

**“Double-decker buses, AmongUs, FBI and McDonalds”
- 2nd, 4th and 6th graders’ associations and attitudes to-
wards English in Finland**

Milla Kamunen

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Department of Teacher Education
Faculty of Education and Psychology
University of Jyväskylä

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Tämän tutkimuksen tarkoituksena oli selvittää alakouluikäisten lasten ajatuksia ja asenteita englannin kieltä kohtaan Suomessa, globaalin englannin kontekstissa. Aineiston tuottivat perusopetuksen toisen, neljännen ja kuudennen luokan oppilaat. Aineisto koostuu ryhmissä tuotetuista 34 piirroksesta. Oppilaiden tehtävänä oli piirtää ja/ tai kirjoittaa kaikkea, mitä heille tulee mieleen sanoista "englannin kieli". Aineisto analysoitiin sisällönanalyysin avulla yhdessä teorian ohjaamana. Aineistosta muodostettiin kolme teemaa: a) asenteet englannin kieltä kohtaan kulttuurisesti ja maantieteellisesti sitoutumattomana kielenä, b) asenteet englannin kieltä kohtaan osallistumisen välineenä sekä c) asenteet englantia kohtaan opiskeltavana kielenä.

Tutkimus osoitti, että asenteet englannin kieltä kohtaan olivat moninaisia ja vaihtelivat näkökulman mukaan. Englannin kieli yhdistettiin vahvasti Yhdistyneisiin Kuningaskuntiin sekä Yhdysvaltoihin. Maiden ja englannin kielen yhteys koettiin lähinnä neutraalina ja itsestään selvänä asiana. Asenteet vaihtelivat, mutta positiiviset asenteet liittyivät lähinnä kulttuuriin piirteisiin, kun taas negatiiviset asenteet keskittyivät henkilöihin. Englannin kieli oli läsnä oppilaiden elämässä moninaisin tavoin ja suhtautuminen kieleen olikin pääosin positiivista. Englanti koettiin välineenä, joka mahdollistaa niin osallisuuden kuin osallistumisenkin erilaisissa konteksteissa. Negatiiviset asenteet kohdistuivat englannin kielen rooliin negatiivisten vaikutteiden välittäjänä. Tämä ilmeni tuloksissa nuorten lasten tietoisuutena erilaisista jännitteistä maailmalla. Kielen opiskelun näkökulmasta englanttiin asennoiduttiin vaihtelevasti, mutta kuitenkin korostaen informaalin oppimisen merkitystä positiivisten asenteiden synnyssä.

Avainsanat: ELF, globaali englantia, englannin opetus, kieli-asetteet

ABSTRACT

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English has a significant role globally and often also locally. The attitudes towards English are diverse in the context of English being a language for all. The aim of the study is to explore and understand the associations and attitudes of primary school children towards English in the Finnish English Language Teaching (ELT) in the context of global English.

Data consisted of 34 group-produced drawings and written comments made by 2nd, 4th and 6th graders. The drawings were done in spring 2022 and the task was to draw and/or write pupils' associations of English. The data was analysed through content analysis and the literature review was used as a theoretical framework. Three themes were established; attitudes towards English as a culturally and geographically free language, attitudes towards English as a medium for participation and attitudes towards English as a subject of study.

Based on the findings, English is still associated with certain countries – the USA and the UK. The attitudes here varied from positive, to neutral and negative. The positive attitudes reflected cultural features or physical places when again negative ones could culminate into certain people. However, this phenomenon did not seem to bother the pupils, but they found it as indifferent and did not affect their relationship to English. Rather, English was self-evidently present in pupils' lives as a bridge enabling them to participate in the world. The attitudes here were mainly positive and the usefulness of English was recognised. The negative attitudes culminated to the unpleasant news accessed through English. The attitudes towards English as learners imply that informal activities are popular and enhance the positive attitudes towards learning English.

Key words: ELF, global English, ELT, language attitudes

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1 INTRODUCTION

English is a global language (Crystal, 2012) and its' influence is experienced in Finland too. English has become a language that is present in people's everyday activities in Finland and in other countries too. English is learnt increasingly through informal means and many children know some English already before the beginning of school. As English as an Additional Language (EAL) speakers have and still are outnumbering the native speakers, the inclusivity of English has been the hot topic for a while (Schluzke, 2014). Due to the change in the role of English and its' ownership, the perspective, associations and attitudes of the learners have changed too. It poses a challenge for the teachers and policymakers to become aware of the change and make them responsible for the change in their classes.

Attitudes have a significant effect on the learning of a foreign language (FLL) (Gardner, 1985). Favourable and positive attitudes and perceptions can underpin the learning and negative attitudes hinder the learning process and possibility to better learning outcomes. Furthermore, language attitudes are intertwined with social identity and thus they affect all the interaction that occurs between people (Cargile & Giles, 1997). Thus, language attitudes can affect the way people encounter others and treat them, in addition to the attitudes towards the language itself (Kircher & Zipp, 2022). Thus, the importance of attitudes is foundational for the learning but also for the future interactions and functioning in the globalized world.

English is learnt by the children so they should be the ones that get to have a say on their learning and their views should be valued (Greene & Hill, 2005). The planning of the learning should be done based on the children, their attitudes, and perceptions in order to make it meaningful and meet the needs they have. Thus, recognising and understanding the attitudes and mental associations of the learners is crucial in order to provide the best learning conditions possible. Moreover, the change in the ownership of English has inevitably affected the

views of the learners which increases the importance of detecting and understanding the attitudes now, when the change is taking place (Galloway, 2017).

This thesis aims to deepen the understanding of the attitudes of primary school children towards English. The attitudes are derived from the drawn visualizations of English made by the pupils. The thesis will try to elaborate the diverse attitudes and associations in the Finnish English Language Teaching (ELT) in the context of extensive Global English. The thesis will discuss the associations of English and the attitudes will be discussed further for these three domains: a) English as a culturally and geographically free language, b) English as the medium for participation and c) English as a subject of study.

2 ENGLISH - A GLOBAL LANGUAGE

English is a global language. Crystal (2003) has provided an accurate definition to the concept of global language by stating that “when a language develops a special role that is recognised in every country” (p. 3) it can be called as a global language. Thus, English should have a place as the official language or to be the second language in a country or be recognised and given a special role in the education system of a country (Crystal, 2003). To achieve the special role, the language needs to be recognised and accepted in several countries. Official language again, is a language that is used “as a medium of communication in such domains as government, the law courts, the media and the educational system” (Crystal, 2012, p. 4) as for example in India. A special role in foreign language education means that the language has not been regarded as their official language but the language is embedded in the curricula. In the case with English, it means that English is studied in a number of countries at school (Crystal, 2012) which is the case in Finland and many other European countries.

English as a Lingua Franca (ELF) is defined as “any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option” (Seidlhofer, 2011, p. 7). Originally ELF was developed through language modification by including and excluding elements that hindered or reinforced the communication (Svartvik, Leech & Crystal, 2016). ELF is a broad concept but some of the main principles include for example, the removal of language standardisation, which often refers to the removal of British or American correctness in English. Instead, the focus is on enabling the mutual intelligibility in communication between people across different cultures and geographical areas. In other words, the foreign language education should focus on achieving fluent and successful communication between everyone, instead of memorizing strict set of rules established by the inner circle countries. Moreover, in ELF the responsibility of succeeding in a communication is shared between all of the participants. According to Jenkins (2015) the foundational role of ELF is described as follows: “Instead, ELF, with its fluidity and

'online' negotiation of meaning among interlocutors with varied multilingual repertoires, could not be considered as consisting of bounded varieties, but as English that transcends boundaries, and that is therefore beyond description" (p.55). Even though ELF aims to move further away of the standard models, it does not mean that inner circle countries are excluded but rather do not underpin the standardisation of a language or native-speaker ideology (Jenkins, 2015). Thus, ELF can be perceived as an inclusive replacement for English as a Foreign Language (EFL) learning since it broadens its target group and learning goals to meet everyone (Jenkins, 2015). Jenkins (2015) brings out that EAL speakers have already started to recognise their equal ownership over English and advocate English in global world.

2.1 Current status of English – overview

The number of English speakers is high and keeps on growing. According to Crystal (2018, as cited in Rose, Syrbe, Montakantiwong & Funada, 2020), the number of English speakers was around 2,3 billion in 2017. Kachru (1985) has developed a Three Circles Model of World Englishes which exemplifies the spread of English through three different levels. The inner circle is represented by countries in which English originally functioned as the mother tongue, such as the United Kingdom and the United States of America. Whereas the outer circle consists of countries into which English was taken by the Inner circle countries, as for example India. The final circle, expanding circle, consists of all the countries where English is being learnt as a foreign language or as a second language, as in Finland or in some African countries. Kachru's (1985) model illustrates the expansion of English globally and provides a useful foundation for understanding the process of globalization of English. Due to the globalization of English, the language is viewed differently than before. In other words, English is perceived as something that is owned by all of its' users and is stripped from its' previous connections to a certain nation or geographical area (Sung, 2013).

2.2 Nativeness and Standard English

In English Language Teaching (ELT) a native speaker is often associated with certain language ideologies and thus, it is often replaced with concepts of native-speakerism (Holliday, 2006) or nativeness (McCambridge & Saarinen, 2015). Nativeness is based on three conceptual premises that lay out the foundation for nativeness. The premises are: 1) the nation and the language are intertwined with each other 2) the language and its users construct a homogenous group that exclude others, such as non-natives, 3) the native speaker has the full competence in the language as some with superior knowledge of the language and its correctness (Pennycook 1994, as cited in Doerr, 2009, p.18-19). All of the premises introduced above have been criticized and even invalidated in the research. Firstly, the nation borders do not limit the global spread of English and thus, does not apply anymore. English is used in geographically limited areas but also in more abstract, international communities such as in global markets, education and in science more broadly than before. Secondly, a homogenous native-speaker group is no longer realistic because of the large number of users of English all over the world with varied cultural, social and physical backgrounds. Thirdly, the diverse group of English speakers from all over are accommodating English for their needs and purposes which will affect the language and its "rules". Thus, mastering the language in its original "native-like" way is not considered adequate nor something to aim for. (McCambridge & Saarinen, 2015, p.297). A good example of latter is the development of standard English which refers to the correct form and features of English.

Standard English is presented by the Inner Circle Countries as a fundamental element for achieving mutual intelligibility but is also argued on the basis of the cultural, economic and political reasons (Schulzke, 2014). Standard English has established its dominant role by creating educational materials and tests that are marketed worldwide with the claims of correctness and prestige (Kirkpatrick, 2006). Standard English is being upheld by the administrative sources, such as publishers and the government, but also from the material implementors - the teachers (Jenkins, 2007, cited in Young & Walsh, 2010; Young & Walsh, 2010).

Teachers often have their preference of a variety they want to convey and usually it is either British English or American English. Moreover, the teachers believe that “a correct variety” will be the most beneficial for the students (Young & Walsh, 2010). To conclude, the Standardisation of English can be extremely harmful for developing English into an inclusive language that provides equal opportunities for everyone in a globalized world (Schulzke, 2014).

2.3 English in Finland

English has claimed its place in Finland and could be argued to hold the status of the “third national language” of Finland (Leppänen, Nikula & Kääntä, 2008). Finns’ attitudes have been explored in the National Survey on the English language in Finland by Leppänen, Pitkänen-Huhta, Nikula, Kytölä, Törmäkangas, Nissinen, Kääntä, Virkkula, Laitinen, Pahta, Koskela, Lähdesmäki & Joutsenmäki (2009). A large number of Finns took part on the survey from the age 15 to 79. The Finns found their English competence to be “relatively good” and the general attitudinal orientation was positive. The attitudes towards learning English were argued by the necessity of being able to communicate and for the sake of future work. The younger participants experienced English more positively and the proficiency levels were higher among the younger generation. The young Finns had embraced the multilingualism and multiculturalism as parts of their lives and global mobility is underpinned by the use of English (Leppänen et al. 2009). Thus, Leppänen et al. (2009) imply that English may pose a challenge in the future from the perspective of equality – English is necessary in work life. Another interesting finding in Leppänen et al. (2009) study concerned the role of English in relation to Finnish. Finns found English as a foreign language which needs to be learnt and is needed for communication globally. Therefore, English was not seen as a threat to Finnish language but rather an opportunity and to some extent – a necessity to cope with.

2.3.1 English Language Teaching (ELT) in Finland

The basic education in Finland usually starts at the age of 6 or 7 and lasts for 9 - 10 years and will be followed another 3-4 years of either high school or vocational school. Pupils in Finland used to start their A1-language in the third grade, which means that the studying of a first foreign language will be started. However, after the reform of the National Curriculum of Finland, all pupils have started their A1-studies in the first grade. The reform was taken into use in the spring 2020 the latest everywhere in Finland. During the first year, A1-language is taught half a lesson per week as a minimum. In practice this means, that the class teacher or the language teacher will teach the children a foreign language which in more than 91 % of the cases is English (Suomen kieltenopettajienliitto ry, n.d.). In some cases, it can also be Swedish, French, Russian, German, French or other language depending on what the school offers. (Ministry of Education in Finland, 2022). Moreover, a voluntary language can be chosen on the fourth or fifth grade. In the sixth grade, all of the pupils will start their B1-language which refers to a second obligatory language; Swedish or Finnish (Suomen kieltenopettajienliitto ry, n.d.).

2.3.2 English Language Teaching is controlled by stakeholders

ELT stakeholders, such as teachers, education providers, curriculum designers or teacher students, control the ELT through materials, pedagogical decisions, or other higher level policy regulations. (Sifakis, 2017). ELT in Finland is primarily guided by the National Core Curriculum for Basic Education (Finnish National Agency for Education [OPH], 2014) and on the other hand the Common European Framework of Reference for Languages (CEFR, 2001). In National Core Curriculum for Basic Education (OPH, 2014), the special role of English is acknowledged and accepted by the specific notes made on English, compared to other languages. Multilingualism has been emphasized in the new curriculum and the diversity of English speakers and its' global status has been considered and supported to become a part of ELT (OPH, 2014). CEFR (2001) aims to provide a framework and a tool for learning languages and assessing the proficiency in a language and thus, increasing the transparency among different educational

systems teaching languages in Europe. The CEFR is used on the basis of the European Language Portfolio (2011, in European Council, 2022) which is also encouraged in the National Core Curriculum for Basic Education in Finland to be advocated in education. However, the CEFR seems to be contradicting the National Curriculum (OPH, 2014) and the principles of multiculturalism and mutual intelligibility by making references to “native-like” proficiency. In the case of Global English, the framework could need a revision or a new scale that takes into account the changing role of English. Thus, English is understood from a broader and inclusive point of view but whether these ideas are conveyed to pupils and teachers in practise remains unclear.

3 LANGUAGE ATTITUDES

3.1 Defining attitudes

Attitudes have been a widely explored but also strongly questioned in the field of attitudinal research. Moreover, the concept of “an attitude” has proved to be a difficult one to define. Allport (1935) defined an attitude as following: “An attitude is a mental and neural state of readiness, organized through experience exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related learned disposition to think, feel and behave towards a person (or object) in a particular way” (n.p.g). This definition was later simplified by Allport (1954 as cited in Garrett, 2010) that an attitude is “a learned disposition to think, feel and behave towards a person (or object) in a particular way” (p.19) which in the present study refers to the disposition towards English language. Allport’s definitions were shared by Kalaja (1999) who defined attitudes as following: “Generally an attitude is an inner state caused by a stimulus and which may affect the behaviour--” (p. 47). A third similar definition was given from Ajzen (1989; 2005). Ajzen enriched the definition slightly but the core is the same: “an attitude is an individual’s disposition to respond favourably or unfavourably to an object, person, institution, or event, or to any other discriminable aspect of the individual’s world” (p.241; p.3). Allport, Kalaja and Ajzen all agree of the dispositional core aspect of attitudes and Ajzen adds on that definition by presenting the two-dimensional division between positive-negative dispositions which may vary from their intensity. In addition, Ajzen (1989) points out that the evaluative disposition is not the only option for understanding attitudes but that they should also be discovered on a deeper level than positive-negative division. Ajzen (1989) represent two different perspectives to be considered. The first one acknowledges the diverse variables and their connections in the formulation of an attitude and the second concerns the antecedent and consequences of attitudes. In the present study, attitudes are explored through the mentalist and discursive view and the evaluative disposition will be

central in the analysis phase. The present study focuses on the affective and cognitive aspects of attitudes as conative aspect would be more beneficial to study through observational or ethnographic approach.

3.1.1 The mentalist view

Currently attitudes are viewed through the mentalist view (Garrett, 2010, p. 23; Kalaja, 1999, p.47) which means that the attitudes are tripartite and thus consist of three elements that are 1) cognitive 2) affective 3) behaviour. Baker (1992) has discussed the same elements but the third one, behaviour, is called the conative part. The conative part consists of behavioural aspect of attitude but also the behavioural intentions that one may have or the readiness to function according to the attitude. In this study, conative/behavioural constituent is conceptually used interchangeably. As pointed out with the tripartite model of attitudes, they are constructed in a context and through experiences one encounters. The cognitive part refers to thoughts and the cognitive aspect of attitudes such as beliefs and knowledge that the person has towards the attitudinal object. The affective part includes the emotional side or feelings that one has towards the item. The affective part is often understood through the positive-negative recharge. The conative part consists of the behavioural aspect of the attitude. For example, the behaviour of a person can reflect the affective and cognitive side. (Baker, 1992; Kalaja, 1999; Ajzen 1989).

All of the three constituents are present in constructing an attitude on an abstract level but not all of them necessarily have the same evaluative disposition towards the attitudinal object (Ajzen, 2005). For example, the cognitive constituent may be about a belief of perceiving English as a language for every single user (positive) but the affective response may include feelings of fear of being judged by one's accent (negative). The hierarchical model of attitudes is presented below in figure 2.

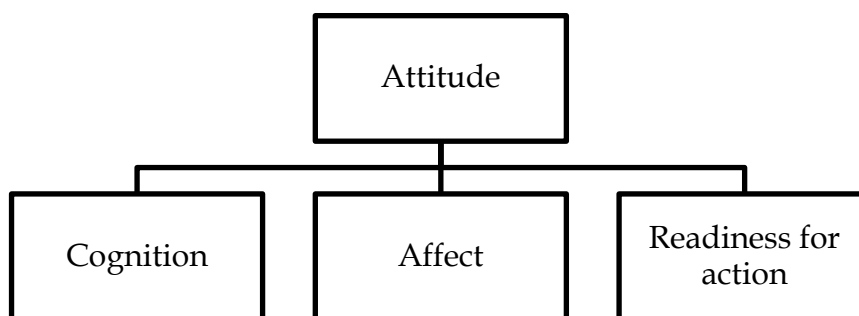


Figure 1 - Rosenberg & Hovland (1960), as cited in Ajzen (1989 p.241)

In addition, Baker (1992) points out that sometimes the cognitive and affective aspects may conflict. Cognitive attitudes, such as beliefs, may be more appropriate and socially accepted and thus, expressed, when again the true affective aspect towards the same object or phenomena may be very negative or contain for example feelings of fear. (Baker, 1992, p.12). Thus, attitudes are not so straightforward to interpret or find and may entail contradictory elements. The different attitude responses may though be difficult to detect and may mislead the interpretation. Moreover, Ajzen (1989) indicates how the responses may vary between cognition, affective and conative responses but how they also can be expressed through verbal and nonverbal means. This view is illustrated in a table from Ajzen (1989) below in a more practical way.

Table 1. Responses used to infer attitudes

Response mode	Response category		
	Cognition	Affect	Conation
Verbal	Expressions of beliefs about attitude object	Expressions of feelings toward attitude object	Expressions of behavioural intentions
Nonverbal	Perceptual reactions to attitude object	Physiological reactions to attitude object	Overt behaviours with respect to attitude object

Table 1. Ajzen (1989, p.242)

3.1.2 Behaviourist view

Another traditional view for attitudes is behaviourist. The behaviourist approach views attitudes as emerging responses to a situation that can be detected from the behaviour (Kircher & Zipp, 2022). Behaviourist view, however, has encountered criticism because of its' narrow view on variables that affect behaviour (Kircher & Zipp, 2022). More specifically, the criticism has focused on the intensity of the connection of the two. As discussed earlier, attitudes have been defined as "dispositions to respond" (Ajzen, 2005, p.3) or attitudes have been defined as "explanatory aspects of human behaviour" (Baker, 1992, p.13). This strong connection implies that knowing one's attitude would allow the behaviour to be anticipated despite of the complexity of the three components elaborated in the mentalist view (Baker, 1992, p.13). The causality between behaviour and attitudes, however, does not work like that. The context in which the attitude emerges and is conveyed through behaviour, may not be the honest and genuine attitude of that person (Baker, 1992) but may change depending on the context (Ajzen, 2005). For example, a person may dislike English and talk about it in a certain way but actually could be admiring the British way of pronunciation.

3.1.3 Discursive view

On the side of the mentalist and behavioural views on attitudes there has been formed a discursive view on attitudes which has had its start from Potter and Wetherell in 1987 in their book of Discourse and social psychology. Discursive view defines attitudes from a social view as something that are expressed and negotiated in interaction with other people and are dependent on the context and time. (Kalaja, 1999). Therefore, language attitudes are present in the interaction between people in many contexts and in linguistic actions (Kalaja, 1999, p.62). Billig (1987, p.177-178, in Kalaja, 1999) elaborates this by stating the following: "Attitudes are more than just positive or negative responses to a stimulus. They are a part of the public conversation. Attitudes are about expressing one's opinion for or against. It is about the conflict situation in which the arguments of each participant are presented and criticized and about the general debates of issues."

(p.62-63). For example, the attitudes towards standard English may vary depending on the communication and communicators. On the one hand, standard English could be argued to be a better option for educational contexts because of its clarity in grammar rules and clear objectives what should be learnt, and the mutual intelligibility would be ensured through that. On the other hand, the responsibility of mutual intelligibility with English should be shared between the participants in the communicational situation and the ownership of the language has changed due to the globalization of English. The arguments made between people affect and may change the attitudes and thus, are socially determined and constructed. In other words, the focus is not on the one and only stable attitude and in the discovery of that but rather in the way attitude is conveyed and expressed and in which situations (Kalaja, 1999; Potter & Wetherell, 1987).

A combination of the mentalist view and discursive view on attitudes will be advocated in the present study. The analysis aims to separate the different attitudinal types such as the affective, conative and cognitive because they are expected to be located from the drawings. The discursive view, on the other hand was present in the data collection and will affect the interpretation of the data. The drawings were conducted in groups and the meanings and attitudes were negotiated in that process which is central in the discursive view. In addition, the items are perceived as dynamic, and the context of the data collection and on the other hand, the context of the changing status of English, are taken into account in the analysis of the data.

3.2 Defining language attitudes

Derived from the attitude definitions, Gardner (1985) defines language attitudes as “language learners’ views of the target language, target language speakers and sociocultural and pragmatic benefits related to the target language” (p.101 in Rose et al. 2020). Language attitudes are defined as “attitudes that people may have both towards different languages, dialects or language variations or/and the people who use the language” (Kalaja, 1999, p.46). Applying the language

attitudes to the mentalist view on attitudes, the language attitudes would be present in a following way; an attitudinal object (such as a variety of English) will be encountered by a person and the object causes a reaction of different thoughts and feelings in a person and then these internal processes may show in person's behaviour (Kalaja, 1999, 47). Furthermore, Baker (1992) emphasizes that language attitudes include several subtopics, as language attitudes in its definition is too wide to explore. Following sub topics were presented (p.29):

- attitude to language variation, dialect and speech style
- attitude to learning a new language
- attitude to specific minority language
- attitude to language groups, communities, and minorities
- attitude to language lessons
- attitude to the uses of a specific language
- attitude of parents to language learning
- attitude to language preference

The present study is difficult to place only into one of the above. Rather, the drawings and the symbols in them will provide the field of work for this study. In other words, the emerging themes can be related to several topics listed above and thus, the attitudes are discovered in the terms of the emerging themes. Therefore, the categorization above will not be advocated in this study more thoroughly but perhaps it could be considered in the future research. It would provide an interesting point of view to explore the drawings and items in them through the categories presented above in the future.

The connection between positive language attitude towards the target language will contribute to better learning outcomes (Gardner, 1985). The language attitudes concerning the SLL are divided into two distinct orientations; instrumental orientation and integrative orientation (Gardner, 1985). Instrumental orientation refers to motives for learning a language in which the language is a

means to an end. In other words, learning a language will help a person to get a job or a better grade. Integrative orientation refers to person's desire to become a part of the speaker community more extensively. For example, a person might want to travel to another country to become a part of the local society, make relationships and be culturally involved in that target community. In the case of English, these two orientations have been contested or a demand for re-conceptualizations has been brought out (for an overview, see e.g. Sung, 2013). The current status of English has shifted the motives for studying English and for example, the integrativeness may not refer to an assimilation into an English Native speakers' societies but rather into a global and international and intercultural communities with the emphasis on self-expression of individuals (Sung, 2013).

3.2.1 The development of attitudes

Attitudes are learned in the social context one lives in (Garrett, 2010) which is emphasized in the discursive point of view on attitudes (Kalaja, 1999). Kircher and Zipp (2022) present three different categories of variables which affect the construction and reformation of attitudes 1) Socio-demographic variables, 2) Situational variables and 3) Socio-structural variables. The socio-demographic variables are for example age, gender or even personality and situational variables can be for example the immediate social situation. Socio-cultural variables on the other hand refer to language standardization and vitality (Ryan et al. 1982, cited in Kircher & Zipp, 2022). The former referring to the codification and norm-based ratification of a language and latter focusing on the actual number of the users of the language.

Gardner (1968) has stated that the language attitudes of parents have a significant effect on the child's attitudes towards a language. Based on the results of Gardner's previous studies in 1960 (as cited in Gardner 1968), he discovered that integratively-oriented students had parents who were also integratively-oriented. Gardner (1968) brings out that the children reflect their parents' attitudes which is one way to learn language attitudes. Thus, it could be carefully inferred that the language attitudes in the present study may reflect the attitudes of their

parents. Moreover, the younger the children, the more influence will the parents and other people that spend time with the younger children will have on the children's attitudes (e.g. Kircher & Zipp, 2022). Moreover, schools and educational institutions may affect the formation of the attitudes significantly (e.g. Karatsareas, 2018). Even though the formation of attitudes is a process of diverse stimuli, some more specific ways have been presented. These are 1) Observational learning and 2) Instrumental learning (Garrett, 2010). The former "involves noticing the behaviour of other people and the consequences of that behaviour" (p.22), as the latter refers to situations "where people attend to the consequences of attitudes and whether these bring rewards or detriments" (p.22). Moreover, as attitudes are produced in the social environment, they can also change or reform. Language attitudes can be "learnt" for instance through critique towards a language (Kircher & Zipp, 2022) and media (Dragojevic et al. 2016). Based on Sears' (1983) notions, attitudes learnt on a young age are predicted to be more enduring than the ones acquired later in life. Thus, the young pupils are a reasonable target group for the study so that the attitudes can be explored from a dynamic group.

4 PREVIOUS RESEARCH

The following paragraphs will introduce some relevant studies that have explored the attitudes of children. Some studies have advocated similar data as in the present study which connects with the present study. First some studies from some countries all over the world will be presented. After that the focus will move into Finnish studies that provide a more accurate context to this study. Finally, two masters' thesis will be presented due to their similarities to the present study.

A longitudinal study conducted in Croatia in the years 1991 and 2006 has explored the possible effects of favorable and unfavorable learning settings on children's learning of English as a Foreign Language (EFL) (Djigunovic, 2009). The first sample included 100 young learners from four different primary schools that were estimated as having the favorable learning conditions. The favorable learning conditions consisted of frequently ran English lessons, qualified English teachers, interactive and learner-centered methods of teaching (such as storytelling and content learning) and moderate group sizes. The second sample had 138 first graders from four different schools that had the regular learning conditions such as teachers with little training, large groups and two lessons per week. The data was collected through semistructured interviews. The findings of the study indicate that more positive attitudes towards English were found among the children that were learning English more frequently and the learning was playful and involved active participation. The pupils in less favorable conditions had less knowledge of the traditional English speaking cultures and speakers, parental support was defective and more often experienced lower competence and self-confidence towards English as FLL. Worth noting, however, is that pupils from both samples found English as important to learn since the opportunities English provides in international communication.

Another study done in Hungary aimed to discover the thoughts and opinions of 10-11 year-old children towards English (Nagy, 2009). The study comprised of a small number of pupils and thus cannot be vastly generalized but

provides an interesting perspective to the current study because of the findings and the data collecting method. The data was collected in 2006 and a total of 49 fifth graders from different classes took part in the interviews. The class teachers were asked to choose 6 pupils from each group that would represent different levelled pupils in English. The interviews were conducted through unconventional matter as a paper-based instruments were advocated in the data collecting event in order to get the pupils express their thoughts more easily and without the possible influence of the researcher. The children did three activities in pairs. The activities encompassed open-ended questions and the pupils were asked to write down their answers to those questions in their mother tongue to the papers. They were encouraged to use different colored pens and negotiate their ideas with their pairs. The questions for the pupils were about the possible aspects that hinder or strengthen their learning of English, their views on the necessity of learning English and possible aims for learning English in the long term and their views on their teachers' effects on their learning of English. The findings indicated how pupils had instrumental motives and attitudes towards Learning English. They wished to learn the language in order to do well in exams and get into the schools they want later in their lives. Thus, Nagy indicates the contradiction between the hopes and goals of the pupils and the National Curriculum of 2003 in Hungary. The National curriculum of Hungary encourages communicative language learning, it is not what the pupils want and thus it affects the teaching all together. Nagy concludes that the lack of intrinsic motivation will affect the efficiency of learning English. It must be pointed out, that this study was conducted in 2006 when the status of English in the world was not as dominant as at the present time and the findings may have changed since. Nevertheless, the findings in Nagy's study provided an interesting point of view to the change of English as the context has some similarities with Finland as a country that learns English as an additional language.

The attitudes towards English have also been discovered in Taiwan by Chung and Huangb (2010). The data was collected from six primary schools through group interviews and a questionnaire survey. The participants were on

5th and 6th grade. The findings indicate that English was perceived as interesting and useful. English was studied for communicational purposes occurring mainly when in abroad or with foreigners. English was experienced as an enabler for travelling and communicating with foreigners. Nevertheless, the foreigners were associated with English speaking people only instead of people from varieties of cultures and language backgrounds. A majority of participants recognized the role of English as an international language and thus, the influence of that to future job markets. Comments about access to information or living abroad were also brought out. Thus, Chung and Hoangb point out that the integrative motives and attitudes were dominant – even though integrating is not done in global communities but for English-speaking ones.

A very similar study to the present was conducted in Türkiye by Yaman in 2018. Yaman explored the perceptions of 268 primary school students about English. The data was collected from grade 2 to grade 4 and consisted of students' drawings. The students has been asked to draw whatever came to their mind about the word English. The data was analyzed through content-analysis and finally thematized into groups. Several categories such as objects, interaction, English class etc. were discovered. In general, Yaman found that the perceptions were positive and shifted away from a strict grammar-based view towards English. Moreover, the drawings included a lot of pictures about interactive nature of English which contributes to the acceptance of English as lingua franca and shared language for all. The findings and the uncommon data in the forms of drawings gave a different perspective and interesting data about young children's perceptions of English. The study could identify different kind of nuances in the opinions of children who were allowed to express their views in a child-centered and a natural way for them.

Aro (2009) has conducted a longitudinal case study in Finland focusing on the beliefs the pupils had towards English. The pupils were interviewed on years when they turned 7 (Year 1), 10(Year 3) and 12(Year 5). The total amount of the participants was 15. Aro brings out that English is learnt first through interaction and occasional events in which they are exposed to English. As the years go on,

the school plays a major role in learning English as well as books as a source of language. Aro discovered that the reasons for studying English did not necessarily change a lot during the years but rather developed towards the societies' reasons for studying English. All groups acknowledged the importance of English to communication abroad and with foreigners. The difference, however, emerged when the pupils were asked about their personal reasons for studying English. The Year 1 did not include the necessity of learning English to communicational purposes for the most part but rather had relatively indifferent attitudes towards English. Years 3 and 5 had more similarities with their own ideas and the general ideas of why people are learning English. They included themselves to the general "why" people are learning, such as because of the work, travelling and adulthood even though they still prioritized the current situation and needs for passing exams over the future purposes. Years 3 and 5 also had more contact to English during their free time which increased the use and desire to learn English. Aro points out that the attitude during the years 3 to 5 changed because English was perceived as an obligation rather than as a choice. It remained unclear if this affected negatively to the attitudes or merely being perceived as realism of having to study English in school.

Another study was done by Kristiina Skinnari in 2014. The study was conducted as a part of an ethnographic dissertation study on fifth and sixth graders' language learner identities in three different contexts; EFL classrooms, CLIL classrooms and in situations that contained special education in 2012. Skinnari focused on 5th and 6th graders' experiences and presentations pupils had for their agency during English lessons with the focus on silent and resistant pupils. The study was collected in a primary school in one and a half year of time and all the pupils had started their EFL lessons on third grade. The data was collected through different methods, such as interviews, drawings, questionnaire, observations, group talks and authentic documents. The findings presented below were mainly derived from pupils' self-portrait drawing task and semi-open questionnaires. First 95 pupils made the drawing of themselves as language learners and in the next year 36 new pupils took part to the same study as well. Even

though the agency is not in the center of the current study, the images done in Skinnari's (2014) study reflected their experiences during English lessons and more generally, their perceptions and attitudes of English as well. In addition, the method of using drawings in Skinnari's (2014) study connects with current study and provides interesting background for this study and the analysis as well.

The findings point out that the different agency categories varied between positive and negative orientations. In other words, the attitudes were not necessarily straightforward with the classroom behavior. The pupils shared a relatively similar idea of a "good language learner" which followed the socially interpreted idea of a good language learner; persistent, active, social and studious (p.50). Among the pupils the word "happy" was often associated with good language learner. Active agency in the class often meant positive orientation towards learning a language, but in some cases the active agency during lessons did not correlate with positive attitude. In some cases, the attitude towards English learning at school was relative negative and the lessons were experienced as boring, but the pupil was still active in the lessons because that was expected of a good language learner. Similarly, a silent student may have very little active agency in the class but may still find English as one's favorite school subject and have a very positive orientation towards English. There were also indications of having different attitudes towards English learnt at school and English in informal environments in which learning English at school was negatively perceived but then English was used during free time with relatively positive way. In general, the attitudes were more easily derived from the fifth graders than the sixth but it did not diminish the importance of English to them in most cases. The questionnaires and classroom observations showed that the sixth graders resisted learning English more than fifth graders. Moreover, the signs of increased negative orientation towards English were present when the school year got closer to the end.

Määttä (2014) explored in her Master's thesis the possible change in attitudes among pupils after the first year of studying English at school. The data

was collected through questionnaire with a drawing task at the end and 15 pupils participated in the study. The study cannot be generalized because of the small number of participants but provides some framework for the field of attitude study in Finland. The attitudes were collected in the late spring of the pupils' second grade and the second time in the springtime of their third grade. The findings indicate that the attitudes are mainly positive but a slight change into more negative attitudes is reported at the end of third grade. More significant to this study, the drawings of the second graders showed their associations towards English. Pupils had drawn Union Jack - flags, the shape of a country of United Kingdom with the some comments added such as "Englanti", vacation trips on a boat, gaming images such as a game console or written down "FIFA", English lessons, English words, communication situations in English and emojis that could have been seen as representations of their feelings towards English. The drawings included strong references to the traditional view on English as a native language. Määttä also points out that the attitudes were not so straightforward in the drawings as many of them conveyed quite neutral. In addition, the second graders in the current study have already started learning English through playful activities during the winter of their second year. The grades 4 and 6 have started their English studies in the third grade.

5 THE AIM OF THE STUDY AND THE RESEARCH QUESTIONS

The aim of this study is to explore the attitudes towards English depicted by students at the same primary school in southern Finland. The goal is to discover and discuss the associations present in the visual representations of English. In addition, the aim is to understand and explore the attitudes of 2nd, 4th and 6th graders through the means of art, as the data is comprised of the students' drawings and possible written comments that they associate with word the English. The products will be done in pairs or in groups of three to four and thus, the products reflect the shared and possibly negotiated meanings that were perceived as priority by the students. The study focuses on exploring the data from the ELF and global status of English – point of view. The study aims to broaden and deepen the understanding of primary level students' attitudes towards English and associations they have towards English. The associations are explored and the possible similarities and differences between the grades are discussed. Moreover, the study aims to explore the attitudes of primary school children and discuss the possible implications of the attitudinal shift in the ownership of English. The theoretical framework for the study is the global status of English and ELF from the perspective of possible current attitudinal and conceptual shifts that can be detected.

The study also aims to provide a different perspective to attitude studies by collecting the data through drawings made by the students instead of questionnaires or other quantitative methods. One of the main reasons for choosing drawings is the child-centredness of the method. The benefits and challenges of using drawings as data are discussed later in the thesis. Thus, the method emphasizes the role of children as fully adequate individuals whose ideas and perceptions are worth discovering (Greene & Hill, 2005, p.3). In addition, drawing is a familiar and popular activity for the children and makes the data collection situation less intimidating (Rubin 1984, as cited in Merriman & Guerin, 2006) because of the creative and playful nature of the activity. Furthermore, the children

participants do not need to be literal nor verbally capable (DiCarlo, Gibbons, Kaminsky, Wright & Stiles, 2000) and thus, it can lower the threshold for participating and sharing ideas. Stiles and Gibbons (2000) bring out that drawings enable a good platform for comparison between different cultures as the difficulties of lost in translation are absent. Most importantly, however, the approach has the potential to expose a variety of different layers of the children's associations and attitudes than predetermined attitudinal surveys or interviews might. The following research questions were constructed on the basis of the goals:

1. What kind of visual associations are depicted in the visual representations of the students about English?
2. What kind of attitudes towards English as a
 - a. culturally and geographically free language
 - b. a medium for participation
 - c. as a subject of studyare conveyed in the visual representations created by students?

6 METHODOLOGY

6.1 Methodological approach

The present study aims to explore and detect the associations primary students have towards English and discover and broaden the understanding of what kind of attitudes are present in their visual representations. A qualitative study is built on humans' way of understanding different phenomena (Stake, 2010). The present study follows the guidelines of a phenomenological-hermeneutic approach. This approach implies to studies where humans are the target group and the ones who conduct the study as well. Phenomenology refers to the study of people's experiences and given meanings in certain social contexts (Laine, 2018). Hermeneutic on the other hand focuses on the interpretations of those meanings and thus, contributes to the expanded understanding on the phenomenon (Laine, 2018). In addition to the phenomenological-hermeneutic approach, the present study falls into the methodological category of qualitative research methods with some quantification of the data. Qualitative research aims to elaborate and increase understanding of the issue and not to produce vastly generalized information (Pietikäinen & Mäntynen, 2009). The quantitative aspect in the present study is used as an assist in the analysis of the data to make the data more understandable.

6.2 Participants

The data comprises of drawings and written comments in the drawings made by students from grades 2, 4 and 6. All of the data was collected in school and as a part of timetabled English lessons. Thus, all of the students were also students of the same school in the Southern Finland. The final products of the students were made either in pairs or in groups of three or four. The primary school students were selected as the key participants of the study because of their relatively little experience of formal English education and therefore, assumably less biased and socially affected attitudes than among adults. In addition, the attitude studies

towards languages have mainly focused on university or high school levelled students who can fill in questionnaires more easily and more readily reflect on their behaviour and beliefs. However, studying the attitudes of younger students will provide new opportunities to detect the changes in attitudes and thus, provide more targeted changes in the teaching if necessary. Thus, the teaching can be made more child-centred and contribute to better learning.

The different grades were chosen in order to have a broader view of the attitudes from pupils who are studying in different grades. The 2nd graders are expected to have different ideas about English than the older students just because of their less experience of studying English. On the other hand, the 6th graders can provide different and more detailed point of views in their drawings. Moreover, the primary school students were also chosen because they are living in a significant time of change as English is recognized as a global language. They are also surrounded by multiculturalism and multilingualism in their everyday lives. Therefore, the students have grown in an environment where English is taught at school and the increasing importance of English is acknowledged. In addition, they are an interesting group to explore because they are yet at the beginning of constructing their perspective towards different issues. Furthermore, it is expected that these children will or at least use English in their future more and more and thus, it may become self-evident to master the language. The attitudes and perceptions can, therefore, provide valuable insights into the multilingual and globalized world of English and to the planning of English teaching.

6.3 Data collection

The data collecting method for the study was *Draw and write*- technique which belongs to the participatory methods for collecting data. The aim of the *Draw and write* -technique is to engage and increase involvement in the activity and get the children's have their say (Coad & Lewis, 2004). In other words, the data consists of drawings made by the students of one primary school from second, fourth and sixth graders. Using drawings as a data collection method is relatively rare

especially in researching language attitudes but also in general studies. In this technique, the children are asked to draw about a certain topic and include written explanation of what they have drawn.

6.3.1 Approaches to language attitude study

Language attitudes are studied through different means but the field of research has also determined three different approaches to study language attitudes (Garrett, 2010, p.37). The approaches are *direct measures*, *indirect measures* and *societal treatment of language variables* (Garrett, 2010, p.37) or as van Hout and Knops (1988) present *content analysis*. In the following paragraphs, these three approaches are briefly presented.

In direct approach, the attitudes are collected through relatively transparent methods and the objectives for the data collection are presented to the participants. In practice, the participant would be for example interviewed or asked to fill up a questionnaire in which the questions are very straightforward and aim to explore the preferences and dislikes. For example, in this thesis following questions could be asked, "Do you think it is important to know English?". To sum up, direct approach "relies upon overt elicitation of attitudes" (Garrett, 2010, p. 39). But as Garrett (2010) points out, the direct approach has its problems as the attitudes function is several layers and the responses may be affected by a variety of things such as the respondents' willingness to be honest or being aware of the researcher's goals for the questions.

The indirect approach, on the other hand, aims to discover the attitudes in a careful and more complex way, almost through a fraud (Garrett, 2010). The most common technique in indirect approach is the matched-guise technique. In the matched guise technique, the participants listen to a voice-recording in which a short text is being read out loud by one person. The text is read several times but "the reader" makes a minor change the way the text is read every time. The participants do not know that there is only one reader. In practise for instance, a piece of writing could be read with different accents. The participants will fill in a questionnaire after every speaker. The participants know that they are taking

part to an attitudinal study, but they are not told yet, what is being studied more accurately. Lambert et al. (1965, in Garrett 2010, p.42) states that the indirect approach enables deeper attitudes to be exposed which is connected with people's willingness to show some of their attitudes. It should be noted, that indirect approaches mainly focus on attitudes towards the speakers of certain languages or varieties. Thus, it may not necessarily provide much information of the language itself. (Kalaja, 1999, p.50).

The third approach is called content analysis (van Hout & Knops, 1988) that is also presented by Garrett (2010) as societal treatment studies. This approach includes several methods to measure attitudes, but the main principle is that there are no direct questions asked of a certain attitude. Rather the data is explored from the perspective of the treatment of languages. (van Hout & Knops, 1988, p. 6-7). For instance, the data could consist of written documents or advertisement, or the data can consist of observational material. Van Hout and Knops (1988, p. 7) point out that content analysis is mainly used if the participants cannot be reached because of the variable circumstances such as time or place. On the other hand, the researcher may also want to take some distance to the participants and increase the validity of the study and thus, would prefer content analysis.

In the present study, a mixture of the direct and content analysis approaches is being used. Firstly, the data is collected for the study directly from the participants and the topic *English* is given the participants beforehand. The participants are encouraged to express their views and associations as when they also negotiate their opinions and visions on the issue. The participants also know that their attitudes and visualizations are being explored and documented. Thus, it follows the main principle of direct approach, even though the collecting method is not typical. Secondly, the content analysis is present in the analysis of the data. The final products, drawings and possible comments, are being interpreted in the light of the ELF context and possible changes are being detected. Thus, the data consists of material, produced by participants, and the attitudes are interpreted from the symbols and comments made by the participants.

6.3.2 Drawings provide opportunities

One of the main reasons for choosing drawings is the child-centredness of the method. Thus, the method emphasizes the role of children as fully adequate individuals whose ideas and perceptions are worth discovering (Greene & Hill, 2005, p.3; Rollins, 2005). In addition, the drawings are a familiar and popular activity for the children and makes the data collection situation less intimidating (Rubin 1984, as cited in Merriman & Guerin, 2006) because of the creative and playful nature of the activity. Furthermore, the children do not need to be literal nor verbally capable (DiCarlo, Gibbons, Kaminsky, Wright & Stiles, 2000) and thus, it can lower the threshold for participating and sharing ideas. Driessnack (2006) acknowledges that children may struggle with understanding the questions but even more they may have difficulties for retrieving their experiences and have limited verbal skills to express them. Horstman, Aldiss, Richardson and Gibson (2008) and Driessnack (2006) agree, that the challenge is more on matching the information retrieval with the correct stimulus, as in this case senses of perception instead of semantic part. Children are usually more open for sensory cues for retrieval than adults, who usually prefer semiotic ones. Therefore, drawing can evoke narratives and ideas in a different and more efficient way (Driessnack, 2006). Gross and Hayne (1998 cited in Driessnack, 2006) bring out that drawing may help the children to directing their attention to the drawing instead of the researcher and therefore, improve the quality of the data. Thus, more participatory methods have been developed and used more increasingly.

Stiles and Gibbons (2000) bring out that drawings enable a good platform for comparison between different cultures as the difficulties of lost in translation are absent. Most importantly, however, the approach has the potential to expose a variety of different layers of the children's associations and attitudes than pre-determined attitudinal surveys or interviews might. For example, in a study made by Kendrick and McKay (2004) young children were able to express their experiences and senses through drawings holistically.

6.3.3 Challenges in drawings as data

It should be also noted that drawings can also pose some challenges and limitations as a data collection method. Burkitt (2004) suggests that the drawings cannot be reliably used for assessing people's emotional or affective side. Burkitt (2004) points out that the drawings may be only reproductions of the social context and surrounding cultural norms alongside with prevailing conventions for drawing. Children may draw what is expected from them and thus, the analysis should be done carefully and avoiding over-analysing (Coad & Lewis, 2004). Moreover, another study made by Strange, Hoynck Van Papendrecht, Crawford, Candel and Haynec (2010) focused on inspecting children's drawings and the significance of size to the accuracy and reliability of their emotional stage. The findings strongly suggest that it is not valid interpretation of the drawings and conclusions should be made based on them. However, in Strange et al. (2010) the drawings followed the principles of projective drawings and the focus was on emotions. The present study focuses on attitudes and the children are not prompted directly to express any feelings nor draw a human figure even though it may be expected. Strange et al. (2010) deny the benefits of drawings in discovering the emotional stage of children through them, but also recognize the possibilities in them; drawings and conversations together may present themes and emotions that would have otherwise left out. In the present study, the drawings are made in small groups and only the drawings and possible written comments are in the focus of this study. By enabling the drawings to be made in groups, the drawings may entail more elements that are negotiated and purposefully selected to the drawing. Thus, the process of doing the drawing may provide the crucial "drawing + conversation" combination which may bring out more themes that could have left out otherwise and encourage children to express the affective side more bravely. On the other hand, it may reduce the number of diversity within the drawings depending on the intergroup dynamics and negotiation process.

The challenges in interpretations are also considered by Thomas and Jolley (1998). They point out that drawings can be interpreted in many different ways

which may affect the validity of the study. In addition, they emphasize the circumstances that occur in each of the situations in the production as affecting the drawings. Thomas and Jolley (1998) found in their study that drawings could not be used as indicators of children's emotional experiences - at least not solely. The drawings can also be affected by the peers in the classroom, or the researcher or other adults present. In addition, since the study took place in school, during a school day, it may have led the student think of certain things, instead of letting their think outside the box too. Some students could also think that this is a school task and the creativity may be limited and conclude to more limited depictions. Moreover, the ability of young children in maintaining a goal for their drawings in relation to the ability of producing a realistic drawing of the topic is questionable (Thomas & Jolley, 1998).

6.4 Data collection process

The study and the information regarding the participation in the study were introduced on a lesson a week prior to the predetermined data collection date. This way, the pupils had enough time to think about and return the consent form. After one week time, the data collecting lesson was held. I, as the researcher ran the lessons, but the class teacher was also present in the class in most cases. The pairs or groups were divided by the class teacher who knew the students better. After that, the class teacher remained at the back of the room, occasionally giving supporting feedback if they noticed some hesitance among the students. At the end of the lessons some teacher commented on the success of the lesson by commenting the activeness of the students on the task.

At the beginning of the lesson, I gave each pair or group an A3-sized paper and brought colours for the students. Students were also allowed to use their own colours if they wanted to. Some students inquired the necessity of using colours and I declared that they could decide if they want to use colours or only pencils. Some used more colours than others. It seemed that the younger the

students were, the easier it was to start drawing. Each class had approximately 45-60 minutes time to finish the drawing.

First, the students were given a topic or the task in the form of "Draw or write anything or everything that comes to your mind of a word English language. What does it mean for you and what comes to your mind or what kind of feelings you have towards it. You are free to draw anything you want that comes to your mind of the word "English" - and by this I mean that you can draw items, places, situations in the forms of mind maps to comics or other art forms. You are free to use the crayons and markers if you like. I will not focus on your drawing skills so do not feel any pressure. There are no right or wrong drawings, in fact I am interested in exploring the ideas that each of you have about this word, no matter if they are negative or positive. This has absolutely no influence on your English studies or any other school subjects." The students were prompted to be creative and draw anything that comes to their mind. The task was given in Finnish to avoid any misinterpretations. In addition, for drawing the picture, students were asked to add a comment or comments to their drawings about what they had drawn so that the interpretation of the drawings could match the real aim of the drawings

Among the second graders, there were pairs or groups who decided to divide the paper into sections with lines and thus, each of them had their own section. Some of the students draw their own items on the other ends of the paper as it was divided, but not with a visible line dividing the paper. Among these groups, it was more common to observe, that the students did not communicate as much as in some other groups. Some of the drawings, on the other hand, were done through a more joint process. The students negotiated the items that they wanted to include and decided on who does what. These drawings included either several different items, but usually with some consistence (the USA vs. the UK) or drew a view or a scenery of one more detailed aspect or idea that they had on mind. With most groups, I found it useful to conduct the drawings in groups or pairs since it provided support for beginning the drawing in the first place and allowed them to "brainstorm" the ideas together. In general, even

though the type of the task was new for them, it seemed inspiring and interesting activity already from the beginning. Especially the younger children showed their enthusiasm while drawings and talking about their ideas while doing the drawings. The students also heard other groups talking about the ideas they had and got more ideas from other groups.

Some students required more prompting questions or comments and encouraging feedback on what they could do. With each group, I emphasized several times that there are no wrong ideas and that I am interested in what you think, no matter if no one else thinks the same. The only restriction for the drawings was that it should connect with English language in their minds. I circulated the whole time in the class and gave encouraging and positive feedback on all the ideas they had, in order to lower the threshold for drawing. In addition, I asked some clarifying questions if I was not sure what they had depicted while circulating. After they explained it to me, I asked them to write it down next to the item so that I know what they have meant. This way, the interpretation and analysis would be more consistent with the items intended by the students. Some students asked questions as seeking assertion for their ideas. Some students asked how to draw or write something, usually how to draw the flags or how to spell something in English. If they asked about that, I either drew them a sketch on the board or if they wanted to check it from their phones, I allowed it. Otherwise, I did not advertise phones in this task and they were allowed only for modelling some picture. Some advocated them and some did not. Almost in every class, there were groups who struggled with coming up with anything. In those cases, I went to sit with them and tried to ask questions that would help them. These questions/prompts were for example: "Where/when have you heard/spoke/seen/ran into English", "what kind of ideas/feelings does English evoke in you" or "just draw the first things that come to your mind when thinking of the word English".

6.5 Data analysis

Usually, the interpretation of drawings in research has been approached from the projective point of view which is based on the researcher's interpretation of a drawing (Merriman & Guerin, 2006). One widely known method was developed by Koppitz (1968, as cited in Merriman & Guerin, 2006) and it was called the Human Figure Drawing (HFD) test. The HFD test was originally developed for diagnostic purposes. The test includes a scoring system which covers the child's developmental level, emotional indicators, clinical interpretations, and children's attitudes toward their family. As an option for the difficulties of interpreting drawings, Merriman and Guerin (2006) address the issue by approaching it from the perspective of content which is also the approach for analysis in this study.

Content analysis has been traditionally linked to quantitative methods (Merriman & Guerin, 2006) as it referred to counting items from the data. Nowadays it is used as a qualitative method which aims to detect thematic consistencies from the data (Silverman, 2001, cited in Merriman & Guerin, 2006, p.50). The content analysis enables to increase and deepen the understanding of a phenomenon (Elo & Kyngäs, 2008). The content analysis aims to break the data into manageable chunks or categories and then to present the information in an understandable way. Thus, the studies on phenomena, as in this case attitudes and associations, are aimed to be described through concepts. (Elo & Kyngäs, 2008). Content analysis aims to explore the meanings and understanding established between people and make them understandable (Hsieh & Shannon, 2005). Another similar method is thematic analysis. A crucial difference in thematic analysis and content analysis, however, is to do with the quantification of the data – content analysis enables the quantification of the data (Vaismoradi, Turunen & Bondas, 2013). Thus, the content analysis was chosen to the present study as the analysis method.

The present study follows the principles of a theory-led analysis. In other words, the theoretical framework is used in the analysis process as an assisting element (Braun & Clarke, 2006). Regarding the first research question about the

variety of the visual representation and contents, the quantitative emphasis of the content analysis was used. First, the data was gone through thoroughly and the drawn items and comments were written down in to a form of a list. Second, the list was categorised based on the similarities of the items. For example, every notion or representation of a human figure was listed below a title that describes the content. Then, the data was synthesized in a sense, that all the items were under a certain category. Laine (2018) states that the aim of naming and grouping the data is not to reduce the information or given meanings but establish and make connections between meanings and present them in a clearer format. After that, larger themes were formed with an assistance of the theoretical framework of the existing status of global English. A graph was used in order to clarify the categorisation of the data. The drawings are added to the graph on the left side column and the themes gathered in the previous phase are found on the top column. Each drawing that had items or comments referring to any of the themes, a cross was made. The more specific quantification of the each item in each drawing was not perceived relevant for this study since the themes were derived partly on the basis of the theoretical framework. Thus, the graph aims to provide an overview of the collision of the similar themes between the drawings in that one grade. The findings section regarding the Q1 is presented in sections made on the basis of the grades.

Table 2. Illustration of the analysis process with the Q1

Process →	Item or written comment	First categorisation: Labelled item	Thematized item with the assistance of theoretical framework	Final theme <i>C)English as a native language – Final theme based on the data and the theoretical framework</i>
Data example →	A double-decker bus	A vehicle/means of transportation	Culturally associated with the United Kingdom	English is associated with the native perspective

Table 2. An example of an analysis process regarding the research question 1.

The second research question concerns the students' attitudes about English. The question was slightly modified based on the data and what was found there. The question was divided into three different sub questions which were formed based on the theoretical framework and the data collected. The Q2 was analysed through the qualitative means of content analysis. The three themes were: 1) Attitudes towards English as a culturally and geographically free language, which refers to the items and comments associated with the inner circle countries. 2) Attitudes towards English as a medium for participation, which views the language as a tool or a medium for the students and finally 3) Attitudes towards English as a subject of study, which covers the attitudes students have as learners of a foreign language and their disposition towards English.

Since the data was already well explored with the Q1, the thematization based on those pre-labelled themes was possible to build on it. The data was analysed by categorizing the items on those themes. Inside of each theme, the attitude was detected between neutral, positive and negative. In addition, the type of attitude, affective, cognitive, or conative, was pondered and labelled. At this point, some items could be interpreted covering more than one theme or one attitudinal type. In these cases, a careful consideration of the items' theme and type was done, and most suitable option was chosen.

Table 3. Illustration of the analysis process with the Q2


Item or written comment →	Written description of the visual representation →	Thematised item with the assistance of theoretical framework →	Attitudinal type(s)
<p>A drawing of a game played with a game console.</p> 	<p>Describes the situation where English is present and used. Informal English.</p>	<p>Fits to the theme “medium for participation”</p>	<p>Behavioural: Description of an action happening through English that is liked by the students.</p> <p>Affective: Likeable activity. Inspiring.</p>

Table 3. An example of an analysis process regarding the research question 2.

6.6 Ethical considerations

The consent form (Appendix 1.) and other information, such as the privacy notice (Appendix 2.) regarding to the study were given to the students on a predetermined lesson agreed by their own teacher. The pupils and their guardians were informed about the anonymity of the data and that the data and the consent forms with signatures of the guardians will be carefully destroyed after the thesis is finished and assessed.

The attitudes in research may be affected by the physical and social environment. This can be evident also in this study as the pupils will make the drawings in their own classrooms, together with their peers. Therefore, multiple factors may affect what they include in their products or want to express. These factors include for example, the presence of researcher and other adults like teachers, their peers and relationships with their peers, the physical surroundings of the school and the perseverance of the activity as a school task which must be achieved or please the researcher/teachers. The pupils may also be affected by their own state of mind as if they are tired or do not simply like drawing.

Working with children and having them producing the data is involved with many issues to be considered. Firstly, the researcher must be aware of their role as an adult and consider the power relations established in the situation. Thus, the researcher must be aware of the situation and make it feel safe and nonintimidating (Christensen, 2004). In this study, the students and parents were carefully informed and consent was collected from both, the parent and the child. The voluntariness of the participation is important especially with children (Horstman, Aldiss, Richardson & Gibson, 2008). This was emphasized but also the easiness and anonymity was highlighted so that the students would understand that there is nothing scary nor harm caused for them to take part in the study. I introduced myself and explained the study and what would be their role in this. In order to be ethically appropriate and to create a relaxing and a safe environment, it is important to establish a relationship between the researcher and the children (Horstman, Aldiss, Richardson & Gibson, 2008). In this case, I knew all of the students as a teacher or at least had met them before and they knew who I was which contributed to the safe environment to be established. During the collection, I encouraged the students to participate and being innovative and remember, that there are no wrong answers - which seemed to be understood after few minutes. The students who knew me less, could be argued to hold back more, but there is no way to know for sure.

It must be noted, that only one lesson could be spent for the data collection and the class was visited only once before the data collection. Thus, the relationship with some students was more difficult to establish and the quality of the relationship was inevitably poorer than with some classes that I interacted on daily basis. In addition, because the task was done in groups, the individual attention was not present the same extent and the needs of an individual students could not be met in the framework of this study to the same extent. On the other hand, having a group probably enhanced the feeling of safety and contributed to the creativity during the task. Some students would have wanted more time to finish their drawings. Most of the students finished during the lesson but some

students were sad for not finishing it. Unfortunately, no more time could be used for this study.

One of the main challenges in this data collecting method is the analysis. When the data is drawn, the interpretation can vary depending on the person interpreting. The written comments were encouraged to be added on the drawings from students' behalf so that the interpretation would match the meaning the students' want to pursue and convey. The researcher is responsible for delivering the interpretations as closely to the intended meaning (Horstman, Aldiss, Richardson & Gibson, 2008). It must be acknowledged that even though the written comments elaborated some representations, there probably were misinterpretations anyway. Next time, for example narrative interviews could be used as a way to confirm the meanings of the participants. In addition, the interpretation was done respectively to the questions and thus, with the Q1, the division could have been different.

7 FINDINGS

7.1 Associations of English

7.1.1 2nd graders

Several categories could be derived from the drawings made by 2nd graders. In general, their drawings included many items and the pupils seemed to be very excited when working with their drawings. Some of them wished they would have even more time to finish their work. Six categories were formed from the drawings. Some items may be overlapping with other themes but most of the items were possible to divide to a category they fit the best. For example, one of the categories consists of places and buildings but a drawing of a Big Ben is not included into that category but on the cultural associations with inner circle countries – category based on the desired meaning of a certain building that represents English to those students.

The 2nd graders' drawings often depicted some kind of **a figure, a character, a human(-s) or an animal(-s)** as in the Drawing 1.1 below. Some of them were more carefully drawn when again others were for example stick-figures. In these cases, it could be assumed that the effort put on the figure may provide implications on either the figure itself or to the function that the figure plays in the drawing. Usually, however, the drawings included either of the above.



Figure 2 - Drawing 1.1 - A figure in a drawing.

Most of the **figures** or people depicted in the drawings were not any specific people. There were, however, some drawings in which a certain person was depicted. These people are known internationally from different contexts. One example depicts a famous football player Cristiano Ronaldo (Figure 3.). Thirdly, the figures or people were often depicted in **communicating** to others. Many drawings included speech bubbles that contained short expressions, sentences or “pre-learnt chunks” of expression such as the drawings 1.2 and 1.8.



Figure 3 - Drawing 1.10 - A drawing of a Cristiano Ronaldo, a famous football player.



Figure 4 - Drawing 1.2 - Figures playing together. “Come on!”, “I’m zombie!”, “Iiik!” and “I will survive!”.

Elements related to **free time and interests**, such as game consoles, names of the games or game figures, or physical games, such as football, were common among the 2nd graders. AmongUs figures were depicted or written in several drawings (Figure 5). Other games were for example Minecraft and Fortnite. In addition, one group also included literature perspective on their drawing; they drew Hermione, a character from famous Harry Potter series written by British author J.K. Rowling (Figure 6). Figures 5, 6, 7, 8 and 9 show the diverse uses of English in pupils' free time.



Figure 5 - Drawing 1.7 - Figures from a game called AmongUs.



Figure 6 - Drawing 1.5 - "Hi! I'm Hermione."

Fortnite
 y Minecraft
 Sos
] AmongUs
 (Imposter
 Snail Game
 Sos
 Spider-man
 Dog
 Killer Bahaha
 Ronaldo
 Gta

Figure 7 - Drawing 1.10 - Games such as Fortnite, Minecraft, AmongUs and GrandTheftAutos (GTA).



Figure 8 - Drawing 1.2 - A game called "Vuohi-simulaattori" (eng. A goat simulator)

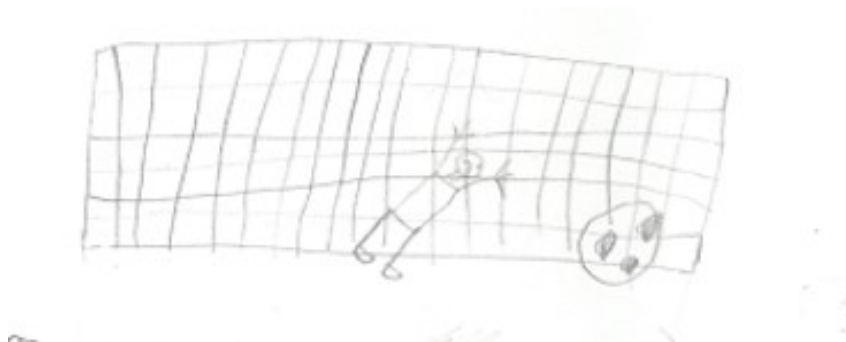


Figure 9 - Drawing 1.10 - A goalkeeper catching the ball.

Several drawings contained some **physical places or views**. Some of the buildings were named such as “a shop” (Figure 10) when again some were only drawn in a more detectable way, such as a skyscraper (Figure 11). In addition, a castle (Figure 12) was depicted in two of the drawings. The building may be a simple way to start drawing or they may be something that represent English and the physical place in which English is present or encountered. For instance, the drawings did not include drawings of a forest or of a lake but they were associated with buildings in which people work or go to.



Figure 10 - Drawing 1.4 - “Summer day, Stor, America”.

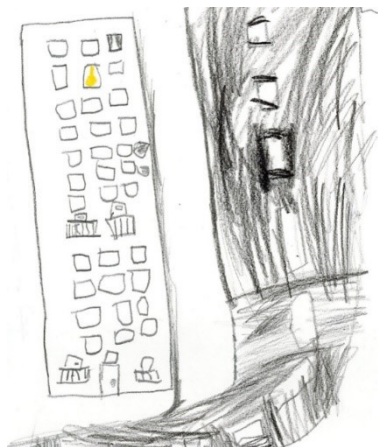


Figure 11 - Drawing 1.11 - A road and a skyscraper.



Figure 12 - Drawing 1.7 - A castle with the text “England” below.

As the data collection took place at school and the target group was pupils, it could be anticipated that items related to **learning and education** would have been presented in the drawings and written comments. Interestingly, however, the number of school related items in the drawings was low when considering the context. In addition, the school is a place where everyone will study English even if they had not learnt it before and therefore, it is a place of which everyone has an experience of. Figures 13 and 14 represented a lesson and a place where English is the main language.

The images depicted the lessons or objects used in learning English, such as “nokkis” (Figure 15) which is folded paper and can be used for facilitating communication or vocabulary learning. In this case, the pupils had used that tool during their lessons and associated it with English. Moreover, pupils’ teacher (Figure 15) was mentioned in one drawing.



Figure 13 - Drawing 1.7 - English lesson with the teacher in front of the class.

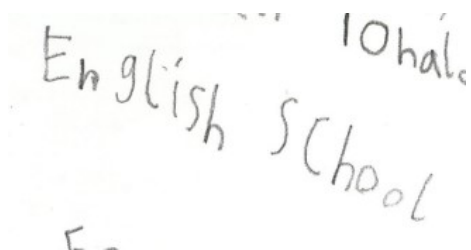


Figure 14 - Drawing 1.14 - "English school".

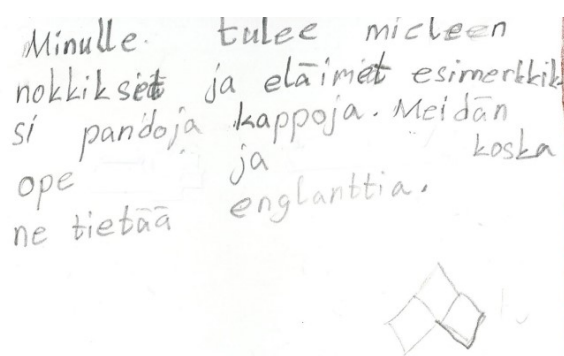


Figure 15 - Drawing 1.9 - "I begin to think nokkikset (a game out of folded paper) and animals such as panda bears. Our teacher and "name of a relative" because they know English".

There were also some drawings that included a lot of words (Figure 16). For some pupils it was easier to write down words they knew in English. Instead of insisting them to draw, they found it more comfortable to write and they came up with

long lists of words. Some of the words are not correctly spelled but the meaning is conveyed despite that. Mainly they consist of sport and animal related vocabulary, but also other words were included. The word lists may imply that English for them is learning words and the pupils wanted to show that.

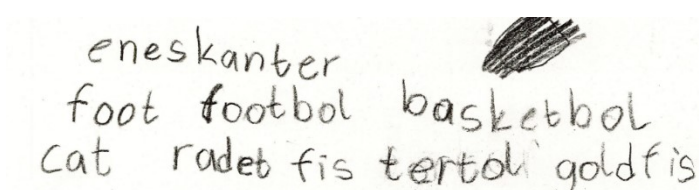


Figure 16 - Drawing 1.12 - "Eneskanter, foot, football, basketbol, cat, radet, fis, tertol, goldfis"

2nd graders connected English also to certain international brands. Many of those were originally from "inner circle countries", such as McDonalds or Nasa (Figure 17 and 18). On the other hand, also some Finnish brands, such as Fazer, were included as well (Figure 17). In the case of Fazer, however, it is pointed out that Fazer will receive their ingredients from abroad and it is depicted in the picture as an airplane making a delivery for Fazer. Including the brands elaborates how English is associated with business and economics as being the language of those companies.



Figure 17 - Drawing 1.13 - Fazer , Nasa and McDonalds.



Figure 18 - Drawing 1.3 – A statue of liberty, Flag of USA, a sign of a shop and McDonalds.

One of the most dominant themes depicted in most of the drawings were **culturally bound items that could be connected with inner circle countries'** culture which in most cases was either British or American culture. Some of them, were more subtle and some more evident. Very typical representations were for example the depicted flags, such as the Union Jack or the flag of United States as illustrated in the drawing 1.7 (Figure 19) below. Other items were for example the British double-decker buses, red phone booths or royals (Figure 20) and closely related symbols such as crowns (Figure 21) that were depicted. The United States was presented for example with a drawing of the statue of Liberty and a sports uniform with the text "USA" in the chest (Figure 20). In addition, many of the drawings or items in the drawings were made a reference or being named by either reference to London or New York. This is illustrated in the New York city metro and London subway in the drawing 1.6 (Figure 22). In this case, the pupils could also make a difference to the different names of a same transportation depending on the country.

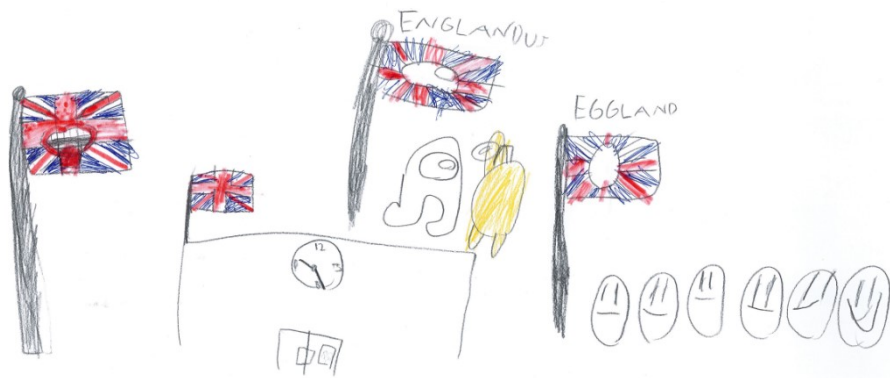


Figure 19 - Drawing 1.7 - Different versions of the Union Jack flag; "England, Eggländ".



Figure 20 - Drawing 1.3 - Typical items from the USA and UK, such as the red phone booth, a double decker bus and the Statue of Liberty.

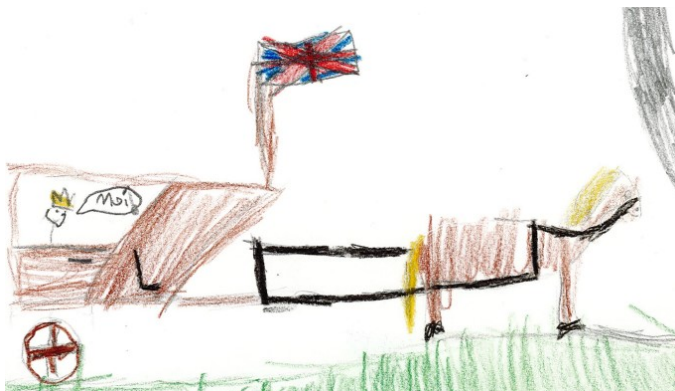


Figure 21 - Drawing 1.11 - A British member of royal family on a horse carriage greeting people.

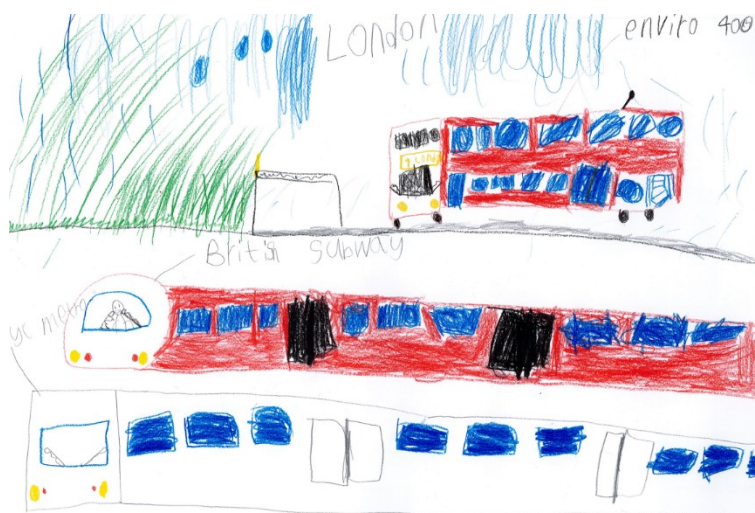


Figure 22 - Drawing 1.6 - “NYC metro and British subway”.

The number of drawings which had items or comments related to the inner circle countries was 12 out of 14. This implies that among the 2nd graders, English is still strongly associated with inner circle countries and as in pointed out above, mainly with the United Kingdom and the United States of America. The 2nd graders have not had English taught in school yet for a long time which implies that these associations are coming from somewhere else. The cultural knowledge they have could be due to the travelling experiences with family or perhaps some family relations. The study does not reveal what is the basis of these associations, but it does give clear indications of the assumptions and knowledge the pupils have. In addition, it provides a point of view to the ELF awareness as how aware and on the other hand how deep rooted is the connection with the language and certain nations, despite the global status of English.

Table 4. A summary of items categorised in each 2nd graders' drawings

Themes → Drawings ↓	Figures and com- munica- tion	Free time and inter- ests	Physical places and views	Education and learn- ing	Brands	Cultural associa- tions to Inner Cir- cle Coun- tries
1.1	X					X
1.2	X	X				X
1.3		X	X		X	X
1.4	X		X			X
1.5	X					X
1.6	X					X
1.7	X	X	X	X		X
1.8	X	X				X
1.9	X		X	X		
1.10	X	X		X	X	X
1.11	X		X			X
1.12		X	X	X	X	X
1.13	X	X	X		X	X
1.14	X	X		X	X	
Total/14	12	8	6	5	5	12

7.1.2 4th graders

As with the 2nd graders, also 4th graders depicted **people, animals, and other figures**. Some of them were depicted **communicating** and others not. All in all, as 12 out of 14 2nd graders included figures and communication, only 11 out of 15 did so from the 4th graders. The difference is only small and implies that the 2nd and 4th graders had similar kind of ideas about the connection between people and English. In comparison to the 2nd graders, 4th graders language appeared to be more spontaneous or affected by movies or series, such as in the drawing

2.14 “FBI, open up!” (Figure 23). The language was simpler and more official in the drawing made by the 2nd graders. This also establishes the connection between the popular culture and English which is often conveyed through English.



Figure 23 - Drawing 2.14 - Figures communicating “Yay”, “Fortnite Battle pass”, “No one likes the British here!”, “You are going to Brazil” and “FBI open up”.

10 out of 15 4th graders drew items that reflected their **personal interests or free time**. Among both, the 2nd and the 4th graders, approximately half of them included some elements of gaming or sports. The difference, however, was that the 2nd graders mainly depicted games such as AmongUs or Fortnite or football as a physical form of sports, as did the 4th graders too, but in addition, the 4th graders included more references to cartoon figures such as Tom & Jerry, Mr. Bean (Figure 24) or SpongeBob. The change refers to the broader view of the popular culture that already 4th graders have gained through media as discussed on the

earlier category too. These figures were mainly missing from the 2nd graders' drawings.



Figure 24 - Drawing 2.15 – Tom and Jerry together with Mr. Bean.

Physical places and views were covered also by the 4th graders. 4th graders depicted buildings such as shops, means of travelling/transportation as aeroplanes or more specific locations such as beaches, parks, or Zoos, as in the drawing 2.12 (Figure 25). In addition, both, 2nd graders and 4th graders depicted relatively little items related to **education and learning**. As four drawings from the 2nd graders and five from the 4th graders only contained some reference to school. 2nd graders depicted the teacher in few of the drawings when again 4th graders mainly mentioned school, drew it as a building or wrote down the book series they have at school in English lessons. The low number is relatively surprising because the data collection happened at school and school is a place where every student will deal with the language the latest if not before. Figures 25, 26 and 27 below depict pupils' ideas of English and education.



Figure 25 - Drawing 2.12 - A park and an ice cream truck on a beach.



Figure 26 - Drawing 2.6 - "The comic strips in English books."

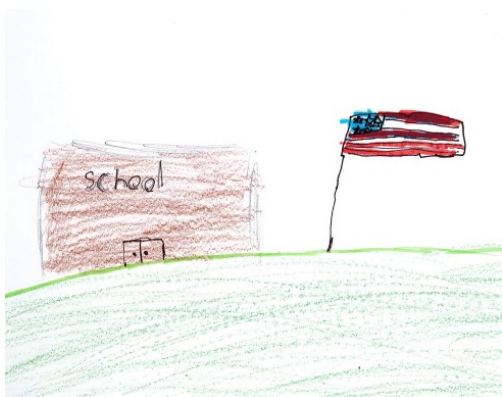


Figure 27 - Drawing 2.10 - A school building and a flag of USA.

The word lists had slightly different purpose in the drawings of the 4th graders than of those on the 2nd grade. As the 2nd graders wrote down random word lists, the 4th graders used them when naming items. Thus, the purpose was not to write down every word they knew in English but convey a meaningful point through that word which was also requested by the researcher. Sometimes the words were just added all over the drawing and perhaps represented something that

could not be drawn and sometimes they were used as a name tag to something drawn already. This is illustrated in the figure 28 below, for example by drawings a head of a teddy bear and naming it “Paddington” which gives much more information about the intended meaning of the pupils than just a teddy bear.



Figure 28 - Drawing 2.3 - “Paddington, tea, breakfast, kadut “streets”, suklaa “chocolate” and puhelinkoppi “a phone booth” ”.

Brands were present in both grades. Fast food companies such as KFC, Walmart, Burger King and McDonalds were included by the 4th graders as well. In addition to those brands, other worldwide brands, such as Google (Figure 29), was depicted.

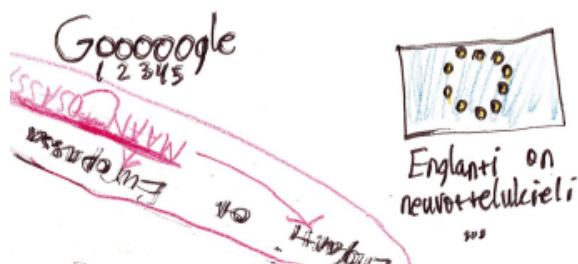


Figure 29 - Drawing 2.5 - Google, a flag of European Union and a text: "English is the language for negotiations".

Most of the drawings included **cultural items referring to Inner Circle Countries** also in the 4th graders' drawings. Similar items were represented also in the drawings of the 4th graders as in the 2nd graders'. Both flags, Great Britain and the USA were often included. As an addition, the drawing 2.4 (Figure 30) depicted the flags of England and Scotland and explained through symbols how the Union Jack - flag was developed.

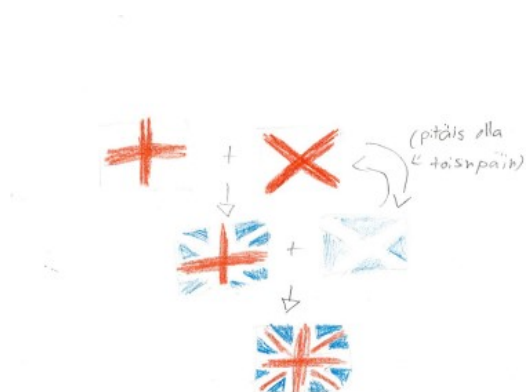


Figure 30 - Drawing 2.4 - The development of the flag of United Kingdom. The text in the drawing states: "Should be the other way around" which refers to the slight error in the flags which was corrected by the students themselves.

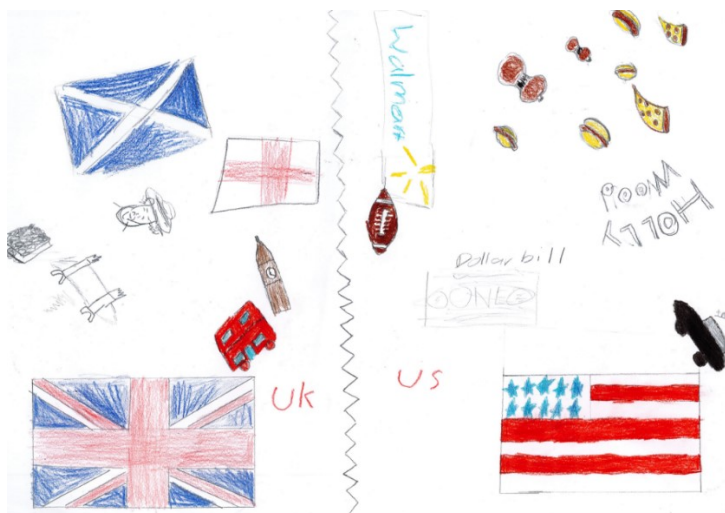


Figure 31 - Drawing 2.8 – The division made between the United Kingdom and the United States of America.

The division made between those countries was done more specifically especially in drawing 2.8 (Figure 31) above. Thus, the division was not made between rest of the world and the USA/the UK but rather between the USA and the UK. As it was evident already in the 2nd graders' drawings, the inner circle countries as mainly understood as the USA and the UK. Furthermore, English stands for these two countries above all in a majority of the drawings in the pupils' minds. The 4th graders had included the double-decker buses, Big Ben, phone booths and the queen. Moreover, some other representations were included. As some of the drawings included some stereotypes that are strongly associated with certain nations or people. The 4th graders elaborated their view of football as one of the drawings depicts the British football fan culture. There is a fan watching TV and drinking beer in a pub and cheering in figure 32.



Figure 32 - Drawing 2.3 - A stick figure depicted in a bar with a beer watching football. "When there is a goal in a football match / or when they win a match. So the picture represents English people sitting in a bar watching football and have a beer."

In another drawing (Figure 33), a person was described as "spoiled child" and there was an added comment in Finnish saying: "so someone who is being served". Next to it, there is a face with long lashes and big lips. Although the connection to any certain nations cannot be made based on this picture, it is interesting to ponder the ideas behind this drawing. On the one hand, the rest of the drawings contained items that were connected to the USA and the UK and thus, it could be perceived as a representation of a person from those countries. On the other hand, it could also be an association between English and a typical person who speaks English (not from any specific country). Or not necessarily neither.



Figure 33 - Drawing 2.9 - "A spoiled child" "So a child or an adult who is being served."

More unexpected and creative approaches were also depicted. As in one of the drawings (Figure 34) “englantti” (England) was written with graffiti letters. The argumentation by the pupils is included in the picture in Finnish as “Graffiti culture is from America”. The graffiti culture is probably admired to some extent by this group and the connection to the USA is clear. Another example is an adaptation of a widely known nursery rhyme that was included in the centre of one drawing (Figure 35).

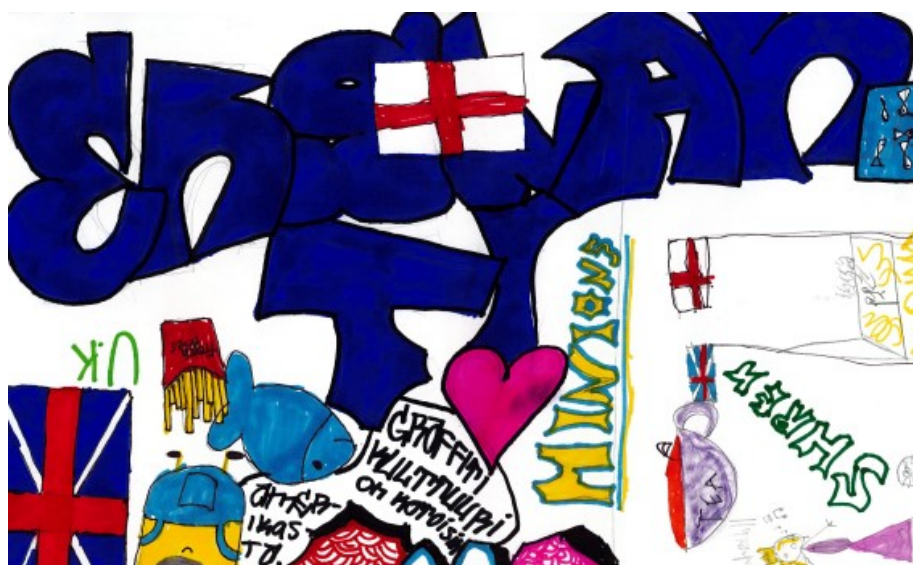


Figure 34 - Drawing 2.1 - Graffiti art.

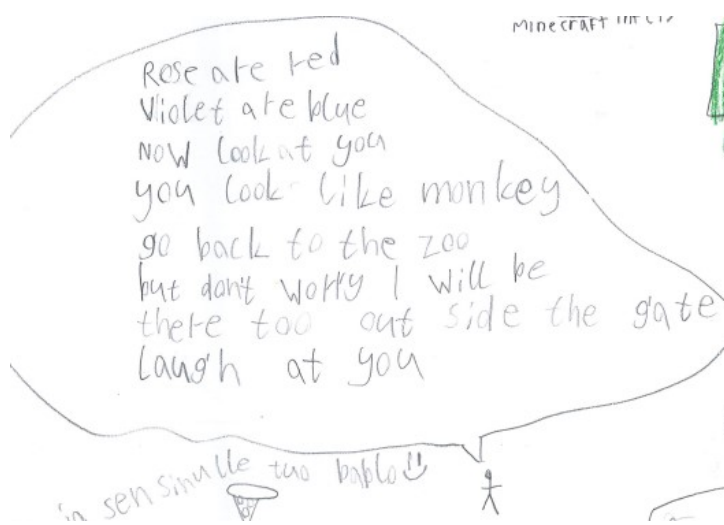


Figure 35 - Drawing 2.13 - An adapted version of a nurse rhyme.

Table 5. A summary of items categorised in each 4th graders' drawings

Themes → Drawings ↓	Figures and com- munica- tion	Free time and inter- ests	Physical places and views	Education and learn- ing	Brands	Cultural associa- tions to Inner Cir- cle Coun- tries	Global English
2.1	X	X			X	X	
2.2						X	
2.3	X	X	X	X	X	X	
2.4	X					X	
2.5	X	X		X	X	X	X
2.6	X	X		X		X	
2.7	X		X	X		X	X
2.8	X	X			X	X	
2.9	X	X	X			X	
2.10	X		X	X		X	
2.11	X			X	X	X	X
2.12	X	X	X	X	X		X
2.13	X	X				X	
2.14	X	X	X		X	X	
2.15	X	X		X	X	X	
Total/15	14	10	6	8	8	14	4

7.1.3 6th graders

The number of drawings from the 6th graders was low compared to the 2nd and 4th graders. Taken that into consideration, the findings in the 6th graders' drawings provide an interesting perspective on English. In general, only one of the drawings (Figure 38) included some **characters or communicative aspect**, in contrast to the 2nd and 4th graders' drawings. Unlike in the drawings of 2nd and 4th graders, the 6th graders did not include many references to electronic games.

They depicted for example football, books, Harry Potter (Figure 39) and movies. Thus, English is represented to them in a more expanded way. English is actively part of their everyday lives through **their interests and activities taking place on their free time.**

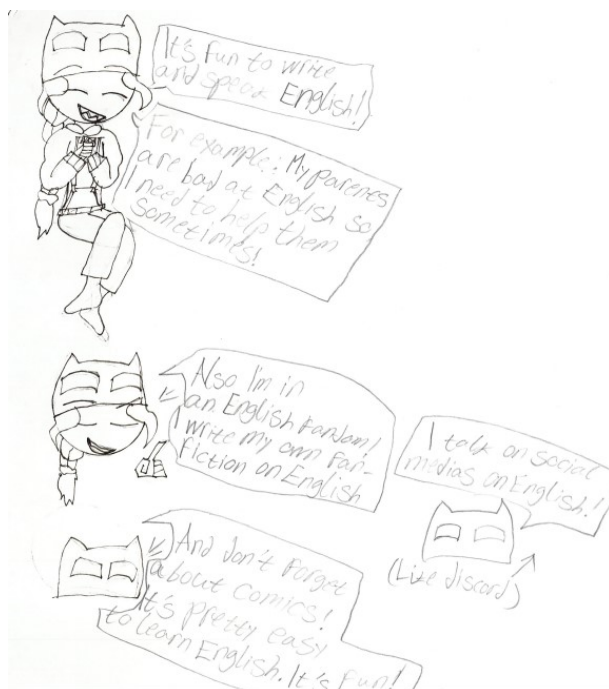


Figure 38 - Drawing 3.5 - A figure commenting the use of English.



Figure 39 - Drawing 3.3 - Harry Potter.

Physical places and/or views were not depicted in the drawings. This may be due to the small number of drawings from the 6th graders. Perhaps more themes would have been presented if the number of drawings was higher. In contrast to

2nd and 4th graders' drawings, 6th graders depicted more items relating to **education and learning**. This is illustrated in the drawings below (Figures 40, 41 & 42). This could imply that the growing knowledge after the years the pupils have studied English has also increased the knowledge of the language itself. Whereas not many **brands** were presented in the drawings made by the 6th graders. One of the drawings included a small coke can but that is all. The lack of brands may be due to the low amount of data from the 6th graders in general. On the other hand, it could also be that internationally operating companies may not represent English to them in the first place.



Figure 40 - Drawing 3.3 – A school, a book and a pencil.

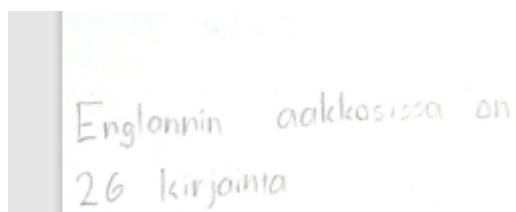


Figure 41 - Drawing 3.2 – “English alphabets has 26 letters.”



Figure 42 - Drawing 3.5 - English textbook and a backpack.

In line with the previous grades, most of the drawings included **cultural associations to Inner Circle Countries** through items such as British flags, Big Ben, tea, the queen, or double-decker buses as in the figure 43. In addition, ELF awareness and **global English** are present also in the drawings of 6th graders. Two out of six drawings included elements of ELF awareness. Most be noted however, that these drawings also included references to the culturally bound items as well. The drawing 3.1 (Figure 44) included a globe with a text “Many people understand English around the world”. The second drawing, 3.5 (Figure 45), included the multipurpose functions and uses of English in the form of helping parents or participating in different communities through English as an English as a medium.

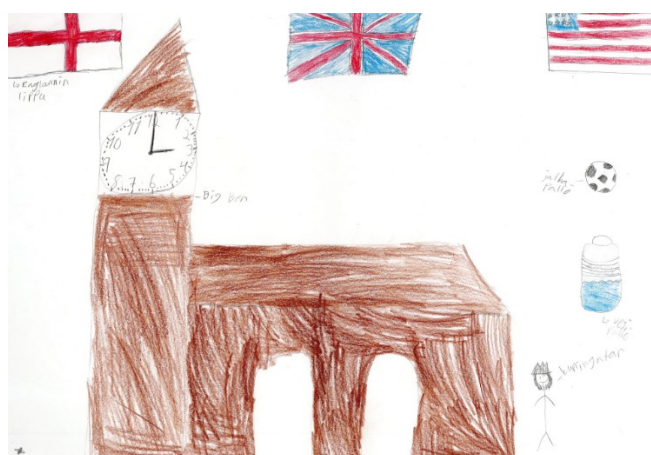


Figure 43 - Drawing 3.4 - Big Ben and flags.



Figure 44 - Drawing 3.1 - A globe with a text: "Many people understand English around the world".

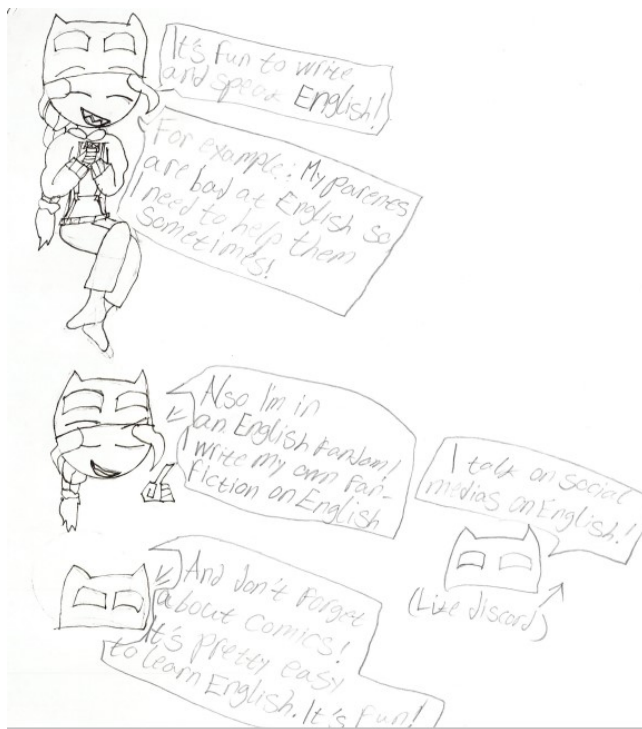


Figure 45 - Drawing 3.5 - English enables communications and self-expression globally.

Table 6. A summary of items categorised in each 6th graders' drawings

Themes → Drawings ↓	Figures and com- munica- tion	Free time and inter- ests	Physical places and views	Education and Learning	Brands	Cultural associa- tions to Inner Cir- cle Coun- tries	Global English
3.1		X		X		X	X
3.2				X		X	
3.3		X		X	X	X	
3.4		X				X	
3.5	X	X		X		X	X
Total: 5	1	4	0	4	1	5	2

7.2 English is viewed through the blue-red-white goggles

Attitudes in the drawings included overlapping themes and several attitudinal elements. In the following chapters, these attitudes are explored and categorized into positive-neutral-negative continuum. In this section, the data is not separated between the grades, but analysed as a whole to gain a more holistic view of the attitudes in a primary level. The examples are labelled with the same codes as the examples represented with the research question 1.

A dominant theme across the grades in the drawings was the number of culturally bound items into United States of America and the United Kingdom. As these countries are inner circle countries (Kachru, 1985) and traditionally considered the main owners of English, and into which the native speaker, native-ness and standard English ideology are associated, the first theme was built on them.

7.2.1 Native culture is a part of English

As presented in the analysis of Q1, culturally bound representations were present in the majority of the drawings. Most of them were depicted in a neutral way as

they were items or objects, such as flags or double-decker buses. There were no affective attitudinal elements linked to them but rather cognitive. Thus, these items in the drawings were mainly representing the students' knowledge about what, relatively easily, could be associated and drawn that links with English. Interestingly however, these items and objects were included in most of the drawings even though the topic was "English language". Thus, the association between the language and geographic areas is very strong and culture is tightly a part of it. This is illustrated in the drawing 2.2 (Figure 46) below.

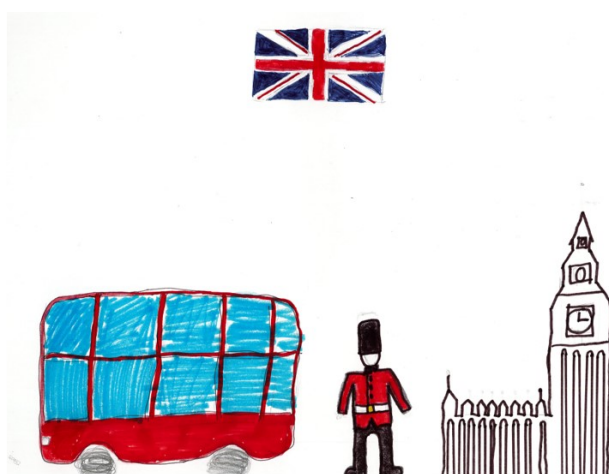


Figure 46 - Drawing 2.2 - The United Kingdom

The positively interpreted attitudes were depicted as positive symbols (Figure 47), positive facial expressions on someone or towards something that can be associated as native-items (Figure 48) or on some characters (Figure 48) and positively depicted views or captions of behaviour that conveys positive atmosphere (Figure 49). The affective side was represented in these well.



Figure 47 - Drawing 2.6 A positive symbol “heart” with the text “Hollywood” inside the heart.



Figure 48 - Drawing 2.9 A smiling character holding the Flag of USA with matching eye shadows.



Figure 49 - Drawing 1.11. depicts a member of British royalties being on a horse carriage. There is a man with a cane saying “Moi = Hello” to this royal person who greets him back. Both figures have smiling faces.



Figure 50 - Drawing 1.4. This drawing represented a positive view of two girls smiling next to a shop that says "America".

There is a text in the middle of the drawing "Summer day" (Figure 50) and the weather in the drawing is depicted sunny. There is also a palm tree in the picture. The overall atmosphere conveyed through these symbols is positive and could be argued to represent a typical American landscape for foreigners.

As opposed to the positive ones, some of the drawings included some negatively nuanced representations too. They were detected from the drawings as negative facial expressions, negatively nuanced comments, negatively charged representations of actions or questionable symbols or items. The gaming world and representations linked to that are excluded from here even though some of them could have been interpreted as negatively influenced action. However, since they depict the games, it is not justified to include them here. The figure 51 below includes several small figures that say different kind of things. One of the characters says: "No one likes the British here!". It is an interesting statement and even though the comment has a humoristic nuance on it, it is still included.



Figure 51 - Drawing 2.14



Figure 52 - Drawing 2.9 - "A spoiled child and Donalx Trump".

A more negatively nuanced representations were included in one drawing. The drawing depicts a "spoiled child" and a satirical illustration of Donald Trump (Figure 52). The associations here can be argued to refer to people in certain nation because of the association with English language and this caption. It could also implicate the connection between the English language and the status

English speaking people have – either among the native- or EAL -speakers. Donald Trump, a former President of the USA, was depicted or wrote down in several drawings. The face of Donald Trump in the drawings is a little bit crazy and the shape of the head and other features support this. Including Donald Trump in the drawings could imply that global politics and on the other hand, global and unpleasant news are being followed.

7.2.2 English is a Lingua Franca

Overall, the attitudes concerning English as a lingua franca were positive. ELF was not depicted in many of the drawings. English as a Lingua Franca was conveyed through drawings that represented playing through English in any environment considered free of any inner circle country references, depicting a scene where English was present but it could not be linked to any specific place, or finally, clear indications either literally or through drawing about the globality of English. The figure 53 shows signs of ELF awareness and understanding of the global status of English. The drawing does not make a statement of the ownership of English but recognises the current status and the ideal of shared language. The attitude here seems to convey some liberating and calming atmosphere. On the other hand it seems empowering, or almost as a statement made about the widespread influence of English connecting people everywhere.



Figure 53 - Drawing 3.1 - "Many people understand English around the world".

7.3 English is an important medium

The second attitudinal theme focused on student's view on English in which English was perceived as a tool or a medium for participation and communication in the global context. This was conveyed through their representations of informal and formal activities that included or were associated with English. The attitudes here were more challenging to detect and seemed to be more implicit. The behavioural attitudinal components were in the focus when the behaviour and activities into which that behaviour is linked to, were depicted.

7.3.1 English is a bridge that enables participation

First of all, English seemed to be present in the students' lives in diverse ways. The drawings contained a lot of material which underpins the idea of English being present and playing a self-evident role in the students' lives. In addition, only a few groups had difficulties when conducting the drawing and even those could overcome it after the first 10 minutes. Thus, English is an extremely normal thing in their lives. Even though the students were not asked to draw where, how or when they use English, most of the data consisted of representations of situations, items or places where English was present or used – either actively or passively. Both, informal and formal activities were discovered from the data that represented the significance and the use of English in a number of settings. Informal activities represented were for example gaming, sports, YouTube-videos, reading, playing and chatting (Figures 54 & 55). For example, Cristiano Ronaldo and football in general represented English to them. Perhaps English is the language they use for keeping on track on football and getting to know their football idol. The attitudes here reflect positivity as English provides opportunities to engage with their interests.



Figure 54 - Drawing 1.10 provides an indication of English being linked with sports and games.



Figure 55 - Drawing 2.14 represents figures from a game "Poppy Playtime". This game has been streamed and shared in YouTube as well.

The game "Poppy Playtime" is in English and the names of the figures play with the English vocabulary; Pj pug-a-pillar, Mommy and Bunzo Bunny (Figure 55). Thus, English is the tool for participating in the gaming world – as a language used in the games and videos. The attitudes here were more difficult to detect since English is perceived as a natural element and not as a main issue. However,

the overall sense of naturalness and easiness of English could be seen as indicators of positive attitudes.

Drawing 3.5 (Figure 56), contains several references to the different uses in which English serves as a tool, such as writing fan fiction, social media platforms and a form of literature such as comics. This drawing contains more affective expressions that can be interpreted as positive attitudes towards English. For example, in the speech bubble on lower corner, says “It’s Pretty easy to learn English. It’s fun!”.

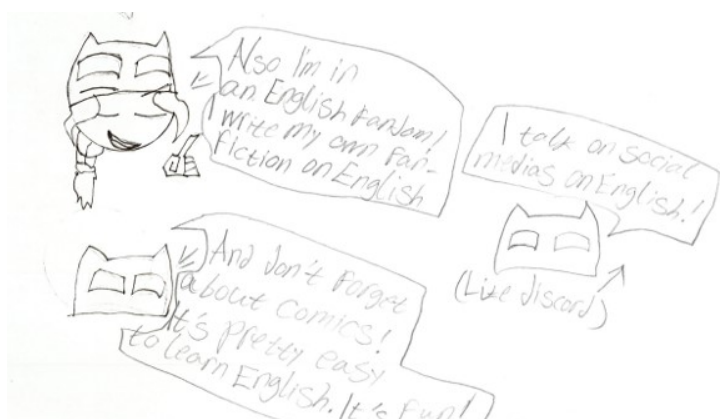


Figure 56 - Drawing 3.5 - Multiple opportunities enabled by English.

The formal activities and purposes consisted of references and representations made that were linked to school, learning material such as books and learning (Figures 57 & 58). In this view, English was used, mainly from a foreign language starting points, for achieving and participating in different communities. The attitudes here were quite neutral, or towards a more negative view. The formal ELL issue will be discussed more detail in the last theme “Learners of English”.



Figure 57 - Drawing 1.7



Figure 58 - Drawing 3.3

On one of the drawings included an object that could be seen as negatively affected attitude. A small nuclear bomb with the text "Nuke" was depicted (Figure 59). It is difficult to interpret the associations here, but to include it in the drawing can be associated with the international situation and tensions between countries relating to power relations. Perhaps in this case, English is also the bridge to the global news and the speed of information – especially in the case of bad news travel fast.



Figure 59 - Drawing 1.13 – "A nuke" (A nuclear bomb)

7.3.2 The necessary and useful English

Another attitude derived from the data towards English as a medium for participation was its perceived necessity. It could be detected from the representations and expressions of the multiple reasons for knowing English and the usefulness of it. One of the main points here is the access that English provides for people to the rest of the world. For example, students brought up how English is a global language and needed for international communication between different countries (Figure 60). This is illustrated in the drawing below.



Figure 60 - Drawing 2.5 "English is spoken all over the world".

Secondly, one drawing had the flag of European Union and below the students wrote that "Englanti on neuvottelukieli" (English is the language used in negotiations) (Figure 61). This refers for English to be the language that is used in international and -cultural communications. In general, the attitudes here are both, neutral but positive since the significance of English to the global cooperation is recognise but on the other hand, the affective dimension of attitudes is not transparent and open for interpretation. Moreover, one group wrote down "Englantia on hyvä osata" which means "It is good to know English" (Figure 62). Even though they do not elaborate why so, they still express their view very clearly about the importance of English skills.



Figure 61 - Drawing 2.5 "English is the language used in negotiations".

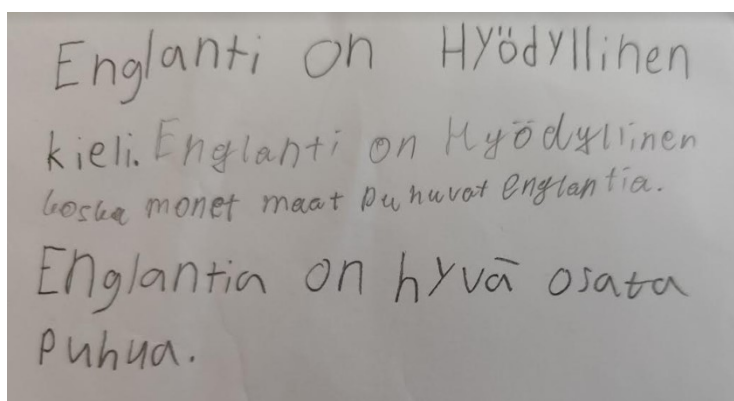


Figure 62 - Drawing 2.11 - "English is useful"

The status of English as a global language is being acknowledged in some of the drawings by pointing out the usefulness and stating out the "fact" of English being understood all over the world as an enabler to the world (Figure 63). The attitudes here are quite neutral and positive. English was depicted as natural part but without the aspect of complete ownership – it was linked to the process of participating. Moreover, English was perceived as a necessity that enables participation in international platforms



Figure 63 - Drawing 3.1 Text in the high corner: “English is easy to learn and most of the people can use it”.

A different kind of way for perceiving English as important and necessary is conveyed through the presence of depicted brands in the drawings. As the data included many references made to brands, it is important to make a distinct between the different brands here. Some of the brands represent brands that are originally from the Inner circle countries, such as McDonalds or KFC. Some drawing however, included brands that are global and do not originate to inner circle countries such as Fazer. Drawing 1.13 (Figure 64) illustrates how English was linked to global brands such as Fazer. Furthermore, in this drawing the process has been thought out even further as there is a plane with a text: “*tuo suklaata Fazerille*” which means “Brings chocolate for Fazer”. The students here have captioned the global markets and importation. Thus, English is associated with global markets and to be the language of global communities. Therefore, the necessity and presence of English in business and economic life in future is evident. The attitudinal atmosphere is more difficult to interpret in this picture. The attitudes appear as rather neutral and the view towards English is strongly associated with English being a tool or a medium and not evaluated itself. Thus, English enables participation in local and global communities which implies that English has gained a role which can be modified to meet the needs of everyone.



Figure 64 - Drawing 1.13 - Importation and global economics.

7.4 Studying English? -The broad spectrum of attitudes

The data included only a few references that would concern the affective side of knowing English for the learners themselves. That is how they experienced learning and knowing English. Even though the number of those references was small, the overall atmosphere in the pictures was more towards positive. This is illustrated in the drawings through smiling faces on the human or animal figures as in the drawing 1.8 (Figure 65). This drawing includes human stick figures that are saying basic English phrases that are usually learnt first at school, for instance “My name is...” and “I like...” or “My favourite colour is...”. In addition, the further symbolics reinforce the positivity conveyed from the drawing as there are for example a sun and a person walking their dog. All in all, as the drawing and some other drawings included positive facial expressions together with everyday activities and communicational situations, it could be interpreted as the students find the encounters with English positive and versatile. Moreover, the absence of very negative facial expressions for example could imply that English is perceived positively.

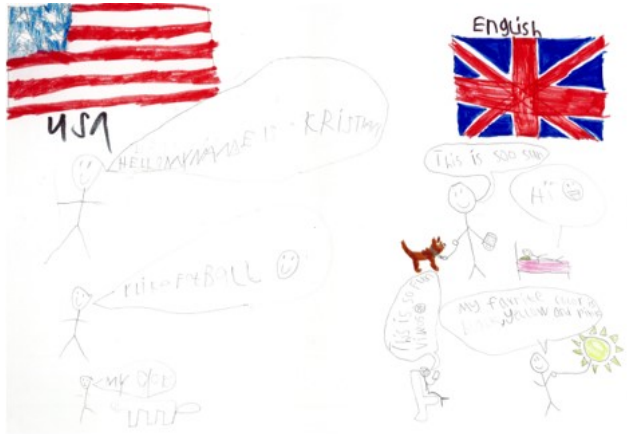


Figure 65 - Drawing 1.8 – Familiar phrases.

Some drawings contained more direct statements in which they shared their thoughts on English. These drawings had a clear positive attitude present in them as English was described as “fun” and “easy” like in the drawing 3.5 below (Figure 66). Moreover, the drawing 3.5 provides an additional perspective on English that came up in this data. The students find their English skills necessary and good enough when they describe their necessity to help their parents with English because they are bad at it. This gives some implication of the level of the students’ confidence in English as being good enough in English so that they can help others and it is fun to do so.



Figure 66 - Drawing 3.5

When again another, not so evidential, representation conveyed positive attitudes towards the use of English is found in the drawing 2.13 (Figure 67). It contains a funny poem modified originally from a nursery rhyme. The students here have read or heard this version from somewhere and found it relevant for the topic of English. The poem is a joking poem which is written in English. The poem illustrates the playful use of English language and implies that English is a way to share joy for them. Thus, the poem could be seen as an indication of participating in the global community through humour and joking. The important thing is that the poem is in English and was done originally in English and thus, the students saw an opportunity to use that poem to deliver humour through that language. In addition, the use of that poem suggests the confidence in using English through funny poems and rhyming.

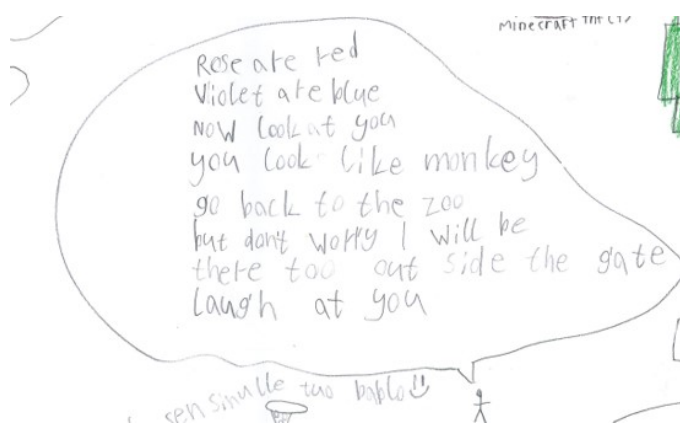


Figure 67 - Drawing 2.13 - Nursery rhyme.

In spite of the drawings mainly consisted of positive or neutral expressions and symbolics, there were also some negatively nuanced representations. One of the drawings, 1.7 (Figure 68), depicted a classroom setting and an ongoing English lesson. The students in the drawing had their mouths "upside down" or as a straight line as they would not enjoy their time. In this case, it cannot be said for certain if the reference is made towards English language or the lesson itself, but it could also be seen as negativity towards learning English. A different perspective was provided in the written pondering of a pupil in the drawing 1.9 (Figure

69). The pupil ponders if English is difficult or not. As an expression it is neutral and slightly hesitant and could imply feelings of insecurity mixed with the learning of English.



Figure 68 - Drawing 1.7 - Not so happy faces during the English lesson.

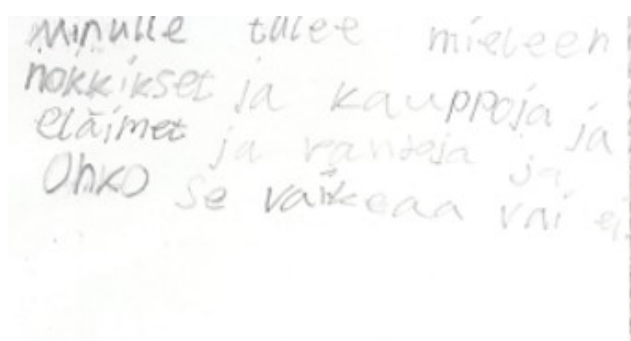


Figure 69 - Drawing 1.9 - "I begin to think nokkikset (a game out of folded paper) and animals such as panda bears. Our teacher and "name of a relative" because they know English".

7 DISCUSSION

The discussion will present the main findings of the study. The *table 7. Attitudes in the drawings* will summarize the attitudinal types regarding the three main themes. The attitudes in the table are intertwined and collapse with each other. They are also subjective to interpretation and thus, the categorization is based on one the researcher's interpretation. However, the analysis and interpretation in this study aimed to understand the data as the participants had intended. The written comments in the drawings contributed to the credibility of the interpretations and the points made are illustrated through the data examples.

The aim of the study was to explore the associations and attitudes of the primary level pupils towards English. The associations and attitudes were explored and discovered through group-produced visual representations and written comments. The study aimed to broaden and deepen the understanding of primary level students' attitudes towards English and associations they have towards English. The study explores the associations and attitudes from the point of view of global English and the data is analysed in light with the theoretical framework. In addition, the aim was to discover the possible changes in the status of English as a global language and if the ownership of the language is perceived as something that belongs to everyone. Finally, the present study aimed to provide an alternative perspective for attitude studies by collecting the data from the children themselves, through the means of child-friendly method – drawings.

Table 7. Attitudes in the drawings

Three themes → Attitude types ↓	A) English as a culturally and geographically free language	B) English as a medium for participation	C) English as a subject of study
Cognitive	English was perceived through beliefs about English language and its assumed culture which was strongly linked to inner circle countries. Attitudes varied in all three level. Some were admiring and some expressed dislike.	English was perceived as important and necessary in order to participate in the world. Attitudes were mainly neutral and positive but also negative ones were presented due to the access English provides to the information and bad news.	The attitudes were mainly positive or neutral. English was perceived as useful and easy.
Behavioural	Experiences, for example in social media, travelling or told by other people, affected the conveyed attitudes.	Attitudes were mainly conveyed as neutral and self-evident but also positive. Personal interest and activities conducted through English were depicted largely in a positive way.	Experiences have a great influence on the attitudes. Represented experiences were mainly positive but also negative as formal learning situations were depicted as boring.
Affective	Attitudes varied between positive, negative and neutral. Affective attitudes came through as facial expressions drawn, symbolics or literal expressions of feelings. There were favourable attitudes towards some culturally bound items, but also submissive expressions and dislike towards for example some people. Neutral attitudes were present as items that did not convey feelings.	English was perceived neutrally or positively most of the time. The activities were enjoyable, and English helped them to achieve it which affected the attitudes.	Attitudes were not expressed majorly. There were more positively confident attitudes towards English expressed. English was perceived easy. Some hesitance regarding the confidence for using English or being good enough was represented as well.

Table 1. Attitudes categorized between three research themes and attitude types by (Garrett, 2010, p. 23; Kalaja, 1999, 47).

As the table above elaborates, the attitudes in the drawings were diverse. There were many neutral attitudes that were conveyed mainly through the objects that were drawn. The positive and negative attitudes were conveyed through writing, symbolism, facial expressions of drawn figures and general atmosphere conveyed from the drawings that could be interpreted as attitudinal dispositions. The attitudes were mainly affective and cognitive but also some conative representations were presented through depictions of situations or behavioural actions. Some attitudes were more implicit, and some were easier to detect.

7.1 English is viewed through the blue-red-white goggles

The associations presented of English contained many references to cultural and/or geographically determined items across the different grades, such as phonebooths or flags. These associations were mainly linked to the United Kingdom and the United States of America. This phenomenon was both expected and surprising. The culturally bound items to certain Inner Circle Countries were depicted in most of the drawings, even with the 2nd graders who have had less teaching of English at school. Therefore, it could be suggested that those items were perceived as the easiest to draw. Similar findings were also found in Aro's (2009) and Määttä's (2014) studies even though the ELT should bring out the global English and ELF principles. This has been underlined in the current National Core Curriculum for Basic Education (OPH, 2014) and should be acknowledged by the teachers or other stakeholders for ELT, for example in material production. If already primary levelled children associate English with either the USA or the UK, does it not imply that it is also the easiest way for teachers? What can be concluded here is that there still is an existing standard language ideology and English is still strongly linked to the USA and the UK and in order to break the cycle of preferring nativeness, teachers should lead through example and be aware of the current situation.

Despite nativeness being deep rooted into people's minds, the attitudes regarding items that represent the USA or the UK are mainly neutral instead of

being restricting and negative. Similar items and objects were associated with the word English especially in Määttä's (2014) study where English was strongly associated with cultural items of either British or American context. Despite English being strongly associated with certain nations, the pupils' attitudes imply indifferent attitudes towards this phenomenon. The negative attitudes here mainly culminated to certain people or types of people that were associated with English, such as Donald Trump, which illustrates the strong connection of attitudes and the way people are encountered (Kircher & Zipp, 2022). The positive attitudes, on the other hand, were conveyed through the multiple uses for English and the role of English in young pupils' lives. Thus, overall, the attitudes are not negative but rather neutral and positive without letting it affect their relationship with English. In other words, they seemed to associate English with the USA and the UK, but it did not affect perceptions and attitudes towards English as a global language.

7.2 English - a medium for participation

In line with the concluding statements of the previous paragraph, English appears to be a medium for participating and expressing themselves in different contexts. The pupils depicted English through diverse informal and formal representations in which English was the self-evident tool for participation and communication in any community of their choice. The attitudes were not transparent nor clearly expressed but the drawings represented pupils' personal interests and lives which were enabled by English. The dominant role of English in these pupils' lives implies that the attitudes towards English are positive and wanted. The informal activities, such as games or sports, were usually accessed through the means of English. Thus, the emphasis of English as a medium for participation in global communities, both online and real life, is significant. Therefore, it is only reasonable to critically evaluate and develop the ways English is learnt and taught. Skinnari's (2014) findings were in line with these findings as the students found English important but learning English in formal contexts, such as schools,

is not liked. Whereas informal use of English was experienced positively and fun. As the current data included relatively little schooling and education-related items and the facial expressions towards English lessons were leaning towards more negative attitudinal approach, the current way of teaching and learning may not match the learners' views of FLL. It is worth asking if the learning materials and pedagogical decisions are up-to-date to contribute in the FLL of the today's youth. The enriched material from virtual games and videos to real life sport idols and to literature and means of self-expressions through blogs and vlogs imply some changes could be applied based on the pupils' needs and interests. Since the FLL will be more effective if the attitude towards language is positive and thus, motivation will be taken into account and addressed.

In Djigunovic's study (2009), and in the study of Leppänen et al. (2009) the pupils found English as a necessity to participate in the world and in international context which supports the findings of the present study. English is, therefore, changing its' role from the native language into a tool for participation in international and local communities. In addition, the division from instrumentally nuanced attitudes into integratively nuanced attitudes (Gardner, 1985) is conveyed from the data. In Nagy's study (2009) the pupils conveyed instrumental attitudes as English was learnt for exams and academic achievements or future job markets. When again Chung and Huangb (2010) detected attitudes with more integrative attitudes, even though in their study, the integrative attitudes were reflecting on the native speaker communities instead of global. In contrast to those studies, the current study shows clear implications of having positive integrative attitudes towards the global communities, as presented in the article made by Sung (2013). Based on these notions, it can be argued that the change in the status of English is changing towards the needs of people from diverse contexts.

English provides access to many opportunities, as presented above. The findings of the present study brought up a different perspective that has been enabled by English but which was an interesting discovery with primary aged children. The global English has affected for example the rapid and enormous

increase in the amount of accessible information and the expansion of global economics which is often perceived positively as in the present data too. The economic world was acknowledged in each of the target grades. The commercial companies and the global economic markets were evident in many drawings and the association of them to English already with young pupils is interesting. Many companies in the current study were for example fast food or cafeteria companies as McDonald's and Starbucks, or related to technology industries such as Google or Apple. The awareness of young pupils on economics is interesting but it is even more interesting how English is so strongly associated with them. English seems to be the language of the global markets and on the other hand, a language which possesses power in economics. English is the language that represents companies and brands that are globally recognised – already by the young children. The present study provided an alternative view on the spread of information and its' accessibility. One of the drawings included a picture of a nuclear bomb as the association to English. What should be acknowledged here, is that the easy access for information globally and through English enables also negative news and information to be spread possibly to children who may not understand it or handle it. Thus, the awareness of English functioning as an enabler to information, it also included risks.

7.3 The large spectrum of English learners

The number of items referring to individual learners' views towards English as a subject was relatively low. This may be due to the task/topic that was given for the pupils when conducting the drawings. Skinnari's (2014) study was focusing on students' views of themselves as language learners and the focus was more on individuals and on language learning. Whereas the present study focused on a broader view and aimed to detect the associations and attitudes without limiting the topic "English". Thus, the children were able to create and come up with anything they felt was related to the topic. Moreover, as Skinnari's (2014) study explored individual attitudes present in their drawings, the present study looked

at drawings that were made in groups and were subject to negotiation inside the groups. Thus, the present study had some similarities with Skinnari's (2014) study as also in this study the views of language learners were in the centre but from several point of views – not only from the learning point of view.

The attitudes towards English as a subject of study varied from negative to neutral and positive. There were, however, more positively and neutrally nuanced attitudes towards English as learners which is found also in Skinnari's (2014) study. The drawings stated the easiness of English and describing it as "fun". The confidence in English was delivered through the brave use of English, even in a humoristic way and on the other hand through clear statements or positive symbols towards the language. Even though most of the attitudes here were positive, some negative ones also existed. The negatively nuanced attitudes represented traditional classroom scenes or clear statements of having feelings of insecurity in one's own experience of their proficiency. Thus, based on these findings, it could be argued that English is perceived positively, but the language is still experienced as a foreign language which need to be mastered and the feeling of insecurity as expected in this case. Thus, the demands for English proficiency and its' "correct form" still exist, the issue still requires further studies, since the equal ownership of English between all its' users is not there yet. However, the emphasis seems to be leaning towards the requirements of mutual intelligibility than to a single correct variety of English. It should be acknowledged, it seems like the attitudes towards the lessons are more negatively experienced and thus, that is an issue that could be discussed further as will be pointed out in the following paragraphs.

7.4 Evaluation of the present study and ideas for further research

The study aimed to discover the associations and deepen the understanding of the attitudes of pupils towards English through the means of drawings. The findings provided an insightful and a different perspective to the traditional attitude studies. The data consisted of the 2nd, 4th and 6th graders associations and visual

presentations of a one school in Southern Finland. For further research, it could be interesting to explore the differences between the grades or have a longitudinal approach to the study and explore the possible changes in attitudes. In addition, the difference in attitudes among pupils who have started learning English in the first grade versus those who have started it in the third grade and see if the more playful and earlier start has affected the attitudes. The aim was not to have information that could be generalized but to provide a descriptive overview of primary levelled students ideas and deepen the understanding of attitudes towards English in the context of the global English.

The study required careful consideration due to its subjective approach (Christensen, 2004). The data was collected in a school which was familiar to the researcher and who was also part of the staff in that school. In addition, the presence of the researcher and the class teachers in the situation the data collection took place could affect the outcomes of the drawings. In addition, the prompting feedback could vary depending on the group as it was provided especially if someone asked for. Moreover, as the data collection took place in the school, it may have affected the content of the drawings. In other words, the content could have been restricted or the students may have experienced a need to please the teachers or the researcher. On the other hand, having a familiar person present in the data collection could also lower the threshold for participating (Horstman et al., 2008). The researcher tried to provide similar information and provide the same number of prompts with each group but in practice it was impossible. However, the data collection and the data were successful because the data was rich and there were no drawings that could not be used in the data. Moreover, since all of the drawings contained similar elements with each other, it implies that the data collection situation and the information provided were more or less similar. All in all, the study's validity was relatively high as the data provided answers for the studies goals and research questions.

The drawings provided an enriching data to detect and analyse the visual representations and attitudes of pupils. The drawings were a familiar and safe way to express pupils' ideas which was one of the strengths of the drawn data

(Rubin, 1984, cited in Merriman & Guerin, 2006). Moreover, as they were produced in groups, the threshold for creative activity and participation was clearly lowered as only a couple of groups had some difficulties at the beginning. The drawings enabled the pupils to participate even though they would not have skills to write well (DiCarlo et al., 2000). The data consisted of rich visual representations and the written comments enabled more accurate and purposeful interpretations to be made. The quality of drawings was good which implies that the activity was engaging, and the environmental variables did not seem to affect largely as was suggested by Gross & Hayne (1998, in Driessnack, 2006).

The attitudes were relatively difficult to interpret from the drawings because the drawings included many objects that were quite neutrally nuanced. On the other hand, usually even the neutral objects conveyed some indications of the cognitive attitudinal dispositions as the pupils showed what they know and what comes to their mind of the word English. The difficulties in interpretation of drawings (Thomas & Jolley, 1998) were evident also in this study. The written comments were an important addition in the analysis phase of the data because they increased the credibility of the interpretations (Horstman et al., 2008). All in all, drawings provided a rich and interesting data of a relative abstract phenomenon as language is and provided many layers of their perceptions (Stiles & Gibbons, 2000). The views of the children will reveal what English represents them in a visual form which is a natural way for them to express their ideas (Kendrick & McKay, 2004). On the one hand, the drawings may exclude some ideas of the pupils if they experience it too difficult to draw. Moreover, even though the written comments were significant in the analysis of the data, broader verbal or written narratives, for example conducted through interviews, could have elaborated the meaning behind the symbols and visual representations even more. Therefore, next time, for example narrative interviews could be used as a way to confirm the meanings of the participants.

7.5 Conclusions

Overall English was perceived as a language that is available for everyone and enables participation on the global world, especially from the point of view of personal interests and global economics which was also found in Yaman's (2018) study and in Leppänen et al. (2009). Even though English was not depicted as ELF in the current study largely, as it was in Yaman's, many basic principles of ELF were still present, and the ownership of English has developed further. As in Yaman's study, also in this study interaction was an intrinsic part of English and learning of a language. To conclude, the findings of this study provide alternative perspectives for planning ELT. The attitudes affect the learning of foreign language significantly and the prior knowledge and attitudinal disposition should be taken into account even more. This study shed some light on the needs and interests of the young pupils' ELT and poses a question if the current teaching materials will meet the needs and inspire the children enough? As Skinnari's (2014) study and the present study suggest; there are clear indications of pupils enjoying informal English and using it as a medium for participation in global contexts and interactions, but formal ELT does not seem to inspire the pupils. Perhaps the ELT should be able to respond the needs better by advocating the personal interests and authentic opportunities for learning English more, than just focusing on grammar and other certified materials.

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APPENDICES

Appendix 1. Consent form in Finnish and in English



Kasvun ja oppimisen toimiala

SUOSTUMUS

Huoltajan suostumus oppilaan osallistumisesta tutkimuksen aineiston tuottamiseen

Lapsen nimi:

1 TUTKIMUKSEN TIEDOT	<p>Tutkimuksen nimi Pro gradu -tutkielma ”Attitudes and associations towards English among primary school students in Finland”. (Suomeksi: ”Lasten asenteita ja ajatuksia englannin kielestä Suomessa”).</p> <p>Kuvaus tutkimuksen sisällöstä</p> <p>Tutkimuksessani selvitetään alakouluikäisten lasten asenteita, ajatuksia ja käsityksiä englannin kielestä globaalin englannin viitekehyksessä.</p> <p>Tavoitteena on ymmärtää ja laajentaa käsitystä oppilaiden ajatuksista ja asenteista englannin kieltä kohtaan nykyisen globaalin englannin kielen aseman näkökulmasta. Lisäksi tutkimuksen avulla pyritään saamaan tietoa mahdollisista eroista ja yhteneväisyyksistä eri luokkatasolla olevien oppilaiden asenteista ja käsityksistä.</p> <p>Aineistona toimivat oppilaiden pienissä ryhmissä tekemät piirrokset ja mahdolliset kirjalliset kommentit piirroksistaan. Kaikki mahdolliset tunnistetiedot, suorat tai epäsuorat, poistetaan aineistosta eikä yksittäisiä oppilaita voida tunnistaa aineistosta. Aineisto kerätään koulussa, opettajan kanssa yhdessä sovittuna sopivana aikana.</p> <p>Pyydän teiltä lupaa, että lapsenne saisi osallistua aineiston tuottamiseen, ja että mahdollisia lopullisia tuotoksia saisi käyttää tutkimuksessani. Pyydän teiltä lupaa käyttää osaa tai koko piirrosta tutkimusraportissani havainnollistava esimerkkinä. Tutkimukseen ei tule nimiä tai muitakaan tunnistetietoja, joista yksittäinen henkilö voitaisi tunnistaa.</p> <p>Liitteenä tietosuojailmoitus.</p> <p>Organisaatio/yksikkö, johon tutkimus tehdään Jyväskylän yliopisto, Kasvatustieteiden ja psykologian tiedekunta</p> <p>Tutkimuksen tarkoitus <input checked="" type="checkbox"/> Pro gradu <input type="checkbox"/> Licensiaattityö <input type="checkbox"/> Väitöskirja <input type="checkbox"/> Muu opinnäytetyö <input type="checkbox"/> Muu, mikä? <input type="text"/></p>
2 TUTKIJAN TIEDOT	<p>Etu- ja sukunimi Milla Kamunen</p> <p>Sähköpostiosoite milla.m.kamunen(at)student.jyu.fi</p> <p>Tutkimuksen vastuullinen johtaja / arvo Josephine Moate, PhD University lecturer & Adjunct professor josephine.m.moate(at)jyu.fi</p> <p>Puhelin 0400935767</p>

3 SUOSTUMUS OSALLISTUMISEEN	<input type="checkbox"/> Kyllä, annan suostumukseni sille, että lapseni osallistuu edellä kuvatun tutkimustyön aineiston tuottamiseen <input type="checkbox"/> En anna suostumustani lapseni osallistumiseen tähän tutkimukseen
4 SUOSTUMUS HENKILÖTIETOJEN KERÄÄMISEEN	<input type="checkbox"/> Kyllä, annan suostumuksen ja ymmärrän, että allekirjoitukseni sekä lapseni nimi tässä lomakkeessa säilytetään tutkimusprojektin ajan suojattuna ja salattuna tietosuojaa-asetusten mukaisesti. (katso tarvittaessa lisää tietoa tietosuojasta Espoon kaupungin nettisivuilta espoo.fi/espoonkaupunki/tietosuoja) <input type="checkbox"/> En anna suostumustani lomakkeessa olevien henkilötietojen säilyttämiseen tutkimuksen ajaksi.
4 ALLEKIRJOITUKSET	Huoltajan allekirjoitus _____ Nimenselvennys _____ Paikka ja aika _____
5 TUTKIMUSLUPA	Tutkimukselle on myönnetty Espoon Kasvun ja oppimisen toimialan tutkimuslupa. N:ro _____ pvm. _____



Kasvun ja oppimisen toimiala

CONSENT FORM

The consent of the guardian to the participation of the student in the study and in the production of the data for the study

Name of the student: _____



1 INFORMATION OF THE STUDY	<p>Name of the study: Pro gradu, master's thesis: "Attitudes and associations towards English among primary school students in Finland". (Suomeksi: "Lasten asenteita ja ajatuksia englannin kielestä Suomessa").</p> <p>Description of the content:</p> <p>The aim of the study is to explore the attitudes, thoughts, and associations of primary school children towards English in the context of global English. The goal is to discover and discuss the associations present in their visual representations they have towards English. In addition, the aim is to understand and explore the attitudes of 2nd, 4th, and 6th graders in the means of art, as the data is comprised of the students' drawings and possible written comments that they associate with word the English. The products will be done in groups of three.</p> <p>The study aims to broaden and deepen the understanding of primary level students' attitudes towards English and associations they have towards English. In addition, the study aims to discover the possible differences or similarities in students responses towards English depending on their grade level.</p> <p>I am requesting your permission for your child to participate in the study. I also request your permission to use the final drawings and written comments made by the student in the thesis as data. In addition, I request your permission to use some pictures of the drawings, either a part of the drawings or the whole drawing, as illustrating examples in the thesis. The study will not include any personal information which could lead to an individual's identification. Any personal information included in the drawings, will be removed from the data permanently after data collection.</p> <p>See the privacy notice attached.</p> <p> </p> <p>Organisation/faculty: University of Jyväskylä, Faculty of Education and Psychology</p> <p>The purpose of the study/ final product: <input checked="" type="checkbox"/> Pro gradu/master's thesis <input type="checkbox"/> Lisensiaattityö <input type="checkbox"/> Muu, mikä? _____ <input type="checkbox"/> Väitöskirja <input type="checkbox"/> Muu oppinnäytetyö</p> <p>First and last name: Milla Kamunen</p>
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2 CONTACT INFORMATION OF THE RESEARCHER	E-mail: milla.m.kamunen(at)student.jyu.fi Thesis instructor: Josephine Moate, PhD University lecturer & Adjunct professor josephine.m.moate(at)jyu.fi	Phone: 0400935767
3 CONSENT FOR PARTICIPATION	<input type="checkbox"/> Yes, I give consent for my child to participate in the study and in the production of the data for the study. annan suostumukseni sille, että lapseni osallistuu edellä kuvatuun tutkimustyön aineiston tuottamiseen. <input type="checkbox"/> No, I do not give consent for my child to participate in the study.	
4 CONSENT FOR COLLECTING PERSONAL DATA	<input type="checkbox"/> Yes, I give consent and understand that my signature and the name of my child in this particular consent form will be collected and carefully based on the data protection and privacy regulations. These consent forms will be conserved securely until the completion and assessment of the thesis. After that, the forms will be destroyed permanently. No one else than the researcher will have the access for these documents. (For more information about the privacy regulations: Espoon kaupungin nettisivuilta espoo.fi/espoonkaupunki/tietosuojat) <input type="checkbox"/> No, I do not give consent for the information in this document to be collected nor preserved for the time of the study.	
4 SIGNATURES	Guardian's signature Clarification of the signature (in print) [redacted] Time and place [redacted]	
5 RESEARCH PERMISSION	The research permission for the current study was granted by Finnish Basic Education Unit of Espoo (Espoon Kasvun ja oppimisen toimiala). N:ro SUPE12/2022 date: 10.5.2022	

Appendix 2 – The privacy notice in Finnish and in English (clearer version)

Tietoa tutkimukseen osallistuvalla



Hei!

Nimeni on Milla Kamunen, Opiskelen Jyväskylän yliopistossa luokanopettajaksi ja teen tällä hetkellä pro gradu -tutkielmaa eli opintojeni päättötyötä.

Tutkimuksessani selvitetään alakoulukäisten lasten asenteita, ajatuksia ja käsityksiä englannin kielestä globaalin englannin viitekehyksessä.

Tavoitteena on ymmärtää ja laajentaa käsitystä oppilaiden ajatuksista ja asenteista englannin kieltä kohtaan nykyisen globaalin englannin kielen aseman näkökulmasta. Lisäksi tutkimuksen avulla pyritään saamaan tietoa mahdollisista eroista ja yhtenevyyksistä eri luokkatasolla olevien oppilaiden asenteista ja käsityksistä.

Aineistona toimivat oppilaiden pienissä ryhmissä tekemät piirrokset ja mahdolliset kirjalliset kommentit piirroksistaan. Aineisto kerätään koulussa, opettajan kanssa yhdessä sovittuna sopivana aikana.

Aineistonkeruutilanne antaa mahdollisuuden ymmärtää omaa suhdettaan englannin kielen kieltenoppijana sekä laajentaa käsitystä englannin kielen asemasta maailmassa. Valmist tutkimus tarjoaa näkökulmia opetukseen ja opettajille ja sen suunnitteluun, sekä heijastaa englannin kielen aseman yhteiskunnallista tilannetta.

Tämän tutkimuksen toteuttaa Jyväskylän yliopisto ja siitä vastaa Milla Kamunen.

Pyydän Sinua mukaan tutkimukseeni, koska olen kiinnostunut selvittämään ajatuksiasi näkemyksiäsi ja asenteitasi englannin kieltä kohtaan.





Vapaaehtoisuus ja tutkittavan oikeudet

Tutkimukseen osallistuminen on täysin vapaaehtoista. Voit kieltäytyä tai keskeyttää tutkimukseen osallistumisen. Sinun ei tarvitse kertoa minulle, miksi et halua osallistua. Jos sinulla on kysyttävää oikeuksistasi voit olla yhteydessä myös yliopiston tietosuojavastaavaan tietosuojalaitty@utu.fi, p. 040 805 3297.

Tietoa tutkimuksesta

- Tutkimuksen aineiston tullen keräämään keväällä 2022 jonakin ennalta sovittuna englannin kielen tunneilla.
- Aineisto kerätään yhdessä koulussa luokkatasoilta 2, 4 ja 6. Tilanteeseen ei tarvitse valmistautua millään tavalla.
- Aineistona toimivat piirustukset ja mahdolliset kirjoitetut kommentit. Piirroset tulotte tekemään ryhmissä, jotka on mietitty etukäteen opettajanne kanssa. Minä, Milla Kamunen, annan ohjeet tehtävään paikan päällä. Työtänne ei arvostella eikä se vaikuta teidän englannin kielen arvosanaan tai arviointiin.
- Jos annat luvan, haluaisin käyttää valmista piirustustanne omassa tutkimuksessani aineistona. Tutkimukseen ei tule nimiä tai muitakaan tunnistetietoja, joista yksittäinen henkilö voitaisi tunnistaa.



Suojaan keräämäni henkilötiedot

- Henkilötietoina kerään ainoastaan vanhempien allekirjoittaman suostumuslomakkeen tutkimukseen osallistumisesta sekä samassa lomakkeessa esiin tulevan oppilaan nimen. Suostumuslupalomaketta ei käytetä tutkimuksessa aineistona eikä julkaista missään vaiheessa. Vain tutkimuksen tekijällä, eli Milla Kamusella, on pääsy niihin lomakkeisiin. Lupalomakkeet säilytän tutkimuksen ja tutkimusraportin lopullisen arvioinnin valmistumiseen saakka lukollisessa laukussa, jonka jälkeen ne hävitetään.
- Olen käynyt yliopiston Tietosuoja ja tietoturvakoulutukset. Noudatan myös yliopiston ohjeita.
- Tietojasi käsitellään vain Suomessa, eikä niitä siirretä ulkomaille.



Tutkimuksen tulokset

Tutkimuksen tulokset raportoidaan pro gradu -tutkielmassani. Tuloksia hyödynnetään mahdollisesti opettamisen kehittämiseen.

Tutkittavan oikeudet

Voit kysyä minulta mitä tahansa tutkimuksesta ennen aineiston keräämistä, sen aikana tai sen jälkeen. Sinulla on oikeus tarkastaa tai oikaista antamasi tiedot, voit myös kertoa minulle, että et halua tietojasi käsiteltävän ja tehdä valituksen henkilötietojasi käsittelystä.

Yhteystietoni löytyvät lupalomakkeesta.



Information for participants in research



Dear Participant,

My name is Milla Kamunen. I am studying education in the University of [Jyväskylä](https://www.jyu.fi) and will become a teacher in the future. Currently I am working with my Master's thesis.

The aim of the study is to explore the attitudes, thoughts, and associations of primary school children towards English in the context of global English. The goal is to discover and discuss the associations present in their visual representations that they have towards English. In addition, the aim is to understand and explore the attitudes of 2nd, 4th and 6th graders in the means of art, as the data is comprised of the students' drawings and possible written comments that they associate with word the English. The products will be done in groups of three and collection will be done in school during a regular lesson.

The study aims to broaden and deepen the understanding of primary level students' attitudes towards English and associations they have towards English. In addition, the study aims to discover the possible differences or similarities in students' responses towards English depending on their grade level.

The data collection will enable students to explore their perceptions of English. They will have a chance to evaluate and built on their own language learner identity. The finalized study provides perspectives for teaching and the planning of it and will shed light to the current situation of English in the world.

This study is conducted by Milla Kamunen at the University of [Jyväskylä](https://www.jyu.fi).

I would like to ask you to participate in my study because I am interested in finding out your perceptions, ~~views~~ and attitudes towards English.





Voluntariness and the rights of research subjects

[Participating in this study is completely voluntary. You can refuse to participate, withdraw your consent, or cancel your participation in this study. You do not have to tell me why you do not want to participate. If you have any questions about your rights, please contact the university's data protection officer tietosuojaja@jyu.fi, tel. +358 40 805 3297.



Protection of personal data

- The only personal data that will be collected in this study are the consent forms signed by the guardians and the names of the students in those particular consent forms. The consent forms are not part of the data nor will become public in any time. Only the research, Milla Kamunen, will have the access to the consent forms. The consent forms will be kept in a safe, private, place and will be destroyed permanently after the final completion and assessment of the thesis.
- I have completed the university's data protection and information security training. In addition, I comply with the university's guidelines.
- Your data will only be processed in Finland, and it will not be transferred to any other country.

Information about the study

- The data will be collected in spring 2022 during a school lesson.
- The data is collected in school and the activity will be a part of school lessons. The students are studying in the same school in the Southern Finland. The data will be collected from 2nd, 4th and 6th graders. The final products of the students will be made in groups of two or three pupils. The data collection event will not require anything from the participants before hand or afterwards.
- The data consists of group-produced drawings and possible written comments included in the drawings. The groups are made beforehand together with the class teacher. I, Milla Kamunen, will provide the instructions for the task at the beginning of the data collection event.
- If you consent, I would like to use the drawing as data for my study. The study will not include any personal information which could lead to an individual's identification. Any personal information included in the drawings, will be removed from the data permanently immediately after data collection.



Rights of research subjects

You can ask me anything about this study before, during or after the data collection. You have the right to access any data you have given me and have it rectified. In addition, you can tell me if you do not want your data to be processed. If necessary, you can also file a complaint regarding the processing of your personal data.

Research results

The findings of the study will be reported in the thesis. The possible findings can be used for the development of teaching.



Appendix 3 - The official privacy notice

JYVÄSKYLÄN YLIOPISTO

KASVATUSTIETEIDEN JA
PSYKOLOGIAN
TIEDEKUNTA



11.03.2022

Kuvaus henkilötietojen käsittelystä tieteellisessä tutkimuksessa (tietosuojailmoitus EU (679/2016) 13, 14, 30 artikla)

1. Pro gradu -tutkielmassa "Attitudes and associations towards English among primary school students in Finland" käsiteltävät henkilötiedot.

Tutkimuksessa selvitetään alakouluikäisten lasten asenteita, ajatuksia ja käsityksiä englannin kielestä Suomessa, globaalin englannin viitekehityksessä. Henkilötietoina kerään ainoastaan vanhempien allekirjoittaman suostumuslomakkeen tutkimukseen osallistumisesta sekä samassa lomakkeessa esiin tulevan oppilaan nimen. Suostumuslomaketta ei käytetä tutkimuksessa aineistona eikä julkaista missään vaiheessa. Vain tutkimuksen tekijällä, eli Millalla Kamusella, on pääsy niihin lomakkeisiin. Lupalomakkeet säilytän tutkimuksen valmistumiseen ja lopullisen arvioinnin valmistumiseen saakka lukolisessa laatikossa, jonka jälkeen ne hävitetään. Tämän tietosuojailmoituksen selkoversio on annettu osallistujille kotiin tutkimukseen suostumislomakkeen kanssa.

2. Henkilötietojen käsittelyn oikeudellinen peruste tutkimuksessa/arkistoinnissa

Tutkittavan suostumus (EU 679/2016 6.1 a)

Henkilötietojen suojaaminen

Henkilötietojen käsittely tässä tutkimuksessa perustuu asianmukaiseen tutkimussuunnitelmaan ja tutkimuksella on vastuuhenkilö. Henkilötietoja käytetään ja luovutetaan vain historiallista/ tieteellistä tutkimusta taikka muuta yhteensopivaa tarkoitusta varten (tilastointi) sekä muutoinkin toimitaan niin, että Sinua koskevat tiedot eivät paljastu ulkopuolisille.

Tutkimuksessa käsiteltävät henkilötiedot suojataan

käyttäjätunnuksella salasanalla käytön rekisteröinnillä kulunvalvonnalla (fyysinen tila)
 muulla tavoin, miten:

Tutkijat ovat suorittaneet tietosuojaja ja tietoturvakoulutukset

Kyllä

HENKILÖTIETOJEN KÄSITTELY TUTKIMUKSEN PÄÄTTYMISEN JÄLKEEN

Tutkimusrekisteri hävitetään, kun tutkimus, tutkimusraportti ja lopullinen tutkimusraportin arviointi on annettu. Arviointi valmistumisajankohta: syksy 2022.

Rekisterinpitäjä(t) ja tutkimuksen tekijät

Tämän tutkimuksen rekisterinpitäjä on:

a) Tutkija
Tutkimuksen vastuullinen johtaja:
 Milla Kamunen
 Puh. 0400935767
 Sähköposti: [milla.m.kamunen\(at\)student.jyu.fi](mailto:milla.m.kamunen(at)student.jyu.fi)
 Osoite: Ukonkivenpolku 4 O 122
 01610 Vantaa

Yhteyshenkilö(t):
 Josephine Moate, PhD
 University lecturer & Adjunct professor
[josephine.m.moate\(at\)jyu.fi](mailto:josephine.m.moate(at)jyu.fi)

Rekisteröidyn oikeudet

Suostumuksen peruuttaminen (tietosuoja-asetuksen 7 artikla)

Sinulla on oikeus peruuttaa antamasi suostumus, mikäli henkilötietojen käsittely perustuu suostumukseen. Suostumuksen peruuttaminen ei vaikuta suostumuksen perusteella ennen sen peruuttamista suoritettua käsittelyä lainmukaisuuteen.

Oikeus saada pääsy tietoihin (tietosuoja-asetuksen 15 artikla)

Sinulla on oikeus saada tieto siitä, käsitelläänkö henkilötietojasi ja mitä henkilötietojasi käsitellään. Voit myös halutessasi pyytää jäljennöksen käsiteltävistä henkilötiedoista.

Oikeus tietojen oikaisemiseen (tietosuoja-asetuksen 16 artikla)

Jos käsiteltävissä henkilötiedoissasi on epätarkkuuksia tai virheitä, sinulla on oikeus pyytää niiden oikaisua tai täydennystä.

Oikeus tietojen poistamiseen (tietosuoja-asetuksen 17 artikla)

Sinulla on oikeus vaatia henkilötietojesi poistamista tietyissä tapauksissa. Oikeutta tietojen poistamiseen ei kuitenkaan ole, jos tietojen poistaminen estää tai vaikeuttaa suuresti käsittelyn tarkoituksen toteutumista tieteellisessä tutkimuksessa.

Oikeus käsittelyn rajoittamiseen (tietosuoja-asetuksen 18 artikla)

Sinulla on oikeus henkilötietojesi käsittelyn rajoittamiseen tietyissä tilanteissa kuten, jos kiistät henkilötietojesi paikkansapitävyyden.

3 (3)

Oikeus siirtää tiedot järjestelmästä toiseen (tietosuoja-asetuksen 20 artikla)

Sinulla on oikeus saada toimittamasi henkilötiedot jäsennellyssä, yleisesti käytetyssä ja koneellisesti luettavassa muodossa, ja oikeus siirtää kyseiset tiedot toiselle rekisterinpitäjälle, jos se on mahdollista ja käsittely suoritetaan automaattisesti.

Vastustamisoikeus (tietosuoja-asetuksen 21 artikla)

Sinulla on oikeus vastustaa henkilötietojesi käsittelyä, jos käsittely perustuu yleiseen etuun tai oikeutettuun etuun. Tällöin yliopisto ei voi käsitellä henkilötietojasi, paitsi jos se voi osoittaa, että käsittelyyn on olemassa huomattavan tärkeä ja perusteltu syy, joka syrjäyttää oikeutesi.

Oikeuksista poikkeaminen

Tässä kuvatuista oikeuksista saatetaan tietyissä yksittäistapauksissa poiketa tietosuoja-asetuksessa ja Suomen tietosuojalaissa säädetyillä perusteilla siltä osin, kuin oikeudet estävät tieteellisen tai historiallisen tutkimustarkoituksen tai tilastollisen tarkoituksen saavuttamisen tai vaikeuttavat sitä suuresti. Tarvetta poiketa oikeuksista arvioidaan aina tapauskohtaisesti.

Profilointi ja automatisoitu päätöksenteko

Tutkimuksessa henkilötietojasi ei käytetä automaattiseen päätöksentekoon. Tutkimuksessa henkilötietojen käsittelyn tarkoituksena ei ole henkilökohtaisten ominaisuuksiesi arviointi, ts. profilointi vaan henkilötietojasi ja ominaisuuksiasi arvioidaan laajemman tieteellisen tutkimuksen näkökulmasta.

Sinulla on oikeus tehdä valitus erityisesti vakinaisen asuin- tai työpaikkasi sijainnin mukaiselle valvontaviranomaiselle, mikäli katsot, että henkilötietojen käsittelyssä rikotaan EU:n yleistä tietosuoja-asetusta (EU) 2016/679. Suomessa valvontaviranomainen on tietosuojavaalaututettu.

Tietosuojavaalautetun toimiston ajantasaiset yhteystiedot: <https://tietosuoja.fi/etusivu>