nativized with a common slang conductor -i found in Finnish. Again, it is difficult to find the sole reason behind this phenomenon. One possibility is the above-mentioned nativization preferring shorter words and simply leaving the redundant, foreign suffixes out.

5 CONCLUSION

In this study, I examined how Anglicisms are used in Finnish rock climbing jargon. The Anglicisms were divided according to linguist Paula Sajavaara's model, using the content differentiation process. The process showed that the largest group of Anglicisms belonged to the category of direct loans and the reason for this is that the most loaned semantic category is usually nouns. The category of loan meaning extensions proved to be the second biggest. The reason for this may be their pre-existence in the Finnish climbing language at least since 1961 and thus they are still in use today.

As the Sajavaara's model is coined in Finnish, it worked well with Finnish data. Out of the nine Anglicism categories, I found six within my data. Only the categories of loan shifts contracted, loan shifts expanded, and abbreviations and international acronyms were not found. As my data consisted of a single YouTube video and its transcription, this study cannot, nor does it intend to, describe the language used in the climbing community as a whole. Nevertheless, based on my own experience as a climber, the Anglicisms I found correspond to the ones in general use in Finland. It would be interesting to re-analyze the material with other models, such as Gottlieb's one, and examine whether the results differ from the Sajavaara's one and if there are any additional findings from the categories that now were left empty.

Sport climbing is a fairly new sport, originating in the 1980s from the roots of mountaineering and traditional climbing. As it also partly comes from Northern America, it seems only natural that the concepts and terms have been coined in English and subsequently transferred as such when already existing equivalents in Finnish were not to be found. This can be regarded as one of the reasons why the climbing language in Finland has such a wide base in Anglicisms.

This study focused on the notion of Anglicisms, but further studies could expand this field by including other climbing terms not regarded as Anglicism or having multiple videos for data set. This could be realized by conducting a nationwide survey or small group studies comparing the regional varieties used when describing the same, or at least similar, type of route. Also, the differences between climbing jargon in English and Finnish would be interesting to seek and compare. Any further studies into this complex realm are desirable to improve and enhance our understanding of this interesting language phenomenon.

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APPENDICES

Appendix 1 – Transcript

Reitti lähtee noin pikku introboulderilla mikä on ehkä jotain seiska b:n luokkaa.

(siin) on semmonen huono vasemman käden sloupperi, mistä tehään pitkä lukko semmoseen oikeen kolmen sormen krimppiin jost sit tulee vähä pari vähän iisimpää muuvia, et pääsee klippaa sen token jatkon. Sen jälkeen lähtee se kruksipätkä.

Otetaan vasemmalla kädellä semmonen aika huono kolmen sormen poketti mistä veetään oikee (jalka) aika ylös kauas, pitää jäkittää kropalla ja sit vedetään semmoseen kolmen sormen krimppiin.

Sitä ei pysty full krimppaa, koska se on sellases kulmassa se ranteen kulma vääntyy yli et se on pakko ottaa open krimppinä, jonka jälkeen sit tota , kun sä alat sen - teet sen kruksimoovin niin se jää periaattees semmoseen krusifiksiasentoon. Sä jäät pelkästään olkapäiden ja sormien varaan, et se on tosi olkapääintensiivinen se kruksi.

Sen jälkeen tulee tota. ne olkapäämoovit vaan jatkuu niinku tosi leveit mooveja tosi paljon olkapäil painoo.

Ihan ookoo-otteita, vähän slouppaavii (ja siit) tehään semmonen pieni pomppu oikeel ihan hyvään otteeseen mist pääsee sit klippaa sen neljännen jatkon, et siin tulee. siin on varma tontti jos sä tiput. klipis siin kolmannes klipissä Sen jälkeen tulee sellanen pieni hylly mis pääsee vähän sheikkaa, siin on semmosii. ihan ookoo otteit.

Sit siit hyllylt noustaan hookilla tommosten (vähän) slouppaavien otteiden päälle pääsee semmoseen. listaan mihin pystyy sit mätsää.

(Ja sit) listast tulee semmonen dyno ihan hyvään otteeseen mut se mikä tekee dynost vaikeen et se on semmonen slotti, johon pitää osuu, ja se on yhelle kädelle se koko paino.

Se vaatii vähän hermotusta väsyneenä on semmonen. paras hermotusterä on yleensä vähän poissa. (niin) siin menee helposti ne kädet [] ei osu siihen slottiin. Se ois tosi paljon helpompi jos sen pystyis hyppää kahel kädell

Seuraava vaikee pätkä alkaa heti siitä et siin tulee pari semmost. intromoovii mitä tehään Sulttaanin jalkaotteilla, et päästään siihen Sulttaanin kruksiin.

(Siin) vedetään vasemmal kädell semmonen sloupperi ja sit vedetään ristiin semmoseen hyvään otteeseen oikeella. ja kun saa sen oikeen käden otteen niin siin vaiheessa ollaan siin Sulttaanin kruksissa.

Ja Sulttaanin kruksi perustuu tommoseen pitkään lukkoon, tommoseen oikeen käden vähän outoon otteeseen, semmoseen underiin, mist nostetaan sit jalka ylös otetaan tosi huono väliote ja jatketaan ihan ookoo saideriin vasen käsi.

Sen jälkeen tulee pari vähän easympää tommost niin sanottuu jääkaappimoovii mis pystyy ottaa vähän kompressioo ja saa jalalle heti painoo, reitti vähän loivenee jonka jälkeen pääsee tommoseen hyvään kneebaariin, mikä on aika pelastus.

Et sen kneebarin jälkeen se on aikalail ohi tai sielt ei sais tippuu se on ehkä kuus b:n boulderin sen jälkeen toppiin.

() = unclear speech.

Appendix 2 – The Anglicisms within the transcript

Original words	Root word analyzed	English equivalent
Boulderi	Boulderi	Boulder
Dyno, dynost	Dyno	Dyno
Full krimppaa	Full krimppi	Full crimp
Hookilla	Hookki	Hook
Hylly, hyllylt	Hylly	Ledge
lisimpää	lisi	Easy
Introboulderilla	Introboulderi	Introboulder
Intromoovii	Intromoovi	Intromove
Jääkaappimoovii	Jääkaappimoovi	Compression move
Jalkaotteilla	Jalkaote	Foot hold
Jatkon	Jatko	Quickdraw
Klipis, klipissä, klippaa	Klippi	Clip
Kneebaraariin, kneebaraarin	Kneebaraari	Kneebar
Kompressio	Kompressio	Compression
Krimppiin	Krimppi	Crimp
Kruksi, kruksiin, kruksissa	Kruksi	Crux
Kruksimoovi	Kruksimoovi	Crux move
Kruksipätkä	Kruksipätkä	Crux sequence
Krusifiksiasentoon	Krusifiksiasento	Crucifix position
Kuus b:n	Kuus b	Six b
Listaan, listasta	Lista	Slate
Lukko, lukkoon	Lukko	Lock-off
Mätsää	Mätsi	Match
Mooveja, moovia	Moovi	Move
Olkapääintensiivinen	Olkapääintensiivinen	Shoulder intensive
Olkapäämoovit	Olkapäämoovi	Shoulder move
Ookoo	Ok	Ok
Open krimppinä	Open krimppi	Open crimp
Otteen, otteeseen, otteita, otteit, otteita	Ote	Hold
Poketti	Poketti	Pocket
Pomppu	Pomppu	Bounce
Reitti	Reitti	Route
Saideriin	Saideri	Sidepull
Seiska b:n	Seiska b	Seven b
Sheikkaa	Sheikata	Shake
Slotti, slottiin	Slotti	Slot
Slouppaavien, slouppaavii, sloupperi	Sloupperi	Sloper
Tontti	Tontti	Deck
Toppiin	Toppi	Top-out
Underiin	Underi	Undercling
Väliote	Väliote	Intermediate hold
Vedetään ristiin	Ristiin veto	Cross over