



National Survey on the English Language in Finland:
Uses, meanings and attitudes

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ABSTRACT

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National Survey on the English Language in Finland: Uses, meanings and attitudes

This volume reports on a large-scale national survey on Finns' uses of, attitudes to and perceptions of English in the 2000s when the significance of English for many Finns and in many societal domains in Finnish society was clearly in the process of becoming more pronounced. The survey was conducted in the autumn 2007. Data were collected with the help of an extensive questionnaire which covered the respondents' learning of, contacts with and uses of English, their attitudes to English and language mixing, and their predictions about the role of English in Finland in the future. The data set consisted of 1 495 responses, collected by random sampling.

The survey confirms that English has a strong presence in Finland. English is the most widely studied language and the foreign language most commonly used. Finns also assess their own skills in English as relatively good. In addition, Finns' overall attitudes to English are quite positive and pragmatic and they do not consider English a threat to the Finnish language and culture. Instead, the knowledge of English is considered an essential resource in the increasingly multicultural and globalizing world.

The survey also revealed some socio-demographic differences. In general, the proficiency in and use of English are highest among younger generations and respondents who live in cities, who are at least relatively well educated and whose professional position is managerial or expert. The survey also identified a small minority who have not studied English, who assess their skills in English as minimal and who do not need or use English much. They are typically older people with little education. On the whole, the survey foregrounded three broad respondent categories: the 'haves', 'have-nots', and 'have-it-all's' of English.

KEYWORDS: Sociolinguistics, national survey, Finland, proficiency in English, uses of English, attitudes to English, socio-demographic comparisons.

PREFACE

This volume reports on the findings of a survey which investigated Finns' uses of and relationship to English. The survey is a part of a long-term research venture of the Centre of Excellence for the Study of Variation, Contacts and Change in English (VARIENG) at the [University of Jyväskylä](#). Besides the survey, the research group has undertaken a range of qualitative, multi-methodological studies focused on different aspects of the uses and functions of English in Finland, a nation undergoing rapid internationalization and globalization. Our research unit is part of [a joint venture between the Universities of Helsinki and Jyväskylä](#) (2006–2011) and it is funded by the [Academy of Finland](#) Centre of Excellence programme and the respective universities.

Previous qualitative studies by our research group have shown that in contemporary Finnish society there are various contexts in which Finns use English – either because in these contexts it is made necessary by the situation in question, or because they themselves for some reason choose to do so. These qualitative studies have described in detail how Finns draw on and use resources provided by English and have explored the social, cultural, and discursive meanings of such language use (see e.g. Leppänen & Nikula 2007).

However, the findings of such case studies as these, are – even at their best – informative primarily of the situations under investigation and thus cannot present a more general understanding of what English means to Finns. To obtain this kind of broader view of Finns' relationship with English, our research group conducted a large-scale survey in 2007.

The aim of the survey was to investigate the roles and meanings English has in Finland, as well as Finns' learning of, and skills in, English and other foreign languages. In addition, the survey mapped where Finns encounter English, how they use it, and what they think about the language. These foci in the survey were specified through an extensive planning process, one stage of which consisted of envisaging a much broader agenda for the study. Such an agenda would have extended beyond an examination of Finns' relationship with English, to their relationship with other foreign languages they have studied, as well as the languages of Finland's neighbouring countries and immigrant languages. Unfortunately, for the sake of economy and finances, it was necessary to narrow the scope of the survey to English only.

Successfully planning, conducting, analyzing, and reporting a large-scale survey requires a great deal of dedicated work in which the input and collaboration of a number of experts is essential. The entire Jyväskylä VARIENG research team, doctoral students and senior researchers, participated actively in the survey work. As a process this required both shared enthusiasm as well as serious and persistent labour, but happily, this was also an endeavour which was not without moments of laughter. During the survey work our research team has learnt a great deal together. Most importantly, we have learnt that it is not only rewarding to work together for a shared goal, but that much more can be achieved collectively, than as individuals.

Throughout the survey project our research group has received generous

assistance from a number of experts. We wish to express our most sincere gratitude to all of them. During the planning stage we received invaluable advice from Dr. Kari Törmäkangas from the [Finnish Institute for Educational Research](#) in the University of Jyväskylä as well as from our partners at [Statistics Finland](#): Research Manager Antti Siikanen, Head of Development Kari Djerf, senior researcher Tuula Melkas, and research secretary Outi Stenbäck. Ms Elina Tergujeff provided us with a Swedish translation of the questionnaire as well as the English translation of the Finnish baseline report. In the piloting phase, the large network of our research group as well as our colleagues in the VARIENG Helsinki unit gave us important and constructive feedback in regards to the comprehensibility and functionality of the questionnaire. In general, the VARIENG collective offered numerous opportunities for feedback and reflection at all stages of the survey work. Of this we are most grateful.

Our professional and dependable research secretaries Ms Terhi Paakkinen, Ms Saija Peuronen, and Mr Ari Häkkinen deserve our warmest thanks – without their expert help throughout the process, we would have been utterly lost. Ms Hanna Jäntti, our research assistant, also merits our sincere thanks for the skilful technical editing and html formatting of the report. Ms Marianne Toriseva and Ms Alicia Jinkerson also assisted the team in different stages of the process.

Thanks to meticulous proof-reading by Mr Donald Adamson, the voices of the many authors of the report were eventually unified as a single and much more elegant voice than we could have ever achieved on our own. We also wish to thank the [Department of Languages](#) of the University of Jyväskylä, which provided us with additional financial support, without which the survey could not have been implemented. We also thank the Academy of Finland as well as the University of Jyväskylä for their support which has given us a unique opportunity to be ambitious and bold.

The survey has spurred many new challenges which we intend to tackle in the future. One such challenge is how to utilize the results of both the qualitative studies and the survey in a complementary and integrative way. This kind of work also calls for development of theoretical and methodological solutions. Such solutions may enable new, interesting, and multifaceted interpretations of how individual ways of using language resonate with what Finns in general and the different demographic and social groups in Finland think of English. In an increasingly multilingual and multicultural Finland, there certainly is a need for this kind of research-based knowledge.

Jyväskylä 23 March 2011

The authors

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1 INTRODUCTION

Kun Suomi putos puusta kaikki kävi äkkiä /
When Finland fell from the tree, everything happened quickly /

ei nähty itse sikaa eikä edes säkkiä /
No one saw the pig or even the poke /

kun Suomi putos puusta maito oli *milkkiä* /
When Finland fell from the tree, milk was *milkkiä* /

pilkkisaalis pakasteita, yöt *bläkkiä* /
Ice fishing catch frozen, nights *bläkkiä* /

kun Suomi putos puusta kaikki kävi kovin äkkiä
When Finland fell from the tree, everything happened so very quickly

*Ismo Alanko – Kun Suomi putos puusta (1990),
translation SL*

The rapid transformation of post-war Finland from a culturally homogeneous, primarily agricultural society into an urban, industrialized society, increasingly open to influences from the West has given rise to a range of critical responses. The song by a Finnish rock artist cited above is a good example of such critique: it not only explicitly criticizes the changes taking place in Finnish society but also comments on them in a more indirect and subtle way, illustrated partly in its language choices. For example, the lyrics build up a contrast between an old, but slightly modified proverb (“you shouldn’t buy a pig in a poke”) and such English words as *milkkiä* (‘milk’) and *bläkkiä* (‘black’). The juxtaposition of the old agrarian proverb and the morphologically domesticated English words conveys the sense of bafflement felt by many Finns in the face of the changes taking place in society. In addition, these language uses nicely illustrate the sociolinguistic change taking place in Finland whereby English, traditionally studied as one among other foreign languages, is gaining ground in the everyday lives of many people, and typical reactions to this change. For example, the song indirectly questions why anyone would want to refer to such a thoroughly mundane substance as milk with an English term when a perfectly acceptable Finnish word exists. And, yet, for many people such uses of English are becoming increasingly functional or evocative as means for communication.

The presence of English has indeed grown steadily from the beginning of the 20th century. Along with its increased visibility, its status has changed dramatically. The period from the 1960s to the 1980s – a period of major social, cultural and economic change – was particularly important in this process. In the early 1960s English was primarily regarded as a foreign language, almost exclusively for use in communication with foreigners. By the 1980s it had

become a language that practically everyone studied at some point during their schooling. And by the 2000s, English had become not only an indispensable vehicular language in international interactions, but also a language used in many domains and settings within Finnish society, either as an intra-group language or as an additional language alternating and mixing with Finnish or Swedish.

The increased impact of English on communicative practices has not gone unnoticed within Finnish society. Indeed, it has provoked a great deal of discussion and debate, both among language professionals and the general public. In these discourses it has often been depicted in explicitly negative terms: it is seen by some as a threat, comparable to a destructive natural force or a disease, threatening to corrupt or obliterate the national language/s and culture (Leppänen & Pahta, forthcoming). Debates of this kind often recycle protectionist value judgements, adopting arguments from more general discourses related to English as a global language. On the other hand, English has also been seen in public discussions as a positive force – regarded as an agent of progress and empowerment that is absolutely indispensable for Finns if they are to interact in a credible way with the world outside Finland's borders.

While these sociocultural and sociolinguistic changes and language ideological debates are familiar to Finns, there is relatively little research evidence on the particularities of the increased presence of English, and what Finns think of them. True, there have been qualitative case studies focusing on the role of English on such specific settings as the media, education, and business, plus some discursive investigations of learner attitudes to English (e.g. Hyrkstedt & Kalaja 1998; Haarman & Holman 2001; Moore & Varantola 2005; Taavitsainen & Pahta 2003, 2008; Leppänen & Nikula 2007; Nikula 2007; Leppänen et al. 2008; Louhiala-Salminen et al. 2005). Nevertheless, no systematic quantitative study has so far been conducted on Finns' English language skills, their uses of English, or their views and attitudes concerning English.

The study reported in this volume attempts to answer this call for generalizable research information: it spells out and explains the findings of a nation-wide survey which sought to determine what Finns think about the increasing visibility of English in Finland, including its impact on their lives and on society as a whole. More specifically, the present report describes the findings of a national survey conducted in 2007 by [our research group](#)¹ in the [University of Jyväskylä](#), Finland, in collaboration with [Statistics Finland](#). The findings of the survey have previously been published in Finnish (Leppänen et al. 2009a).

In order to contextualize the survey findings, this report first sketches the current language situation in Finland and, via an account of the history of English in Finland, describes the processes through which English entered and spread within Finnish society from the beginning of the 20th century to the early 2000s. In addition, there will be a brief account of the Finnish language education system and the general language policies adopted. Before the actual breakdown of the study results, the rationale and organization of the present survey will be presented, with reference made also to previous studies conducted on uses of and attitudes to English as a foreign or second language.

1.1 The language situation in Finland

Since 1922 Finland has been an officially bilingual country with two national languages, Finnish and Swedish. Out of the 5.3 million citizens, 90.7 % speak Finnish as their first language and 5.4 % speak Swedish. There are also several minority languages, including three different Sámi languages, Romani and the Finnish Sign Language, each of which has a considerably lower number of L1 users. For instance, only 0.03 % of the population speak Sámi as their mother tongue. (Statistics Finland 2010b). However, many of the speakers of these minority languages are bilinguals, having either Finnish or Swedish as their first language.

Finland is gradually becoming a multilingual society: according to the Ministry of Justice (2009) 120 languages are currently spoken in the country. During the last twenty years the number of foreign language speakers has steadily increased. In 2009, speakers of Russian made up the largest group with c. 52,000 L1 speakers, comprising up to 25 % of all foreign-language speakers. Speakers of Estonian formed the second largest group with c. 24,000 speakers, while speakers of English (c. 12,000) came in third place (Statistics Finland 2009). These figures clearly show that the immigration of English-speakers into the country is not the primary cause of the increased presence and impact of English in Finland – rather, we must look at the interplay of a number of factors.

1.2 Gradual spread of English in globalising post-war Finland

The growing significance of English in Finland is, indeed, an effect of several factors bound up with more general changes in post-war Finland, in parallel with increasing globalization. These factors include modernization, urbanization, technologization, and internationalization within society as a whole, all of these having impacts on business, trade and working life, as well as important educational reforms led to more effective foreign language teaching. New channels of information technologies, and cross-border cultural flows became more evident. Also significant was the changed political situation after the Second World War. There was a gradual but distinct turn towards the western world, along which Finnish society became more open to European and American values, politics, and culture – with the English language as a symbol of modern westernisation. In addition to these influences, the role of English has been shaped by the linguistic homogeneity of the country. Despite the fact that Finland is officially bilingual and has several minority languages, in practice the linguistic foundation of the country has largely been monolingualism. The majority of Finnish-speaking Finns have been able to manage by using only their first language in all areas of life, and most Swedish-speaking Finns are proficient in Finnish, too. Hence, unlike the situation in many other bi/multilingual countries where different linguistic groups have needed a vehicular language to communicate with one another and to participate fully in society, Finnish-speaking and Swedish-speaking Finns have had no need for such an additional language².

To illustrate the multi-faceted processes sketched above, Table 1 lists

some key changes in Finnish society, culture, politics, and language education from the 1920s to the early 2000s. These have in one way or another prepared the way for the popularity of English in Finland.

TABLE 1 The gradual growth in the popularity and importance of English in Finnish society from the 1920s to the early 2000s

1920–1940

English comes to Finland.

- 1922: Finnish and Swedish are legally established as national languages (Piri 2001).
- 1918: English is established as a core subject in secondary schools for girls, with possibilities of studying it from grade 4 instead of French (Takala & Havola 1984).
- 1941: English becomes an institutionalized “modern language” in schools for boys and in secondary schools (ibid.).
- The influence of English starts to be observable through different types of Anglicisms in popular culture (music, film, dance) (Battarbee 2002).

1940–1960

English establishes its position.

- After WWII the popularity of English as a foreign language in schools increases, particularly in comparison with German.
- Schools in large cities offer English as an optional subject, replacing German in these schools as the most popular foreign language.
- The recovery of the Finnish economy accentuates the need to know English as the language of international business and commerce.
- With the gradual spread of American pop and rock music and films, exposure to English increases in everyday life (Kallioniemi 2000; Knuuttila 1989; Koivunen 2004).
- 1955: TV broadcasts begin, including also English TV programmes and series. At first these are dubbed in Finnish (Vertanen 2006).

The 1960s

In parallel with urbanization and modernization, interest in English as the language of modernity and internationalization grows. Along with Finnish (and Swedish), English becomes an important language of popular music and youth cultures.

- Studying foreign languages becomes more common in secondary schools (Takala & Havola 1984; Piri 2001), and they can be studied already from grade 3 (Eurydice 2001, as cited by Latomaa & Nuolijärvi 2005: 186).
- As a subject English overtakes German in popularity, while Swedish – thanks to its status as one of the official languages of Finland – is still the most studied language (in 1963–1964, 63 % of students study Swedish) (Takala & Havola 1984).
- English becomes the most studied foreign language: in 1967–1988, 74 % of students study English at school (ibid.).
- Due to increased tourism abroad (Heinonen 2008), Finns have greater motivation to study English, and their needs to use it increases.
- The popularity of Anglo-American pop and rock music strengthens the presence of English in Finnish popular culture (Kallioniemi 2000).
- With more air time given to Anglo-American films and TV series (Knuuttila 1989), everyday exposure to English increases, since these programmes are now subtitled rather than dubbed (Vertanen 2006).

The 1970s and 1980s

In parallel with the growing prosperity and increasing western orientation of Finnish society, the role of English as the most popular foreign language is consolidated.

- With the establishment of the comprehensive school system (1972–1977), it becomes obligatory to study both national languages (Finnish and Swedish) plus at least one foreign language (Takala & Havola 1984), which in most cases is English.
- The use of English words, phrases, and idioms increases in e.g. youth media, advertising, popular music, brands, instruction manuals, and job advertisements (Sajavaara et al. 1978).

The 1990s

The popularity of English as the language of international communication increases.

- Finland enters the EU (1995). The role of English is strengthened by political and economic internationalization, by Finland's role as a high technology country, and by citizens' active use of information and communication technologies (Battarbee 2002).
- English-based education increases: 10 International Baccalaureate schools are founded, and teaching in a foreign language is offered in comprehensive schools and secondary schools (251 schools in 1996).
- The amount of English-based university teaching increases (Nikula & Marsh 1996; Taavitsainen & Pahta 2003; Mauranen 2010).
- The use of English in working life, media, and various subcultures increases (Leppänen & Nikula 2007).
- The role of English as the language of science (e.g. in medicine) becomes stronger (Haarman & Holman 2001).

The 2000s

The role of English is further strengthened by economic and cultural globalization, the development of information and communication technology, and transnational cultural flows. At the same time the need for English increases: English is by far the most popular and the most known foreign language.

- Most students start studying English from grade 3 (in 2008, 91 % of grade 3 students study English as their 1st foreign language, with corresponding figures of 1.2 % for German, 0.8 % for French, and 0.2 % for Russian) (SUKOL 2010).
- Economic globalization increases the number of transnational companies and the use of English as the lingua franca of business (Phillipson 1992; Alatalo 2006; Graddol 2006; Virkkula & Nikula 2010; Virkkula-Räisänen 2010).
- Some Finnish and Nordic companies (e.g. Nokia, Nordea) operating in Finland choose English as an intra-corporate language (Louhiala-Salminen 2002).
- English is used as a vehicular and additional language on the internet and in gaming (Kotilainen 2002; Leppänen & Piirainen-Marsh 2009; Leppänen 2007, 2009).
- Due to increased immigration, Finnish society becomes more multilingual (Latomaa & Nuolijärvi 2005).

As Table 1 shows, both the popularity and the importance of the English language in Finland have grown steadily over the past 90 years. Macro-level supra-national and societal changes, meso-level changes in language education policies, and the micro-level language uses of social groups and

individuals have all contributed to the trend whereby English has gradually become the foreign language most desired, needed, studied, and used by Finns. To take one example, the westernization of society has made it possible for Finnish broadcasting companies to acquire films and TV series in English, and these same companies have made language political decisions to choose subtitling rather than dubbing – thus granting Finns unmediated exposure to English on a daily basis. This has meant that Finns have been able to listen to the English spoken on TV as it is spoken in the characters' countries of origin. For some, English programmes have even provided an informal way of learning English, in the same way as the internet now presents opportunities for language learning (Koskela et al., forthcoming). The recent introduction of domestic programmes where the primary vehicle of interaction is English (e.g. Koskela 2005) and its increasing use on the internet and in digital gaming have also contributed to the de-estrangement of English (e.g. Leppänen 2007, 2009; Leppänen & Piirainen-Marsh, 2009; Jousmäki 2011; Peuronen, forthcoming; Kytölä, forthcoming). These various media have undoubtedly enhanced Finns' language awareness and shaped their attitudes towards English considerably.

1.3 Language education and language education policy in Finland

Finns study many languages. One reason for this is that as speakers of two relatively small languages, Finns need foreign languages to be able to communicate in international contexts. Another reason is the official bilingualism of the country: Finns are generally used to studying languages other than their first language. In addition, foreign language teaching has a long history in Finland: foreign languages have been taught ever since the establishment of the Finnish educational system (Latomaa & Nuolijärvi 2005: 144). A fourth and more recent reason is related to the multilingualism advocated by the European Union: the [EU Language Policy](#) suggests that all EU citizens should learn to speak at least three EU languages. The three languages include one's mother tongue and two foreign/second languages. The Finnish education system is currently structured to accommodate the EU language recommendations.

Despite the investment in teaching and learning many different foreign languages, it is nevertheless also true – as Table 1 shows – that from the 1960s onwards English has gradually become the most popular and widely studied foreign language in Finland. The growth in the popularity of English as a school subject was, in fact, assisted by the nation-wide educational reform of the 1970s, which established the comprehensive school as the core of the Finnish educational system. Instead of the earlier diversified school system – consisting of (1) middle schools focusing on the teaching of languages and a range of humanities, social studies and natural science subjects, and (2) schools preparing for vocational education – a unified *comprehensive* system was created. This system was made compulsory for all children of the same age group, who go through the system together, from the age of 7 to the age of 16.

Currently, the Finnish education system (Ministry of Education and Culture, b) consists of four stages, with the completion of each stage making students eligible for the next level. The first two stages include pre-school education for

six-year-olds, followed by “basic education” (i.e. the comprehensive school attended by all children aged 7 to 16). Upper secondary education forms the third stage. This means either a general upper secondary school or a vocational school. The education in the upper secondary schools provides students with general knowledge in a wide range of subjects, and it culminates in the national matriculation examination. Vocational schools, for their part, prepare students for particular occupations. The fourth stage is the higher education provided by universities or polytechnics. In general, students who want to enter these educational institutions need to have a diploma either from a secondary school or a vocational school.³

The introduction of the comprehensive school brought changes to the Finnish language education system, especially in terms of which languages were taught and how long they were studied. Prior to the reform, only some students – mostly in the lower and upper secondary school and the university – had the chance to study foreign languages in addition to the two national languages. After the reform, the teaching and learning of foreign languages became obligatory for all. Currently, the teaching of the first compulsory language begins in grade 3 at the age of 9⁴. The first compulsory language (the “A1 language”) can be, for example, English, French, German, or Russian as a foreign language, or Swedish/Finnish as a second language. In practice, however, the A1 language most commonly selected by students and offered by schools is English (see Table 1 and Statistics Finland 2010a).

The A1 language is studied extensively during the school years, and the learning target is independent, functional proficiency in that language. More specifically, the target level required for the grade of “good” in the A language (after compulsory education involving six years of A1 language studies) is, according to the criteria of the [Common European Framework of Reference](#), a high A2 in writing and speaking, and B1 in understanding.⁵

If they so wish, students can also begin to study another foreign language (an optional “A2 language”) in grades 1–6 of the comprehensive school. In principle, they can aim at the same level of proficiency in their A2 language as in their A1 language. (Latomaa & Nuolijärvi 2005: 186–187.) In grade 7 comes the second compulsory language which students have to take in their curriculum, namely Swedish/Finnish as a second language (a “B1 language”), or else English if it has not been chosen in grade 3. In addition, the students have the possibility to select another optional language in their language studies (a “B2 language”) in the comprehensive school.

Once students enter the upper secondary school they are obliged to study the two languages chosen during the comprehensive school, with an additional opportunity for a third, optional language (a “B3 language”). One of the two compulsory languages continues to be Swedish/Finnish as a second language. (Latomaa & Nuolijärvi 2005: 186–187.)

The past twenty years have also witnessed substantial investments in language teaching and learning in Finland, partly due to EU language policy recommendations, and partly to national developments in language education policy. One noticeable change has been investment in the teaching of different subjects via English in comprehensive, vocational, and university education (Nikula & Marsh 1997; Tella et al. 1999; Lehti et al. 2006), made possible by

the Education Act of 1991 (Lehti et al. 2006). Recently, pre-school education, too, has been given the possibility to use English (or other languages) as a language of instruction.

The overall picture is that during their school years Finnish students study at least two compulsory foreign/second languages in addition to their first language, plus an optional third foreign language. The number of languages can be even higher, depending on whether the schools themselves have the resources to provide students with all the opportunities that the education system allows for at different stages.

The highly systematized language policies adopted in Finland have played a crucial role in how Finns view foreign languages, and especially English⁶. The emphasis laid on language education in recent decades, and the policies that make foreign language study possible, have been highly successful in terms of English. Largely thanks to effective language teaching and students' long-term investment in studying English, English proficiency is generally high – a fact underlined also by recent international surveys on the language proficiency of Europeans (Takala 1998; Eurobarometer 2006)⁷.

1.4 Background of the survey

The survey largely builds on qualitative research conducted by the members of our research team on the uses and functions of English in different domains and settings within modern Finnish society. It has also been partly influenced by previous surveys conducted outside Finland; these have had the purpose of investigating the relationship of individuals and social groups to English in different countries and linguistic situations around the world. In this section, these two main background aspects will be briefly described.

1.4.1 Survey as a part of a multi-dimensional research programme

The present survey is part of a multi-dimensional research programme which also involves a range of qualitative studies covering selected settings of language use. Such studies have given indications that English is entering, spreading within, and shaping societal domains and settings in various ways. However, due to their nature as case studies, they have provided little information on how these changes are generally perceived. Thus, the present survey can usefully complement the diverse findings emerging in this qualitative work. At the same time, the insights gained in these qualitative studies have crucially helped our research team in identifying and designing the goals and contents of the survey. Figure 1 summarizes the overall programme of the research team.

The overall agenda of the research team has consisted of three major dimensions. Firstly, it includes close qualitative analyses of language choices and uses in certain domains and contexts that are closely bound up with ongoing sociolinguistic changes in Finland – our particular focus being on those domains/contexts in which the presence, visibility, and significance of English has clearly increased in the last few decades. Figure 2 describes these focus areas of our work.

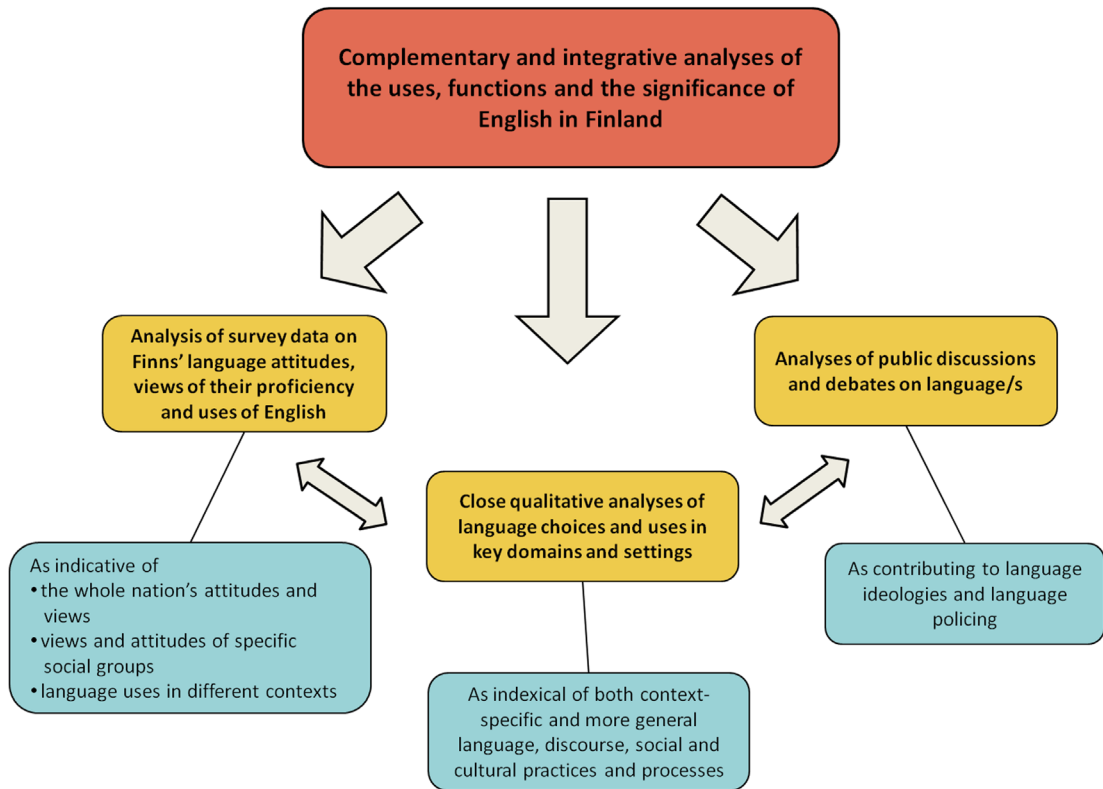


FIGURE 1 The overall research programme

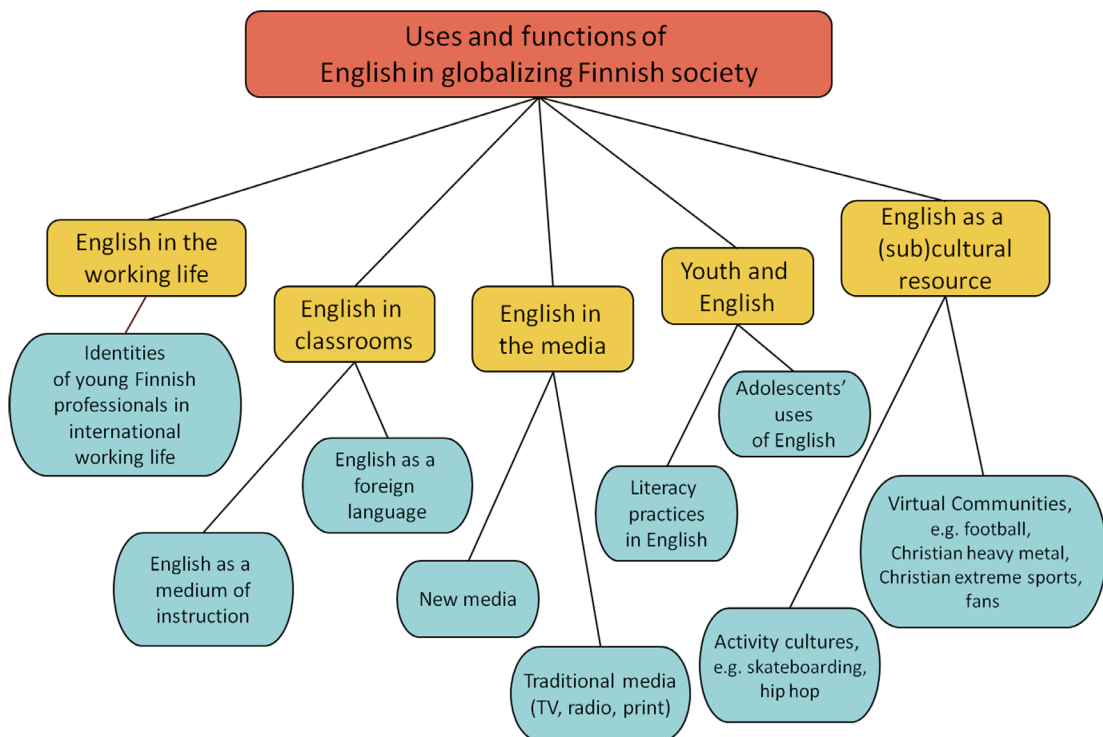


FIGURE 2 Uses and functions of English in globalizing Finland

These studies have shown how individuals and social groups draw on English, and how they use it in communication. Attention has been given to the functions

and meanings of these uses in discourse, social interaction, and a range of institutional contexts. At the same time, the uses of language identified in such case studies have been considered to be indexical of more general discursive and socio-cultural practices and processes, such as globalization, internationalization, mediatization, and transcultural flows (see e.g. Leppänen & Nikula 2007).

The second core component of the research venture has consisted of investigations of public discussions on language/s in Finland (see e.g. Leppänen & Pahta, forthcoming). Here we are concerned both with debates that might contribute to societal and institutional language policies, and with everyday, grassroots language policing (Leppänen & Piirainen-Marsh 2009).

The third area of investigation – within which the present study is situated – takes as its aim to investigate what Finns think of English. This is a nationwide endeavour, but the findings can also be used to shed light on the views of specific social groups (e.g. young people vs. old people; city dwellers and country dwellers, etc.) and on specificities relating to particular contexts of language use (e.g. leisure time vs. work).

1.4.2 Key findings in qualitative studies

The three research dimensions described above feed into one another in a number of ways. As our qualitative studies have been crucial in setting the scene for the survey, a brief account of some of their key findings is in order here.

Firstly, our studies have shown how English is taken up, used and regulated as a resource in social interaction and meaning-making in diverse ways, within different settings and domains, (see e.g. Leppänen & Nikula 2007; Leppänen et al. 2008)⁸. Another recurrent observation in these studies has been that the situations in which Finns encounter and draw on English in present-day Finland are typically of three kinds: in some situations it is used as a vehicular language by interactants who would otherwise not have a shared language, while in others it functions as an “intracultural” means of communication between language users who *may* or *may not* share a native language. In still other situations English serves as an additional resource in bilingual communication. Furthermore, it appears that in some contexts English is becoming a phenomenon which occurs as a matter of course. Indeed, English often seems to offer means of expression and communicative resources similar to those offered by the mother tongue. In particular, in the language uses of young people, especially in relation to certain media, English may be one of the everyday languages that Finnish young people (or at least some of them) need and use without experiencing the communication as distinctively “foreign”. In addition, the use of English is often connected to identity work: people either index their expertise through their choice of English or indicate their membership of particular social groups, or both.

Overall, on the basis of these studies it appears that the spread of English is not a one-directional process of English taking over Finnish society, but rather a process in which English is taken up and made use of by Finns in a variety of ways, in order to serve their own discursive, social, and cultural

purposes. In other words, instead of arguing that Finns are/will be forced to use English to get by in their professional and/or everyday lives, on the basis of our investigations it appears that Finns are becoming increasingly aware of the roles and functions of more than one language in their lives. Moreover, as has been shown also in many other bi/multilingual contexts, Finns will be able to select, switch between, and make use of the languages and their variant styles in ways appropriate to the situations, settings, and discourses at hand.

The picture that has emerged from our previous studies on the contact situations in which English has a role, and on the forms and functions of English, is thus not a unified one. Indeed, the more we have looked into different language contact settings, situations, and phenomena, the more context-dependent and complex they appear, and the more difficult it becomes to make sweeping generalizations about what English really “is”, both as a global and local language, and what its impact may be on individuals, groups, communities and society. The factors at work belong both to the local grassroots level and to wider social, cultural, institutional, technological, and economic processes. Another point to note is that while our previous qualitative studies have shed light on the specific ways in which Finns draw on and make use of English in different communicative contexts, they have somewhat limited relevance, in so far as they have mainly focused on selected settings and domains, and are thus not capable of representing Finnish society as a whole. Being aware of this, we saw that a more systematic evaluation of the overall sociolinguistic situation in Finland was called for – hence the motivation for the national survey presented in this volume.

1.4.3 The present survey and surveys elsewhere concerning the role of English as a second/foreign language

The design of the present survey was influenced to some extent by surveys conducted elsewhere concerning the relationship of individuals and social groups to English. These surveys have been carried out in a variety of countries and linguistic situations around the world. In ways similar to our research, the studies in other countries have typically concentrated on contexts where English was not originally a language spoken in the society in question, but in which its use has significantly increased for various reasons. To place the present survey in the context of such a research tradition, Table 2 gives an overview of selected survey studies. This overview is not meant to be exhaustive, but it does focus on the studies which were particularly helpful and which assisted us in various ways in the design of our survey. The table includes information on the country in which the survey was conducted, the role of English in the country (EFL or ESL⁹), the year of the survey, the focus of the survey, the survey method, and the number and characteristics of the respondents.

TABLE 2 Previous survey studies on the role of and attitudes to English

Author(s)	Title of publication	Year of publication	Research site	Context	Target group & number of respondents	Focus	Method
Tse, John Kwock-Ping	A Survey of the Use of English in Taiwan, The Republic of China	1985	Taiwan	EFL	Sample: 120 employed parents/siblings/relatives of first year university students (from one university); 82 respondents (68.3 %)	The use of English beyond school domains (i.e. people in working life)	Questionnaire handed out to students
Schmied, Josef	Language Use, Attitudes, Performance and Sociolinguistics Background: A Study of English in Kenya, Tanzania, and Zambia	1990	Kenya, Tanzania, and Zambia	ENL / ESL / EIL (depending on the country)	Sample and respondents: 166 students, all in institutions of higher learning (from upper secondary to universities)	Functions and forms of English	[N/A]
Pütz, Martin	Attitudes and language: An empirical investigation into the status and use of English in Namibia	1995	Namibia	ESL	Sample: 620 people from five different cultural groups; 539 respondents (86.9 %)	Language attitudes: attitudes towards ethnicity and speaker, language learning, and language status	Questionnaire
Preisler, Bent	Danskerne og det engelske sprog	1999	Denmark	EFL	Target group: All Danish citizens over 18 years of age; 856 respondents (71 %)	Attitudes towards and experiences of English	Structured interviews in respondents' homes

Bolton, Kingsley & Kang-kwon Luke	Language and Society in Hong Kong. The Social survey of Languages in the 1980's	1999	Hong Kong	ESL (English as a learnt second language)	Sample: 1,757 households in Hong Kong; responses from 1,241 households (70.6 %)	Mapping out the language situation (e.g. how languages are used, attitudes towards different languages)	Structured interviews in respondents' homes (conducted in 1983)
Friedrich, Patricia	English in Brazil: functions and attitudes	2000	Brazil	EFL	Sample and respondents: 190 adult learners of English from São Paulo	Attitudes towards and perceptions of the importance of English	Questionnaire filled out in class
Berg, E. Catherine, Francis M. Hult & Kendall A. King	Shaping the Climate for Language Shift? English in Sweden's Elite Domains	2001	Sweden	EFL	Sample: 33 employees from five randomly selected companies	How and to what degree English is used in specific elite domains	E-mail survey over a nine-month period
McEntee-Atalians, Lisa J. & Stavros Pouloukas	Issues of Identity and Power in a Greek-Cypriot Community	2001	(The Republic of) Cyprus	EFL	Target group: Greek or Greek-Cypriot nationals, over 16 years of age, living in Nicosia; 353 respondents (35.3 %)	Attitudes and language use	Questionnaires delivered to respondents' homes; also "snow ball technique" (respondents pass on the questionnaire)

Kamwagamalu, Nkonko M.	Code-switching, code-crossing, and identity construction in a society in transition, South Africa	2002	South Africa	English as the first language / ESL	Sample: 81 (18–25 years old) university students and 3 lecturers from one university; 54 respondents (c. 64 %)	The phenomena of code-switching and code-crossing in relation to social identities	Questionnaire distributed to the respondents
European Commission	Special Eurobarometer 243: Europeans and their Languages	2006	The then 25 EU countries, the acceding countries at the time (Bulgaria, Romania), and candidate countries (Croatia, Turkey)	English as the first / a foreign language (depending on the country)	Target group: citizens of the EU member states, accession, and candidate countries, aged 15 years and over; 28,694 respondents altogether	To determine the mother tongues in the EU, what other languages people know, level of language skills, where and how languages are used, and language learning	Structured interviews in respondents' homes
Dömyei, Zoltán, Kata Csizér & Nóra Németh	Motivation, Language Attitudes and Globalisation: A Hungarian Perspective	2006	Hungary (in three phases: 1993, 1999, 2004)	EFL	Target group: 13–14 year-old pupils from different parts of Hungary; sample: 13,391 respondents	Attitudes and motivation towards learning foreign languages (focus on English, German, French, Italian, and Russian)	Questionnaire filled out in class
Berns, Margie, Kees de Bot & Uwe Hasebrink (eds.)	In the Presence of English: Media and European Youth	2007	Belgium, France, Germany, and The Netherlands (between 1995 and 2000)	EFL	Target group: pupils from the four countries, average age 15; sample: 2,248 respondents (NED: 1,128, GER: 647, BEL: 326, FRA: 147)	Proficiency in English and factors affecting that (e.g. schooling, media, motivation, and attitudes)	Questionnaire and language proficiency evaluation form filled out in class

Table 2 shows that most of the previous studies have examined the respondents' relationship with and attitudes to English, its use in different situations, and its broader significance in society. In addition, it highlights the fact that the target population in surveys of this kind has often been young people and/or students, either because young people's language has been argued to predict most clearly more general sociolinguistic changes, or simply for economic reasons – including the fact that students are relatively easy to recruit as informants. What it also displays is that quite a few of the studies have been aimed at a rather small target population; thus, with the notable exceptions of the Danish and the Hong Kong studies, their results are not representative of an entire society.

As Table 2 indicates, four of the larger studies were conducted in European countries. In the same way as in Finland, in these countries English has traditionally had no official status, but where its influence has increased significantly in recent decades. One of these was a survey conducted on the status of English in Denmark by Preisler (1999). The study had two parts. The first part focused on a target group formed by Danes aged over 18, and the second on members of five subcultures (death metal, hip hop, rock music, computer enthusiasts, and amateur radio enthusiasts). With the exception of the radio amateur enthusiasts, all the subcultures were regarded as youth cultures by the researcher. The survey focused on Danes' English skills, plus their uses of and views on English in relation to their profession, education, lifestyle, identity, and hobbies.

Another, considerably more extensive, survey was conducted in Germany, the Netherlands, and France at the start of the 2000s (Berns et al. 2007). In principle, English has a similar foreign language status in all three countries, but there are great differences in the frequency of English language skills and the acceptability of use (see also Pietiläinen 2006). One of the aims of the survey was to study the extent and importance of English language use within the globalizing processes taking place in Western Europe. As in a good many of the other studies, the researchers in this study were particularly interested in young people's relationship to English, and in the effects of different media on this relationship. The study differed from the others in that it also looked at how family background relates to the use of media and the use of English. It further examined the types of contact that young people have with English, their language attitudes to English, and the level/nature of their English skills.

The third large-scale European study was conducted in Hungary in the 1990s and again at the start of the new millennium, with young Europeans as the target group (Dörnyei et al. 2006). The study was conducted in three phases, in 1993, 1999, and 2004, and it addressed teenagers' language attitudes to and motivation for language studies in post-communist Hungary. This was a social situation in which language attitudes and the motivation for language studies were in a state of radical change. The study was not restricted to relations with English alone, since it included other foreign languages as well (German, French, Italian, and Russian).

The European Union has also surveyed the language proficiency of member states' residents (Eurobarometer 2001 and 2006). Underlying the survey is the aim of the European Commission to encourage language learning,

promote multilingual economy, and ensure that all EU citizens have access to EU legislation, procedures, and information in their own language. In the latest survey, a total of 28,694 people in 25 member states aged 15 years and over were interviewed and asked about their mother tongue, the languages known to them, and the level of their language skills. In addition, the survey sought information on how and where Europeans use languages and how motivated they are to learn languages.

Outside Europe, yet another large-scale survey was conducted in Hong Kong in the 1980s (Bolton & Luke 1999). This was a door-to-door poll with a wide-ranging focus (in this respect similar to the present study). In addition to the status and significance of English in Hong Kong, it concentrated on the respondents' language and dialect, their degree of bilingualism (Chinese and English), and on how many of them used and needed English in working life, and for what reasons. As far as we know, prior to the present study, the Hong Kong survey was the only one to look at the views and uses of an entire geographical entity, not just persons from a particular subgroup or culture.

The survey reported in this volume had aims that were in many ways similar to several of the studies described in Table 2. For example, as the majority of these studies (Pütz 1995; Preisler 1999; Friedrich 2000; McEntee-Atalians & Pouloukas 2001; Dörnyei et al. 2006), it aimed at diagnosing the respondents' language attitudes in the face of English as a global language – one whose impact is increasingly felt within particular societies, triggering fears of a shift in or attrition of the local language/s. Like the studies by Tse (1985), Bolton & Luke (1999), and Berg et al. (2001), it aimed at collecting systematic information on the respondents' actual encounters with and uses of English, and – as in the study by Schmied (1990) – on the functions and forms of English. Furthermore, like Berns et al. (2007), we were interested in discovering how respondents evaluate their proficiency in English and the factors influencing it.

As in Kamwangamalu (2002), the survey reported here was also interested in exploring the phenomenon of code switching, and respondents' attitudes towards it. This was because, as indicated by many of our previous qualitative studies (see e.g. Leppänen & Nikula 2008), code switching appeared to be a recurrent linguistic phenomenon in many communicative situations in modern Finland. Hence, it was considered to be one of the phenomena that had to be examined in the survey. Finally, our survey is in line with previous surveys (Tse 1985; Friedrich 2000; Kamwangamalu 2002; Dörnyei et al. 2006; Berns et al. 2007) which have chosen to rely on questionnaires rather than interviews – despite the fact that interviews would have yielded more in-depth information. In addition to these studies, the findings of the survey can be compared and contrasted with the findings of our previous qualitative findings; these give fairly detailed insights into how Finns relate to English in specific everyday and professional contexts.

At the same time, there are substantial differences between our survey and many of the surveys that have been conducted elsewhere. Most importantly, unlike many of the studies mentioned in Table 2, the present study aimed at gaining a representative cross-sectional view of what the citizens of an entire nation think about English, and what it means to them. Furthermore, while

many of the studies described in Table 2 focused primarily on some aspect of the respondents' relationship to English (e.g. attitudes, motivation, proficiency), the present survey aimed at gaining as holistic a view as possible. Note also that the target group of our study included a wide range of respondent groups: people who do and who do not know any English, men and women, young and old, people from different parts of Finland, people living in cities and in the countryside, and people with different educational backgrounds. In this way we aimed at gaining an overall view of how Finns generally regard English and their relationship with English. Finally, as was already pointed out above, the present survey built on our research team's long-term qualitative work, and was designed to complement the findings of these qualitative studies.

1.5 Key aims of the survey

The present nationwide survey on English in Finland was conducted in late 2007. The key questions in the survey were Finns' attitudes to English, their self-evaluations of their English skills, the type and extent of their studies, and their accounts of the ways in which they use English. Thus, the aim of the present survey was to obtain a generalizable picture of Finns' English skills, their uses of English, and how they view English.

A core aim of the survey was to obtain detailed, systematic information on the sociolinguistic situation in Finland, Finns' attitudes towards and relationship with English, and the situations and contexts in which Finns, for one reason or the other, are in contact with English.

The specific themes addressed in the survey were the following:

- the role and functions of English in Finland
- studying and knowing English and other foreign languages
- Finns' active uses of English
- seeing and hearing the English language in the linguistic landscape of Finland
- attitudes to English
- uses of and attitudes to code switching
- the future of English in Finland

The questions relating to English were grouped into six categories:

1. Languages in the respondents' lives

This section, entitled *Languages in Your Life* in the questionnaire, covered the respondents' general linguistic background: their mother tongue, possible bi- or multilingualism, and the role of different languages in terms of studies and uses, including also language contacts in the respondents' environment.

The section aimed at forming an overall picture of the role played by languages in the respondents' lives, and, in particular, of how English fits within this picture. Here we wanted to discover which foreign languages the respondents knew and how these languages were used and studied, before

moving to more specific questions concerning English. We were mainly interested in getting an overall view of the respondents' language backgrounds and the general contexts in which they encounter foreign languages. The aim was to gain information on how language studies and changes in society may be affecting Finns' language repertoires.

2. English in the respondents' lives

This section focused on English, and investigated its significance in the lives of the respondents. One of the main goals here was to determine where the respondents encountered English in their own everyday environments and in the more general linguistic landscape (see e.g. Gorter 2006) surrounding them. Secondly, we were here interested in the ways in which the respondents evaluated different varieties and accents of spoken English, and what they thought about the position of English both in Finland and elsewhere. A further important goal here was to investigate the respondents' attitudes to English when used by Finns and when used by native speakers of English. The questions were inspired by the varied (both positive and negative) public and scholarly reactions evoked by the spread of English in Finland (Leppänen & Nikula 2008) and elsewhere (Crystal 1997; Skutnabb-Kangas 2003; Phillipson 1992).

In addition, this section included questions surveying how Finns view the increased use of English in certain institutional contexts, considering for example content-and-language integrated education, and those multi-national corporations in which English has recently gained a foothold. This phenomenon has given rise to concerns that English will end up displacing the local languages in the contexts in question (see e.g. Virtala 2002; Leppänen & Pahta, forthcoming).

3. Studying and knowing English

Section (3) focused on the respondents' previous English studies and their self-evaluations of their English language skills. The respondents were asked, for example, how long they had studied English, how they viewed their skills in different areas of English, whether they felt their English skills were adequate, and where they had acquired their English skills. Our aim here was to gain information on the extent to which the respondents learn English both in English lessons and everyday contexts, for example at work and in their leisure activities. This aspect is motivated particularly by recent qualitative studies (e.g. Nikula & Pitkänen-Huhta 2008; Luukka et al. 2008) which have indicated that English is increasingly learnt by Finns outside formal education.

Finns are generally seen as having good language skills, and languages have traditionally been a major part of the school curriculum (Pöyhönen 2009). However, encounters with English and learning experiences in English are no longer restricted to formal learning environments only (Leppänen et al. 2008; Nikula & Pitkänen-Huhta 2008; Piirainen-Marsh & Tainio 2009a, 2009b). Language skills are likely to have an effect on how much the language actually gets used, and possibly also on attitudes towards the language in question.

Thus, we considered it important to study the respondents' own evaluations of their skills. It should be noted here that our investigations covered persons who do not know English in addition to those who do (cf. Preisler 1999; Pitkänen-Huhta & Hujo, forthcoming) – in this way we aimed to get information also of respondents who consider their proficiency in English to be limited or non-existent.

In our survey, self-evaluation was used as the method for mapping respondents' language skills. No other means of evaluation could have been used with the heterogeneous group that constituted our sample population. Note here that self-evaluations can be considered a valuable and reliable method of collecting information on language skills (Blanche & Merino 1989; Oscarson 1997; Ross 1998), and that they have frequently been used in large-scale studies on language skills (e.g. Eurobarometer 2001, 2006; Hilton et al. 1985).

4. The respondents' uses of English

Section (4) aimed at getting a detailed view of the respondents' uses of English, no matter how limited or minimal they might be. It included a range of questions surveying the respondents' uses of English both in leisure time and at work.

The motivation for the questions in this section included, first of all, a wish to find out what kind of differences, if any, there might be between productive use (writing, speaking) and receptive use (reading, listening), and between oral and written use. Guided by findings in previous studies (see Leppänen et al. 2008; Luukka et al. 2008), we selected a number of key contexts for the use of English, namely (i) internet use and game-playing in free time, (ii) computer-mediated communication, (iii) reading professional literature, and (iv) customer contacts in working life. In addition, the respondents were asked to evaluate their personal English uses, and to identify their reasons for using English. Finally, we wanted the respondents to compare themselves as users of English and users of the mother tongue; hence we wished to determine why they use English, and how they view their use of English and themselves as speakers of English.

5. English alongside the mother tongue

This section focused on how the respondents reacted to communication in which English and the mother tongue mingled and alternated. In addition, the questions aimed at finding out how often, in what kind of situations, and for what reasons the respondents themselves mixed their mother tongue with English in their speech and writing.

The questions here were inspired by the fact that code switching is often a central and varied phenomenon in bi/multilingual settings – such as increasingly exist in Finland (Gardner-Chloros 2009; Auer 1999; Myers-Scotton 1993; Heller 1988). While Swedish–Finnish code switching – in particular by Swedish-speaking Finns – has been studied a great deal, there is much less research-based information on Finnish–English (or, for Swedish-speaking respondents, Swedish–English) code switching (but see Piirainen-Marsh

2008; Leppänen 2008; Leppänen et al. 2009b).

Another reason that we were especially interested in learning about Finns' attitudes towards code switching is that there has been a great deal of concern in Finland (see e.g. Hiidenmaa 2003) that code switching to English may threaten the integrity and purity of Finland's national languages. It was therefore worth including in the survey items to elucidate whether or not Finns generally agree with this view.

6. The future of English in Finland

The last section of the questionnaire asked respondents to speculate on what the language situation in Finland might look like twenty years from the survey, in 2027. They were asked to predict what the status of English might be in the future, which age-groups, professions, etc. would have to be able to speak English, and in what respects Finns would miss out on something if they lacked skills in English. In addition, the respondents were asked to predict which language might compete with English for the status of the most important international language.

We hoped that the respondents' answers to this section would shed more light on their language attitudes, and also show whether or not they considered themselves – or people like themselves – as part of the future they depicted in their answers. Following suggestions put forward by, for example, David Graddol (1997), we thought that asking about respondents' scenarios for the future might give insights into their ways of thinking about language and globalization – in particular views on how the changes brought about by globalization might influence the role and status of English in Finland.

Asking about respondents' views on the future was also motivated by the possible effects of cultural and economic globalization on individuals, social groups, and entire societies. So far, English has been a crucial form of capital in the globalized world, allowing cross-border mobilities and flows of information and culture (Pennycook 2007; Blommaert 2010). However, it may be that in the future English will not be such a self-evidently useful language, and that other languages may challenge its global significance (Graddol 2006). Underlying the questions here were the kinds of concerns voiced by many previous scholars, arguing that English is taking over entire domains of Finnish society (research, for example), and that for someone with limited English skills it would therefore be difficult to participate fully in society (Latomaa & Nuolijärvi 2002; Leppänen & Pahta, forthcoming; Hakulinen et al. 2009).

1.6 Relevance of the survey

The present survey has relevance as an example of a study which aimed at gaining systematic information on what a nation facing rapid sociolinguistic change thinks about the increased visibility, uses, and impact of English in a context in which English originally had no official status. For many, English has become an issue: for example, it is a recurrent theme in public media discourses. The presence of English has caught the attention of laymen, as testified in the data of our study, but it has also caught the attention of those

involved in official language policies and planning. As of now, language laws and statutes do not, however, make any mention of English. It could be argued, however, that given a sociolinguistic situation in which the role of English has changed radically, knowledge of what the nation thinks about English is essential for any serious reassessment of language and language education policies.

The findings generated by the present survey in terms of language education policies and language policies cover a wide spectrum: they range from society as a whole to institutions, businesses, companies, families, and individuals. They offer research-based information which can contribute to the revision of existing policies and to decision-making. However, the findings undoubtedly reflect changes taking place in many other parts of the world which are, like Finland, witnessing the growing influence of English throughout society, and in all institutions and social groups.

As a study of people's perceptions of and attitudes to English, the present survey is exceptionally well-placed to offer information. Compared to many survey studies conducted elsewhere, it is much wider in scope and can thus provide multi-dimensional and generalizable information on how different social and demographic groups regard English and its impact on various domains within society. Through its careful and balanced design, the survey can also yield a great deal of information about specific social and demographic groups, and the contexts of language use. Furthermore, as discussed above, when integrated with the findings from qualitative studies on sociolinguistic changes in Finnish society, the survey can contribute to a multi-dimensional picture of the role of English in these changes. Overall, as part of a mixed-method research programme, the survey has a vital role as a canvas against which the specific insights provided by qualitative studies can be examined.

Notes

¹ The study was conducted by the Jyväskylä research group of the Research Unit for Variation, Contacts and Change in English (VARIENG). The unit is a joint research venture of the universities of Helsinki and Jyväskylä, and is funded by the Centre of Excellence programme of the Academy of Finland (2006–2011).

² For more details on the historical developments and how they have influenced the language situation in Finland, see e.g. Latomaa & Nuolijärvi 2005; Taavitsainen & Pahta 2003, 2008; Leppänen & Nikula 2007.

³ For more information on the Finnish education system, see Ministry of Education and Culture, a.

⁴ It has recently been suggested that the teaching of the first foreign language should start as early as the second year of primary school.

⁵ The A2 level requirements: "Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need." The B1 requirements: "Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.

Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.”

⁶ The Finnish educational system has a high reputation internationally, as supported also by the excellent results achieved in the PISA tests (Kupiainen et al. 2009).

⁷ In terms of the study of other foreign languages the picture is currently less positive. This is an issue that is under intense debate among both the general public and educational policy makers. For example, it is argued that the fact that it is compulsory for Finns to study the other national language (Swedish in particular) inhibits the study of foreign languages other than English.

⁸ For a complete list of these case studies, see Varieng Jyväskylä publications at <http://www.jyu.fi/hum/laitokset/kielet/varieng/en/publications>.

⁹ The terms EFL and ESL were used in many of these studies in a fairly straightforward manner to describe the role of English in the contexts under investigation. However, it should be noted that these terms are, in fact, problematic in the sense that they are too categorical and general. The terms give little indication of the variations and nuances in the ways English is used within many of the contexts investigated.

2 METHODS

2.1 Questionnaire

The survey questionnaire contained 49 questions, seven of which were used to gather background information on the respondents. The remaining questions focused on the respondents' English language skills and use of English, plus their attitudes to English. The English translation of the questionnaire can be found as an appendix.

The background information collected in the questionnaire included the respondent's gender, year of birth, area where the respondent had spent most of his/her childhood and adolescence, level of education, and occupation; also the size and monthly net income of the respondent's household. The questions relating to English were grouped into six categories:

1. Languages in your life

This section covered the respondents' own accounts of their general linguistic background: mother tongue, possible bi- or multilingualism, and the role of different languages in terms of studies and uses; also language contacts in the respondents' environment.

2. English in your life

This section focused on English in particular, and on its significance in the lives of the respondents. The questions aimed at finding out e.g. where the respondents encountered English, how they viewed different varieties of spoken English, and how they viewed the position of English in Finland and elsewhere.

3. Studying and knowing English

The questions here related to respondents previous English studies and to self-evaluations of their English language skills. The respondents were asked e.g. how long they had studied English, how they viewed their skills in different areas of English, whether they felt their English skills were adequate, and where they had acquired their English skills.

4. Uses of English

This section aimed at extensive coverage of the respondents' use of English, no matter how limited: it asked about the use of English in leisure time and at work (speaking, listening, writing, reading, and use of the internet), and about the reasons for using English. Respondents were also asked to evaluate various behaviours and emotions related to the use of English.

5. English alongside the mother tongue

This section focused on how respondents reacted to communication in which there was a mix of English and the mother tongue. In addition, the questions

aimed at finding out how often, in what kind of situations, and for what reasons the respondents themselves mixed their mother tongue with English in their speech and writing.

6. The future of English in Finland

The last section of the questionnaire asked respondents to focus on the year 2027. Respondents were asked to predict the future status of English in Finland, which age groups, professions, etc. would have to be able to speak English, and in what respects Finns would miss out on something if they lacked skills in English. In addition, the respondents were asked to predict which language might compete with English for the status of the most important international language.

2.2 Sampling and data collection

The research data were collected by drawing a random sample from the Finnish population database of Statistics Finland. The target population was defined as all Finnish citizens aged 15–79, with the exception of those living in the small Swedish-speaking island province of Åland. The size of the target population was 3.9 million people. The sampling design adopted was a stratified systematic sampling, where the strata consisted of four age groups 15–24, 25–44, 45–64, and 65–79. The sample size was allocated equally between the strata, i.e. the same number of people was sampled from each age group. To ensure the regional representativeness of the sample, the sampling frame (i.e. the target population) was sorted prior to sampling by the domicile code (which identifies the location of the domicile). The sample size was originally set at 3 000 people (750 persons per stratum). The data collection was conducted by Statistics Finland, via a postal questionnaire. The questionnaire, plus a covering letter, was posted in September 2007. Data collection took place from 1st September 2007 until 4th November 2007. The stages in the collection are shown in Table 3.

The final sample data set consisted of 1 495 respondents (approximately 50 % of the planned sample size). In the preliminary data analyses it was noted that the response activity varied strongly according to the gender, age, and residential area of the respondent. The response rate appeared highest (63 %) among women aged 55 years or over, and lowest (29 %) among men aged under 25. To correct the resulting distortion in the statistical analyses we used a weighting method based on post-stratification (Pahkinen & Lehtonen 1989; Lohr 1999). We divided the sample data into additional strata with respect to gender, residential province, and type (urban / semi urban / rural) of residential municipality. The final strata were then used to determine a corrective weighting for each individual in the sample. The new weighting calibrated the sample distributions of age, gender, province, and municipality type in such a way as to agree with the distributions in the target population. The weightings were computed by Statistics Finland by CALMAR software (Deville & Särndal 1992) and scaled to add up to the observed sample size (Deville et al. 1993), i.e. 1 495. This meant that the average weighting was one, with the respondents

who were overrepresented in the sample receiving a corrective weight of less than one, and conversely, those underrepresented in the sample receiving a corrective weight of more than one.

TABLE 3 The stages in the data collection and the number of respondents in each stage (2007–2008)

Round 1	
3.9.	The questionnaire and cover letter are sent
10.9.	A reminder card is sent
21.9.	The deadline for the 1 st round (respondents c. 35 %)
Round 2	
3.10.	A new questionnaire and cover letter are sent
19.10.	The deadline for the 2 nd round (respondents in total c. 43 %)
Round 3	
22.10.	A new questionnaire and cover letter are sent
1.11.	A text message reminder is sent
14.11.	The deadline for the 3 rd round (respondents in total c. 50 %)
21.12.	Data checked and saved
7.1.2008	Data ready for analysis

In statistical terms, the weighting based on post-stratification is appropriate if it can be assumed that the nonresponse is random in each stratum (Little & Rubin 2002). In other words, the reluctance to respond is assumed to depend only on the variables employed in the stratification (here: age, gender, province, and type of municipality) or else on matters not related to the survey questions, for example a lack of time or a general reluctance to take part in opinion polls. The response probability can be then assumed to be the same for all respondents in the same stratum (e.g. young men living in cities), regardless of how they might have answered the given questions (e.g. on how long they had studied English). If the assumption holds, within each stratum there will be no systematic distributional difference between the responders and non-responders, and the weighted sample will represent the target population well. The assumption is not always realistic, but if it holds even approximately, the survey results can be considered to be approximately unbiased.

The factors which in this survey could have had systematic effect on nonresponse would include, for example, the respondent's level of education, skills in English, and attitude to the use of English. However, these can be considered at least moderately associated with the variables employed in the post-stratification, and especially with age and area of residence. We can thus infer that the weightings adopted will assist in correcting for biasing factors of this kind. In addition, we noted that the response rate *increased* almost linearly with age. Since we know that older Finnish people tend to know and use English less than the younger age groups, we can assume that the nonresponse rates observed in the study had no straightforward relation to weak English skills, or to a less active use of English.

In addition to the non-responders, many respondents returned the questionnaire with some questions unanswered. Overall, this item nonresponse was low: item-specific response rates were in most cases at least 90 %. One can therefore assume that item nonresponse did not cause any major bias in the survey results. The lowest response rate was for Question 15, and particularly sub-item (b), which dealt with the negative feelings caused by different varieties of English. This item seemed to pose problems for some older and less educated persons, for whom English was not part of the everyday environment. Among the 65–79 age group, and among those whose education had advanced no further than primary school, the response rate for this sub-item fell below 70 % – the only instance of this kind in the questionnaire. In addition, in a few other questions (23, 27, 33, 34, and 37) certain sub-items had a nonresponse rate of below 80 %, again among older and less educated respondents. Apparently they found these questions, or their sub-items, irrelevant or difficult to answer, because of weak skills or minor use of English.

In many questions the nonresponse could arguably be equated with the options *no opinion* or *never* (in questions concerning the use of English). However, we did not recode the data or apply any missing data imputation methods, partly because constructing valid statistical models for data imputation was considered too laborious compared to the limited gains achievable. We believe that our survey data set, as included here, gives a fairly accurate picture of the English skills, use of English, and attitudes to English among the Finnish adult population.

2.3 Background variables

Most of the survey questions were transformed into statistical variables so that the options of the questions and the values of the statistical variables are in complete correspondence. However, in some questions with multiple polytomous items, the items were dichotomised (e.g. into *agree–disagree*, or into *about once a week–less frequently*). This was done to simplify the presentation of results and conclusions. The details of each dichotomisation are rigorously described in the following sections as the results are discussed.

The distributions of the statistical variables were examined with respect to six background variables: gender, age, area of residence, education, occupation and monthly net income. In the case of missing values the questionnaire data on gender and age were replaced with the relevant official data available for all respondents from the database of Statistics Finland. The age groups used in the analyses were those used as strata: 15–24, 25–44, 45–64, and 65–79 years. The distributions of gender and age are shown in Tables 4 and 5.

The questionnaire asked about the type of neighbourhood in which the respondent had spent most of his/her childhood and adolescence. However, in the data analyses we preferred to consider the respondent's current place of residence rather than the childhood neighbourhood. For this purpose a new variable was extracted from the database of Statistics Finland. This consisted of four residential classes: (1) *city with over 50,000 inhabitants*, (2) *town with less than 50,000 inhabitants*, (3) *rural centre*, (4) *countryside*. The distribution of this variable is presented in Table 6.

TABLE 4 The gender distribution

sex	frequency	%
male	745	49,8
female	750	50,2
total	1 495	100

TABLE 5 The age distribution

age	frequency	%
15-24 years	232	15,5
25-44 years	519	34,7
45-64 years	566	37,9
65-79 years	178	11,9
total	1 495	100

TABLE 6 The residential distribution

area of residence	frequency	%
city with over 50,000 inhabitants	640	42,8
town with less than 50,000 inhabitants	322	21,5
rural centre	254	17,0
countryside	280	18,7
total	1 495	100

If we compare the residential distribution with the distribution for childhood neighbourhood (Table 7) (even though the classifications are not exactly equivalent) we clearly see that the population is moving to cities. For instance, out of those respondents who had spent their childhood and adolescence in the countryside, 47 % now live in a city or town. Conversely, out of those respondents who had spent their childhood and adolescence in a city or town, only 19 % now live in a rural centre or countryside.

TABLE 7 The residential distribution of during childhood and adolescence

area	frequency	%
city with over 50,000 inhabitants	428	29,5
town with less than 50,000 inhabitants	299	20,6
rural centre	342	23,5
countryside	384	26,4
information missing	42	
total	1 495	100

Question 46 asked about the respondent's education using a five-point scale: (1) *primary school (grades 1–6 in the Finnish system)*, (2) *lower secondary school (grades 7–9/10 in the Finnish system)*, (3) *upper secondary school or vocational education*, (4) *polytechnic degree*, and (5) *university degree*. The five-point scale was used in the distribution analysis without recategorisation. The response rate was 97 %, and the distribution is shown in Table 8.

TABLE 8 The educational distribution

level of education	frequency	%
primary school	167	11,3
lower secondary school	250	17,0
upper secondary school	680	46,2
polytechnic	148	10,1
university	225	15,3
information missing	25	
total	1 495	100

Question 47 asked about the respondent's occupation. Here, 16 different occupational groups were presented (see questionnaire). Respondents were asked to choose the group to which they belonged at the time when they were last working. The response rate was 85 %. Out of those who did not respond, 70 % were young people who had not yet entered working life. For the purposes of the data analysis five main occupation categories were formed: (1) *managers*, (2) *experts*, (3) *office and customer service workers*, (4) *healthcare workers*, and (5) *manual workers*. The distribution thus obtained is shown in Table 9.

TABLE 9 The occupation distribution

occupation	frequency	%
managers	77	5,9
experts	403	30,7
office and customer service workers	344	26,2
healthcare workers	88	6,7
manual workers	401	30,5
information missing	182	
total	1 495	100

Question 49 asked about the monthly net income of the respondent's household. A four-point scale was used: (1) *less than 1 000 Euros*, (2) *1 000–1 999 Euros*, (3) *2 000–2 999 Euros*, and (4) *at least 3 000 Euros*. In this question the response rate was 95 %, and the four-point scale was used without recategorisation. The distribution is shown in Table 10.

TABLE 10 The distribution of the monthly net income per household

monthly net income	frequency	%
less than 1 000 Euros	139	9,7
1 000–1 999 Euros	335	23,4
2 000–2 999 Euros	414	28,9
at least 3 000 Euros	544	38,0
information missing	63	
total	1 495	100

The background variables chosen are strongly correlated with each other. This means that analyses with respect to the various background variables may yield overlapping information. Education, occupation, and income are obviously associated with each other: managerial and expert duties typically require a high level of education, and the salaries of such occupations are typically high. In this survey, 80 % of the managers belonged to the highest income group, and 57 % had at least a polytechnic degree. The respective proportions among experts were 54 % and 63 %. Only 5 % of manual workers were included in the highest income group and 25 % had at least a polytechnic degree. In view of this, we decided to omit the income considerations from the final report, since their results could essentially be reduced to the results

obtained from education and occupation.

The data set also reveals a clear correlation between gender and occupation: 69 % of managers and 78 % of manual workers were men, whereas 73 % of office and customer service workers and 90 % of healthcare workers were women. Place of residence was particularly related to education and occupation. The cities showed particularly clear differences from other neighbourhoods: 24 % of the respondents living in a city had a university or a polytechnic degree, whereas in other areas this proportion was less than 10 %. In addition, 40 % of the respondents living in a city worked as experts, whereas in the other areas the proportion of experts varied from 19 % to 28 %. Only 19 % of the respondents from the cities were manual workers, whereas in the other residential areas the proportion of manual workers was at least a third, reaching as high as 47 % in the countryside. Moreover, in the countryside the proportion of respondents with a low level of education was remarkably high: 41 % of the respondents had been educated no further than lower secondary school. In the other areas the corresponding proportion fell between 23 % and 30 %.

2.4 Statistical analyses

As mentioned in Section 2.2, in the statistical analyses weights based on post-stratification were employed to get results that would be as representative as possible, in the light of the available information. Because the main aim of our data analyses was to produce merely descriptive information on the distributions of the survey variables, and to study them with respect to the most important background variables, we did not carry out any imputation of missing data. Hence, the percentages of the survey variables were computed from the observed data with no modification other than the weights, as previously described. The weighting of observations means that in determining frequency distributions, the observed frequency of each value is replaced with the sums of the weights for the observations in question.

In this study, the percentage distributions were examined both in the total data and in the subgroups determined by gender, age, residential area, education and occupation. Because the sample was stratified by age group and post-stratified by gender and residential area (in our case by province and municipality), we can expect that in these subgroups our statistical conclusions will be reliable (provided that the nonresponse is approximately random). With respect to education and occupation, the representativeness of the data may be weaker; however, since these variables bear a relation to age, gender, and area of residence, we can infer that the stratification and weighting will also improve the reliability of the conclusions regarding education and occupation.

The associations of the survey variables were tested by the chi-square test for two-way tables, and in some cases by Fisher's exact test (e.g. Wonnacott & Wonnacott 1990). The association was considered to be statistically significant if the observed p value was under or close to the familiar 5 percent level. The overall data set is large enough to permit high statistical power for the tests (except for some analyses of certain small subgroups). Thus we anticipate that the methods adopted can identify with high probability the associations

existing in the target population. Nevertheless, due to the large size of the data set, it is possible that the tests may find differences which are statistically significant, but which are of no practical importance in terms of our aims for this study. In the following sections where results are discussed, these issues are considered within every analysis before conclusions are drawn.

The results of the chi-square test are always approximate. The validity of the chi-square analysis requires that the variables should have a sufficient number of observations in every category considered. The established rule for the validity of the chi-square test is that none of the expected cell frequencies in the two-way tables may be less than one, and with at most 20 % of the cell frequencies being less than five (Wonnacott & Wonnacott 1990). When this condition does not hold, an indication is given in the corresponding result table.

All the statistical analyses were carried out by SPSS software, version 15, and by SAS software, version 9.1 for the Windows environment.

3 LANGUAGES IN YOUR LIFE

The section *Languages in Your Life* (questions 4–12) aimed at forming an overall picture of the role played by languages in the respondents' lives, and of how English fits within this picture. In Finland, foreign language skills have traditionally been valued highly, and the study of languages has been emphasised in schools (see e.g. Numminen & Piri 1998). However, the multilingualisation of Finnish society is not entirely due to education. Increased migration to and from Finland and the general internationalisation of the way of life have added to the number of languages used in Finland (see Latomaa & Nuolijärvi 2005). What we lack is research-based information on the extent to which encounters with different foreign languages are part of Finns' everyday lives. In this chapter we shall look at foreign languages, including how they are used and studied, before moving to specific questions concerning English in later chapters. Here, we are mainly interested in the mother tongue of respondents and their family members, whether the respondents see themselves as mono-, bi- or multilingual, possible residence abroad, the range of foreign languages studied, encounters with different foreign languages in everyday surroundings, and the use of foreign languages in different contexts. The aim is to gain information on how language studies and changes in society may be affecting Finns' linguistic repertoires.

3.1 Results

3.1.1 Respondents' mother tongue

Question 4 asked respondents to indicate their mother tongue by choosing one of five options (*Finnish, Swedish, Sámi, Estonian, or Russian*), or by indicating some other language. The distributions are presented in Tables 4.1–4.5. The great majority of the respondents (93 %) had *Finnish* as their mother tongue. Second came *Swedish* (5 %) and third came *Russian* (1 %). Other languages (Thai, Polish, Turkish, Hungarian, Vietnamese) received only single responses. The distribution corresponds well to the language distribution of the Finnish population as a whole. However, none of the respondents gave Sámi as their mother tongue.

No statistically significant difference was found between the sexes. Nor were statistically significant differences found in respect of age group, area of residence, or occupation. Comparisons of educational level revealed that among Swedish-speakers, the largest proportion of respondents (8.5 %) fell within the highest educational category.

3.1.2 Mother tongue of family members

Question 5 asked if the respondents had family members with a mother tongue different from that of the respondent. Those responding positively were further asked what language the family member with a different mother tongue

spoke (see Tables 5.1–5.5). The proportion of respondents for whom all family members had the same mother tongue was 92 %. This percentage was slightly smaller among men (90 %) than among women (94 %). As mother tongues different from that of the respondent, mention was made of English, Dutch, Japanese, Swedish, Sámi, German, Finnish, Swahili, Thai, and Russian.

In comparisons by age group it was found that the 25–44 age group showed a somewhat higher percentage in respect of family members with a different mother tongue. In comparisons by area of residence, a similar tendency was found among respondents living in large cities. Furthermore, having family members with a different mother tongue was more frequent among those with higher levels of education, though with something of a peak also among those with lower secondary education. A high frequency was also observed among managers. All in all, these results would suggest that the multilingualisation of Finnish families is a feature relevant to urban, young, and highly educated people. In contrast, the linguistic situation of the Finnish population as a whole can best be characterised as monolingualism.

3.1.3 Respondents' mono- and multilingualism

Question 6 was in two parts. In 6a respondents were asked to indicate whether they saw themselves as mono-, bi-, or multilingual (Tables 6a.1–6a.5). Question 6b was relevant only to those who saw themselves as bi- or multilingual. In 6b, respondents were asked to choose from nine options the background factors that had, in their opinion, affected their bi- or multilingualism. The options were *parents, relationship, living abroad, education, work, hobbies, friends, travel, and other factors, what?*. The distributions for question 6b are shown in the Tables 6b.1–6b.5.

From the responses to **6a** it appeared that the majority of the respondents (84 %) saw themselves as monolingual. Those who saw themselves as bilingual were somewhat more numerous than those who saw themselves as multilingual (Figure 3). In the light of this result, it would appear that Finns are not especially multilingual, and that they do not seem to regard their foreign language studies (cf. question 10) as a process of multilingualisation. This would suggest a traditional conception of bi- and multilingualism, according to which partial command of foreign language is not seen as bi- or multilingualism. Instead, bi- and multilingualism would be understood as involving wide-ranging, often native-like language skills.

There was no statistically significant difference between the sexes on whether the respondents saw themselves as mono-, bi-, or multilingual. In comparisons by age group we noticed that in the oldest age group 90 % of the respondents saw themselves as monolingual, with the percentage decreasing steadily towards the younger age groups. Consequently, most bi- and multilingual respondents were found in the youngest age group (14 % and 10 % of the respondents). In comparisons by area of residence, the number of monolinguals increased and the number of bi- and multilinguals decreased systematically as the focus shifted from large cities to the countryside. In relation to level of education, most monolinguals were found among respondents with a low level of education. Between occupations there were no great differences;

there were slightly more monolinguals among healthcare workers and manual workers than in other occupations.

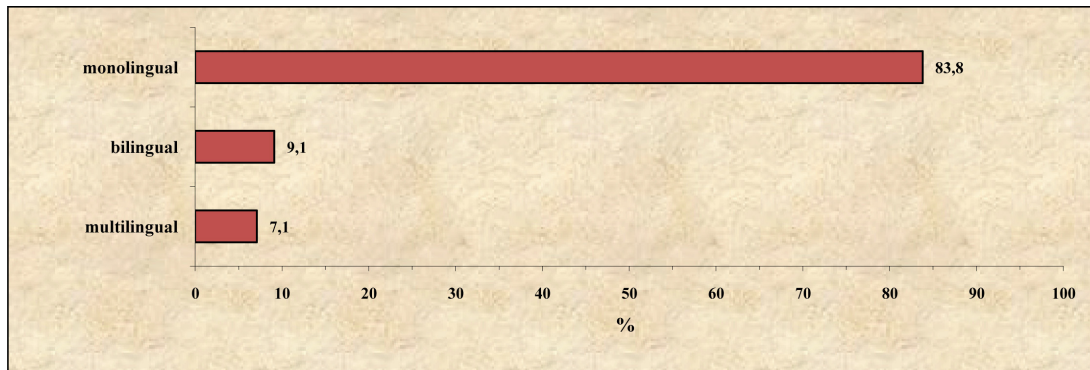


FIGURE 3 The distribution for the question “Do you consider yourself to be mono-, bi-, or multilingual?”

Question 6b was directed only at those respondents who saw themselves as bi- or multilingual, i.e. about 16 % of the respondents. The most common factors influencing the respondents’ bi- or multilingualism were *education* and *work* (Figure 4). Other frequent factors were *friends* and *hobbies*. Approximately one quarter of the respondents mentioned *travel*, *parents*, and *living abroad* as factors that had influenced their bi- or multilingualism.

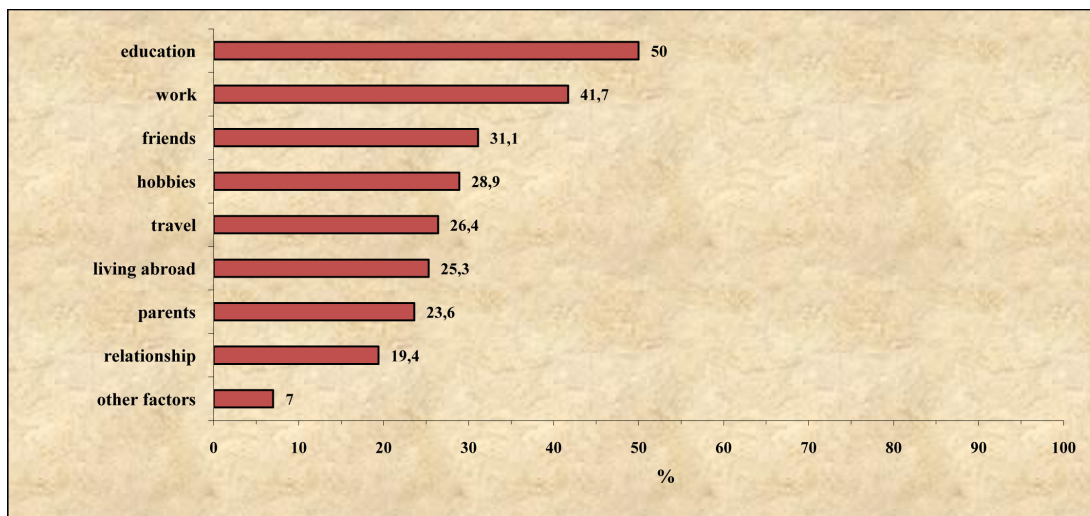


FIGURE 4 The distribution for the question “If you consider yourself to be bi- or multilingual, what are the factors that have contributed to this situation?”

As factors influencing their multilingualism, men indicated *travel* and *hobbies* more often than women, whereas women indicated *living abroad* more often than men. No other differences were found between the sexes (see Table 6b.1). The youngest age group (15–24) was different from the other age groups in many respects (Table 6b.2): in the youngest age group the three most important factors explaining bi- or multilingualism were *education*, *friends*, and *hobbies*,

whereas *living abroad* was clearly a minor factor compared to the other age groups.

Among the older age groups *work* was the most important factor and *education* the second most important. Between areas of residence the only significant difference was in the option *friends*, which was a somewhat more important factor explaining bi- and multilingualism among respondents living in large cities, as compared to other areas of residence (Table 6b.3).

The most important difference between levels of education concerned the option *work*, the significance of which increased with the level of education. A similar phenomenon was found concerning the option *living abroad*, which was a distinctive factor among respondents with a polytechnic education as compared with lower levels of education. The option *friends* also showed significant differences between different levels of education. Respondents with a university education mentioned this factor considerably more often than the others (Table 6b.4). Comparisons by occupation showed differences only in terms of *education*; this factor was mentioned most often by managers and experts, and most rarely by healthcare workers (Table 6b.5).

Overall, *education* and *work* appeared to be the most important factors explaining bi- and multilingualism. This would suggest that for the respondents, multilingualism (if possessed) is something “actively acquired”, rather than something absorbed through living in multilingual communities.

3.1.4 Language of basic education

Question 7 was in two parts. **Question 7a** asked respondents whether they had received their overall basic education in their mother tongue (see Tables 7a.1–7a.5). Nearly all the respondents (over 98 %) indicated that they had received their basic education in their mother tongue. No statistically significant differences were observed between background variables.

Question 7b was directed only at those respondents (less than 2 % of all the respondents answering 7a; n = 21) who had received their basic education in some language other than their mother tongue. They were asked in what language they had received their basic education, choosing from eleven options: *English, German, French, Spanish, Italian, Russian, Estonian, Sámi, Swedish, Finnish*, and *other*. However, this question was answered by only 16 respondents. The distribution is shown in Figure 5. The language mentioned in the *other* option was Karelian.

Due to the small number of responses, no comparisons between background variables were made for question 7b.

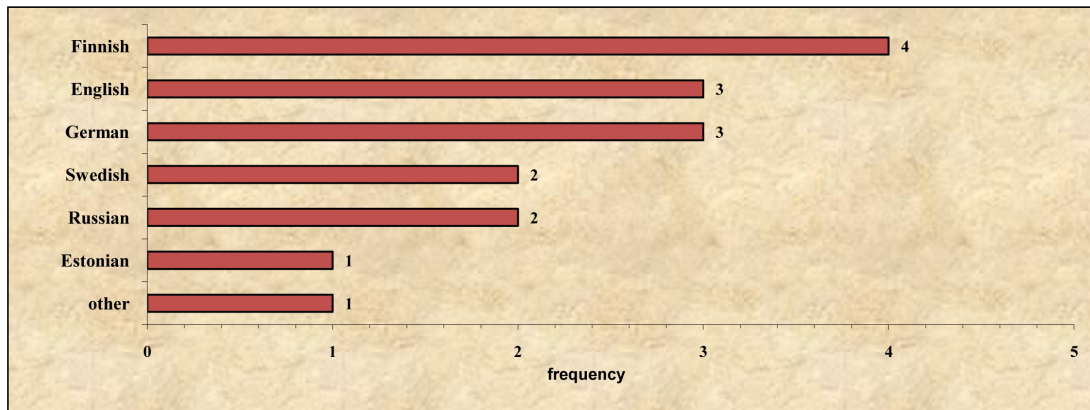


FIGURE 5 The distribution for the question “What was the language of your basic education?”

3.1.5 Travel abroad

Question 8 concentrated on how often the respondents travelled abroad. With this question we wanted to explore the respondents’ views on situations in which foreign language use, or at least encounters, might occur. The respondents were asked to indicate on a five-point scale (*at least once a month, a few times per year, a few times over a five-year period, less frequently than that, or never*), how often they travelled outside Finland. They were told to include both work and leisure travel. Only 3 % of the respondents indicated that they travelled very frequently (at least once a month); 33 % said that they travelled abroad a few times per year, and 35 % indicated a few times within a five-year period. *Less frequently than that* was indicated by 22 % of the respondents, while only 6 % indicated that they *never* travelled abroad (Figure 6).

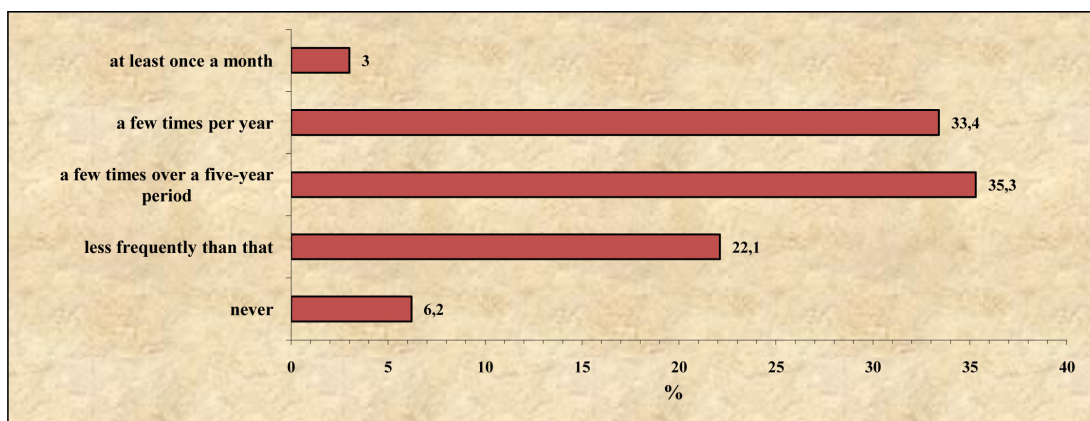


FIGURE 6 The distribution for the question “How often do you travel abroad?”

The subgroup distributions are shown in Tables 8.1–8.5. There were somewhat more men than women who travelled abroad at least a few times per year. Comparisons between age groups revealed that the 25–44 age group travelled

most; the respondents in this age group indicated more frequently than the other groups that they travelled abroad *at least once a month or a few times per year*. The respondents in the oldest age group were the ones that travelled least. The contrast between age groups can be seen as a sign of a more general change in the society, one that has resulted in great differences between younger and older Finns in terms of internationalisation and international encounters (cf. Dörnyei et al. 2006: 6–7).

In comparisons by area of residence, the following trend was found: the more populous the area of residence, the more frequent were the travels abroad. Furthermore, comparisons by level of education and occupation consistently demonstrated that the respondents who travel often are highly educated and in managerial positions. Among the managers there were no respondents who *never* travelled. Most of the respondents who had *never* travelled abroad were at the lower levels of education and in the manual worker category.

3.1.6 Living abroad and the languages used there

Question 9 was in two parts. **Question 9a** asked how many of the respondents had lived abroad for a continuous period of at least three months (Tables 9a.1–9a.5). All in all, approximately one fifth of the respondents had lived abroad for at least three months. The proportion was slightly higher among women than men. There were differences between age groups: living abroad was most common among respondents of working age, i.e. among those aged 25–44 (30 %) and those aged 45–64 (21 %). In comparisons by other background variables, it appeared that living abroad was most common among respondents living in cities (29 %), respondents with higher levels of education (50 %), and respondents who were managers (30 %) or experts (39 %).

Question 9b asked about the reasons for living abroad and the languages used during the stay. Only respondents who had lived abroad (22 %, $n = 313$) answered this question. They were allowed to indicate a maximum of five countries (besides Finland) in which they had lived for a continuous period of at least three months. In addition, the respondents were to mark the reason for living abroad: (*studies, work, or other*) and the language they had used most during the stay. Note that *Finnish* is included among these languages, since it might also be used while living abroad. The resulting distributions are presented in Tables 9b.1–9b.6. Since many of the 313 respondents had lived in more than one country, a number of observations are available from these individuals. For this reason, the observations in the tables amount to 453.

The country that was mentioned most frequently was Sweden: 24 % of the respondents who had lived abroad had lived in Sweden. Next came North America (USA and Canada), Great Britain, and Germany: 8–10 % of the respondents who had spent a continuous period abroad had lived in these countries (see Figure 7 and Table 9b.1). Altogether 61 countries were mentioned, representing all the permanently inhabited continents of the world.

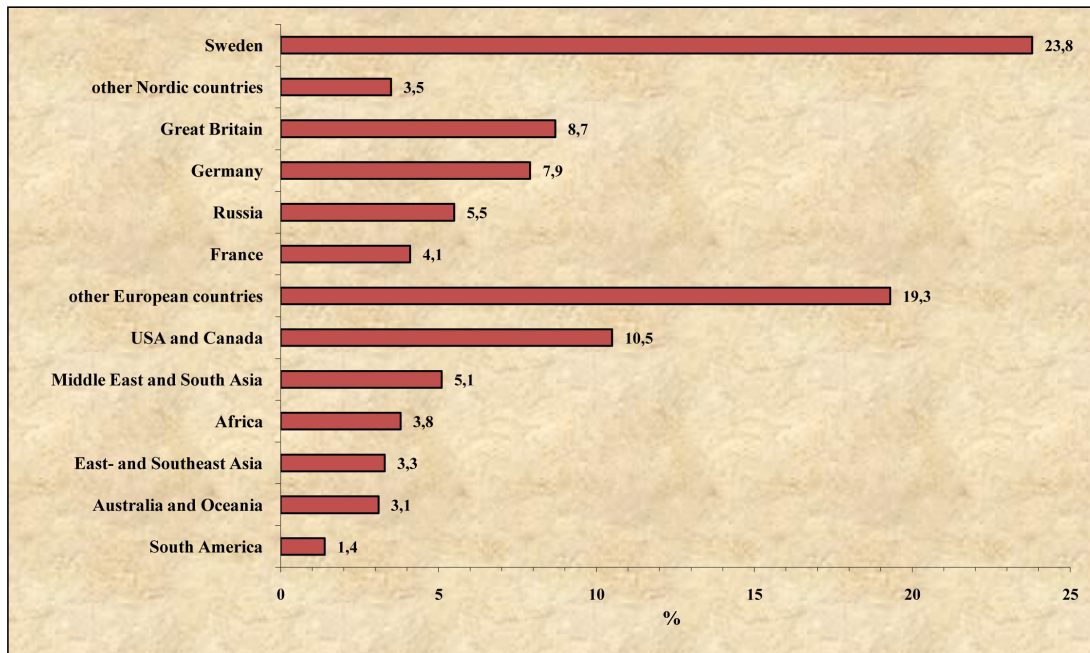


FIGURE 7 The distribution of the countries or continents where the respondents had stayed longer than three months

Table 9b.1 also shows the results on English language use in different countries. As could be expected, in English-speaking countries English was the language with the most use. Among the respondents who had lived in Great Britain, 96 % had used English the most. Among those who had lived in North America, the figure was 93 %, and among those who had lived in Australia or Oceania, 90 %. English was also frequently used by those living in the Middle East or South Asia (78 %) and Africa (64 %). In contrast, English was used significantly less among those living in France (35 %), Russia (19 %), and Germany (16 %), reflecting the high status of the national languages of these large European countries. These languages also have a long history of instruction in Finnish schools. Among respondents who had lived in other parts of Europe, English was used more (54 %) than among those in France, Russia, or Germany, but still significantly less than among those in English-speaking countries.

English was used the least frequently as the primary language in Sweden: out of the respondents who had lived in Sweden, only 5 % had used English as the main language. Thus in our result, the status of Swedish as Finland's official language and as an obligatory school subject is reflected as a capacity to use Swedish. In other Nordic countries, English had notably greater use (43 %). Other areas where English was used fairly frequently were South America (31 %) and East and Southeast Asia (54 %).

The most common reason for living abroad for at least three months was *work*. For those who had used English as the main language, the second most common reason to live abroad was *studies*. However, for those who had used some other language, the second most common reason provided was *other reason* (i.e. not work or studies). Such a reason might be, for example, living abroad as a teenager with one's family. Among the respondents who had used

English as a main language there was a difference between the sexes: for men the most common reason for living abroad was *work*, whereas for women it was *studies* (Table 9b.2).

Among those who used mainly English when living abroad, it emerged that in the 25–44 age group the reason for living abroad was significantly more often *studies* than it was for older respondents, for whom the reason was most frequently *work*. In the youngest age group the most frequent reason for living abroad was given as *other reason*, i.e. not studies or work (Table 9b.3).

Among the respondents who had mainly used English when living abroad, no differences were discovered between areas of residence. However, the respondents living in large cities were different from the rest in terms of those who had mainly used some language other than English; among these respondents, *other reasons* for living abroad were as common as *work*. In other areas of residence, especially in the countryside, *work* was clearly the most frequently mentioned reason for living abroad (Table 9b.4).

In comparisons by level of education (Table 9b.5) it was found that *studies* tended to be the main reason for living abroad among those with higher levels of education. In comparisons by occupation (Table 9b.6) the picture is less clear, with *work* taking on greater importance among both managers and manual workers.

3.1.7 Foreign language studies

Question 10 asked which languages (excluding the mother tongue) the respondents had studied and in what kinds of learning environments. Eight languages (*English, French, German, Russian, Spanish, Italian, Swedish, and Finnish*) were given in the questionnaire, but the respondents were also given space to add other languages they had studied. Eleven learning environments were defined:

- (a) *before school,*
- (b) *compulsory education (7–16 years),*
- (c) *upper secondary school,*
- (d) *vocational education,*
- (e) *polytechnic,*
- (f) *university,*
- (g) *adult education courses,*
- (h) *folk high school (further information*
Finnish Folk High School Association),
- (i) *courses provided by employer,*
- (j) *language courses abroad,*
- (k) *self-study.*

Out of all the respondents, 90 % had studied some language (see Tables 10a.1–10a.5). The percentage is obviously high and demonstrates the high value placed on foreign language studies in Finland. A slightly higher proportion

of women than men had attended language studies. In the youngest age group (15–24), almost 100 % had attended language studies. This proportion decreased with age, so that among the oldest age group (65–79), 70 % of the respondents had attended language studies. However, this figure could still be considered fairly high.

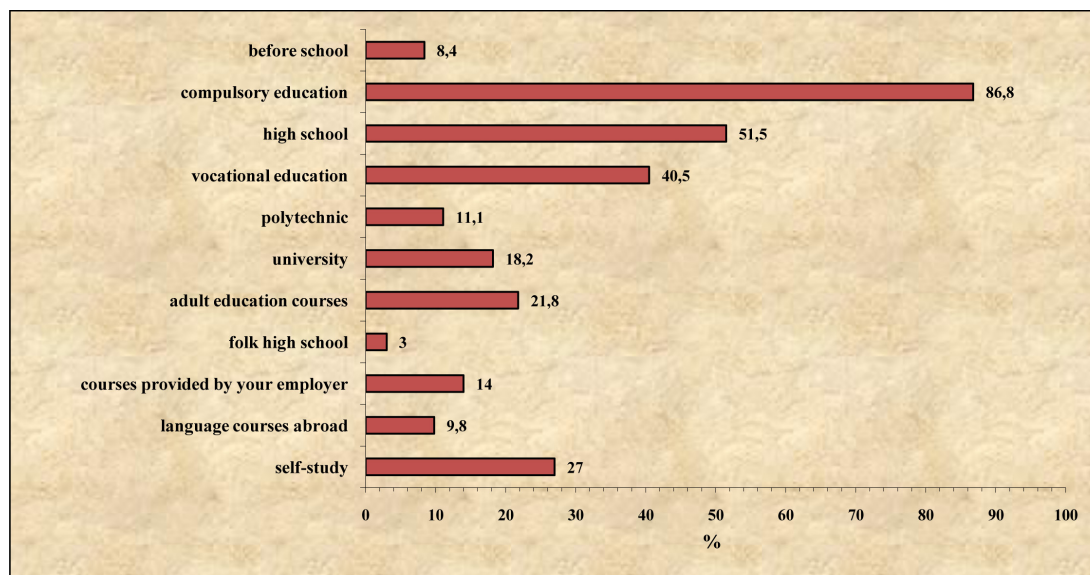


FIGURE 8 The frequencies of language studies according to different contexts and stages of life

Comparisons by area of residence showed that the number of respondents who had studied at least one language increased as the focus moved from the countryside to the cities. However, it should be noted that no less than 81 % of the country dwellers stated that they had taken part in language studies. The proportion of those taking part in language studies rose with the level of education, and also with occupation. Only 52 % of the respondents with the lowest level of education had studied at least one language, whereas among those with lower secondary education the rate was 85 %, and among those with higher levels of education 100 %. Among experts and managers the rate was close to 100 %, whereas among office and customer service workers, and also healthcare workers, the rate was approximately 90 %. Among manual workers the rate was 77 %.

Language studies at different life stages and in different contexts are presented in Figure 8. The corresponding distributions by background variables are shown in Tables 10b.1–10b.5. In Figure 8, all the languages mentioned by the respondents are included, with the percentage values calculated only for those respondents who had attended language studies (90 % of all respondents; $n = 1\,342$). The figure reflects how the respondents were educated in general; also how many attended upper secondary school, polytechnic, etc. It shows that more than one quarter of the respondents had studied some language via *self-study*, and more than one fifth done so via *adult education courses*. Language studies *before school* age seem to be uncommon.

Comparisons by gender revealed that it is more common for women than men to attend language studies at *upper secondary school*, *adult education courses*, *folk high school*, and at *language courses abroad* (Table 10b.1). No other differences were found between the sexes. Comparisons by age group showed several statistically significant differences (Table 10b.2). The most important result was that the youngest age group had attended language studies *before school* and during *compulsory education* more than the older age groups, whereas the older age groups had studied in *adult education courses* more often than the younger age groups. *Self-study* was roughly equally frequent among all age groups.

Comparisons by area of residence (Table 10b.3) also showed significant differences in all categories, except for *folk high school*. Again, cities stood out: in them the proportion of respondents who had attended language studies was consistently the highest. The only exception was *vocational training*, in which the situation was the opposite. The result does not merely give information on foreign language studies; it reflects the different types of educational processes in different types of area: in the adult population, the proportion of those with vocational education is greater in small municipalities than in cities.

Differences relating to levels of education (Table 10b.4) are generally as expected. Interestingly, the respondents with the highest levels of education were also those who were most likely to have attended language studies outside their main educational setting: in *adult education courses*, *courses provided by the employer*, *language courses abroad*, or *self-study*. Similar results were discovered in comparisons by occupation (Table 10b.5). Overall, language studies were most infrequent among manual workers.

The frequencies of studies in different languages in relation to the educational environments given in question 10 are presented in Table 10b.6. *English* was the most frequently studied language, with no exceptions. Not surprisingly, in schools and other educational institutions *Swedish* had a high frequency of study. The third most frequently studied language tended to be *German*, which was studied in a wide variety of educational settings, from basic education to university. Before school *Finnish* (as a second language) was studied relatively frequently.

For exemplification purposes, Figure 9 presents percentage values for different languages studied at *upper secondary school*. In other educational institutions the situation is roughly the same. The clearest exception is *adult education courses*, where people often go to learn languages that have not been part of their basic education (Figure 10). Nevertheless, *English* was also the most studied language in this environment.

To make comparisons easier, the columns in Figure 10 are presented in the same order as in Figure 9. Compared to the languages studied at *upper secondary school*, we immediately observe decreased study percentages for *Swedish* and *German*, and increased percentages for *Spanish*, *Russian*, and *Italian*.

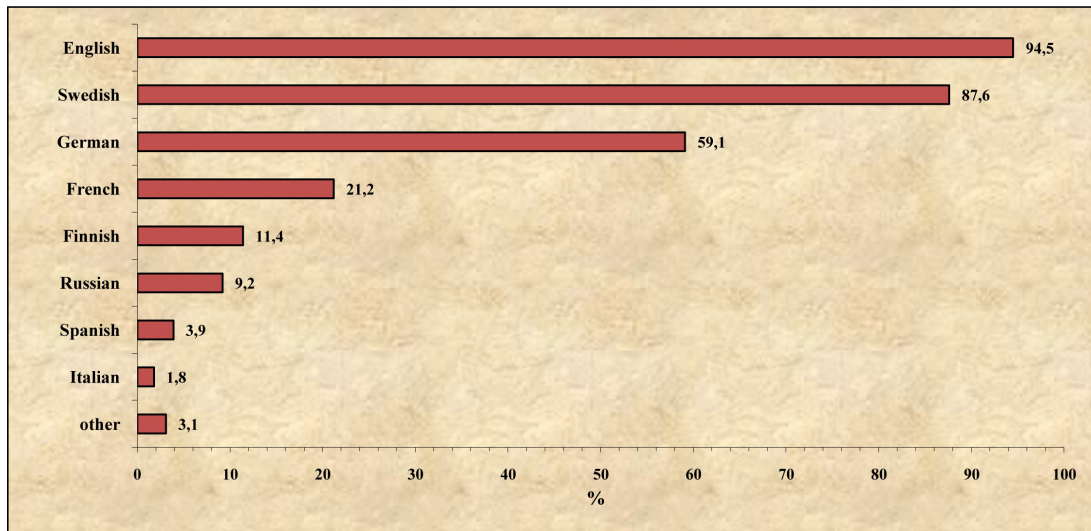


FIGURE 9 The frequencies of language studies in upper secondary school

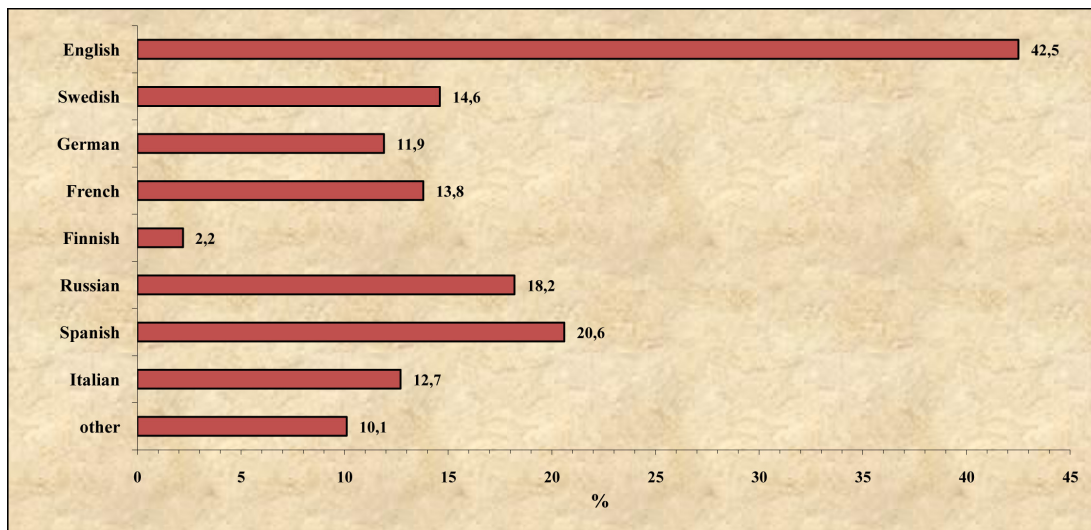


FIGURE 10 The frequencies of language studies in adult education courses

French was studied most commonly at *university* and *upper secondary school*, whereas *Russian* was studied in *adult education courses*, at *university*, as *self-study* or in *courses provided by the employer*. In *adult education courses*, *folk high school*, *university*, or *self-study*, *Spanish* was studied frequently (Table 10b.6).

The distributions of English studies by different background variables can be seen in Tables 10b.7–10b.11. These mainly resemble the distributions for foreign language studies in general (Tables 10b.1–10b.5). Nevertheless, some interesting points emerge. Among men, English studies before school and in self-study have higher percentages than among women. No such tendency was discovered in relation to language studies as a whole. Another interesting finding concerned language studies in adult education courses. When studies of English are compared to language studies in general, the proportions of managers, respondents with a higher level of education, and city residents

are significantly lower. This would suggest that for the above groups it is more common to study languages other than English in adult education courses. Managers in particular (after their main education) study English more often via (i) *self-study*, (ii) *courses provided by the employer*, or (iii) *language courses abroad* than via *adult education courses*.

3.1.8 Uses of foreign languages

Question 11 asked respondents to indicate in which contexts (*work, school/studies, home, hobbies, friends, travel*) they used the foreign languages mentioned in question 10 (*English, French, German, Russian, Spanish, Italian, Swedish, Finnish, or other*). The respondents could also indicate that they used only their mother tongue, and move on to the next question. The respondents were told to include even minor amounts of speaking, reading, and writing, and not to count mother tongue usage. The distributions can be seen in Tables 11.1.1–11.6.5. Approximately 12 % (176 respondents) indicated that they did not use languages other than their mother tongue in the contexts offered.

Out of the options given, foreign languages were most frequently used in *travel*, and second most frequently at *work*. In all the options, *English* was the most commonly used language, and *Swedish* the second most common. The third most commonly used foreign language was usually *German*. However, the uses of German or other languages were minor compared to the uses of English or Swedish. As an example, Figure 11 shows foreign language use at *work*. The distributions for foreign language use in the contexts *school/studies, home, hobbies, and friends* are largely similar to those for Figure 11, but with lower percentages. The percentage for the use of Finnish is approximately equal to the proportion of respondents with some language other than Finnish as their mother tongue.

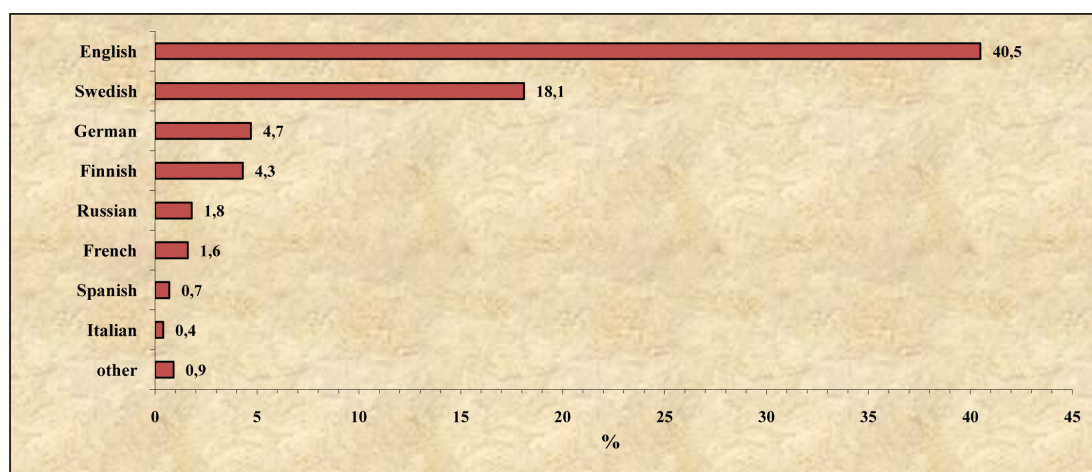


FIGURE 11 The frequencies of using foreign languages at work

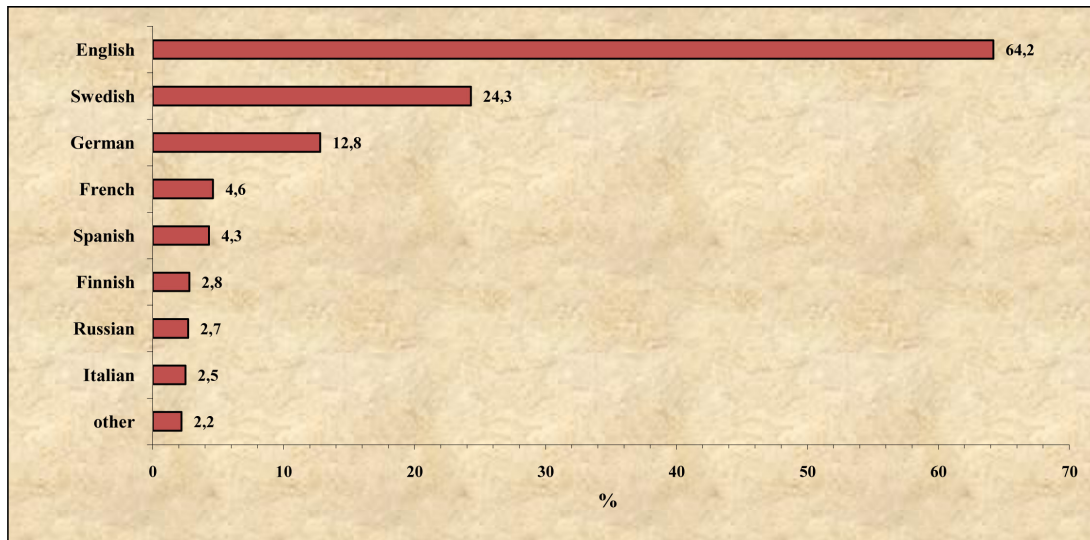


FIGURE 12 The frequencies of using foreign languages while travelling

The use of foreign languages in *travel* showed some differences from the other contexts. The response distributions are shown in Figure 12. It is noteworthy that the use of German has increased in comparison to the other contexts, and that French and Spanish are more commonly used than Russian and Finnish in this context.

Because English and Swedish are used significantly more often than other languages in all contexts, the use of those languages was now studied by gender, age, and other background variables. Figure 13 presents the use of English in the contexts offered.

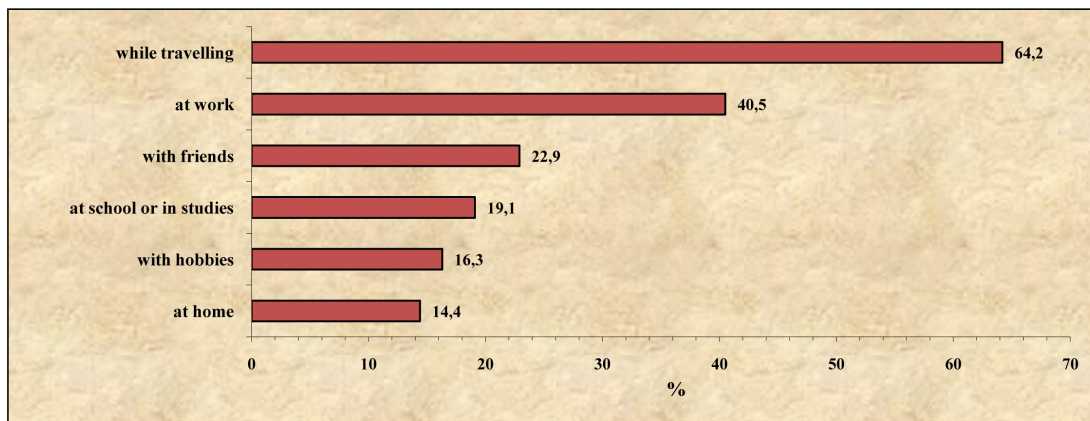


FIGURE 13 The frequencies of using English in different situations

When the use of English was compared between the sexes (Tables 11.1.1–11.6.1), we discovered that women use English significantly more often in *travel*, whereas men use English more often in connection with *hobbies*. In other contexts there were no significant differences between the sexes.

The differences between age groups were significant in all contexts (Tables 11.1.2–11.6.2). At *work*, English was naturally used most by persons

of working age, and in *school/studies* by younger respondents. In addition, the youngest age groups used English in the contexts *home*, *hobbies*, *friends*, and *travel* more often than the older age groups, although the difference was not large in the travel case. In this sense English seems to play a greater role in the everyday life of young Finns than it does with older Finns.

Comparisons by area of residence showed significant differences in all contexts (Tables 11.1.3–11.6.3): city-dwellers used English more often than the others. The differences between residents in towns, rural centres, and the countryside were usually minor.

The use of English increased with the level of education, and this applied to all contexts (Tables 11.1.4–11.6.4). The use of English in *school/studies* was emphasised not just in the answers of those with a university education, but also among respondents with a lower secondary education. Because a large proportion of the youngest age group is included in this category, the result reflects the active use of English among young people.

In comparisons by occupation, experts stood out as the most active users of English (Tables 11.1.5–11.6.5). Manual workers and healthcare workers used English least at *work*, while healthcare workers used English least with *hobbies*. Managers said they used English at *work* and with *friends* just about as frequently as experts.

Figure 14 presents use of *Swedish* in different contexts. Like English, Swedish was mostly used at *work* and during *travel*, but significantly less frequently. Comparisons by background variables (e.g. age and level of education) lead to the same conclusions which were earlier made regarding English use: the use of Swedish is most common among the youngest age group, residents of large cities and those with higher levels of education. Experts and managers stood out among the occupational groups. Comparisons by gender revealed that women use Swedish more often than men in *travel*, and in *school/studies*, whereas men use Swedish more often with *hobbies*. Other contexts showed no significant differences between the sexes.

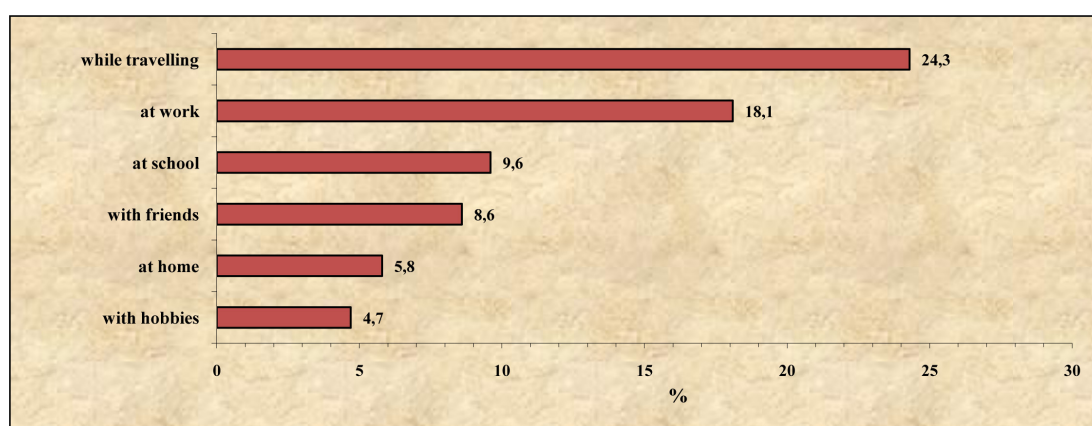


FIGURE 14 The frequencies of using Swedish in different situations

Finally, we focused on the respondents who indicated that they used their mother tongue only (12 %). Here, the proportion of men (14 %) was slightly

higher than the proportion of women (10 %). This group was well represented by the oldest age groups, country dwellers, respondents with a low level of education, and manual workers. As many as half of the respondents with the lowest level of education said they used only their mother tongue (Table 11.1.4).

3.1.9 Foreign languages in the Finnish environment

Question 12 asked what languages the respondents heard and saw in their environment. The idea was to investigate the presence of different languages in the respondents' lives, as they saw it. Ten language options were offered (*English, French, German, Russian, Spanish, Italian, Sámi, Estonian, Chinese, and Japanese*). It was also possible to mention "some other language", and to indicate having seen or heard unfamiliar foreign languages. The respondents were asked to exclude Finnish and Swedish. The distributions are seen in Tables 12.1–12.5.

There were 161 respondents (11 %) who indicated that they did not see or hear foreign languages. This group included many elderly respondents and country dwellers. In addition, the level of education in this group was often very low. Approximately 3 % of the respondents indicated that they did not recognise the foreign languages they encountered in their surroundings. As in the previous category, this group included mainly elderly respondents or respondents with a low level of education.

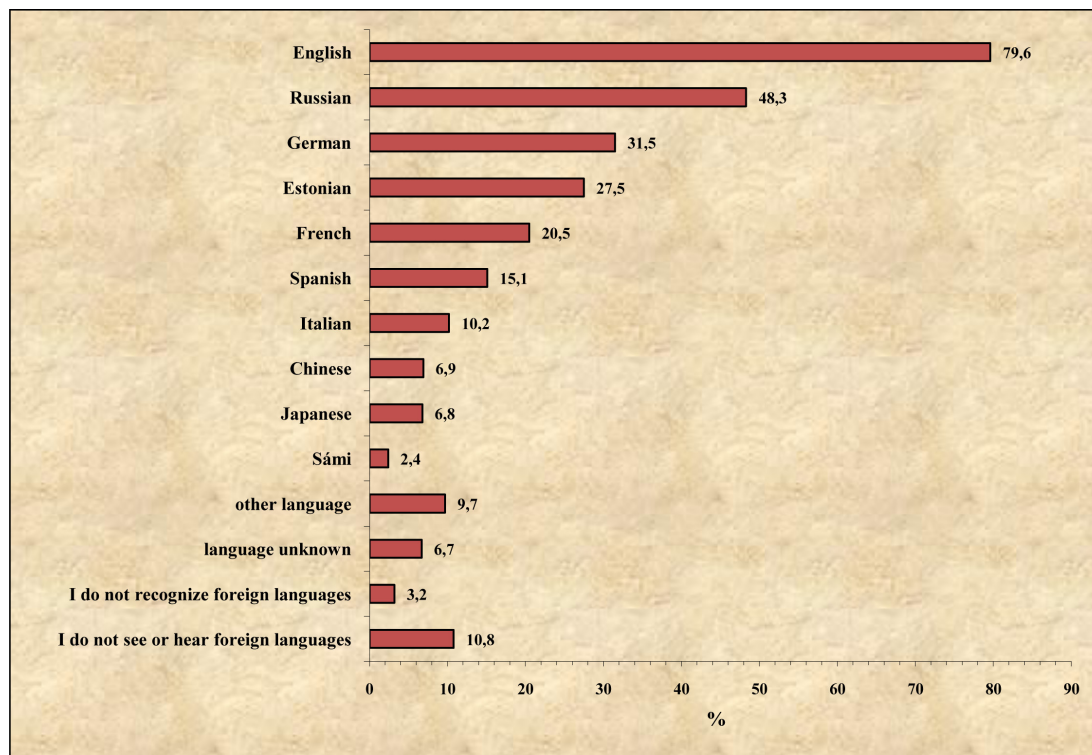


FIGURE 15 The frequencies of seeing or hearing different languages in the respondents' surroundings

The foreign language that was clearly seen or heard the most in the respondents' surroundings was *English* (80 % of all the respondents, see Figure 15). If we exclude the respondents who indicated that they did not see or hear foreign languages, the proportion for English rises to 89 %. Second comes *Russian* (48 %) which has a clear lead over the third and fourth most commonly encountered languages, *German* (32 %) and *Estonian* (28 %). Again, if we exclude the respondents who did not see or hear foreign languages, we can estimate that more than half of the Finnish population encounter Russian in their surroundings.

Only minor differences were discovered between the sexes in terms of encountering foreign languages (Table 12.1). In general, women indicated having encountered foreign languages more often than men, but a statistically significant difference was detected only in three languages; these were *French* and *Chinese*, plus the *other* language category (i.e. other than the languages given as options).

Differences between age groups were nearly always highly significant (Table 12.2). Respondents in the two youngest age groups (15–24 and 25–44) seemed to encounter foreign languages in their environment more than the older age groups: for almost every language given as an option, the two youngest age groups had the highest percentages. This probably reflects the greater language awareness (resulting from language studies) and the greater mobility of the younger population (cf. question 8, according to which those in the 25–44 age group travel abroad more frequently than the others). Those who had not encountered foreign languages or did not recognise them mostly belonged to the oldest age group.

Russian and *Estonian* stood out from the other languages to some extent: seeing or hearing these languages was most common among the two mid-range age groups. In the oldest age group, too, encounters with these languages (as well as with *English*) were relatively common.

Comparisons by area of residence (Table 12.3) revealed that foreign language encounters took place more often in cities than in the countryside. In all areas of residence, *English* was the most frequently seen or heard language, and *Russian* the second most common. No significant differences were found between these two languages in either large or smaller cities. By contrast, *German*, *Estonian*, *French*, *Spanish*, and *Japanese* were clearly encountered more often in large cities than in smaller cities.

As expected, comparisons by level of education (Table 12.4) indicated that encounters with foreign languages correlate with the level of education. Among the least educated respondents, 14 % indicated non-recognition of foreign languages, and 26 % said they did not encounter them in their environment. Because occupation and level of education are closely linked with each other, the distributions by occupation (Table 12.5) lead to similar conclusions. Managers and experts, who are usually highly educated, encounter foreign languages more often than (in particular) manual workers. Furthermore, healthcare workers reported encountering foreign languages relatively infrequently.

3.2 Summary and discussion

The language distribution of the survey corresponds well to the distribution of languages among the Finnish population: Finnish-speakers constituted a substantial majority (94 %), Swedish-speakers around 5 %, with Russian-speakers making up a small proportion. There were very few speakers of other languages among the respondents.

In the light of our results, it can be said that the majority of Finns see themselves as monolingual. This emerges particularly clearly among elderly respondents, country dwellers, and persons with low levels of education. Monolingualism is also demonstrated by the fact that general basic education is almost without exception received in the mother tongue. The self-perception of bi- or multilingualism was most common among young respondents and well-educated city residents. As the most important factors influencing bi- and multilingualism, *education* and *work* were emphasised, as were *friends* among the youngest age groups. In addition, the respondents' families were mainly monolingual. In cases where this did not apply, the family was most likely to be fairly young, living in a city, and highly educated. In the light of these results, Finland emerges as comparatively monolingual, with "actively acquired" multilingualism being found particularly among young, highly educated, city residents, and persons in managerial positions.

Finns travel abroad frequently: only 6 % of the respondents claimed that they did not travel at all. Travel naturally increases foreign language encounters, and it also increases foreign language use. English and Swedish in particular were mentioned as languages that are used during travel.

The most active travellers are aged 25–44, residents of large cities, and highly educated. Those travelling the least are elderly people, those living in the countryside, and those with less education. Travel thus presents a picture similar to that for multilingualism. More than one fifth of the respondents had lived abroad for at least three months. The most common destination mentioned was some European country, especially Sweden, though the USA and Canada were also mentioned quite frequently. Work is the most frequent reason for living abroad. In most countries the most commonly used foreign language during the stay was English. Germany, Russia, and France and particularly Sweden stand out as countries where English is used less often than elsewhere. It is evident that in these countries the respective national languages are used most.

According to the survey, 90 % of Finns have studied or are currently studying at least one foreign language; even among the oldest respondents the figure reached 70 %. The rates demonstrate that foreign language skills are seen as important in Finland, and that people apply themselves to language study at all levels of education. English is studied the most, and Swedish to almost the same extent. German, too, has a relatively high share in our data. Yet even though language studies involve the whole population, some differences can be found: languages are studied more by the young than the elderly, by women more than men, by city dwellers more than country dwellers, by highly educated people and experts more than others. Languages are naturally studied in formal education, but voluntary studies in adult education

courses and self-studies also show a high frequency. The results suggest that in a small language area such as Finland, people are basically more willing to learn languages than in e.g. Great Britain, Ireland, France, Spain, or Italy (Eurobarometer 2006).

As was earlier mentioned, only 12 % of the respondents said that they did not use any language except their mother tongue. That would indicate that the majority of the respondents do use some other language, at least sometimes. At work, English is used more frequently by men than by women, and also by residents of cities, managers, experts, and those with the highest levels of education. Overall, the demands of the increasingly global knowledge economy are reflected in the increasing use of English in working life (cf. Alatalo 2006; Virkkula 2008; Virkkula & Nikula 2010). The youngest age groups again stood out in foreign language use: in comparison with the other age groups, they use significantly more English in the contexts *friends* and *hobbies*. This demonstrates that these age groups have more contacts with speakers of foreign languages. However, in the lives of young people English is also a language employed in social and leisure activities, used among Finns as well (see e.g. Leppänen et al. 2008).

Finns do not merely study and use foreign languages; they see and hear them in their everyday surroundings. English is clearly the most frequently encountered language – it was mentioned by 80 % of the respondents. City residents in particular reported encountering English frequently. The visibility of English demonstrates its global status, and the way in which it finds its way to Finnish society through various channels – for example via the practices of (internationalising) working life, the Anglo-American entertainment industry, and the global economy (Leppänen & Nikula 2008).

After English, Russian is the second most seen and heard foreign language. This is probably due to Russians being more visible in Finland than before, as a result of increased immigration and tourism. It may also be the case that Russian is perceived more easily than other languages both because of its unfamiliarity (the Cyrillic alphabet) and because of ambivalent attitudes towards Russia and Russians. The respondents also indicated that they heard and saw German, French, Spanish, and Estonian fairly frequently. Thus, Finns, despite mainly viewing themselves as monolinguals, seem to live in fairly multilingual surroundings: various languages are present even if they are not actively used. Nevertheless, encounters with and recognition of foreign languages demonstrate a somewhat uneven division in Finnish society: those who do not recognise foreign languages, or who do not see or hear them, are typically older people with the lowest level of education, living in the countryside. Language encounters, and also language awareness (to the extent of being able to tell one language from another), are more common among well-educated, city-dwelling young adults. This corresponds to the situation in, for example, Denmark, where according to Preisler (2003: 123–124), there is a societal division between those who know and those who do not know English (the “haves” and the “have-nots”).

As a conclusion, we can state that even if Finns view themselves as monolinguals, foreign languages have a visible role in their lives: languages are studied a lot, they are used especially while travelling and in working life, and

they are encountered as a part of the everyday environment. English is without a doubt the language with the strongest position among foreign languages: it is the most commonly studied, used, and encountered language. However, the respondents' backgrounds have a clear influence on how strong the position of English appears. The most influential background variables are (i) *age*, with young respondents having more dealings with English, e.g. through the media, entertainment, and information technology (Leppänen et al. 2008), and (ii) *level of education*, which naturally correlates with language skills, language use, and language encounters. The *area of residence* also has a clear influence (with foreign languages and internationalism being most strongly present in cities); however, it is difficult to say to what extent this reflects the differing population structures of different areas (concerning e.g. age and level of education), and to what extent it involves "genuine" differences between urban and rural cultures/ways of life. Occupation has an influence as well, but it is closely linked with *education*, *area of residence*, and *gender*. In the following chapters we shall deal with the results provided by the questions concerning English in particular.

4 ENGLISH IN YOUR LIFE

The questions in this section of the questionnaire (13–20) concentrated on what English meant to the respondents, where they encountered English, and their attitudes towards English. We also wanted to know how the respondents viewed English when used by Finns and when used by others.

4.1 Results

4.1.1 Personal significance of English

In **question 13**, the respondents were asked to evaluate on a five-point scale (*very important, moderately important, not very important, not important at all, or no opinion*) how important English was to them personally (Figure 16). Almost 60 % of the respondents regarded English as at least moderately important. For women, English was slightly more important than it was for men (Table 13.1).

To young respondents English was clearly more important than it was to older respondents (Table 13.2). In the youngest age group almost 80 % regarded English as at least moderately important. Conversely, slightly over 60 % of the oldest age group regarded English as not very important or not important at all. The percentage of *no opinion* responses was highest in the oldest age group (13 %).

In comparisons by area of residence, English was rated as significantly more important in cities than in the countryside (Table 13.3). In cities, 73 % of the respondents regarded English as *very or moderately important* to themselves. This proportion decreased from the cities to the countryside, falling to only 36 % in the countryside.

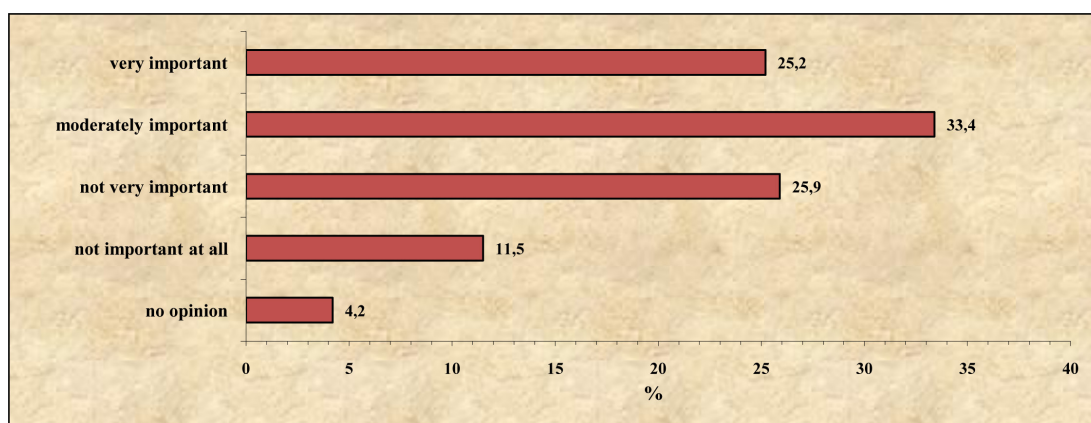


FIGURE 16 The distribution for the question “How important is English to you personally?”

Comparisons by level of education also showed obvious differences (Table 13.4). In particular, the group with the lowest level of education differed from the other groups. As many as 44 % of the respondents in that group saw English

as not important at all to them, and only 4 % viewed English as very important. The percentage of respondents answering *no opinion* was also high (17 %) in this group. The personal significance of English rose with the level of education, so that 57 % of the respondents with a university degree viewed English as *very important*, and less than one per cent as *not important at all*. When the answers were classified by occupation (Table 13.5), similar observations were made: in occupations which require a high level of education (managers and experts), English was viewed as more important than in occupations requiring a lower level of education.

4.1.2 English in the respondents' environment

The aim of **Question 14a** was to explore where and how often respondents became aware of English as something seen or heard in their own various physical environments. This question was motivated by recent research on "linguistic landscape" (see e.g. Gorter 2006; Shohamy et al. 2010). Research of this kind focuses on the visibility of different languages, particularly in urban environments. It examines how far languages (in this case English) are present in the respondents' life spheres even if they do not actively use the languages themselves. (Note that encounters with English via various media were explored separately, in Section 6 of the questionnaire.)

The question listed 14 different places related to everyday life or working life (e.g. *place of work, place of study, home, shops and stores, public transport*; see Figure 17 and the questionnaire for details). The respondents were asked to indicate whether or not they saw or heard English in the places given as options. Figure 17 shows the percentage of respondents indicating that they saw or heard English in the places listed.

English was seen/heard most frequently in *the street* (79 %), in *shops and stores* (73 %), in *restaurants and cafés* (70 %), and in *public transport* (61 %). The least frequent places to see/hear English were *churches* and *offices*. Accordingly, English mainly appears in the cityscape and in commercial contexts. English does not appear in institutionalised places such as offices or churches, which are clearly places that are more mono- or bilingual (in Finnish or Swedish).

According to question 14a, only 4 % of the respondents did not recognise the English language (cf. question 12 in which approximately 3 % of the respondents indicated that they could not distinguish foreign languages from one another). Most of the respondents recognised English, even if they did not speak it.

In Figure 17, the statistics are to some extent skewed by the fact that not all the respondents were in working life or studying, or had visited all the places listed in question 14a. In this case nonresponse is equivalent to a negative answer. Overall it appeared that answering question 14a was problematic, and the answers showed a great deal of inconsistency. For the sake of comparison, Figure 18 presents the percentage values calculated by excluding the nonresponse. It shows what proportion of the answers given to a given question were positive. In order to make comparison easier, the categories are presented in the same order as for Figure 17.

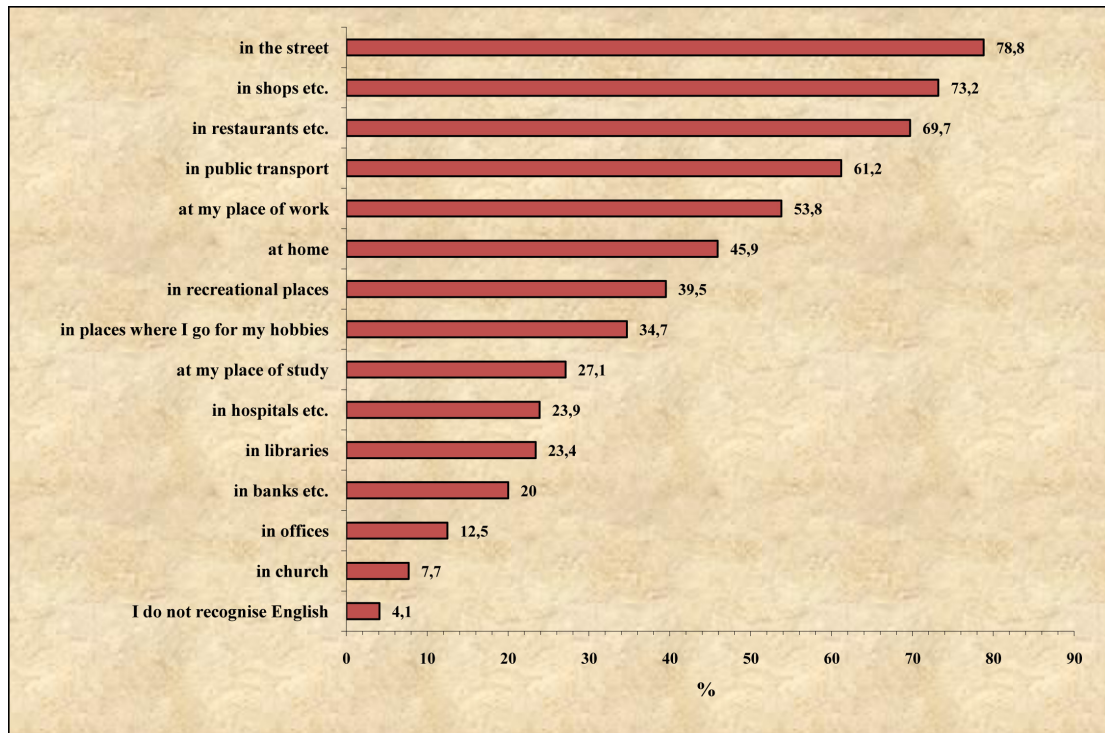


FIGURE 17 The frequencies of seeing or hearing English in different places (the percentages represent the number of positive responses relative to the total population)

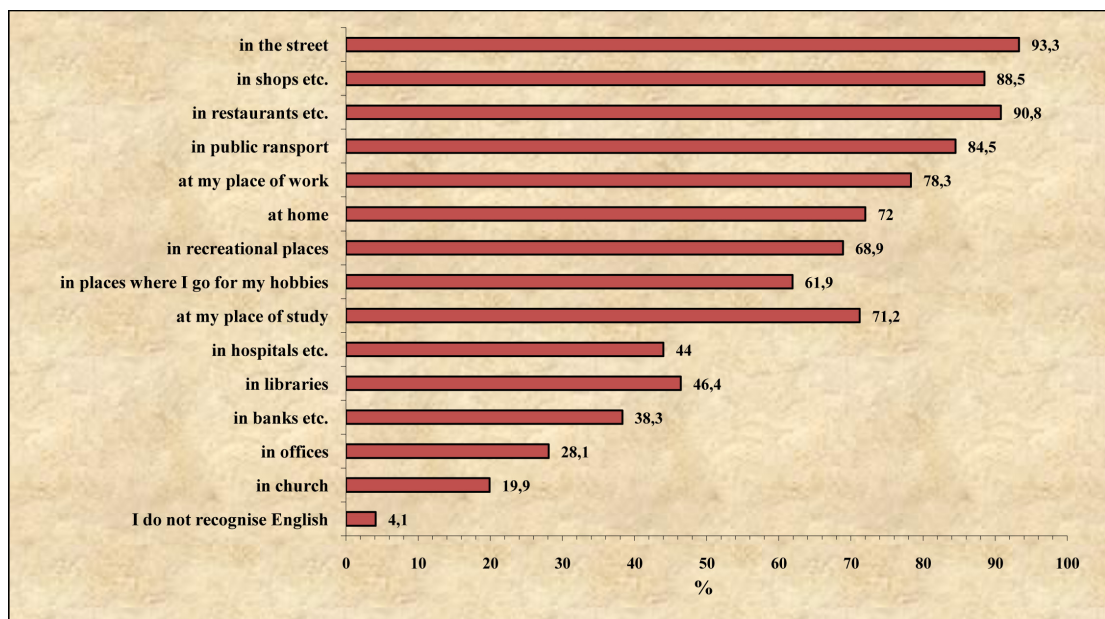


FIGURE 18 The frequencies of seeing or hearing English in different places (the percentages represent the number of positive responses relative to the responses in each option)

The modification to the calculation method results in increased proportions of positive responses (Figure 18), but the differences from the previous results are minor. The most notable difference is the increased frequency of the option

place of study. The new percentage values demonstrate that 71 % of those for whom the option was relevant (those who were studying) encountered English in their place of study. The percentage of the option *libraries* also increased more than the average (as compared to Figure 17). This suggests that many of the respondents in our data do not actually visit libraries. Interestingly, 78 % indicated that they saw or heard English at their *place of work*. This can be regarded as an indication of the proportion of Finns who encounter English in working life.

In **question 14b** the respondents were asked to indicate three places (out of those listed) where they saw or heard English most often. Thus question 14b gives more precise information than is provided by 14a on the key environments where the respondents encountered English. The percentages are shown in Figure 19, and in Tables 14b.1–14b.5. To assist comparison the categories are presented in the same order as in Figure 17.

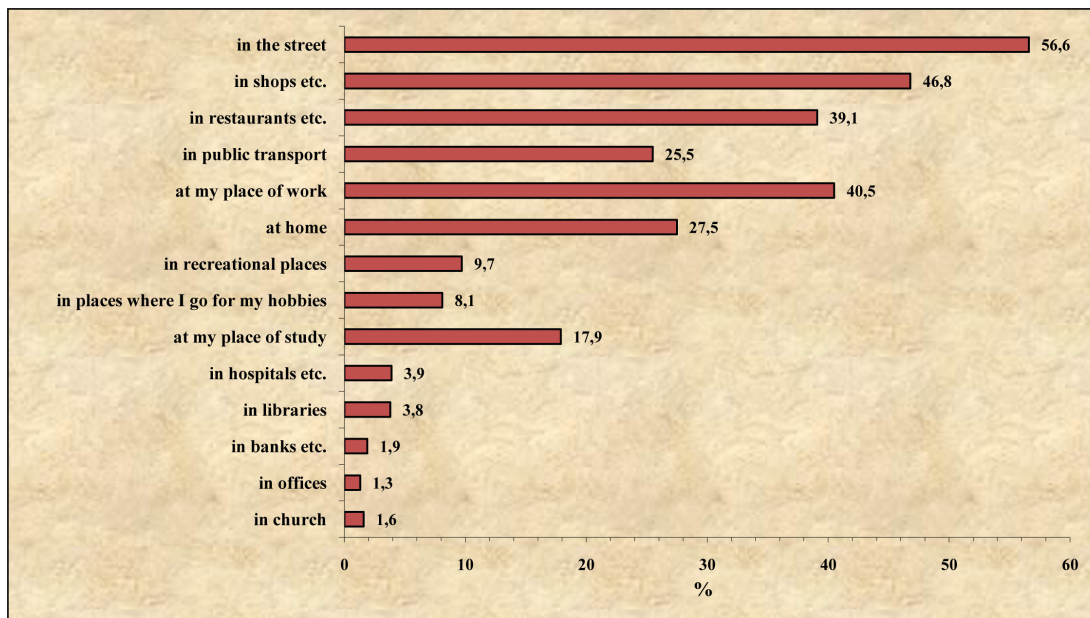


FIGURE 19 The frequencies of seeing or hearing English in different places (the percentages represent the frequency of each option when it is mentioned among the three most common places where English is encountered)

Even though the phrasing of question was changed, Figure 19 basically gives the same information as Figures 17 and 18. *The street* is still viewed as the most important place where English is seen and heard. Next come *shops and stores*, *place of work*, and *restaurants and cafés*. In addition, *home*, *public transport*, and *place of study* are viewed as fairly important. Other environments had only minor significance according to question 14b.

The answers to question 14a showed significant differences between the sexes (Table 14a.2). As environments for English encounters, *place of work* and *places for hobbies* were emphasised by men, whereas *shops and stores*, *restaurants*, *recreational places*, *hospitals*, *public transport*, and *churches* were emphasised by women. Roughly the same differences between the sexes

were found in question 14b (Table 14b.1). These differences seem to reflect the typical differences in the life spheres of men and women.

Comparisons by age group revealed significant differences for all the environments in question 14a, except for *church* (Table 14a.3). The main observation here is that in all the environments, the oldest age group (65–79) encountered English less than (in particular) the two youngest age groups. In addition, 16 % of the oldest age group indicated that they did not recognise the English language. This rate was 6 % among respondents aged 45–64, and less than 1 % among respondents of a younger age. In question 14b, the most important places for encountering English among the oldest age group were *the street, shops and stores*, and *public transport* (Table 14b.2). The answers given by the youngest age group were more evenly distributed between several options. In the 15–24 age group *place of study* was emphasised (as one would expect), and among respondents of working age *place of work* and *restaurants and cafés* were given high ratings.

Comparisons by area of residence (Table 14a.4) show that in almost every case English encounters are most frequent in cities. The differences between towns and the countryside were minor for the most part, with the exceptions of *the street, shops and stores*, and *restaurants and cafés*. The only insignificant option was *church*, where English was rarely encountered. English was most poorly recognised in the countryside (9 % indicating non-recognition), and best recognised in cities (less than 2 % indicating non-recognition).

Question 14b asked where English was most often encountered. The most frequently named location was *the street* regardless of area of residence (with the exception of the countryside). *The street* was mentioned by 53–58 % of the respondents, depending on the area of residence (Table 14b.3). In the countryside the most frequent place to encounter English was *shops and stores* (62 %), with *the street* coming second (57 %). In towns and rural centres the second most frequently-mentioned environment was *shops and stores* (48–52 %), but in cities *place of work* (47 %) came second, after *the street*. We also noticed that the importance of *home* as a place where English is seen or heard increased systematically as the focus shifted from the countryside (17 %) to the cities (30 %).

In question 14a, the differences between levels of education were clear in all cases (Table 14a.5). Those who had attended only primary school encountered English least, and those with a higher level education encountered English most, regardless of the environment (the only exception to this pattern was *place of study*, in which English received quite high responses also from those with only lower secondary education; this is explained by the respondents being still at school, and as yet having no higher qualifications or degrees). One quarter of the respondents in the group with the lowest level of education indicated that they did not recognise the English language. In the other groups the rate was either zero or very low. The answers to question 14b (Table 14b.4) show that along with higher levels of education, the importance of *workplace* and *home* as places where English is encountered increases, and the importance of *shops and stores* decreases. In addition, the respondents with the lowest level of education mentioned *banks/post offices/insurance agencies* more frequently than others. Respondents with the second lowest

level of education (lower secondary school) mentioned *place of study*, *public transport* and *libraries* significantly more often than the others. This too can be explained by the high percentage of respondents still at school in this particular respondent group.

In comparisons by occupation, the extremes appear to consist of experts and manual workers. According to question 14a, experts saw or heard English more than average in almost all environments, and manual workers less than average (Table 14a.6). It is not surprising that healthcare workers mentioned *hospitals* and *offices* more frequently than other occupations, and that office workers mentioned *banks/post offices/insurance agencies*. On the other hand, healthcare workers mentioned *workplace* and *banks/post offices/insurance agencies* significantly less frequently than other occupations. In addition, compared to other occupations, managers mentioned *libraries* very seldom as places where they encountered English. Among manual workers, about 10 % said they did not recognise the English language. Among other occupations the rate was around one or two per cent.

Question 14b resulted in fewer differences between occupations. All the occupations mainly mentioned the same places as the three most important places for encountering English. However, Table 14b.5 shows that among managers and experts the importance of *place of work* emerged strongly, especially in comparison to healthcare workers. Among healthcare workers, *shops and stores* and *public transport* were emphasised in addition to *hospitals*. This reflects the fact that the caring industry is dominated by women: one can see that the same environments were emphasised among women in comparisons by gender (Table 14b.1). Experts mentioned *home* more frequently as a place where they saw or heard English, compared to other occupations.

4.1.3 Most and least attractive varieties of English

In **question 15** the respondents were asked to indicate which of seven varieties of English spoken in different countries (*British English*, *American English*, *Australian English*, *Irish English*, *Canadian English*, *Indian English*, and *Finnish English*) appealed to them most, and which appealed least. This is an interesting issue since nowadays Finns hear (for example in the media) other English varieties than the traditional British English and American English standard varieties, which are also the ones best represented and respected in language education (see e.g. Pihko 1997; Lintunen 2004). In addition, we were interested in seeing how the respondents viewed other varieties, including Finnish English (the way in which Finns typically use and pronounce English).

In 15a the respondents were asked to select one out of seven varieties given as options (or to indicate some other variety) as the one that appealed to them most. The option *no opinion* was also given. In 15b the respondents were asked to indicate the variety that appealed least to them. Question 15 was aimed only at those respondents who in 14a indicated that they saw or heard English in some environment. If a respondent felt incapable of recognising different varieties, he/she was told not to answer. These respondents made up 11 % of the total.

The distribution for **question 15a** is shown in Figure 20. By far the most

popular varieties were *British English* (40 %) and *American English* (36 %). Thus the varieties that are central in school teaching (and are obviously the most familiar in general) were the ones that seemed to appeal to respondents the most. Preferences for any other variety were extremely rare.

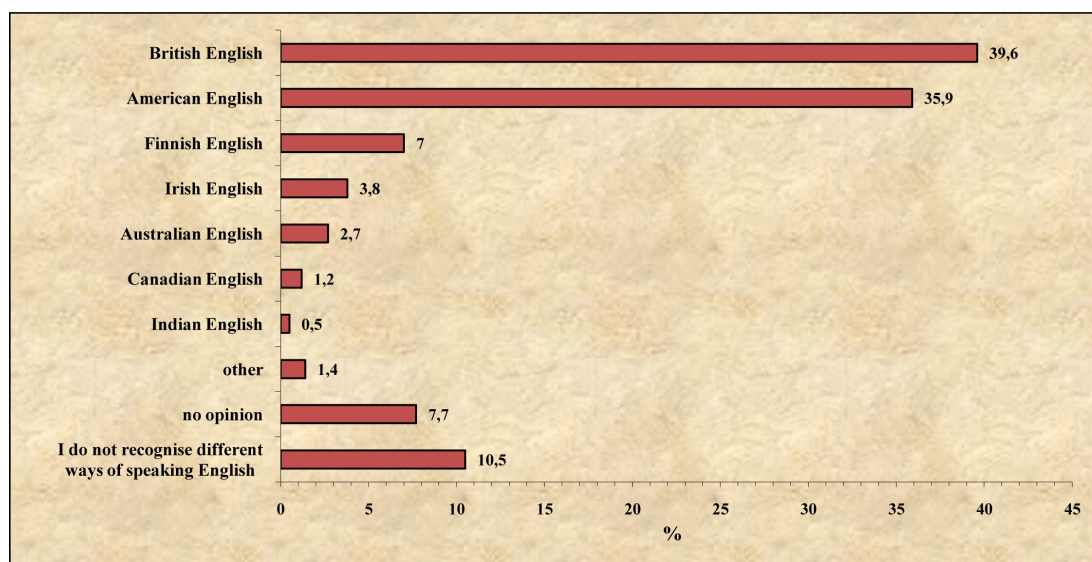


FIGURE 20 The variety of English perceived as the most appealing

The main difference between men and women was that women (48 %) preferred *British English* and men (41 %) preferred *American English* (see Table 15a.1). American English was the most appealing variety to 31 % of women, and British English to 31 % of men.

Among the two oldest age groups (Table 15a.2), almost half mentioned *British English* as the most appealing variety, whereas in the two youngest age groups *American English* was the most popular variety (approximately 40 % in both groups). The appeal of American English to young people may be explained by its central role in popular culture. *Finnish English* was chosen as the most appealing variety somewhat more frequently among the 65–79 age group (12 %). However, one quarter of that age group indicated non-recognition of different varieties of English.

In comparisons by area of residence, the most significant difference was that *British English* was most popular in the cities (43 %), but lost its popularity in the countryside (29 %), where *American English* was clearly more popular (43 %). In rural centres, American English was less popular than British English (Table 15a.3). In addition, country dwellers indicated more often than city dwellers that they did not recognise different varieties of English: the “non-recognisers” made up 18 % of the respondents living in the countryside, whereas in cities the percentage was 7 %.

Statistically significant differences were found in comparisons by level of education and occupation (Tables 15a.4–15a.5). The second lowest level of education (lower secondary education) stood out, with *American English* clearly the most popular variety. In other groups, *British English* was more or

equally appealing. The probable explanation is that in the lower secondary group over 40 % were young people (basically still at school), representing an age group preferring American English to British English. *Finnish English* was found to be more appealing as educational levels went down (in the least educated group 15 % viewed Finnish English as the most appealing variety). At the same time the ability to recognise different varieties of English decreased. Almost one third of the least educated indicated non-recognition of varieties of English.

Managers and manual workers considered *American English* more appealing than *British English*. Among other occupations the situation was the opposite, and experts in particular preferred British English. *Finnish English* was most appealing to 9 % of healthcare workers and 11 % of manual workers, whereas among other occupations the proportion was significantly lower. Among healthcare workers and manual workers it was also more common not to recognise different varieties. It should also be noted that for this question, among manual workers, 13 % answered *no opinion* and ca. 20 % left the question unanswered.

In **question 15b** the respondents were asked to evaluate which variety of English appealed to them the least (Figure 21). The least appealing variety was *Indian English* (28 %), and the second least appealing was *Finnish English* (18 %). For easy comparison of the answers for questions 15a and 15b, the categories in Figure 21 are presented in the same order as in Figure 20. The response distributions were fairly similar for men and women, though women answered *no opinion* more frequently than men. The distributions were the converse of the earlier finding, according to which women tend to prefer *British English*, and men *American English* (Table 15b.1).

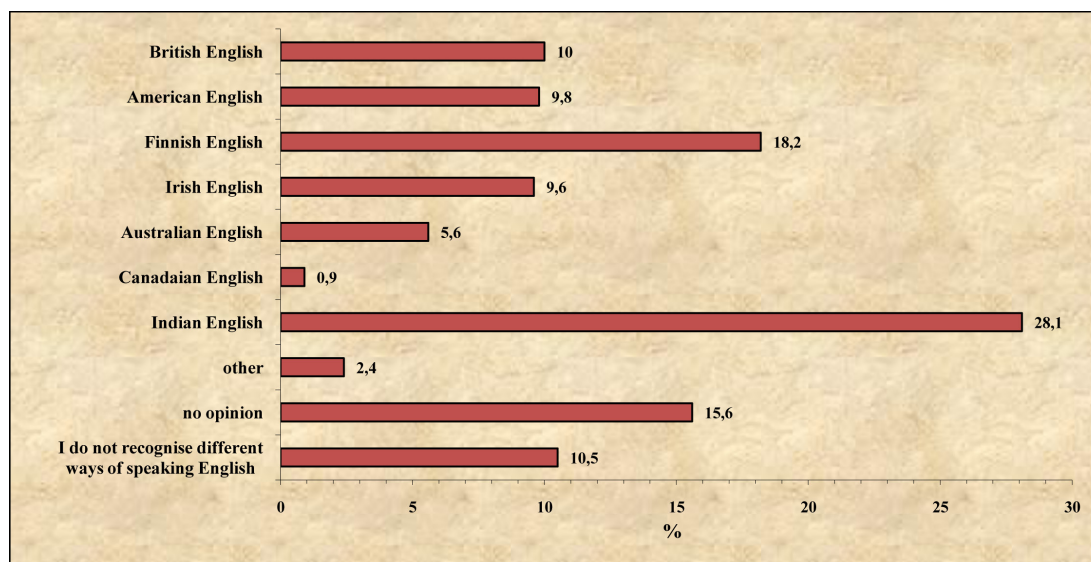


FIGURE 21 The variety of English perceived as the least appealing

The differences between age groups were more significant (Table 15b.2). In the two mid-range age groups (25–44 and 45–64), *Indian English* was clearly

the least appealing variety (14–35 %). The oldest age group found *American English* (25 %) the least appealing. For the youngest age group, *Indian English* (25 %) and *Finnish English* (25 %) were equally the least appealing varieties of English.

Some differences were found in comparisons by area of residence (Table 15b.3). The most unpopular variety in all areas of residence was *Indian English* and the second most unpopular was *Finnish English*. In cities Indian English (32 %) was clearly less appealing than Finnish English (17 %), but in towns and in the countryside the unpopularity of Indian English decreased and that of Finnish English increased, so that both varieties were almost equally unpopular (20 %). An interesting result, which lacks any explanation, is that in the countryside *British English* was mentioned remarkably often (17 %) as the least appealing variety (cf. question 15a, in which the popularity of British English was significantly lower than in other areas of residence). The proportion of respondents answering *no opinion* was equal in all areas (approximately 15 %).

In the results classified by level of education (Table 15b.4), one should note the group of respondents with the lowest level of education. This group found *Finnish English* (21 %) and *American English* (19 %) the least appealing varieties of English. The result is at least partly related to the fact that the group includes a high proportion of elderly respondents. Among the other groups, Finnish English (in addition to *Indian English*) was found to be the least appealing variety. Among respondents with the highest levels of education, Indian English was clearly the least appealing variety. In these groups, *British English* was seldom mentioned as the least appealing variety. The influence of young respondents, who are still in school, is again seen in the answers of the group with the second lowest level of education: Finnish English emerges as the least appealing variety, whereas American English was mentioned somewhat less often than it was by other groups.

The distributions by occupation (Table 15b.5) also revealed some significant differences. The most significant difference concerned how the respondents viewed *Finnish English*: managers and experts only rarely viewed it as the least appealing variety (managers 7 %, experts 13 %), whereas among other occupations more than one fifth found it the least appealing. Among managers and experts, *Indian English* was emphasised as the least appealing variety. In addition, one should note the responses of healthcare workers, of whom a fairly high proportion (21 %) answered *no opinion*.

Answers to questions 15a and 15b interestingly demonstrate that *Finnish English* is seldom found appealing. In contrast, *British English* and *American English* are appreciated, possibly reflecting the models that Finns are expected to follow. An interesting finding is that opinions on British English and American English are divided: respondents with a high level of education, city dwellers, and older respondents prefer British English, whereas country dwellers and young respondents prefer American English.

It is worth recalling that in this question the response rates in the oldest age group, and also among the respondents with the lowest education level, were the lowest in the whole survey (under 70 %). In addition, the proportion of *no opinion* responses was relatively high. It seems that the respondents in

these groups found it difficult to evaluate or even recognise the varieties of English in question.

4.1.4 Opinions on teaching conducted in English

Question 16 addressed Finns' views on the use of English in Finnish educational settings, a phenomenon that has increased, especially during the past couple of decades. The background to this question is the popularity of language immersion and *English Language Content and Language Integrated Learning* (CLIL) methodologies, a trend which developed strongly around the turn of the millennium (see e.g. Nikula & Marsh 1996; Lehti et al. 2006). In public debate the phenomenon has raised concerns, with fears that English language instruction will take up time scheduled for the teaching of the mother tongue, impair learning results, and even affect thinking capacity (see e.g. Virtala 2002; Leppänen & Pahta, forthcoming). Against this background, it is interesting to discover what the general opinion on the issue is.

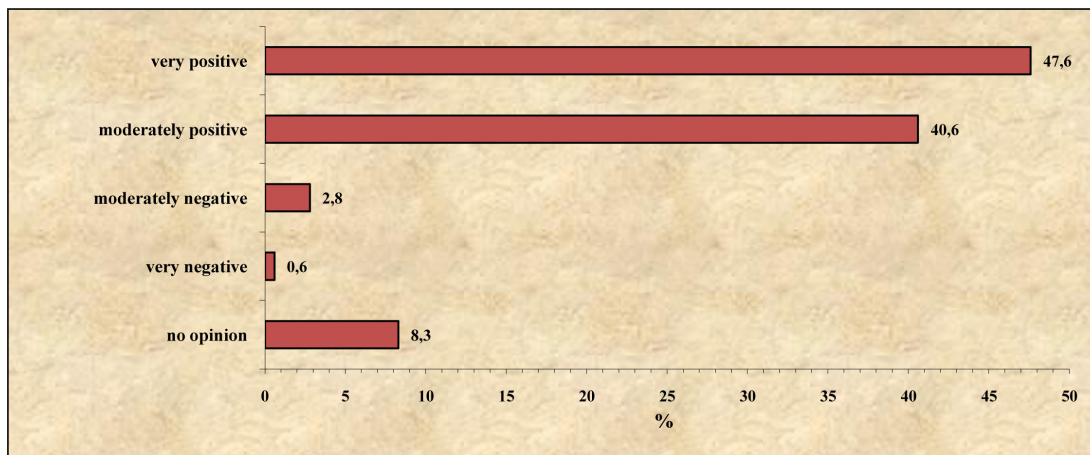


FIGURE 22 Opinions about Finnish children attending English-speaking schools

Respondents were asked for their opinions concerning the fact that some Finnish children attend English-speaking schools. A five-point scale was used (*very positive*, *moderately positive*, *moderately negative*, *very negative*, or *no opinion*). The results showed a large majority of Finns with a positive attitude to Finnish children attending English-speaking schools: *very positive* was indicated by 48 % of the respondents and *moderately positive* by 41 % (Figure 22).

Gender does not have a great influence on the response distribution, even if the proportion of *very positive* opinions is higher among women (50 %) than men (45 %) (see Table 16.1). Comparisons by age group showed that the two mid-range age groups have the most positive opinion on the issue (Table 16.2). In these two age groups half of the respondents viewed the attendance of children at English-speaking schools as *very positive*. Distributions by area of residence (Table 16.3) showed no statistically significant differences. The results by level of education and occupation (Tables 16.4–16.5) showed the

main differences in the *no opinion* response. This response was highest among respondents with the lowest level of education, and among manual workers.

4.1.5 Opinions on the use of English as the internal language of companies

Question 17 asked respondents' opinion on the use of English as the internal language of some Finnish companies. A five-point scale was used (*very positive*, *moderately positive*, *moderately negative*, *very negative*, or *no opinion*). The aim was to explore Finns' attitudes towards the growing importance of English in Finnish business and working life (see e.g. Virkkula 2008).

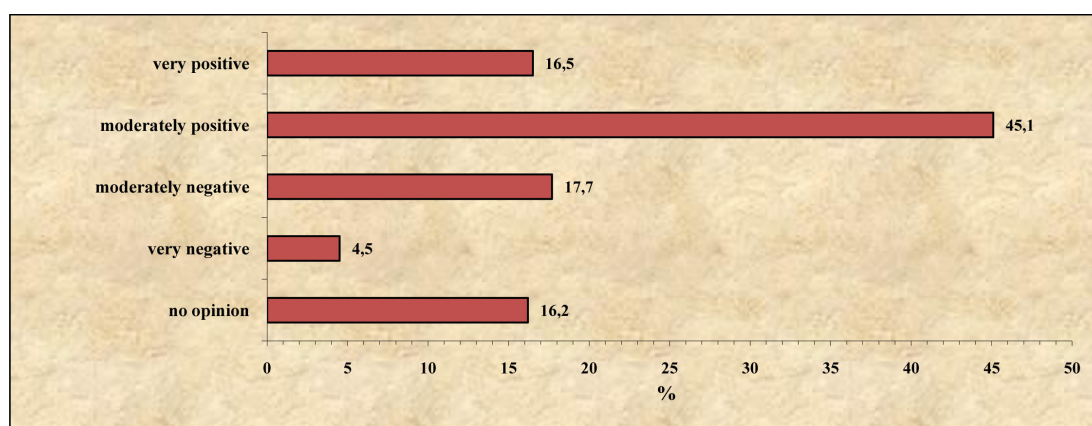


FIGURE 23 Opinions about using English as the internal language in Finnish companies

The majority of the respondents had a positive opinion: the total percentage of *very positive* and *moderately positive* answers was 60 %, whereas the corresponding percentage of negative answers was 22 % (Figure 23).

Differences between the sexes were not statistically significant (Table 17.1), but the other background variables showed significant differences (Tables 17.2–17.5). The most positive opinion was found in the 25–44 age group (72 % positive). The 65–79 age group showed a lack of enthusiasm or involvement (*no opinion* was highest in this group). The highest actual negative response (28 %) came from the 45–64 age group; on the other hand, this same age group came second in the *very positive* category, so this age group appears to be slightly more bipolar than the others. All in all, there seems to be a clear difference in the attitudes of younger and older respondents of working age (Table 17.2).

In comparisons by area of residence, positive opinions were more frequent in the cities than in the countryside (Table 17.3). The proportion of positive opinions reached almost 70 % among residents of cities, around 60 % among residents of towns and rural centres, and 49 % among country dwellers. The percentages of negative opinions and of respondents answering *no opinion* were correspondingly higher among country dwellers.

A *very positive* opinion on Finnish companies' use of English as their internal language correlated strongly with the respondent's level of education

(Table 17.4). At least a *moderately positive* opinion was given by 77 % of the respondents with a higher level education. Among respondents with a *moderately positive* opinion, no great differences were found by level of education, except in the case of respondents with only primary education, who had the least positive opinion (36 %). In addition, a high proportion (39 %) of respondents in this group were unable to give an opinion on the subject. Comparisons by occupation (Table 17.5) offer similar information: the proportion of *very positive* opinion was highest among managers (27 %) and experts (25 %). No significant differences were found among respondents with *moderately positive* or *moderately negative* opinions, but the proportion of *no opinion* responses was highest among healthcare workers and manual workers (24 % in each case).

4.1.6 Opinions on Finns' efforts when speaking English

Question 18 was in three parts. It asked about respondents' feelings when they hear a famous Finn speaking English on TV or on the radio. Question 18a concerned *non-fluent speech*, question 18b concerned *fluent speech with a Finnish accent*, while 18c concerned *native-like fluency*. In questions 18a and 18c the respondents were offered seven options (see Figures 24 and 26, and questionnaire). In 18b they were offered nine options (see Figure 25 and questionnaire).

In Question 18, the notion of a "famous Finn" was chosen because the English skills of public figures have often inspired critical public commentary, for example in letters to the editor and in discussion forums on the internet (see Kytölä 2008). Opinions on the language use of public figures are likely to reflect more general language attitudes. As the answers to question 15 already indicated, Finns do not seem to value their own way of speaking and pronouncing English, finding it in some way problematic. Question 18 offers more specific information on respondents' reactions to Finns' use of English.

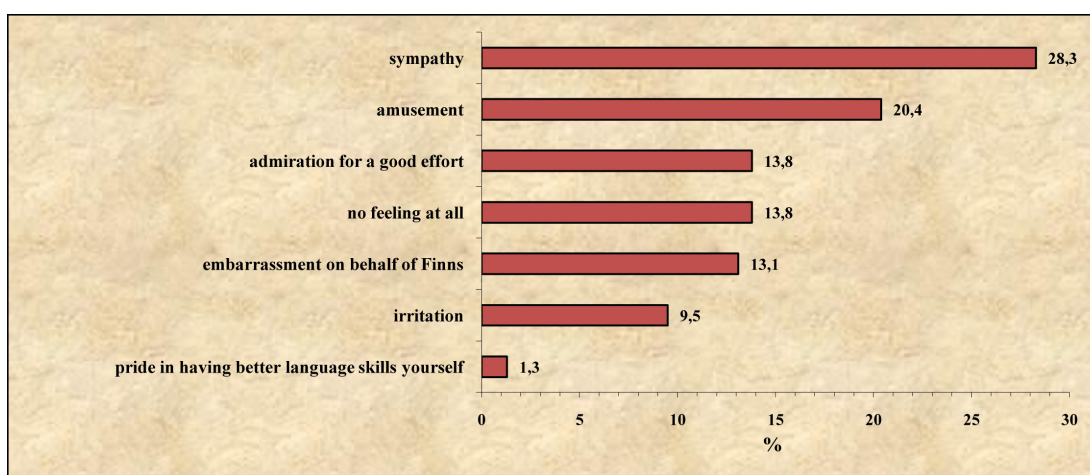


FIGURE 24 Attitudes to hearing a famous Finn speaking English poorly

Opinions on the non-fluent English speech of a Finn (**question 18a**) varied

greatly: most frequently the respondents felt *sympathy* (28 %), but other feelings were also common (Figure 24). Approximately 14 % of the respondents said that a Finn speaking English poorly in public aroused *no feeling at all*. Women felt *sympathy*, *admiration for a good effort*, and *embarrassment on behalf of Finns* more often than men, whereas men felt *amusement* and *irritation* more often than women (Table 18a.1).

With regard to age groups (Table 18a.2), the two oldest groups (45–64 and 65–79) had more *sympathy* and *admiration for a good effort* than the younger age groups. In addition, one fifth of the oldest age group said that speaking English poorly aroused *no feeling at all*. In the youngest age group (15–24) it was common to feel *amusement* and *embarrassment on behalf of Finns*. *Sympathy* was felt significantly less in the youngest age group than in other age groups. It may be that among older respondents even the bare attempt to speak English is admired, whereas among younger respondents the general attitude is that English should be mastered fairly well if it is spoken in public. This implies that English skills are not taken for granted by older respondents in the same way as they are by younger age groups.

No statistically significant differences were detected between areas of residence (Table 18a.3). Comparisons by the other background variables (Tables 18a.4–18.a.5) showed that feeling *sympathy* was felt more as the level of education increased. The same phenomenon was detected among occupations requiring a high education, e.g. experts. Among those with the lowest level of education, 29 % had *no feeling at all* when they heard a Finn speaking English poorly. This was also common among manual workers. Healthcare workers were distinct among occupations in that on the one hand they felt *admiration for a good effort* more than the others, but on the other hand *embarrassment on behalf of Finns* less than the others.

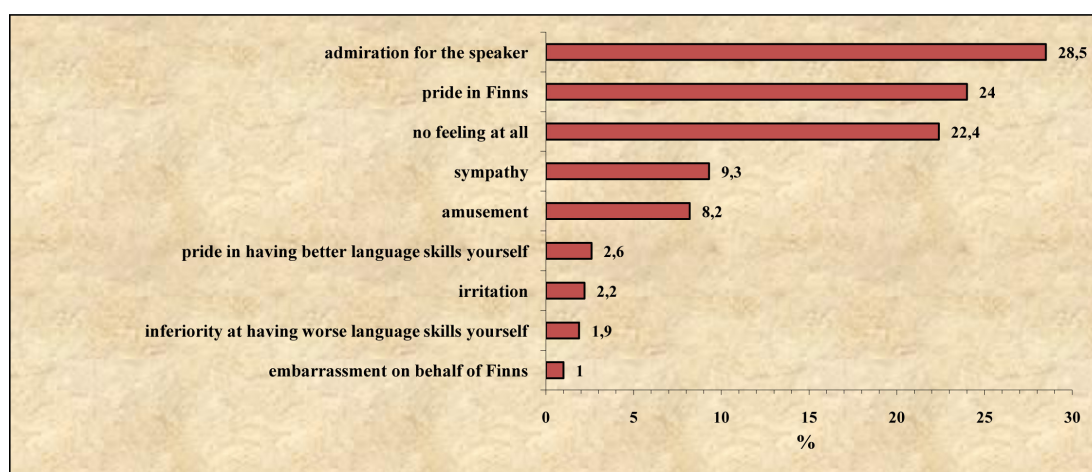


FIGURE 25 Attitudes to hearing a famous Finn speaking English fluently with a Finnish accent

The most common reaction to a Finn speaking English fluently but with a Finnish accent (**question 18b**) was *admiration* (29 %) and *pride in Finns* (24 %) (Figure 25). The proportion of women having these opinions was higher

than the proportion of men (Table 18b.1). Feeling admiration and sympathy was more typical of older than of younger respondents, whereas younger respondents more often felt *pride in Finns* or *amusement*, or else *no feeling at all* (Table 18b.2).

Comparisons by level of education and occupation did not show statistically significant differences (Tables 18b.4 and 18b.5). Differences between areas of residence appeared minor (Table 18b.3), but we noticed that *admiration for the speaker* was more common in the countryside than in the cities. In all areas of residence a substantial proportion (18–25 %) of respondents said they had *no feeling at all* when they heard a Finn speaking English fluently but with a Finnish accent. The results indicate that fluency is to some extent more important than a native-like accent.

A Finn speaking English like a native speaker (**question 18c**) gained a strong positive response: the most common feeling was clearly *admiration for the speaker* (54 %) (Figure 26). No statistically significant differences were found between age groups (Table 18c.2). However, women felt *admiration for the speaker* and *pride in Finns* slightly more than men, whereas men indicated *no feeling at all* more often than women (Table 18c.1). There were no statistically significant differences between areas of residence (Table 18c.3). Having *no feeling at all* was most common among respondents with the lowest level of education (30 %) and manual workers (27 %), whereas *admiration for the speaker* was felt less frequently among these groups (Tables 18c.4–18c.5). Admiring a speaker who sounded like a native speaker was most common among those with a university education, and among experts.

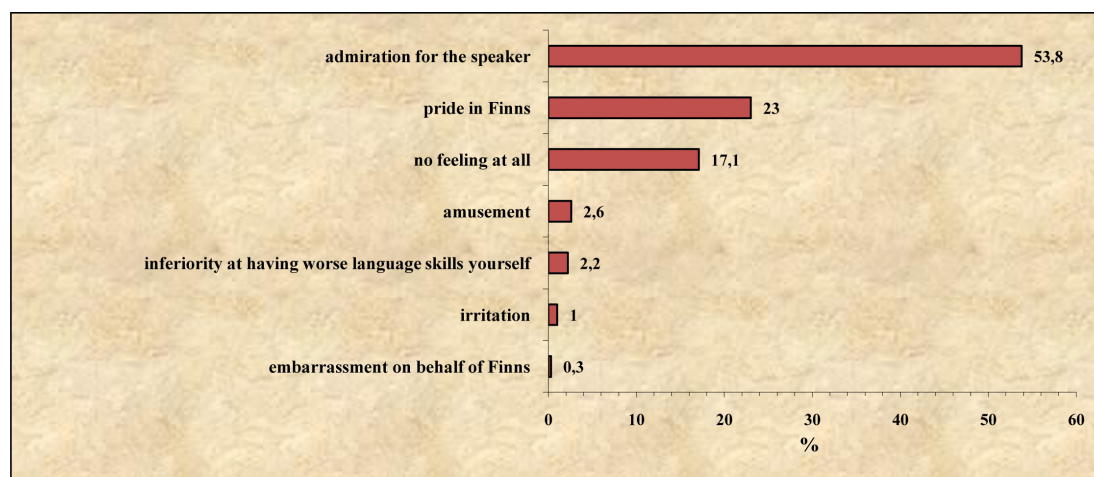


FIGURE 26 Attitudes to hearing a famous Finn speaking English like a native speaker

4.1.7 The importance of English in Finland

Questions 19 and 20 addressed the respondents' attitudes towards English in Finland and elsewhere. The questions are motivated by the undeniably strong global position of English: more than 500 million people speak it as their first or second language, approximately one fifth of the world's population

speak it to a varying extent, and a growing number among the rest want to learn it (Graddol 1997, 2006). The exceptional status of English – and its expansion in the world – has been seen as both a positive (Crystal 1997) and a negative phenomenon (Skutnabb-Kangas 2003; Phillipson 1992), and it also has contributed to polarised language attitudes in Finland (for details see Leppänen & Nikula 2008).

The statements in **question 19** concerned the importance of English in Finland and internationally. The respondents were asked to respond to the following 15 statements on a five-point scale (*strongly agree, agree, disagree, strongly disagree, or no opinion*):

- (a) *young people must know English,*
- (b) *people of working age must know English,*
- (c) *elderly people must know English,*
- (d) *the spread of English in Finland is a threat to our own languages,*
- (e) *the spread of English in Finland is a threat to Finnish culture,*
- (f) *Finns traveling abroad must know English,*
- (g) *Finns can be international without knowing English,*
- (h) *it is important for the development of a multicultural society that everybody should be able to speak English,*
- (i) *Finns must know other languages in addition to English,*
- (j) *for Finns, the mother tongue is more useful than English,*
- (k) *English is more useful to Finns than Swedish,*
- (l) *the English language enriches our native languages,*
- (m) *English skills are overrated,*
- (n) *social services (e.g. healthcare services) must be offered in English as well as in Finnish and Swedish,*
- (o) *all companies in Finland must offer services also in English.*

To simplify the reporting of the results, we shall here refer to the percentages of those respondents who agree (*strongly agree* or *agree*) with the statements. This simplification does not lose any essential information. The proportion of respondents answering *no opinion* was moderately low in the statements in question 19; it was only in statement (l) *the English language enriches our native languages* that the proportion was above one tenth (14 %) of the respondents.

Examination of the data (see Figure 27) produced the following findings: the vast majority of the respondents felt that both (a) *young people* (97 % agreed) and (b) *people of working age* (80 % agreed) must know English, but that (c) *the elderly* do not have to (only 23 % agreed with the statement offered). The majority of the respondents felt that (f) *Finns travelling abroad must know English* (69 %) and that (i) *Finns must know other languages in addition to English* (67 %). The majority of the respondents did not think that (m) *English skills are overrated* (though 34 % had the opposite opinion). Most Finns thus seem to have a neutral and practical attitude towards English. They feel that young people and adults, excluding the elderly, should know English.

Opinions on statements (h) *It is important for the development of a multicultural society that everybody should be able to speak English* and (g) *Finns can be international without knowing English* were divided more evenly. For these statements, the rates for agreeing and disagreeing were relatively close to each other.



FIGURE 27 The percentages of respondents who agree with the statements about the importance of English in Finland

Less than one fifth of the respondents saw the spread of English as a threat, either to (d) domestic languages (18 %) or to (e) Finnish culture (17 %). Slightly more than half of the respondents indicated that (l) *the English language enriches our native languages* (53 %). However, a clearer majority took the view that (j) *for Finns, the mother tongue is more useful than English* (81 %) and that (k) *English is more useful to Finns than Swedish* (82 %). The majority (59 %) of the respondents felt that (n) *social services (e.g. healthcare services) must be offered in English as well as in Finnish and Swedish*, but only 39 % took the view that (o) *companies must offer services also in English*.

From the above, it would appear that most respondents do not think that English could potentially displace Finnish and Swedish, or undermine Finnish culture. Interestingly, more than half of the respondents felt that English enriched the Finnish language and influenced it in a positive way. It appears that Finns place high value on their national languages and culture, even to the extent that these could benefit from the influence of English.

Between the sexes, only a few statistically significant differences were found (Table 19.1). Women agreed more often than men with the following:

- (b) *people of working age must know English,*
- (n) *social services (e.g. healthcare services) must be offered in English as well as in Finnish and Swedish,*

(o) all companies in Finland must offer services also in English.

Men felt more often than women that:

- (j) for Finns, the mother tongue is more useful than English,*
- (l) the English language enriches our native languages.*

Comparisons by age group showed statistically significant differences concerning almost all the statements (Table 19.2). For many of the statements, the difference can be expressed simply as a difference between the two youngest (15–24 and 25–44) and the two oldest (45–64 and 65–79) age groups. The clearest difference concerned statement *(m) English skills are overrated*. Here 48 % of the 45–79 age group were in agreement, as opposed to 21 % of the 15–44 age group. Statement *(f) Finns travelling abroad must know English* was agreed to by 80 % of the respondents under the age of 45, but by only 60 % of respondents aged 45 and over. The statements with which the older age groups agreed more frequently than the younger were:

- (d) the spread of English in Finland is a threat to our own languages,*
- (e) the spread of English in Finland is a threat to Finnish culture,*
- (i) Finns must know other languages in addition to English,*
- (j) for Finns, the mother tongue is more useful than English,*
- (m) English skills are overrated.*

The statements with which the youngest age groups agreed more frequently than older age groups were:

- (b) people of working age must know English,*
- (c) elderly people must know English,*
- (f) Finns travelling abroad must know English,*
- (h) it is important for the development of a multicultural society that everybody should be able to speak English,*
- (n) social services (e.g. healthcare services) must be offered in English as well as in Finnish and Swedish.*

In addition, the 25–44 age group differed from the other age groups in some statements. These included:

- (a) young people must know English,*
- (l) the English language enriches our native languages.*

Here, the proportion of respondents in agreement was higher in the 25–44

age group than in the other age groups. In addition, this age group disagreed more often than other age groups with *(g) Finns can be international without knowing English.*

There is a clear difference in the attitudes of younger and older respondents: the older age groups take a more negative attitude towards English than the younger ones. They do not consider it to be as useful or as positive a phenomenon as younger people do. The younger respondents tended much more towards the opinion that everyone, regardless of age, should know English, and that society should function in English as well as in the domestic languages. An interesting finding is that the 25–44 age group – i.e. those persons who are most likely to have children and young people in their family, and who are likely to be interested in their future – are most clearly of the opinion that young people should know English.

Comparisons by area of residence revealed statistically significant differences concerning seven of the statements (Table 19.3). In general terms, city dwellers differed from the others. Other areas of residence did not differ from each other significantly. Residents of cities agreed with the following statements more often than the residents of other areas:

- (b) people of working age must know English,*
- (f) Finns travelling abroad must know English,*
- (h) it is important for the development of a multicultural society that everybody should be able to speak English,*
- (i) Finns must know other languages in addition to English,*
- (n) social services (e.g. healthcare services) must be offered in English as well as in Finnish and Swedish.*

The situation was the opposite concerning *(m) English skills are overrated.* Country dwellers agreed with this statement more frequently than city dwellers.

A finding that differs from all the others comes from statement *(o) all companies in Finland must offer services also in English.* The respondents expressing strongest agreement were from the cities, and also from the countryside.

Overall, the answers reflect a difference between cities and the rest of Finland. More frequently than the others, residents of cities find it important that people of working age in particular should know English and other foreign languages, and that society as a whole should operate in English as well as in the domestic languages. Respondents living in the countryside were more likely than the others to feel that the English language is overrated in Finland.

In comparisons by level of education (Table 19.4), the least educated were again clearly distinct from the others. Compared to the other groups, they disagreed more frequently with the following statements:

- (a) young people must know English,*
- (b) people of working age must know English,*
- (c) the elderly must know English,*

- (f) Finns travelling abroad must know English,*
- (h) it is important for the development of a multicultural society that everybody should be able to speak English,*
- (i) Finns must know other languages in addition to English,*
- (n) social services (e.g. healthcare services) must be offered in English as well as in Finnish and Swedish.*

However, the least educated respondents felt more often than others that *(m) English skills are overrated*. Highly educated respondents, for their part, were more likely than the others to agree with these statements:

- (i) Finns must know other languages in addition to English,*
- (n) social services (e.g. healthcare services) must be offered in English as well as in Finnish and Swedish.*

In the same way as age, the level of education divides Finns into two groups in relation to English. The more educated the respondents were, the more positive was their attitude towards English and other foreign languages, and the more emphasis they placed on English as an important “civic skill”.

Differences between occupations varied greatly from statement to statement (Table 19.5). Managers and experts in particular, but also office and customer service workers, were more positive than healthcare workers and manual workers towards the following statements:

- (b) people of working age must know English,*
- (c) elderly people must know English,*
- (i) Finns must know other languages in addition to English.*

Manual workers felt less often than other occupations that:

- (b) people of working age must know English,*
- (n) social services (e.g. healthcare services) must be offered in English as well as in Finnish and Swedish.*

In other respects, manual workers did not differ greatly from other occupations. Perhaps somewhat surprisingly, managers felt more often than other occupations that *(m) English skills are overrated*. Moreover, they thought less often than others that *(f) Finns travelling abroad must know English*.

Office and customer service workers differed from other groups by a more negative attitude towards statement *(j) for Finns, the mother tongue is more useful than English*. Regarding statement *(l) the English language enriches our native languages* the majority of managers, office workers and manual workers were in agreement, but only a minority of experts and healthcare workers agreed. Regarding statement *(n) social services (e.g. healthcare*

services) must be offered in English as well as in Finnish and Swedish, experts, office and customer service workers, and healthcare workers indicated most agreement, and manual workers and managers the least. Concerning the other statements, no striking differences were found.

In terms of occupation, the respondents' language attitudes do not form clear classes. Respondents in managerial positions have interesting views: on the one hand they emphasise the usefulness and importance of English to Finns, but on the other hand they also find it overrated. For this group, it may be that skills in other languages seem just as important, an attitude which may be reflected in their agreement with statement (i) *Finns must know other languages in addition to English*. A distinction can be observed in those occupations in which people are most likely to have to use English. In these categories it is thought that Finns should know English, and that social services should be offered also in English. English tends to be considered least useful in those occupations that do not require the use of English.

4.1.8 English as an international language

The statements in **question 20** dealt with English as a language used in international communication. This question derives from the fact that English is often used in international situations as a *lingua franca*, making it possible for the participants to communicate when they do not have any other common language. The respondents were asked to indicate on a five-point scale (*strongly agree, agree, disagree, strongly disagree, or no opinion*) their attitude towards eight statements concerning English as an international language:

- (a) *English is displacing other languages in the world,*
- (b) *English skills should become more common in the world,*
- (c) *the set of values that comes with English is destroying other cultures,*
- (d) *English is spreading the market economy and materialistic values,*
- (e) *English is the language of advancement,*
- (f) *English skills add to mutual understanding on a global level,*
- (g) *to be up-to-date, people must be able to function in English,*
- (h) *people with English skills are more tolerant than those who cannot speak English.*

As in question 19, the results here group together percentages for respondents *strongly agreeing* or *agreeing* with the statements. These percentages are shown in Figure 28. The percentages for different background variables are shown in the Tables 20.1–20.5. *No opinion* responses were more frequent here than in question 19. This applied especially to statement (h), in which the *no opinion* response rate was 21 %. Statements (c), (d) and (e) also received *no opinion* from over 10 % of the respondents.

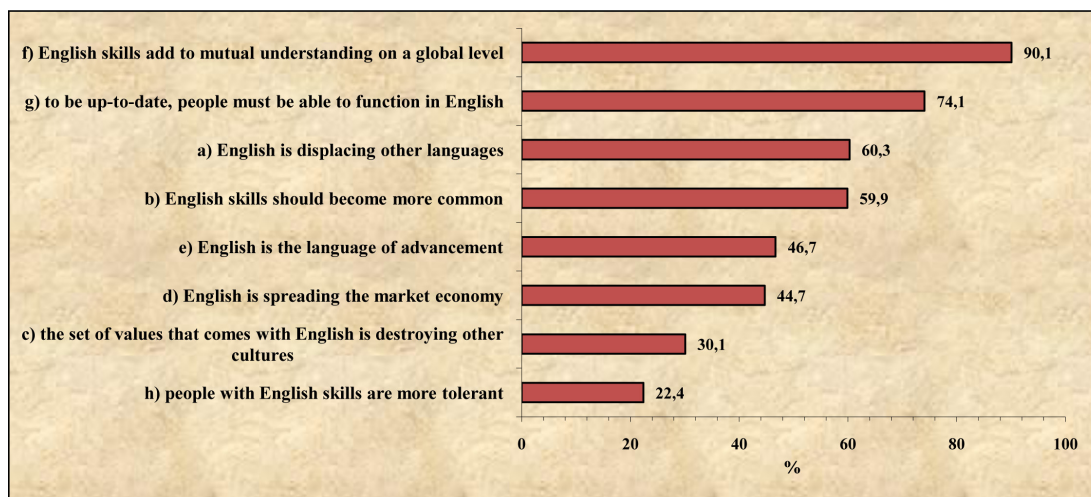


FIGURE 28 The percentages of respondents who agree with the statements about English as a global language

The following results were obtained. The majority of all the respondents agreed with the following statements:

- (a) English is displacing other languages in the world,*
- (b) English skills should become more common in the world,*
- (f) English skills add to mutual understanding on a global level,*
- (g) to be up-to-date, people must be able to function in English.*

Slightly less than half of the respondents agreed with the following statements:

- (d) English is spreading the market economy and materialistic values,*
- (e) English is the language of advancement.*

A minority of the respondents agreed with these statements:

- (c) the set of values that comes with English is destroying other cultures,*
- (h) people with English skills are more tolerant than those who cannot speak English.*

It appears that Finns mainly have a positive attitude towards English as an international language, and find it a useful tool, enhancing international communication and mutual understanding. What we find particularly interesting here is that when asked about English being a threat to languages *other than* Finland's national languages, the majority viewed it as a threat. The proportion is significantly larger for statement *(d) the spread of English in Finland is a threat to our own languages* in question 19, where only 18 % were in

agreement. It seems that Finns do not consider Finland's national languages to be as vulnerable as other languages (spoken by small populations).

Between the sexes, a significant difference was found concerning these statements:

- (b) English skills should become more common in the world,*
- (d) English is spreading the market economy and materialistic values.*

More men than women agreed with both statements (see Table 20.1). Other statements were viewed similarly by men and women.

Between age groups (Table 20.2), statistically significant differences were found concerning all statements except for *(h) people with English skills are more tolerant than those who cannot speak English*. For this statement there were no significant differences between any subgroups. In many cases the differences between age groups can again be simplified into a contrast between the two youngest age groups (15–24 and 25–44) and the two oldest (45–64 and 65–79). The youngest age groups agreed more frequently with the following statements:

- (b) English skills should become more common in the world,*
- (f) English skills add to mutual understanding on a global level,*
- (g) to be up-to-date, people must be able to function in English.*

Concerning the following statements, the result was the opposite – older respondents more frequently agreed with the following statements:

- (c) the set of values that comes with English is destroying other cultures,*
- (d) English is spreading the market economy and materialistic values.*

Whereas young respondents view English positively and find it necessary in international contexts, older respondents are clearly more critical, seeing negative political influences connected with the spread of English.

Nevertheless, the contrast between younger and older respondents did not apply to statement *(e) English is the language of advancement*. Here, a narrow majority of both the youngest and the oldest age group agreed with the statement. In the mid-range age groups (25–44 and 45–64), the respondents who were in agreement formed a narrow minority. Concerning statement *(a) English is displacing other languages in the world*, the 25–44 age group differed significantly from the other age groups: 54 % agreed, whereas among the other age groups the proportion was over 60 %.

Between areas of residence (Table 20.3) significant differences were found regarding these statements:

- (f) English skills add to mutual understanding on a global level,
(g) to be up-to-date, people must be able to function in English.*

In simple terms, these were both cases of an opposition between cities and the rest of the country: agreement with these statements was more common in cities and in towns. It should be noted that statements *(f)* and *(g)* were also among the statements that the younger age groups viewed more positively than older age groups.

Comparisons by level of education showed statistically significant differences concerning five statements (Table 20.4). The two groups with the lowest level of education agreed most often with these statements:

- (d) English is spreading the market economy and materialistic values,
(e) English is the language of advancement.*

Agreement with the following statements increased with the level of education:

- (f) English skills add to mutual understanding on a global level,
(g) to be up-to-date, people must be able to function in English.*

The most essential finding concerning statement *(a) English is displacing other languages in the world*, was that those with a university degree agreed with it significantly more often than the others.

As in the answers to question 19, comparisons by level of education showed that respondents with the highest levels of education found English a useful language, enhancing mutual intelligibility; however, they were also worried about its influence on other languages. In most of the cases education does not seem to offer a clear explanation for the distribution of the responses – the answers might even reflect or be coloured by the respondents' political views.

In comparisons by occupation, managers and experts differed in their opinions from healthcare workers and manual workers with regard to most statements (Table 20.5). In general they showed more agreement with the statements. Office and customer service workers to some extent formed a group in the middle: depending on the statement, they had similar opinions to either managers and experts or to healthcare workers and manual workers. With regard to the following two statements, managers and experts showed more agreement than the other occupations:

- (a) English is displacing other languages in the world,
(c) the set of values that comes with English is destroying other cultures.*

Compared to other occupations, managers and experts seemed to be more critical regarding the influence of English on other cultures and languages.

The following statements received most agreement from managers and experts, and also from office and customer service workers:

- (b) *English skills should become more common in the world,*
- (f) *English skills add to mutual understanding on a global level,*
- (g) *to be up-to-date, people must be able to function in English.*

Quite contrary to expectation, a positive attitude towards statement (e) *English is the language of advancement*, was most frequent among office and customer service workers and healthcare workers. It was least frequent among experts.

4.2 Summary and discussion

Personal importance of English

More than half of the respondents viewed English as at least moderately important. The estimation of the importance of English was dependent on age, the geographical environment, and social status. The younger or more urban the respondents were, the more important English was to them: among the youngest age group 80 % and among city dwellers 73 % of respondents viewed it as important to themselves, personally. Occupation also affected the attitude to English: managers, experts, and office workers differed from other occupations. As was mentioned earlier, English is a part of young people's lives through school, free time activities, and friends. In contrast, the importance of English in the older respondents' lives is mostly explained by occupation and work tasks.

English in the respondents' own environment

English is seen or heard in the respondents' environment a great deal. The locations where English is encountered are directly linked to the kind of environment that respondents live in and move about in. In addition, age, education, and occupation correlate with the extent to which the respondents appear to see or hear English. English is encountered most frequently in streets, shops, stores, and restaurants – this was particularly typical for women's responses. Almost 80 % of respondents in working life encountered English at work, and 71 % of students encountered it in their place of study. Encounters with English are especially linked to commercial contexts (see also Cenoz & Gorter 2009). English is not often seen or heard in institutional settings, offices, libraries, churches, or hospitals. In other words, the "official" linguistic landscape of Finnish society exists in the domestic languages only. For immigrants, for example, this may be challenging.

The attractiveness of English varieties

The response rate for question 15, in which respondents were asked to evaluate the appeal of varieties of English, was smaller than for the other questions in this section. Among elderly respondents and those with primary education only, the response rate was less than 70 %. These respondents probably did not recognise the varieties mentioned in the question, or were not able to evaluate their attractiveness.

British English and American English were found to be the most appealing varieties. American English was preferred by men, and in addition by young respondents, country dwellers, and manual workers. British English was preferred by women, city dwellers, and respondents with a higher level education. The popularity of British English is not surprising since British English has traditionally been the variety taught in Finnish schools. The popularity of American English is probably due to its spread, familiarity, and associations with popular culture, especially through music, TV series, and films.

The least appealing varieties were Indian English and Finnish English. Young respondents in particular look down on the Finnish way of using and pronouncing English. The oldest respondents reject American English most strongly, perhaps reflecting a more general antipathy towards the United States and the values associated with that country. All in all, the answers reveal that “authentic” varieties spoken by native speakers appeal to Finns. Non-native varieties of English are viewed as problematic, including Finns’ own way of using English. Finns associate good language skills with the notion of a non-native speaker who is able to sound like a native-speaker, and who does not show his/her own national origin in speech. In this sense Finns do not see English as “belonging to them”. They still treat it essentially as a foreign language, one used with an adopted “foreign” identity. In this respect Finns differ from many speakers of established World Englishes, for whom English has become one of their own languages, and for whom their own way of using the language and their own accent is acceptable in terms of displaying their ethnic and national identity (see e.g. Meshtrie & Bhatt 2008).

Teaching conducted in English

Almost all the respondents (approaching 90 %) viewed teaching in English positively. Age group comparisons showed that the most positive attitudes were found in the two mid-range age groups, perhaps because schoolchildren’s parents are likely to belong to those groups. In other words, the issue is of more immediate relevance to them than to young or retired respondents.

In the cities, attitudes towards English language instruction were somewhat more positive than in the countryside. The difference may reflect the fact that English language instruction is offered mainly in urban and semi-urban municipalities (see Lehti et al. 2006).

Finns’ fairly positive attitude towards Finnish children’s attendance at English-speaking schools can be seen as surprising, considering the public debate that has been going on around the subject (see Virtala 2002; Härkönen 2005; Leppänen & Pahta, forthcoming). In this debate it is often suggested that English language instruction may threaten skills in the mother tongue and in

other school subjects (Hakulinen et al. 2009).

English as the language of Finnish companies

Respondents were more often for than against the use of English as the internal language of companies: over 60 % viewed the phenomenon positively. In particular, young respondents of working age and city residents had positive attitudes towards this use of English, whereas older respondents and country dwellers had twofold opinions. Many of the retired respondents could not form an opinion at all.

The distribution of answers reflects the fact that even though English has been part of Finnish working life for a fairly short period of time, the recent internationalisation and globalisation of working life has made Finns more aware of the increasing need for English in many expert positions. The answers also indicate that respondents of working age in particular think that future employees should know English, even if they do not see English skills as necessary in their own situation.

Attitudes to English spoken by Finns

When a Finn speaks English, he or she should basically sound like a native speaker: 54 % of the respondents admire, and 23 % feel pride in Finns when they hear a Finn speaking English like a native speaker. If a Finn speaks with a Finnish accent, but fluently, he or she is still admired (28 %), with 24 % of the respondents feeling pride in Finns. If a Finn speaks English poorly, the respondents feel sympathy, amusement, and irritation. Negative feelings towards a Finn speaking English poorly are more common among young people and slightly more common among men than women. Elderly respondents seem to value a good effort, whereas younger respondents clearly have higher standards. Older country dwellers with a low level of education do not appear to place as much value on native-sounding speech as do those who are young, well-educated, and living in cities.

The importance of English in Finland

Finns consider foreign language skills to be extremely important: the view is that young people (97 %) and people of working age (80 %) should know English, but that for the elderly (23 %) it is not as necessary. When travelling abroad, English skills are seen as necessary (69 %), but it is thought that people should know other languages in addition (67 %). These results demonstrate how Finns genuinely appreciate English and want to learn it, but the same thing applies to other languages as well. Finns are interested in and motivated to study foreign languages, and in this respect differ from many other Europeans – particularly speakers of languages spoken by large numbers of people – who are not nearly as interested in foreign language studies (cf. Eurobarometer 2006). Keeping in mind the Finns' interest in foreign languages, one may be alarmed at how far the language choices in schools are becoming narrowed down (Saarinen 2008; Puustinen 2008). The mother tongue is still considered more useful than English (81 %), but English is seen as more useful than

Swedish (82 %). In this atmosphere, especially when English is spreading through unofficial cultural channels as well, it may be difficult to strengthen the status of Swedish or even – despite legislative measures – to maintain it as a language studied by the Finnish-speaking population.

English is not viewed as a threat to domestic languages and culture (83 %). Hence, the majority of Finns have fairly neutral and practical attitudes towards English. In this respect the majority of Finns seem to disagree with the prominent voices in public debate, expressing fears that English will fragment and displace Finnish national languages and culture. Interestingly, over half of the respondents viewed the influence of English on the Finnish language as positive and enriching.

Almost all the young respondents felt that young people should know English, thus underlining the fairly central role that English already has in young people's lives. In the youngest age group the respondents felt that every Finn should know English, and that Finnish society itself should function in English as well as in the domestic languages. Older age groups do not consider English to be as necessary or as positive as younger people do. The answers also revealed a dichotomy between the positively-disposed urban population and the negatively-disposed rural population – and a similar difference between highly-educated and less educated respondents. On the other hand, comparisons by occupation did not reveal such clear divisions.

From these results, it appears that Finland is divided in two from the point of view of the respondents' views and attitudes: English emerges as "linguistic capital" for the young and those leading an urban lifestyle, whereas older people, less educated people, and country dwellers have a more distant, negative, and less personal relation to English.

Status of English as an international language

In general, English was seen as important for internationality: 90 % of the respondents felt that skills in English enhance mutual understanding on a global scale, 74 % felt that to be up-to-date one must know English, and 60 % felt that English skills should become more common. English is associated with trendsetting, and is basically seen as something that modern people should be proficient in. Here again we notice that Finns have fairly pragmatic attitudes towards English, that is, they take the view that English is necessary for international communication. Nevertheless, the majority (60 %) of the respondents took the view that English was displacing other languages, though only 30 % believed that it was having a destructive effect on other cultures. Here an interesting contradiction was found between attitudes towards the influence of English on Finland's own national languages and culture, as compared to the effect on other languages and cultures. English was seen as a threat to other languages, but not to Finland's national languages. Finns would thus appear to have a high degree of confidence in their own languages, and in their continuing status and vitality.

The results again show differences between the young and the old: young respondents emphasised the importance of English skills, while the old were more critical. In comparisons between occupations, managers and experts

constantly differed from healthcare workers and manual workers by agreeing more frequently with almost every statement. In other words, managers and experts viewed English skills as important because of internationality, but their answers also revealed critical attitudes towards the “imperialistic” influence of English in the world. The comparisons by other background variables showed fewer differences, or else were not found to be consistent.

5 STUDYING AND KNOWING ENGLISH

The aim of this section was to discover how Finns experience and evaluate their English skills. The questions in this section (21–25) concerned the respondents' background in English studies, their self-evaluation of different aspects of their language skills, their experience of their own language skills (for example compared to the skills of other Finns), and the origins of their English skills.

Finns are generally seen as having good language skills, and languages have traditionally been a major part of the school curriculum (Pöyhönen 2009). However, encounters with English and learning experiences in English are no longer restricted to formal learning environments (Leppänen et al. 2008; Nikula & Pitkänen-Huhta 2008; Piirainen-Marsh & Tainio 2009a, 2009b). Increasingly, Finns are encountering and learning English as part of their daily activities. Language skills are likely to have a connection to language use, and possibly also to attitudes towards the language in question. Thus, we see it as important to study the respondents' own notions of their skills. It should be noted here that our investigations cover those who do not know English as well as those who do (cf. Preisler 1999; Pitkänen-Huhta & Hujo, forthcoming).

5.1 Results

5.1.1 Duration of English studies

Question 21 asked respondents how long they had studied English in total. By “English studies” we meant both studies with an instructor and self-studies. Seven options were given, from *I have not studied English at all* to *more than 15 years* (see Figure 29 and Tables 21.1–21.5). The most frequent response was *6–10 years*, which was chosen by over one third of the respondents. Approximately 15 % of the respondents had not studied English at all.

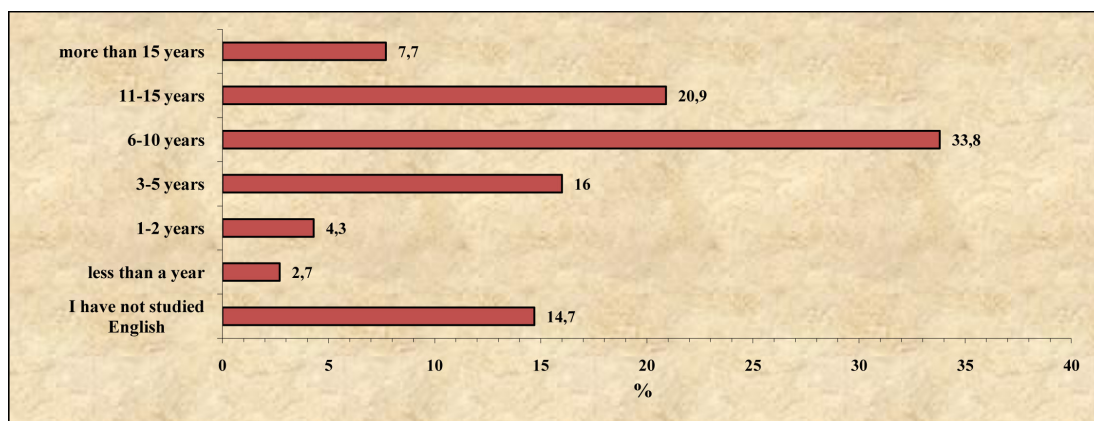


FIGURE 29 The distribution of the duration of English studies

Men and women differed in that 18 % of men and only 11 % of women had

not studied English at all. In addition, the proportion of respondents who had studied English for 6–10 or 11–15 years was higher among women than men (60 % of women and 50 % of men) (Table 21.1).

Comparisons by age group (Table 21.1) demonstrated how English has become the most important foreign language taught in Finnish schools. In the oldest age group (65–79) more than half had not studied English at all. Similarly, a high proportion (23 %) of persons aged 45–64 had not studied English. Those aged 45–79 who had studied English had mostly studied it for 3–10 years. In the youngest age groups (15–24 and 25–44) English was typically studied for 6–15 years. Few in this age group had studied English for less than two years or not at all. Among those who had studied English for a long period (at least 11 years) a clear difference was found between the two youngest and the two oldest age groups: among those aged 25–44 around half of the respondents had studied English for at least 11 years, whereas among the 45–64 age group the response fell to 13 %, and among the 65–79 age group to less than 6 %. This clearly reflects the Finnish reform in basic education that began in the 1960s; it was then that English studies were initiated at primary school level.

Comparisons by area of residence (Table 21.3) showed that the extent of English studies increases consistently from the countryside to rural centres and cities. For example, in the countryside, 23 % of the respondents had not studied English at all, whereas the proportion was 10 % in cities. Respondents who had studied English for a long period (at least 11 years), were found mostly in cities (39 %). In other areas, 14–25 % of the respondents had studied English for at least 11 years. The proportion was smallest in the countryside.

Comparisons by level of education (Table 21.4) revealed a direct relationship between the level of education and studies in English: the higher the level of education, the more extensive were the English studies. Of those who had attended only primary education, as many as 70 % had not studied English at all, and none of this group had studied English for more than 10 years. Among respondents with a university education, all had studied English, the majority (87 %) for at least 6 years. Most frequently the duration of English studies among those with a polytechnic or university education was 11–15 years (for both approximately 35 %). The proportion of those who had studied English for *over 15 years* was higher among university graduates (23 %) than polytechnic graduates (17 %). Among those with education at upper secondary school, vocational school, or lower secondary school, the most common option was 6–10 years (40–42 %). Hence, English is studied at all levels from primary school to university (cf. question 10).

Compared to other occupations (Table 21.5), manual workers included a considerably higher proportion (32 %) of persons who had not studied English at all. Furthermore, this group included the smallest proportion (15 %) of respondents who had studied English for a long period (at least 11 years). The highest proportion of respondents who had studied English for 11 years or more was found among experts (44 %). In this group the proportion of respondents saying *I have not studied English at all* was clearly smaller than among other occupations. Managers came second in the length of English studies. These findings are clearly linked to the high levels of education associated with the above occupations.

5.1.2 Self-evaluation of English skills

Question 22 asked respondents to evaluate their English in the areas of (a) speaking skills, (b) writing skills, (c) reading skills, and (d) comprehension of spoken English on a six-point scale (*fluently, fairly fluently, moderately, with difficulty, only a few words, not at all*). Note that self-evaluation was the only way to map the various language skills, since other evaluations could not have been obtained from such a heterogeneous group of respondents. Self-evaluations are frequently used in large-scale studies on language skills (Eurobarometer 2001, 2006; Hilton et al. 1985). In most cases self-evaluation has been found to be a reliable way to evaluate the level of language skills (Blanche & Merino 1989; Oscarson 1997; Ross 1998). Problems occur mainly with very young respondents, or when experience in language use is minor, or when language skills are very weak.

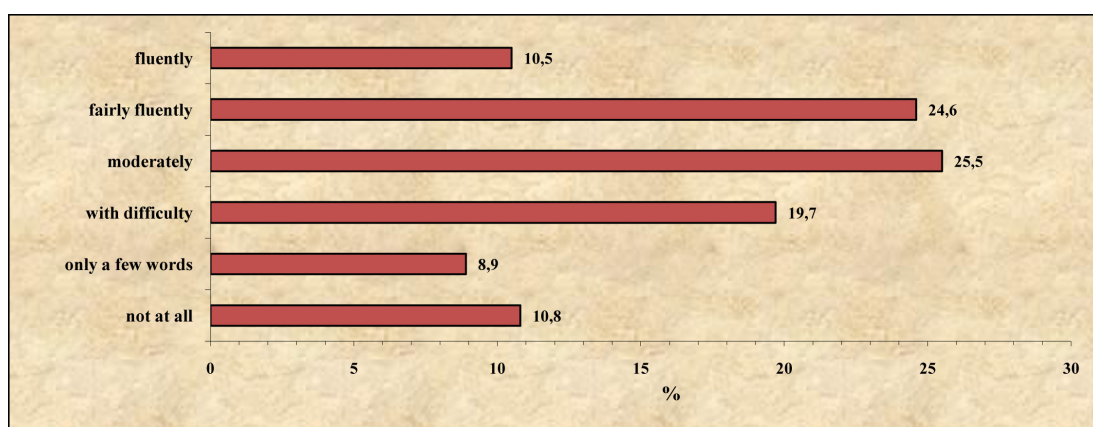


FIGURE 30 The distribution of the respondents' proficiency in speaking English

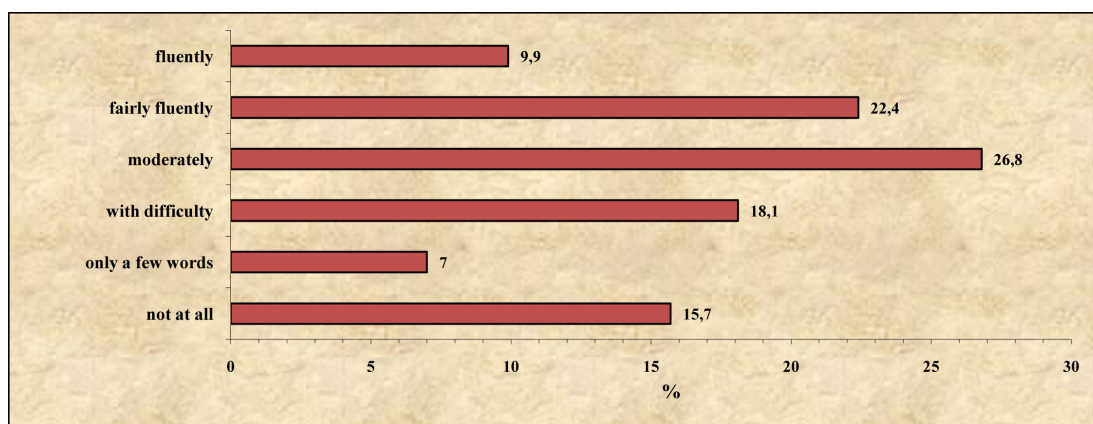


FIGURE 31 The distribution of the respondents' proficiency in writing English

The distribution for speaking skills is presented in Figure 30. Most responses were covered by the options *fairly fluently* and *moderately* (these options together made up 50 % of the respondents). However, 11 % indicated that they did not speak English at all, corresponding fairly well (though not exactly) to the percentage of respondents who had not studied English (15 %). The distribution

for writing skills in English (Figure 31) was similar, but the percentage for *not at all* was higher (16 %). The rates for *fluently* and *fairly fluently* were slightly lower (the figure fell from 35 % to 32 %).

From the distribution for reading skills in English (Figure 32), one can see that reading is often found to be easier than speaking or writing (the proportions for *fluently* and *fairly fluently* were higher than for speaking and writing; the two options made up 43 % of the respondents). However, 15 % of the respondents indicated that they could not read English at all.

Skills in understanding spoken English were generally rated as somewhat higher (Figure 33). The proportions for *fluently* and *fairly fluently* were the highest among the four English skills investigated (together totalling 48 %), and the proportion for *not at all* was the lowest. It should be noted that even though 15 % of the respondents indicated that they had not studied any English, less than 10 % said they did not understand spoken English at all. This would suggest that Finns have probably learnt a great deal of English via music, TV and films, even if they do not consider this to be self-study.

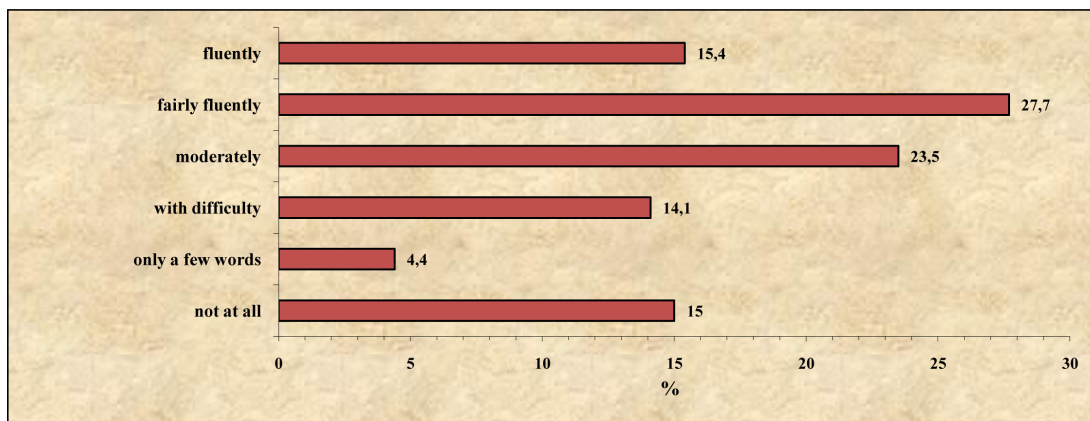


FIGURE 32 The distribution of the respondents' proficiency in reading English

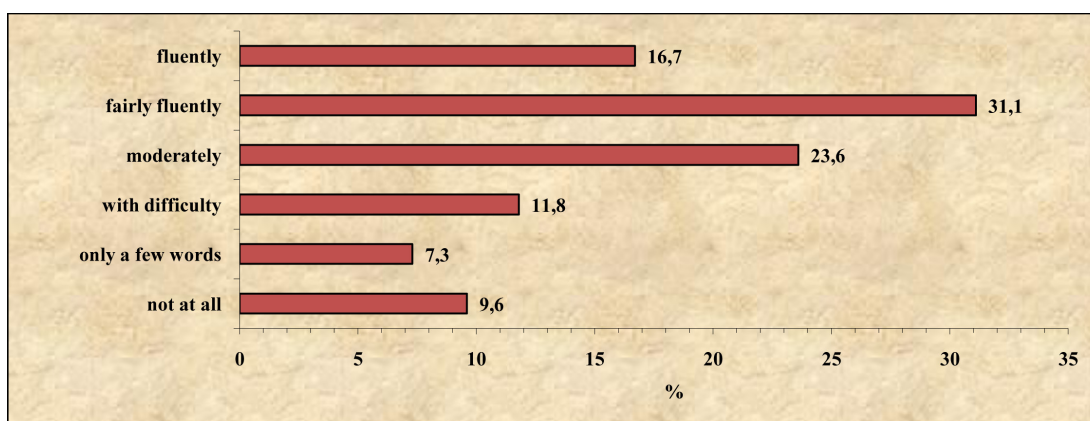


FIGURE 33 The distribution of the respondents' understanding of spoken English

Overall, the respondents' highest self-evaluation was for *understanding spoken English* and the second-highest was for *reading*. The active production

of English in speech, and particularly in writing, was perceived as weaker.

Differences between the sexes were shown first and foremost in the options *only a few words* and *not at all*. Here, the proportions were higher for men in all the skills covered (Tables 22a.1–22d.1). However, in speaking skills the difference was minor compared to the other skills (not statistically significant).

The age groups differed from one another very clearly, regardless of the skill (Tables 22a.2–22d.2). Compared to the older groups, young respondents gave considerably higher ratings to all their English skills. The division seemed to come between the two younger age groups (15–24 and 25–44) and the two older age groups (45–64 and 65–79), and it applied most clearly to the extreme options, i.e. *fluently* and *fairly fluently* as opposed to *only a few words* and *not at all*. Thus, among the oldest age group, 55–62 % (depending on the skill) chose the options *only a few words* or *not at all*, and only 7–10 % the options *fluently* or *fairly fluently*. By contrast, among the youngest age group, the proportions were as low as 1–3 % for *only a few words* or *not at all*, and as high as 54–72 % for *fluently* or *fairly fluently*.

Comparisons by area of residence (Tables 22a.3–22d.3) again revealed an obvious and statistically highly significant difference between urban and rural areas. The difference was basically the same for all four skills. The respondents mastering English *fluently* or *fairly fluently* most frequently live in cities, and least frequently in the countryside. Conversely, the option *not at all* was chosen by a clearly higher proportion of country dwellers than city dwellers.

Comparisons by level of education and occupation produced the same predictable results, which again were similar for all the English skills. The higher the respondents' level of education, the more highly they rated their English skills (Tables 22a.4–22d.4). Managers and experts rated their English skills at least with the option *moderately*: depending on the skill, 52–66 % of managers and 47–63 % of experts answered this way. The proportion was slightly lower among office and customer service workers, which is mainly due to the fact that they more rarely rated their skills as *fluent*, and chose the option *not at all* more often than managers or experts. The proportion of respondents choosing the option *not at all* was even higher among healthcare workers and especially manual workers. The option *fluently* was indicated only rarely in these groups (Tables 22a.5–22d.5).

5.1.3 Ratings of respondents' own English skills

Question 23 asked respondents to rate their own English skills. Here, we wanted to deepen the previous self-evaluations, going beyond the scale-ratings used in Question 22. We also wanted to know not just about the respondents' own skills, but also about how they saw themselves in comparison with others. The instructions made it clear that only those who in question 22 had indicated at least a slight knowledge of English (approximately 90 %) should answer. The question included the six statements (a)–(f) presented in Table 11. To each statement the respondents were to answer either *yes*, *no*, or *no opinion*.

TABLE 11 The distribution for the statements (a)–(f) in question 23

statement	yes	no	no opinion
	%	%	%
a) I feel I know English as well as a native speaker	3,2	94,2	2,5
b) I feel that I know English better than Finns on average	38,3	52,5	9,2
c) I feel that I know English well enough	43,7	53,0	3,3
d) I am proud of my English skills	38,1	51,6	10,2
e) I am ashamed of my English skills	17,2	76,7	6,1
f) I want to learn more English	82,4	8,9	8,7

Table 11 shows that only a small proportion of the respondents felt that they knew English as well as native speakers. As regards the other statements, the respondents answering *yes* were in the minority, except for statement (*f*), according to which over 80 % of the respondents wanted to learn more English. However, in statement (*c*) 40 % of the respondents felt that they knew English “well enough”. In statement (*b*) the respondents were fairly modest concerning their English skills: only 38 % felt that they knew English better than Finns on average.

Men and women differed with regard to statements (*b*) and (*e*). Men were more likely than women to feel that they knew English better than Finns on average, and were less likely to be ashamed of their English skills than women (Tables 23a.1–23f.1).

The age group differences were found to be statistically significant for all the statements (Tables 23a.2–23f.2). In the case of statement (*e*) the proportion of respondents answering *yes* increased with age. In other words, the older respondents indicated that they were ashamed of their English more frequently than the younger ones. With the other, more positive, statements the opposite trend was found: the young respondents were more likely to see their English skills as good than the older ones, to be proud of their skills, and to wish to learn more. With statements (*b*) and (*f*) the trend was different from the others, in the sense that no difference was found between age groups 15–24 and 25–44. The proportion of respondents answering *yes* started to decrease with age only among the older age groups.

Comparisons by area of residence showed a clear opposition between cities and other areas (Tables 23a.3–23f.3). In these questions the countryside did not differ significantly from the towns. In the cities the proportion of those who viewed their English skills as good (statements (*a*)–(*c*)), who were proud of their skills (*d*), and who wanted to learn more (*f*) was substantially higher than in other areas of residence. Town dwellers and country dwellers indicated more often than city dwellers that they were ashamed of their English skills (*e*).

The respondents’ level of education correlated with the answers as directly as one would expect: the respondents with the highest level of education were the ones who were most likely to feel that they knew English well and wanted to learn more, and the least likely to feel ashamed of their skills (Tables 23a.4–

23f.4).

Comparisons by occupation also gave consistent results (Tables 23a.5–23f.5). According to statements (a)–(e), the most positive views of their own English skills were held by managers and experts. At the other extreme were healthcare workers, who (for example) were ashamed of their English skills more often than others. In the case of statement (f) the differences between occupations were somewhat contradictory. This statement obtained the highest proportion of positive responses from experts and from office and customer service workers. The largest proportion of negative responses came from manual workers. Healthcare workers and managers formed a middle group.

5.1.4 Feelings of inadequacy in English skills

With **question 24** we wanted to discover the kinds of situations in which Finns feel their English skills are inadequate. Here we also sought to deepen our understanding of the respondents' language skills. According to the instructions, the question was only to be answered by those respondents who in question 22 had indicated that they knew English at least a little (approximately 90 % of the respondents). The question listed nine situations in which a sense of inadequacy might be felt:

- (1) *when reading in English,*
- (2) *when writing in English,*
- (3) *in situations which require listening comprehension
(e.g. on the telephone),*
- (4) *when discussing with native speakers of English,*
- (5) *when discussing with non-native speakers of English,*
- (6) *in situations that require knowledge of specialist terminology
or jargon,*
- (7) *when travelling abroad,*
- (8) *in all kinds of situations,*
- (9) *elsewhere, where?*

As a tenth option we listed statement (10) *I do not feel that my English skills are inadequate in any situation.*

The respondents were allowed to choose as many of the options as they wished. Possible inconsistencies were solved via the interpretation that if any of options 1–9 were chosen, this ruled out option (10) *I do not feel that my English skills are inadequate in any situation.* It was assumed that when option (8) *in all kinds of situations* was chosen it included all given options even if they had not been ticked. Alternative (9) *elsewhere, where?* obtained only a few explanations. In each case it was possible to reassign the explanation to another possible option, hence this response was excluded from the analysis as a category on its own.

The response distribution is presented in Figure 34. It shows that only 4 % of the respondents did not find their English skills inadequate in any

situation. The most frequent inadequacy indicated was (6) *in situations that require knowledge of specialist terminology or jargon*. More than half of the respondents who answered the question indicated (4) *when discussing with native speakers of English*, but only one third felt that their skills were inadequate when discussing with a non-native speaker of English. However, when drawing conclusions it should be noted that the respondents were only asked to choose the situations in which they felt inadequacy. Moreover, the fact that a situation was not chosen does not necessarily mean that the respondent might not potentially feel inadequacy. After all, it might simply be that the situation (e.g. requiring knowledge of specialist terminology or jargon) is not one that the respondent regularly encounters. This may to some extent complicate comparisons, making it difficult to draw detailed conclusions from the percentages for different background variables (Tables 24.1–24.5).



FIGURE 34 The percentages of the respondents who think that their proficiency in English is inadequate in different types of situations

The distributions for men and women (Table 24.1) did not significantly differ from one another except in the case of option (6) *in situations that require knowledge of specialist terminology or jargon*. Here, women felt inadequacy more frequently than men.

In almost all the situations, the age groups showed statistically significant differences (Table 24.2). We had assumed that older people would feel their language skills to be inadequate more often than younger people. This was indeed the result in four situations:

- (1) *when reading in English,*
- (3) *in situations which require listening comprehension*
(e.g. on the telephone),
- (7) *when travelling abroad,*
- (8) *in all kinds of situations.*

However, in alternative (6) *in situations that require knowledge of specialist terminology or jargon* the results were the opposite: here the inadequacy actually decreased in parallel with increasing age. We would suggest that this is not due to younger people's skills being generally weaker than those of older respondents. It seems more likely that young people more frequently encounter situations where specialised language skills are demanded. A similar finding emerged from situation (4) *when discussing with native speakers of English*. This option was chosen more often by the 15–24 age group than by the 65–79 age group as a situation where skills were felt to be inadequate. Most of the respondents who did not feel their language skills to be inadequate were found in the 25–44 age group, whereas the age group 65–79 felt the most inadequate in their language skills.

This question also demonstrated the division between cities and other areas. This division applied to all the options (Table 24.3). Respondents living in other areas felt their English skills to be inadequate more often than those living in cities. Situations requiring knowledge of specialist terminology or jargon (6) formed an exception: this option was chosen less frequently by country dwellers than by city dwellers. Here we are probably dealing with the same phenomenon that was detected in comparisons by age group, namely that country dwellers are less likely to encounter situations requiring specialist terminology than residents of cities.

As regards the level of education (Table 24.4), the respondents with the lowest level of education felt inadequacy more often than others in most situations. Again, situations requiring knowledge of specialist terminology (6) formed an exception. This alternative was less often chosen by respondents with the lowest level of education – possibly because they do not often encounter such situations. All in all, the feeling of English skills being inadequate was rarest among those with a university education. The proportion of those not feeling their language skills inadequate was also highest in this group (10 %).

In comparisons between occupational groups, healthcare workers and manual workers were those who most frequently found their English skills inadequate, whereas managers and experts were the least likely to feel inadequacy (Table 24.5). Concerning alternative (6) *in situations that require knowledge of specialist terminology or jargon*, office and customer service workers often felt their language skills to be inadequate. It is notable that as many as 17 % of the managers chose option (10) *I do not feel that my English skills are inadequate in any situation*.

5.1.5 Where English is learnt

Question 25 asked respondents to indicate where they had acquired their English skills. As an introduction to the question it was stated that Finns learn English in both English lessons and everyday contexts, for example at work or in their leisure activities. (This statement is based on earlier qualitative studies, e.g. Nikula & Pitkänen-Huhta 2008; Luukka et al. 2008.) Six options were given and respondents were asked to choose only one of them. The options were: *only in English lessons, mainly in English lessons, in English lessons and elsewhere equally, mainly outside the classroom, only outside the classroom,*

no opinion. The distribution is shown in Figure 35.

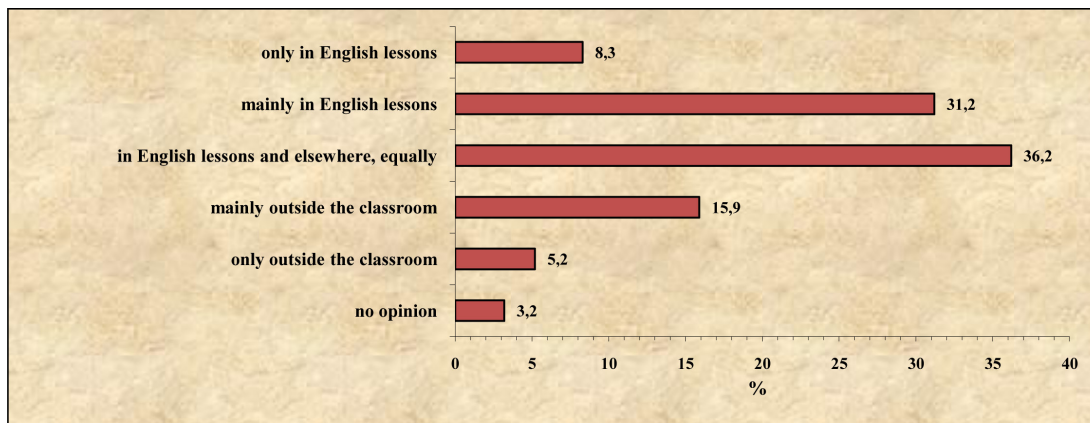


FIGURE 35 The place where the respondents' proficiency in English has been learnt

The majority of the respondents indicated that they had learnt English *mainly in English lessons* or *in English lessons and elsewhere equally*. The subgroup differences were statistically significant for all the background variables included. Women learnt English in lessons more frequently than men, whereas men learnt outside the classroom more frequently than women (Table 25.1). The youngest age group (15–24) chose the option *mainly in English lessons* clearly more often than the other age groups (Table 25.2). Among the 25–44 age group, obtaining English skills from elsewhere in addition to lessons was more common than in the other age groups. The proportion of respondents who had learnt English *only outside the classroom* was highest in the two oldest age groups (45–64 and 65–79), ranging from 9 % to 16 %. In addition, the options *only in English lessons* and *no opinion* were more common in these age groups than in the younger ones. This polarisation may reflect first of all, the relatively few years of formal education undergone by older respondents. Secondly it may reflect the high proportion of those who have not used English since their school years.

Comparisons by area of residence show similarities to comparisons by age group, with a similar polarisation. The distribution of the country dwellers is similar to that of the two oldest age groups: in the countryside there are most likely to be respondents who have not improved their English skills since school, and also those who did not study English at school. In addition, acquiring English skills outside as well as inside the classroom becomes more common as the focus shifts from the countryside to the larger population centres.

Respondents with a university education mostly felt they had learnt their English skills *in English lessons and elsewhere equally*; the proportion (52 %) was significantly higher among this group than in the other groups (Table 25.4).

Comparisons by occupation (Table 25.5) revealed that healthcare workers were most likely to feel that they had learnt their English skills either only or mainly in lessons. The highest proportions of respondents who had learnt *in English lessons and elsewhere equally* were found among managers and experts, who also chose the option *mainly outside the classroom* more

frequently than other occupations. Manual workers (tending to have lower levels of formal education) chose the option *only outside the classroom* more frequently than the others.

5.2 Summary and discussion

Duration of English studies

More than four out of five Finns have studied English. In other words, approximately 15 % have not studied English at all. The most common (34 %) duration for English studies is 6–10 years, which corresponds to basic and secondary education. Nearly one third have studied English for more than 10 years, which means they have probably attended further studies after basic and secondary education. Correlations with age, area of residence, level of education, and occupation are significant: young respondents, residents of cities, highly educated persons, managers, and experts have studied English the longest. In particular, the oldest respondents differed from the rest by their limited study of English. The effect of the Finnish education reform of the 1960s can clearly be seen, with respondents born in the 1960s having studied English for significantly longer than older respondents.

Skills in English

Approximately 18 % of the respondents indicated that they could not speak, write, read, or understand spoken English, and 9 % indicated that they had not mastered any of these four areas of language skills. It was found easiest to understand spoken English and second easiest to read English. Speaking and writing were considered more difficult by the respondents. In other words, passive receptive skills were found to be better than active productive skills. It may be that the opportunities for producing English are rarer than the opportunities for comprehending it. This is certainly true in terms of everyday activities (e.g. music, TV, websites). One may wonder also whether it reflects the emphases given to different skills in school teaching.

In all the skills, substantially more than 50 % and up to almost 70 % of the respondents rated themselves as having mastered English at least moderately. Once again, a clear division was detected between the extremes. At one end were young people, city dwellers, highly educated people, and people in managerial positions. At the other end were older respondents, country dwellers, people with less formal education, and manual workers. This could be due to various factors: cities may offer more opportunities for using English, young people have, in a sense, grown up with English use as part of their lives, and in complex international tasks the amount of English use may be significant. We may therefore ask whether English skills are somehow connected with being well-off (cf. Kainulainen 2006) – and also whether English skills have become an absolute and unavoidable necessity for success in present-day Finland.

English skills and inadequacy

The vast (80 %) majority of the respondents wanted to learn more English, even though a high proportion (44 %) felt that they knew English well enough already, and almost as high a proportion (38 %) were proud of their skills. In comparing their skills with other language users, the respondents were rather modest: only a small minority (3 %) believed their skills to be on the same level as a native speaker of English, and more than half (52 %) evaluated their skills as weaker than those of Finns on average (women more frequently than men). Thus, Finns neither boast about their language skills nor are ashamed of them (only 17 % indicated that they were ashamed of their English skills). Even though the young respondents took more pride in their skills than the older ones, they were also the ones who were most likely to want to advance further in English. This finding might suggest that young people are in effect aiming at fluent bilingualism, since despite rating their own skills quite highly in all areas of language (and much higher than the self-ratings of older respondents) they still wished to make progress as users of English.

Only 4 % of the respondents did not find their English skills inadequate in any situation, and these respondents were mainly young people, living in cities, having a high level of education, and working in managerial positions or as experts. In contrast, 14 % of the respondents saw their English skills as inadequate in all situations. These were typically older respondents, with less formal education, living in rural areas, and doing manual work. Inadequacy was felt most in situations requiring knowledge of specialist terminology or jargon (70 %). In addition, inadequacy was indicated regarding conversation with native speakers of English (55 %) – which is interesting in view of the fact that the respondents also recorded their admiration of native speech (questions 15 and 18). This may relate to linguistic norms: language learners compare themselves to native speakers and strive for similar “good” language skills.

Overall, it appears that Finns rate their language skills as relatively good, but do not see their skills as adequate in concrete situations of language use. Although they may have good skills in general terms, particular situations give rise to problems. It may be that this sense of inadequacy fuels the desire of Finns to advance further in English.

Where English is learnt

Generally speaking we can say that one third of Finns feel they have learnt their English mainly in the classroom, and a further third both inside and outside the classroom. Education plays a major role in language learning and Finns may still see English as a foreign language, one that is mainly learnt through formal instruction. Particularly in the case of older respondents with fewer years of education and living in rural areas, English would have been acquired in the school context, with little practice outside the classroom. Nevertheless, this group also includes the largest proportion of those who did not study English at school at all. Interestingly, it also includes the largest percentage of those who learned their English outside the classroom. Young, highly educated respondents living in cities and working as managers or experts also tended to have acquired their good English skills outside as well as inside the classroom

– due presumably to the wider variety of opportunities for learning and using English.

Regarding studying and knowing English, we found that respondents were polarised into two groups: on the one hand there were the young, highly educated respondents living in cities and working in managerial positions or as experts; on the other hand there were the older, less educated respondents living in rural areas and doing manual work. The first group had studied English longer, rated their skills more highly, felt less inadequacy concerning their skills, and had learnt their English both in and outside the classroom.

6 USES OF ENGLISH

In this section of the questionnaire (questions 26–35) we wanted to map out how and in what kinds of situations Finns use English in their free time and at work. The respondents were asked to consider even minor use, for example the use of single English words. The aim of this section was to map out differences between productive use (writing, speaking) and receptive use (reading, listening), and also between oral and written use (questions 27–30). As contexts for the use of English in free time we selected internet use and game-playing, on the basis of earlier studies (see Taalas et al. 2008; Luukka et al. 2008; Leppänen & Nikula 2007). As contexts for the use of English in working life we selected computer-mediated communication, reading professional literature, and customer contacts among others. In addition, the respondents were asked for their views on their personal English use, and their reasons for using English. Finally, we wanted the respondents to compare themselves as users of English and users of the mother tongue.

6.1 Results

The response rates varied by response group. Overall, the response rates were high, but respondents with primary education only were somewhat passive (55–60 %). This also applied to the responses in the oldest age group, where response rates of less than 70 % occurred.

6.1.1 Where English is used most

Question 26 asked respondents to indicate where they used English most. There were four options (*at school or in my studies, in my free time, at work, and I do not use English*), of which only one was to be chosen. The response distribution is shown in Figure 36. The majority of the respondents (52 %) indicated that they used English most in their *free time*. Approximately 9 % indicated that they did not use English at all.

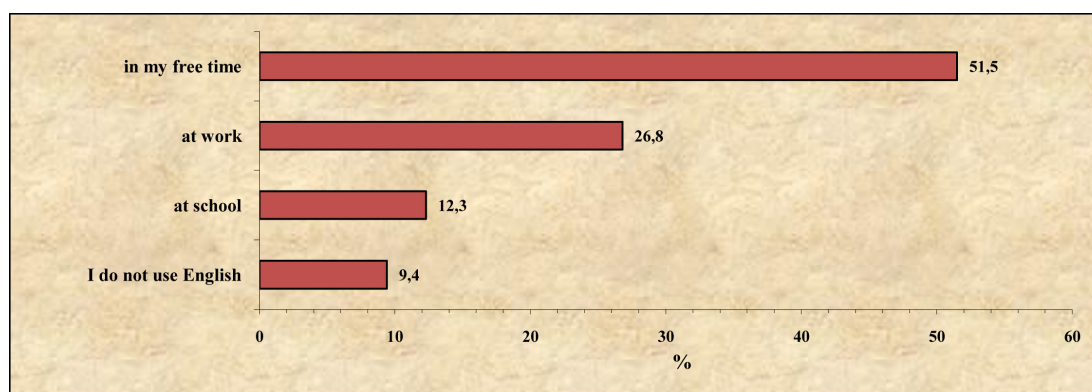


FIGURE 36 The place where English is used the most

No significant differences were found between the sexes (Table 26.1). Comparisons by age group revealed that in the youngest age group English was used most *at school or in my studies*, and second most *in my free time*. Among the other age groups English was used most frequently in free time with *at work* coming second, except for the oldest age group in which *I do not use English* was the second most common option (Table 26.2). The differences between the generations were considerable: the proportion of respondents not using English increased enormously from the two youngest age groups (2–5 %) to the oldest (30 %). In all areas of residence, free time was found to be more frequent as a context for English use than work. However, work was clearly a more common context in the cities (Table 26.3). Country dwellers indicated non-use of English more often than the others.

Free time was found to be the most common context for English use irrespective of the respondent's level of education (Table 26.4), but among those with a polytechnic or university degree, work emerged as almost as common. Respondents with a lower level of education more commonly indicated non-use of English, or else chose the option *at school or in my studies*. Among the occupations (Table 26.5), managers and healthcare workers stood out – each in their own way. Unlike the others, managers indicated a greater use of English *at work* (57 %) than in free time (32 %). Among healthcare workers the proportions for both free time (70 %) and studies (14 %) were exceptionally high. Only 6 % of the healthcare workers indicated that they used English most *at work*. The proportion of those not using English was highest among manual workers (16 %).

6.1.2 Listening to English in free time

Question 27 dealt with listening to English in free time. The respondents were asked to indicate on a five-point scale (*almost daily, about once a week, about once a month, less frequently, never*) how often they listened to English in the following forms:

- (a) *music,*
- (b) *subtitled films/TV programmes,*
- (c) *speech programmes on the radio,*
- (d) *films/TV programmes without subtitles.*

For the sake of clarity, we have here (and in the Tables) divided the respondents into two groups: (1) those who listen to English *at least every week* (i.e. *almost daily* or *about once a week*), and (2) those who listen to English less frequently. We present the results as percentages of the more active group. This simplification does not lead to any loss of crucial information in our conclusions.

The percentages are presented in Figure 37 and in Tables 27.1–27.5. Overall, 85 % of the respondents indicated that they listened to *music* in English at least once a week. *Subtitled films/TV programmes* were indicated

by an even higher proportion of respondents (88 %). In the case of *speech programmes on the radio*, 9 % of the respondents indicated that they listened to such programmes in English at least once a week. The proportion of those listening to *films/TV programmes without subtitles* was 25 %.

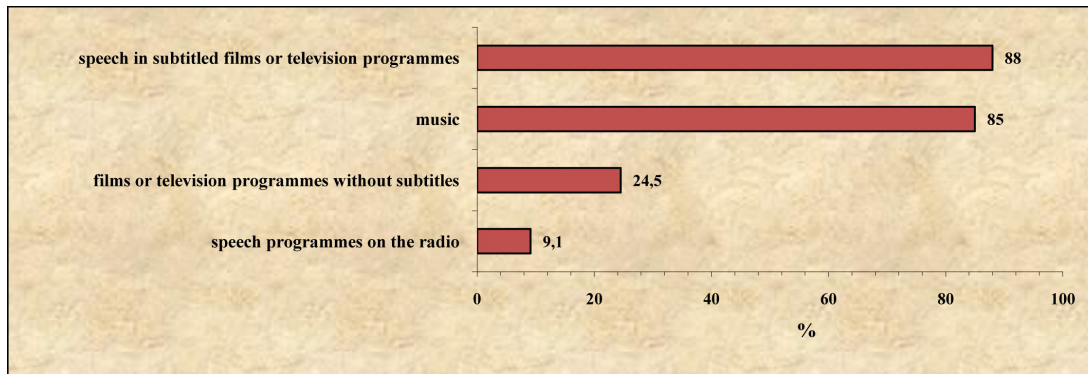


FIGURE 37 The percentages of the respondents who listen to English in different types of situations at least every week

In the case of listening to music in English (*a*), the clearest difference between background variables was, as expected, found with respect to age groups: 97 % of the 15–24 age group said that they listened to music in English at least once a week. These proportions fell sharply in the older age groups, to only 50 % in the 65–79 age group. Among men (87 %) the proportion was slightly higher than among women (83 %). In the urban areas and rural centres the proportion was somewhat higher (about 87 %) than in the countryside (75 %). Respondents who had undergone only primary education showed a lower percentage than the rest (71 %, against at least 85 % for the other education groups).

Point (*b*) concerned listening to speech in *subtitled films/TV programmes*. No statistically significant differences were found by gender or profession, but between other background variables the differences were clear. The activeness fell from the younger age groups to the older ones. Furthermore, the rate was somewhat higher in the cities, towns, and rural centres (approximately 90 % in each) than in the countryside (79 %). Respondents with only primary education again differed from the others: the proportion of them listening at least once a week was 66 %, whereas in every other group it was around 90 %.

Listening to speech programmes on the radio (*c*) in English was overall fairly rare, and no statistically significant differences were found by any background variable.

In the case of (*d*) *films/TV programmes without subtitles*, significant differences were found in all comparisons by background variables. The most active listeners in this case were as follows: men (29 % at least once a week); the 15–44 age group (28–31 %); city dwellers (29 %); and the most highly educated (27–30 %).

Differences between occupations were not statistically significant for options (*a*)–(*c*). For option (*d*) (listening to speech in films/TV programmes

without subtitles), the office and customer service workers differed from the others: they were the most active (29 %), whereas healthcare workers (12 %) were the least active.

6.1.3 Reading in English in free time

Question 28 inquired if the respondents read English-language material of the following types in their free time:

- (a) newspapers,
- (b) magazines (general interest/hobbies),
- (c) comics,
- (d) literature,
- (e) nonfiction/professional literature,
- (f) manuals and product descriptions,
- (g) e-mails,
- (h) web pages (webzines; home pages).

The same five-point scale was used here as in question 27 (*almost daily, about once a week, about once a month, less frequently, never*). Because reading in English was generally less common than listening, the respondents are here divided into (1) those who read in English *at least every month* (i.e. *about once a month* or more frequently), and (2) those who read *less frequently* or *never*. The results are presented as percentage values of the more active readers (see 6.1.2 above, Figure 38; also Tables 28.1–28.5).

The results indicate that reading English was less common than listening to English. The largest percentages for reading in English at least once a month were gained by *web pages* (56 %), *manuals and product descriptions* (48 %), and *e-mails* (43 %). The percentages for other printed materials were significantly lower.

Regarding all the text types in question 28, a good number of statistically significant differences were found by all the background variables. Men and women differed in all the text types (Table 28.1). Women were somewhat more active readers of literature, but in every other category men were more active. The greatest differences concerned reading English-language *web pages*, *manuals and product descriptions*, and *e-mails*.

Statistically significant differences were found between age groups for all text types (Table 28.2). The differences were clear, especially in relation to reading *web pages*, *e-mails*, and *comics*, in all of which the two youngest age groups (15–44) were significantly more active than the older ones. The results were similar concerning printed materials and literature, but in reading *nonfiction/professional literature* the 25–44 age group was clearly the most active age group. In the two youngest age groups the most frequently chosen text type was *web pages*, whereas in the older age groups the option *manuals and product descriptions* was chosen most frequently.

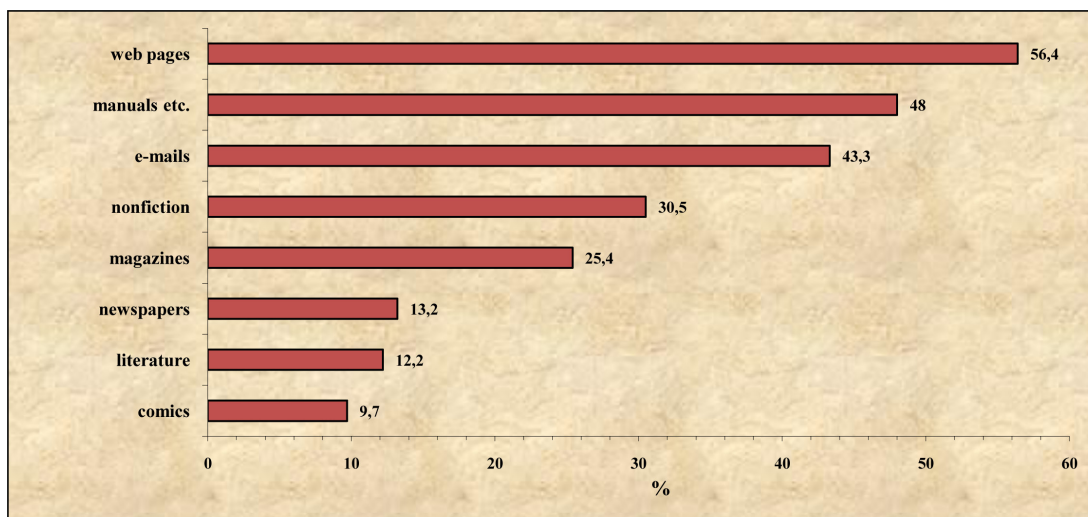


FIGURE 38 The percentages of the respondents who read English text in different types of situations at least every month

Differences between areas of residence were statistically significant for all text types, except for reading *comics* (Table 28.3); in this case reading in English consistently showed the highest frequency in cities and the lowest in the countryside. The most commonly read English-language material was *web pages* in all areas except for the countryside, where reading *manuals and product descriptions* was the most frequently chosen option.

Comparisons by level of education also showed consistent and statistically significant differences for all text types except for *comics* (Table 28.4). As one would expect, respondents with the highest level of education did the most reading in English, and the least educated the least reading. Reading *web pages* in English was the most frequently chosen option (50–80 %) in all groups except for respondents with only primary education (20 %). Among the latter the proportion of respondents reading *manuals and product descriptions* in English was slightly higher (21 %).

Among the various occupations, managers and experts were the most avid readers of English in their free time, and healthcare workers the least. The differences were statistically significant for all text types except for reading *comics* (Table 28.5). In all groups, reading *web pages* in English was the most common reading activity. However, among manual workers, reading *manuals and product descriptions* was equally common. The proportion of those reading in English monthly was highest among managers, except regarding the *literature* category, where experts indicated a significantly higher frequency than managers.

6.1.4 Writing in English in free time

Question 29 concerned the extent to which respondents wrote in English in their free time. The respondents were asked to indicate on a five-point scale (*almost daily, about once a week, about once a month, less frequently, never*) how often they wrote the following English text types in their free time:

- (a) letters, postcards,
- (b) stories, poems,
- (c) text messages,
- (d) notes or other short messages,
- (e) e-mails,
- (f) on the internet (e.g. weblogs, discussion forums).

Again, we divided the respondents into two groups: (1) those who wrote in English *at least every month* (i.e. *about once a month* or more frequently) and (2) those who wrote *less frequently* or *never*. The results are presented as percentage values of the more active group (cf. 6.1.2 above and Figure 39; also Tables 29.1–29.5). Writing emerges as a minor activity for many of the text types, and the most common text type is writing *e-mails*. Before the merging procedure, the options, *never* and *less frequently* (than once a month) obtained the highest percentage values overall.

Comparisons by gender revealed that men write *e-mails* and *on the internet* in English more often than women, whereas women write *letters and postcards* slightly more often than men (the proportion was still small, 8 %). In the other text types the differences between the sexes were not statistically significant (Table 29.1).

The differences between age groups were statistically significant for all text types; the two youngest age groups were clearly more active writers than the older age groups (Table 29.2). Particularly large differences were detected in writing *stories and poems* (cf. Leppänen 2008), in which the 15–24 age group were significantly more active (12 %) than the other age groups (3 % or less). Writing *on the internet* was similarly more common among the 15–24 age group (33 %). Among the 25–44 age group the proportion fell to 19 %, and for those over 44 it was 3 % or less.

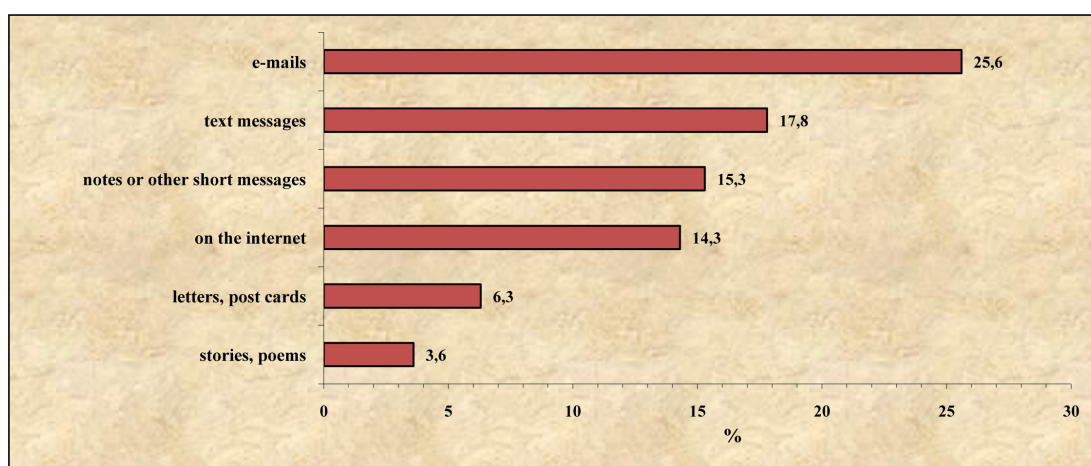


FIGURE 39 The percentages of writing in English in different types of situations at least every month

Areas of residence seem to be consistently divided into two groups: in all text types, writing in English was clearly more common in the cities than anywhere

else (Table 29.3). In addition, the countryside differed from the more densely populated areas in the case of electronic communication (less common in the countryside). Differences between areas of residence were not statistically significant for writing *letters and postcards*.

When compared by level of education, the most active writers in English were those with a university degree (Table 29.4). However, as regards writing *stories and poems*, respondents who had completed lower secondary education (i.e. typically young people between the ages 16–19) were particularly active.

Compared to other occupations, managers were clearly more frequent writers of *e-mails, text messages and notes or other short messages* in English (Table 29.5). Experts emerged as the most active writers *on the internet*. Except for *text messages*, healthcare workers emerged as less active writers in English than the others for each text type; manual workers wrote the fewest text messages. However, manual workers were the second most active writers *on the Internet*, right behind experts.

6.1.5 Speaking English in free time

Question 30 asked respondents how often they spoke English in their free time. The options were as follows:

- (a) *with your Finnish-speaking [or for Swedish speakers: Swedish-speaking] friends,*
- (b) *with your non-Finnish-speaking [or for Swedish speakers: non-Swedish-speaking] friends,*
- (c) *with tourists in Finland,*
- (d) *when expressing negative feelings (such as when swearing),*
- (e) *when expressing positive feelings (such as love).*

Note that in the questionnaire in Swedish, the terms *Finnish-speaking* and *non-Finnish-speaking* were replaced with *Swedish-speaking* and *non-Swedish-speaking*.

Answers were given on a five-point scale (*almost daily, about once a week, about once a month, less frequently, never*), but we again divided the respondents into (1) those who spoke English *at least every month* (i.e. *about once a month* or more frequently) and (2) those who spoke English *less frequently or never*. The results are presented as percentages of the more active group.

Figure 40 shows that 16–25 % of the respondents (depending on the situation) spoke English in their free time at least once a month. The proportion tended to be slightly higher among men than women (except for (e) *expressing positive feelings*, which was more common among women); however the differences did not quite reach statistical significance (Table 30.1).

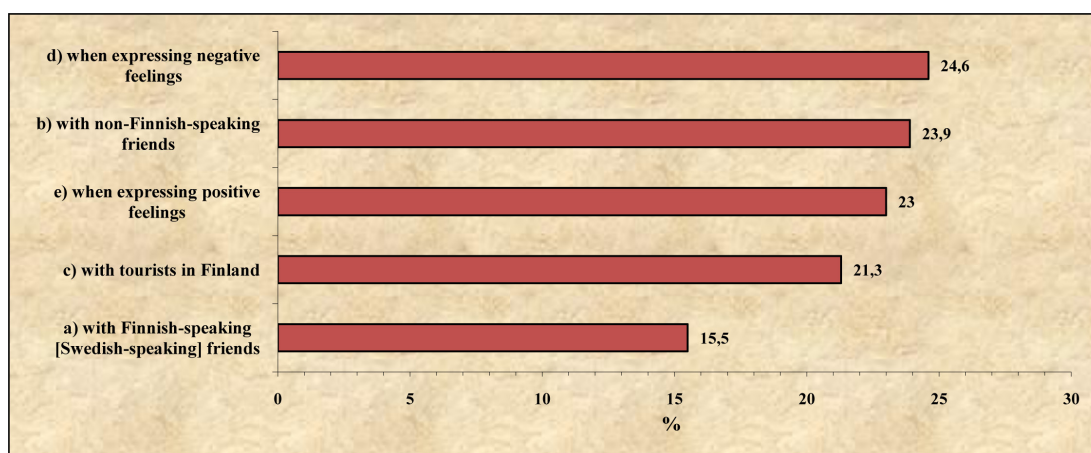


FIGURE 40 The percentages of speaking English in different types of situations at least every month

The differences between age groups were statistically significant for all the situations (Table 30.2). Thus the younger age groups emerge as more active speakers of English than older age groups. Among those aged 15–24, *expressing negative feelings* was prominent (option (d), chosen by as many as 51 % of this age group). Nevertheless, *positive feelings* also emerged strongly, being chosen by more than one third of this age group.

The age group vs. activeness trend was broadly similar for all the situations, except that the 25–44 age group emerged as the most active speakers *with tourists*. For respondents aged 65–79 the most common speech context was *with non-Finnish-speaking [non-Swedish-speaking] friends*. For those aged 45–64 it was speaking *with tourists in Finland*, and for those aged 15–24 it was *when expressing negative feelings*.

Differences between areas of residence were statistically significant for all situations except for (e) *when expressing positive feelings* (Table 30.3). Speaking English *with Finnish-speaking [Swedish-speaking] friends* was significantly less frequent in the countryside (9 %) than elsewhere (14–18 %). In the other three situations (d) *when expressing negative feelings*, (b) *with non-Finnish-speaking [non-Swedish-speaking] friends*, and (c) *with tourists in Finland* there was a clear division between the cities and the other areas. The difference was greatest in speaking English with non-Finnish-speaking [non-Swedish-speaking] friends and tourists in Finland. These uses were twice as common in the cities as in other areas.

Percentages by levels of education showed that respondents with the lowest level of education (primary school only) had the lowest values for English-speaking in their free time (Table 30.4); this was a predictable result. For these respondents the most common context for free-time English speaking was (e) *when expressing positive feelings* (14 % at least once a month). Respondents with a university degree were among the most active speakers of English in all the contexts. They showed particularly high values in terms of speaking English with non-Finnish-speaking [non-Swedish-speaking] friends (45 %), and with tourists in Finland (35 %).

Nevertheless, respondents who had completed lower-secondary

education (a group which includes many young people between the ages 16–19) showed remarkably high values in three contexts: (a) *with Finnish-speaking [Swedish-speaking] friends* (23 %), (d) *when expressing negative feelings* (32 %), and (e) *when expressing positive feelings* (26 %). The differences between levels of education were statistically significant in all contexts except with regard to expressing positive feelings.

In comparisons by occupation, speaking English in free time was least common among healthcare workers and manual workers (Table 30.5). Among the healthcare workers the most frequently mentioned context for speaking English was (e) *when expressing positive feelings* (21 %), and among manual workers it was (d) *when expressing negative feelings* (20 %). As regards expressing feelings, both positive and negative, office and customer service workers were the most active (with 28 % in both contexts).

Managers are the occupational category showing the most frequent use of spoken English with non-Finnish-speaking [non-Swedish-speaking] friends and tourists (in both contexts over 30 %). The differences between occupations were statistically significant in all contexts except for (a) *with Finnish-speaking [Swedish-speaking] friends*.

6.1.6 Uses of English: Summary

In general, men were slightly more active users of English than women, but there were specific contexts in which women were more active (reading literature, writing letters or postcards, expressing positive feelings in speech).

The two youngest age groups (15–24 and 25–44) were in almost all areas more active users of English than the two oldest age groups (45–64 and 65–79). The contexts in which the youngest age group was clearly more active than the 25–44 age group were on the productive side of language use (writing stories and poems, writing on the internet, expressing negative feelings, and speaking with Finnish-speaking [Swedish-speaking] friends). The 15–24 age group also clearly exceeded the 45–64 age group in almost all contexts, though the difference was only marginal in the case of reading English nonfiction or professional literature and speaking with tourists. However, these were also the contexts in which 25–44 age group were clearly more active than those aged 15–24, and this was the case also with reading magazines (general interest/hobbies). The oldest age group was the least active in almost all given contexts, only rivaled by the age group 45–64 in a couple of contexts.

As was mentioned above, comparisons by area of residence showed a division between cities and the other three areas fairly consistently. Overall, country dwellers were less active users of English than the others; the difference was clearer in reading than in the other three areas of language use. For one reason or another, rural centres gave slightly higher proportions of English use than did towns (defined as towns of less than 50,000 inhabitants, see Chapter 2).

When compared by level of education, respondents with a university degree were clearly much more active than respondents with a primary education only. The polarisation was strongest in terms of reading in English. Nevertheless, younger respondents, especially those who had completed

lower secondary education, emerged strongly in terms of writing stories and poems, writing on the internet, speaking with Finnish-speaking [Swedish-speaking] friends, and expressing both negative and positive feelings.

Listening in English was the context least dependent on the respondent's education: only those respondents whose education was limited to primary school stood out by virtue of their low percentages.

Occupations were found to divide into three groups: managers and experts were the two most active users of English, and healthcare workers the least active. Office and customer service workers and also manual workers were mostly placed between the most active and the least active group, close to the mean values for the total data. This was another division which applied most strongly to reading in English. Manual workers were less active than healthcare workers only in speaking English and in reading literature in English. As far as listening in English and writing on the internet are concerned, managers are not distinguished as more active than the rest. The characteristic contexts of English use for experts, especially in comparison to managers, are writing on the internet and reading literature.

Despite the differences listed above, listening, reading, writing, and speaking in English do not differ from one another radically; instead, basic divisions can be detected to varying degrees in all four areas of language use, and in relation to all five variables.

6.1.7 Use of English on the internet and in playing electronic games

Question 31 concerned the use of English on the internet and in playing electronic games. The question listed the following:

- (a) *searching information (e.g. Google),*
- (b) *reading newspapers on the internet,*
- (c) *ordering products or using services on the internet,*
- (d) *having spoken discussions over the internet (via e.g. Skype),*
- (e) *having written discussions over the internet (via e.g. Messenger or IRC),*
- (f) *following discussion forums or weblogs,*
- (g) *playing internet-based games,*
- (h) *playing computer or console games.*

In this case, as in the previous section, the answers were classified within two groups, namely: (1) those who use English *at least once a week* (i.e. *about once a week* or more frequently) and (2) those who use English *less frequently or never*. The results are presented as percentages of the more active group (cf. 6.1.2 and Figure 41; also Tables 31.1–31.5). We also examined the data with monthly use as criterion for group division instead of weekly use, but the conclusions were practically the same and are therefore not reported here separately.

Figure 41 shows that the most common use of the internet in English is clearly *searching information*. This was something that almost half of the respondents engaged in at least once a week.

The data indicate that every type of use of English on the internet, and particularly playing electronic games, is more common among men than women (Table 31.1). Having spoken discussions over the internet was the only context in which the difference between the sexes was not statistically significant. Among women the only significant purpose for the weekly use of English on the internet was (a) *searching information*, which was mentioned by 37 % of women (among men the proportion was 58 %). In all other contexts the rate of weekly use for women was clearly below 10 %. Among men the most common contexts for weekly use were (coming after searching information) the following: (b) *reading newspapers on the internet* (19 %); (f) *following discussion forums or weblogs* (18 %); (h) *playing computer or console games* (17 %).

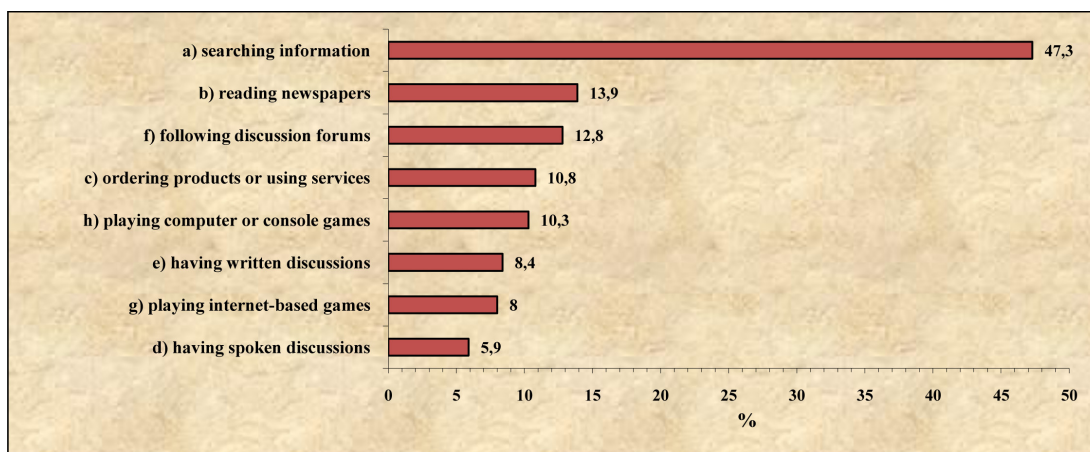


FIGURE 41 The percentages of the respondents who use English while using the internet or playing electronic games at least weekly

The differences between age groups were obvious in all cases (Table 31.2). In weekly use, the 15–24 age group was the most active in all contexts except for reading newspapers on the internet, in which the 25–44 age group was slightly more active. For nearly all the options the proportion of users decreased systematically among the older age groups. Among those aged 45 or older, it was somewhat rare to use the internet in English. The only purpose worth mentioning was *searching information*; this was something that 33 % of those aged 45–64 and 14 % of those aged 65–79 engaged in weekly. In the younger age groups the proportion was significantly higher (58–67 %). The two youngest age groups differed from one another in that playing electronic games and discussing over the internet (chatting) was twice as common among those aged 15–24 as among those aged 25–44, in terms of weekly use.

Differences between areas of residence (Table 31.3) emerge clearly in all the contexts except playing electronic games, i.e. options (g) and (h). Using the internet in English is most common in cities and least common

in the countryside. A clear difference was detected between the cities and other areas. In addition, the countryside differs from rural centres in terms of searching information. The clearest result is that city dwellers are distinguished from the rest as the most active readers of newspapers over the internet *(b)*, as participants in discussions over the internet *(d)* and *(e)*, and as followers of discussion forums and weblogs *(f)*.

Comparisons by level of education showed that respondents with the highest level of education were the most active users of the internet in English (Table 31.4). However, playing electronic games in English was most common among respondents who had completed a lower secondary education, which basically means young respondents. As distinct from many other contexts, respondents with the lowest level of education emerged as the second most active group here.

When compared by profession, experts were the most active in *(a)* searching information, *(b)* reading newspapers on the internet, *(c)* ordering products or using services on the internet, and *(f)* following discussion forums and weblogs (Table 31.5). Managers were almost as active. Manual workers were the most active players of electronic games: they were the only group among which the rate for playing in English weekly reached over 10 %. Healthcare workers were distinguished from the rest by their minor use of English on the internet and in playing electronic games.

6.1.8 Use of English at work

Question 32 concerned the use of English at work, and was aimed at respondents in working life. The respondents were asked to indicate on a five-point scale (*almost daily, about once a week, about once a month, less frequently, never*) how often they engaged in the following in English:

- (a) reading manuals and product descriptions,*
- (b) reading nonfiction and professional literature,*
- (c) reading e-mails,*
- (d) reading web pages,*
- (e) reading documents,*
- (f) searching information (e.g. Google),*
- (g) listening to presentations or lectures.*

In addition, they were asked to indicate how often they wrote the following in English:

- (h) e-mails,*
- (i) documents.*

They were further asked how often they were involved in the following activities in English:

- (j) speaking with colleagues,
- (k) speaking in meetings and negotiations,
- (l) speaking with clients and partners on the phone,
- (m) speaking with clients and partners face to face,
- (n) giving presentations or lectures.

In the data as a whole, the options *never* and *less frequently* (than once a month) were emphasised the most in all contexts. In this sense, the use of English at work would seem to be not very common. However, from now on, the results will be divided into two groups (as was done previously), based on weekly use. Hence we have (1) those who use English in their work *at least once a week* (i.e. *about once a week* or more frequently), and (2) those who use English *less frequently* or *never*.

In addition, the answers given to contexts (a)–(n) were used in gathering information about the percentages of respondents overall who use English weekly in their work. The percentages for weekly English use in different contexts and overall are presented in Figure 42. Comparisons by different background variables can be seen in Tables 32.1–32.5.

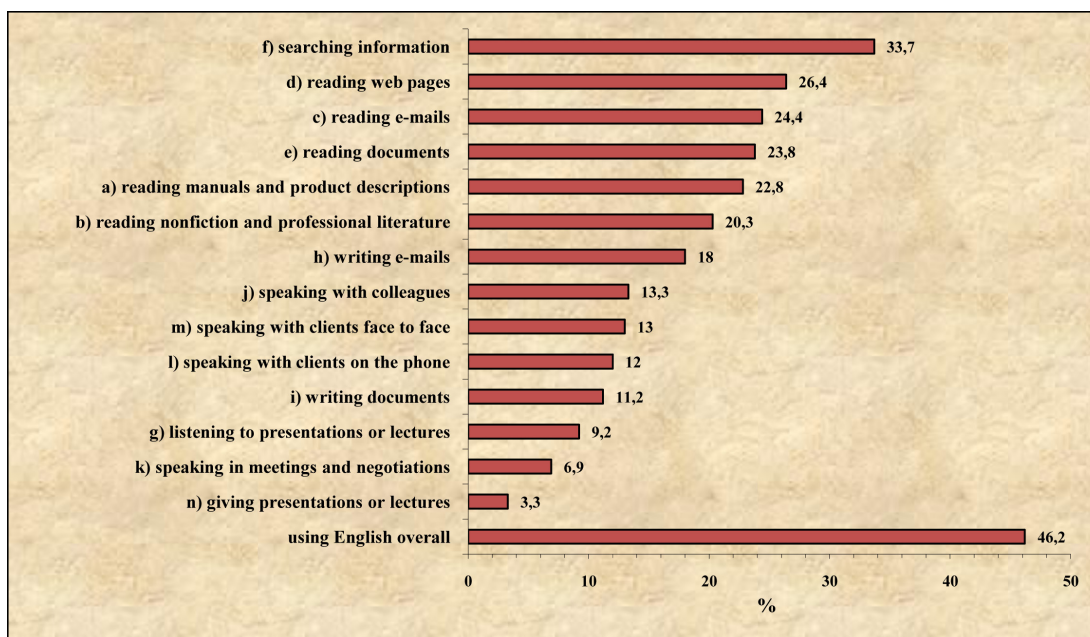


FIGURE 42 The percentages of the respondents who use English at least once a week while working (the percentages represent the number of positive responses relative to the respondents who work)

Figure 42 shows that 46 % of respondents in working life indicated that they used English in their work at least once a week. However, the rate varied very significantly by different background variables. Weekly use was more common among men (52 %) than women (40 %), young people (55–63 %) than older people (22–33 %), and in cities (59 %) than in other areas (27–43 %). Over 60 % of the respondents with a university or polytechnic degree indicated that

they used English in their work at least once a week, and the figure was similar among managers and experts (almost 60 %). In comparisons by profession, healthcare workers had the least need of English in their work: only 16 % indicated that they used English on a weekly basis.

The most common context for English use at work was *(f) searching information*, in which approximately one third of the respondents indicated activity at least once a week. Reading in English was generally more common than writing and speaking (particularly reading e-mails, web pages, and documents). Giving presentations or lectures and speaking English in meetings and negotiations were the least common of all the options.

Comparisons by gender, age group, and other background variables showed differences fairly similar to differences in English use in general. Men used English more frequently than women (Table 32.1), with the exception of speaking with clients (contexts *(l)* and *(m)*), which was chosen by women slightly more frequently than by men (not statistically significant). The 25–44 age group used English in many contexts more frequently than other age groups; in particular, work-related communication in English via writing, speaking, and via e-mail seemed relatively common among them (Table 32.2). City dwellers, highly educated people, managers, and experts were also distinguished by their active use of English, regardless of the context. Regarding healthcare workers, it again appears that their use of English at work is minor (Table 32.5). The same applies to English use in the countryside (Table 32.3).

6.1.9 Opinions concerning personal English use

Question 33 derives from a need to find out how Finns see themselves as users of English, especially in terms of naturalness, fluency, and necessity. Five statements eliciting the respondents' opinions on their own English use were presented in the question, as follows:

- (a) using English is as natural to me as using my mother tongue,*
- (b) I always use English when I have an opportunity to do so,*
- (c) I use English only when it is absolutely necessary,*
- (d) when using English it is important for me to sound fluent,*
- (e) using English is easier with native speakers than with non-native speakers of English.*

The respondents were asked to give their opinion on a five-point scale (*strongly agree, agree, disagree, strongly disagree, no opinion*). Figure 43 and Tables 33.1–33.5 give the percentages for *strongly agree* and *agree* together.

In the data as a whole, only about one quarter of the respondents indicated that using English was *(a) as natural to them as using their mother tongue*. No statistically significant differences were found between the sexes, but in comparisons by other background variables, the differences were significant. In the youngest age group (15–24), 41 % of the respondents found using English natural, whereas in the oldest age group (over 64) only 7 % felt

this way. In addition among young respondents, city dwellers (37 %), highly educated people (48 %), and managers (40 %), there was clearly above-average frequency for the sense of English being as natural as the mother tongue.



FIGURE 43 The percentages of the respondents agreeing with the given statements

Regarding the statements (b) *I always use English when I have an opportunity to do so* and (c) *I use English only when it is absolutely necessary*, the respondents had opposite opinions for obvious reasons. Approximately half of the respondents responded positively to statement (b), and somewhat above 40 % to statement (c). No differences between the sexes were detected. Willingness to use English was greatest among the younger age groups, city dwellers, the highly educated, managers, and experts. Correspondingly, among the oldest age groups, non-city dwellers, the less educated, healthcare workers, and manual workers it was most common to use English only when it was felt to be absolutely necessary.

More than half of the respondents indicated that it was (d) *important for them to sound fluent* when they used English. This was especially the case among those aged 15–24 (71 %), city dwellers (66 %), respondents with a university degree (70 %) or polytechnic degree (63 %), and experts (60 %). The groups least frequently expressing this opinion were those aged 65–79 (24 %) and country dwellers (35 %). Women had this opinion slightly more frequently than men, but the difference was not statistically significant (Table 33.1).

Overall, statement (e) *using English is easier with native speakers than with non-native speakers of English* received disagreement (49 %) somewhat more than agreement (34 %). The respondents most frequently agreeing were city dwellers (40 %), highly educated persons (40–47 %), and managers (43 %). Those agreeing more frequently than the average were women, persons under 45, and experts. Those agreeing least frequently with statement (e) were respondents with no more than a primary education (18 %), the oldest age group (25 %), and country dwellers (24 %).

6.1.10 Reasons for using English

Question 34 aimed at finding out the reasons for Finns' use of English; for example, if they find using English a pragmatic tool for communication or an inevitable constraint. The respondents were asked to consider even minor amounts of speaking, reading, and writing as language use. Possible reasons were as follows:

- (a) to communicate with people,
- (b) to learn it better,
- (c) for the fun of it,
- (d) when there are no other alternatives,
- (e) to search information,
- (f) for my work,
- (g) for my studies,
- (h) in leisure activities and among friends.

The respondents were asked to give their answers on a five-point scale (*almost daily, about once a week, about once a month, less frequently, never*). The options *almost daily* and *about once a week* were combined into *at least once a week*, and the results were examined by percentage values of the combined category (cf. 6.1.2; see also Figure 44, and Tables 34.1–34.5).

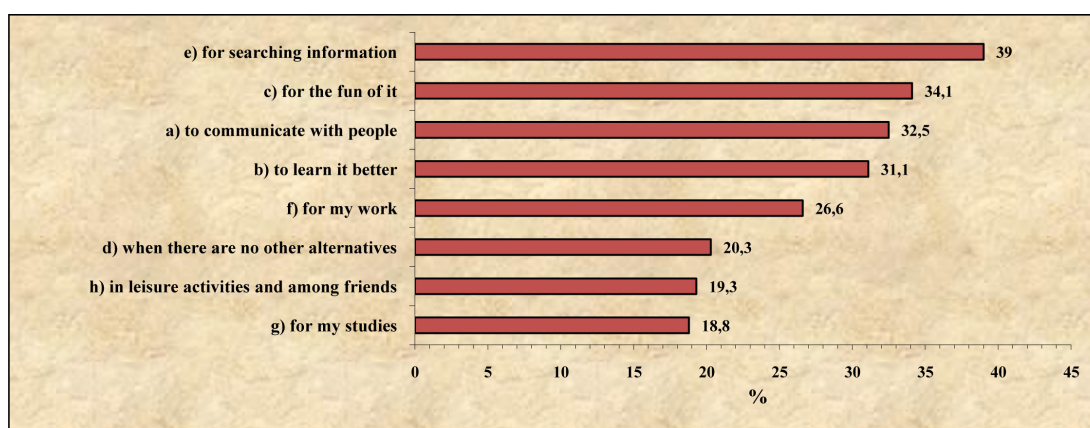


FIGURE 44 The percentages of the respondents in whole of the population who use English in different types of situations at least once a week

In general, the respondents indicated use of English for several different reasons. The respondents who indicated that they used English weekly mentioned four reasons on average. In the data taken as a whole, the most frequently mentioned reasons were (e) *to search information* (39 %), (c) *for the fun of it* (34 %), (a) *to communicate with people* (32 %), and (b) *to learn it better* (31 %). If we examine only those respondents who indicated that they used English for at least one reason, the proportion of those searching information among these active users is as high as 68 %. Using English for the fun of it, to communicate with people, and to learn it better were also frequently mentioned

reasons, all with values higher than 50 %.

Comparisons by background variables again revealed that irrespective of the reason, the weekly use of English was generally more common among men, the young, city dwellers, the highly educated, managers, and experts (Tables 34.1–34.5).

Among men, the most common reason and the main difference from women (Table 34.1) concerned *(e) to search information*. Among women *(a) communicating with people* and *(c) using English for the fun of it* were rated as high as *to search information*. In comparisons by area of residence, it was only in the cities that searching information was clearly the most common reason for using English (Table 34.3). In comparisons by occupation, using English for the fun of it rather than to search information was more common among the less educated and among healthcare workers. Office and customer service workers most frequently mentioned communicating with people as the reason for using English (Table 34.5).

6.1.11 Respondents as speakers of English and of the mother tongue: self-comparisons

Question 35 aimed at finding out how Finns viewed their own English use and themselves as speakers of English. Respondents who designated themselves as speaking at least a little English (but not as their mother tongue) were asked to compare themselves as users of English and as users of their mother tongue. They were asked to choose several (if necessary) of the thirteen options *(a)–(m)* to describe themselves as users of English, as follows:

When I speak English I

- (a) need to search the proper words,*
- (b) gesticulate more with my hands,*
- (c) use more facial expressions,*
- (d) use utterances such as yeah, mmm, uhuh more,*
- (e) speak slower,*
- (f) am quieter,*
- (g) am more talkative,*
- (h) use less humour,*
- (i) feel like an outsider,*
- (j) feel more stupid,*
- (k) feel smarter,*
- (l) feel less capable,*
- (m) am the same as I am when I use my mother tongue.*

The respondents could choose several options. In the data as a whole, the percentages were as presented in Figure 45. Distributions by different background variables can be found in Tables 35.2–35.5. In the analysis we needed to consider that some of the statements, for example *(e)* and *(i)–(m)*, could indicate that one viewed one's language skills as 'adequate' or

'inadequate', whereas some statements cannot be unambiguously associated with such a division, for example statements (b)–(d) and (h).

The majority (77 %) of the respondents indicated that they (a) *searched the proper words* when speaking English, and almost half indicated that they (e) *spoke more slowly*. Approximately 40 % of the respondents indicated that they (f) *were quieter*, (b) *gesticulated more with their hands*, and (l) *felt less capable*. Only a few indicated that they (g) *were more talkative* (3 %) or (k) *felt smarter* (3 %). Around 12 % of the respondents indicated that they (m) *were the same as when using the mother tongue*.

Some statistically significant differences were detected between the sexes (Table 35.1). Women chose alternatives (b) (more gesticulation with the hands) and (c) (use of more facial expressions) more frequently than men. In addition, (f) (being quieter), (j) (feeling more stupid), and (a) (having to search the proper words) were mentioned more frequently by women than men. Overall, it would seem that women view their English skills as inadequate somewhat more frequently than men. However, concerning many of the alternatives, there was no difference between the sexes, or the opposite picture (stronger self-evaluations for women) might even emerge.

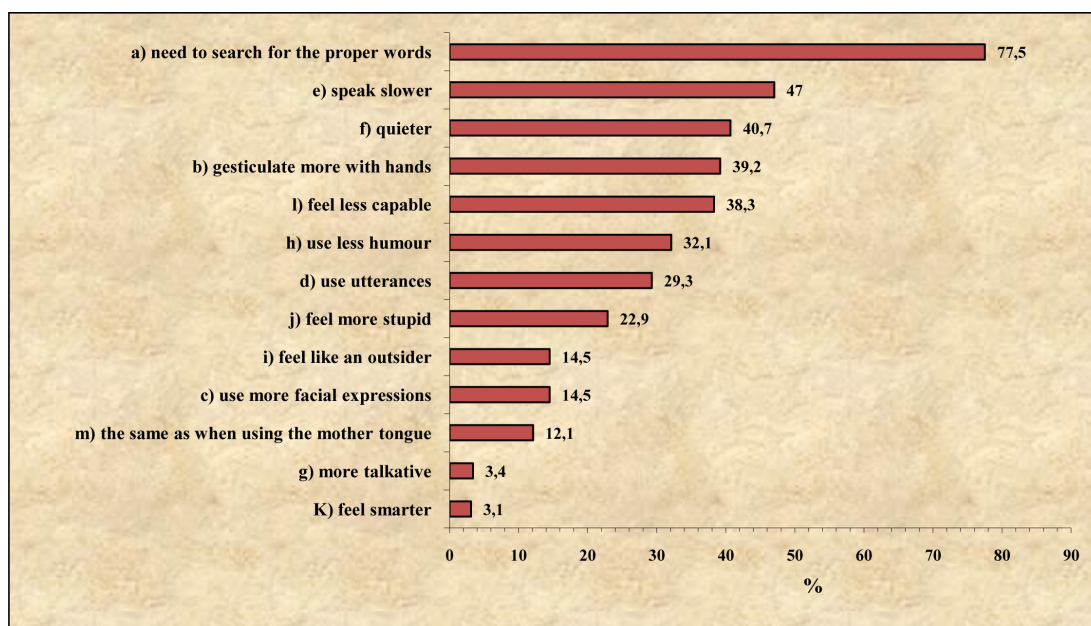


FIGURE 45 The percentages of the respondents who agree with the given statements comparing speaking in English to speaking in the mother tongue

Respondents in the youngest age group chose alternatives (d) (using more utterances such as yeah, mmm, uhuh) and (h) (using less humour) more frequently than the others, but they also chose alternative (a) (needing to search the proper words) less frequently than the others (Table 35.2). Compared to the other age groups, the 25–44 age group had a clear preference for (m) (being the same as when using the mother tongue) and a slight preference for (g) (being more talkative in English). Typical of the two oldest age groups was having to search the proper words, speaking more slowly, and feeling like an

outsider.

Comparisons by area of residence showed that city dwellers indicated much more frequently than others that it was the same to them whether they spoke English or the mother tongue (*m*). In addition, they chose alternatives (*e*) (speaking more slowly), (*f*) (being quieter) and (*b*) (gesticulating more with hands) less frequently than others (Table 35.3). Country dwellers chose alternatives (*j*) (feeling more stupid) and (*c*) (using more facial expressions) more frequently than the others. Contrary to the results so far, in this respect the respondents living in the rural centres differed from the rest. They indicated feeling like outsiders and feeling more stupid even less frequently than city dwellers.

In comparisons by level of education, statistically significant differences were found concerning only a few of the statements (Table 35.4). The most obvious difference concerned seeing oneself as the same regardless of the language spoken, i.e. statement (*m*). Among the highly educated respondents, 21 % indicated that it was the same to them whether they used English or the mother tongue, whereas among the less educated the rate was under 10 %. Highly educated respondents also indicated less frequently than the others that they gesticulated with their hands when speaking English. Feeling more stupid was more common among the less educated than the highly educated.

Comparisons by occupation revealed statistically significant differences concerning six statements (Table 35.5). In respect of these, managers on one hand and healthcare workers on the other differed from the other occupations. “Self-confidence” in speaking English seemed in many respects to be highest among managers and lowest among healthcare workers. The proportion (35 %) of managers who indicated that it was the same for them whether they spoke English or their mother tongue was higher than in the other occupations. Only 4 % of the healthcare workers were of this opinion. Managers indicated less frequently than other occupations that they (*a*) *needed to search the proper words*, (*b*) *gesticulated with their hands*, or (*l*) *felt less capable* when speaking English. The experiences of “difficulty” were more common among healthcare workers. Healthcare workers also indicated more frequently than others that they (*c*) *used more facial expressions* when they spoke English. Using less humour when speaking English was most common among experts and rarest among managers.

6.2 Summary and discussion

The results in this section demonstrated a clear difference between the highly educated respondents and the less educated respondents, and those doing manual work. The differences were obvious: in many respects Finns seem to be divided into those who use and those who do not use English. The dividing line between areas of residence was usually drawn between the cities and other areas, but the countryside was also distinguished from the more densely populated areas. The younger age groups also differed from other age groups: it would seem that for them English is already part of their daily life; in contrast, for the older age groups English still appears to be a foreign language – found interesting, encountered at work and in free time, but not actively used to any

great extent.

The oldest respondents and country dwellers use less English than the other reference groups in every way. In free time, English is used mostly by young respondents (particularly those aged 15–24), city dwellers, the highly educated, managers, and experts. The youngest respondents were the most active in speaking English, especially to express feelings (though this might be in the form of single words or phrases, for example as swearwords).

In public debate, many people have expressed their concern about English invading working life and areas of language use in the academic world (Hiidenmaa 2003; Hakulinen et al. 2009). It is true that managers and highly educated people in general seem to use English extensively in their work. However, the survey results overall suggest that the role of English may actually be more prominent in Finns' free time than in working life.

Listening, speaking, reading, and writing in English

The vast majority of Finns listen to English-language music (in particular) and also English speech in subtitled TV programmes or films. The two latter contexts were the most frequent contexts of English use in the whole survey, including reading, writing, and speaking. Thus, English enters the lives of most Finns through traditional electronic media, popular culture, and music. As was discussed in the Introduction, English-language music has had a foothold in Finland for decades, and the same goes for television programmes broadcast in English.

In comparison to listening, the activities of speaking, reading, and writing were less prominent. Speaking and writing English do not seem to be needed in the mainly monolingual everyday life of Finns. Finns still manage their daily lives mainly in their mother tongue.

Overall, Finns write relatively little English, the internet being the most typical context for writing. Yet once again, certain groups – the young, city dwellers, the highly educated, and managers – write more than other groups. Moreover, with regard to questions concerning web texts (see questions 31–32), young respondents are distinguished from the others in that a great proportion of them write web texts in English at least once a month. Overall, younger respondents write more than older ones; respondents who have completed a lower secondary education and manual workers are particularly active in writing web texts in English. This would lead one to consider whether the opportunities for writing offered by the internet have constituted a more equal arena for persons whom one might expect to be less active in writing, i.e. the less educated and manual workers. However, the interactive websites have their own peer-regulated norms of what is good language use (cf. Leppänen 2009).

Use of English on the internet

Half of the respondents searched the internet for information weekly. In particular, respondents with the highest level of education, managers, and experts emerge as the most active in this respect. A minority of the respondents

use the internet for other purposes (discussions, games, shopping). The results reveal a generation gap: the two youngest age groups are the most active in reading websites, playing electronic games, and chatting in English. Questions on using the internet and the new media reveal that to young respondents the electronic media – and especially the internet – are a context of language use where English is used and needed (cf. Leppänen et al. 2008). To persons aged over 44, searching information is the only purpose for using the internet in English; even in this they are clearly less active than the youngest age group. Country dwellers also are less active users of English-language websites than others. Men and highly educated persons are distinguished as the most active users of English on the internet, but internet-based games are played in English most frequently by respondents who are still at school or studying.

In the youngest age group, on a daily basis, one can see that the respondents read more electronic texts than print media in English. One can also see that highly-educated persons use somewhat more electronic media daily in English than the less educated. In addition, they read more printed texts in English in their free time compared to the less educated.

Using English at work

As was mentioned above, using English in free time is in general terms more common than using it at work. However, almost half of the respondents in working life reported weekly use of English specifically in their work. The most active readers and writers of English texts were men, persons aged 25–44, city dwellers, the highly educated, managers, and experts (cf. Virkkula 2008; Alatalo 2006). Hence, the answers to this question confirmed a tendency that is repeatedly observable in this survey. The use of English was equally distributed over many contexts, and the most common context of English use at work was searching information. However, as one might expect, healthcare work does not include much English use. The most typical context in which English is encountered at work is reading, which is more common than writing and speaking English at work. English is used when searching information on the internet and when reading e-mails, websites, and documents. This reflects the characteristics of working life in a changing world: information has become easily and quickly available, particularly on the internet. Moreover, the amount of information available is much greater in English than it is for example in Finnish or Swedish.

Overall, the use of English in working life divides Finns more clearly than the use of English in free time. City dwellers are distinguished as the most active users of English, both at work and in free time; by contrast, people in rural centres and in the countryside seem to use English less actively at work than in free time. This can be partly explained by differences in sources of livelihood: in the countryside the role of primary production is relatively large, whereas cities have a more extensive service sector, implying a greater need to use English than in primary (or secondary) production. In the same way, differences in levels of education and in occupations are more clearly distinguished from each other in terms of differences in English use at work as compared to English use in free time.

Finns' opinions of themselves as users of English

Only one quarter of the respondents viewed their English use as being as natural as their use of the mother tongue; this is particularly the opinion of young people, highly educated people, and managers. However, approximately half of the respondents use English in contexts that go beyond sheer necessity. Younger respondents, city dwellers, the highly educated, managers, and experts typically use English whenever they have the opportunity to do so, whereas older respondents, country dwellers, the less educated, and manual workers use it only when they have to. Approximately half of the respondents also saw it as important to sound fluent – again the youngest age group, city dwellers, the highly educated, managers, and experts stood out. The majority saw it as easier to use English with non-native speakers than with native speakers of English. Perhaps the *lingua franca* use of English is felt to provide a more equal basis as compared to communication with a native speaker (cf. Seidlhofer 2001; House 2003). In principal, Finns are willing to use English, but when they use it, they are not content with their skills (cf. the admiration for native speakers discovered in Chapter 4). This may partly explain the fact that so many want to learn more English.

Reasons for using English

The most typical reason for Finns to use English is searching information. Other essential reasons include the need to communicate with people with whom there is no other common language, a desire to improve their English skills, and simply the fun of using the language. For one quarter, English is necessary at work, and one fifth see no alternative to the use of English. To search information and for communication, English is used to the greatest extent by men, younger respondents, city dwellers, the highly educated, managers, and experts.

Finns as speakers of English and the mother tongue

All in all, the answers reflect a certain degree of uncertainty in Finns' English use. More than half of the respondents expressed a need to search for the proper words and felt themselves to be slower when speaking English. The majority of the respondents also felt that when speaking English they spoke less and were less capable compared to when they spoke their mother tongue. In particular, women, older age groups, the less educated, country dwellers, experts, and healthcare workers appeared to be more uncertain and cautious in their use of English. The highly educated, managers, and city dwellers had less negative opinions about themselves as users of English. A high proportion of the highly educated – and particularly managers – claimed that it was the same for them whether they spoke English or the mother tongue. For these groups the difference between communication in the mother tongue and communication in English seems to be less radical than it is for other groups – perhaps they already view themselves functionally bilingual. The same seems to apply to younger Finns.

The results seem to support an interpretation according to which English

is still considered a foreign language more than an “owned” communicative resource. Thus, English is in many respects far from having the status of a “third domestic language”. Nevertheless, it does appear that Finland is at a turning point, i.e. at a stage where attitudes to English and the use of English are changing. The change can be seen as happening more quickly in respect of the different age groups than the other background variables. Twenty years from now, the age groups will have moved one step forward (e.g. age group 45–64 will become age group 65–84, etc.). The use of English among the new 15–24 age group may then be even more common than it is at present.

7 ENGLISH ALONGSIDE THE MOTHER TONGUE

The questions in this section (36–39) aimed at examining the respondents' attitudes towards mixing the mother tongue with English, and at mapping how often and in what kinds of situations the respondents themselves mix their mother tongue and English in speech and in writing. The questions were motivated by the fact that code switching is a central phenomenon in all language use and in sociolinguistic research (Gardner-Chloros 2009; Auer 1999; Myers-Scotton 1993; Heller 1988).

In Finland, as in other bi-/multilingual contexts/cultures code switching comes in various forms (Pirainen-Marsh 2008; Leppänen 2008; Leppänen et al. 2009b); Finnish–Swedish switching a long-established one. Here we focus on existing and emergent forms of Finnish–English [for Swedish-speaking respondents, Swedish–English] code switching. In other words, Finns use other languages alongside the mother tongue (for the terminology debates between *code switching*, *mixing* and other types of *alternation*, see Auer 1999 and Gardner-Chloros 2009: 10–13). This takes place especially in everyday informal speech situations and in occupational language use. We are especially interested in learning about Finns' attitudes towards code switching because public debates (see e.g. Hiidenmaa 2003) have long demonstrated concerns that code switching to English may threaten the purity of Finland's national languages; thus, studying the respondents' attitudes may shed light on whether Finns' attitudes towards code switching are as fervent as public debate might suggest.

7.1 Results

7.1.1 Opinions on the mixing of the mother tongue with English

Question 36 presented an imaginary everyday conversation between a married couple, in which there was a mixture of the respondent's (officially registered) mother tongue (Finnish or Swedish) and expressions deriving from English, with different degrees of orthographic modification and adaptation into Finnish/Swedish (see questionnaire).¹ In 36a the respondents were asked to evaluate on a three-point scale (*totally comprehensible*, *fairly comprehensible*, *not at all comprehensible*) how comprehensible they found this prompt text, i.e. the sample conversation represented in writing. In 36b they were to evaluate on a five-point scale (*very positively*, *fairly positively*, *rather negatively*, *very negatively*, *no opinion*) how they reacted to such language use.

In **36a**, 86 % of the respondents found the example conversation *totally comprehensible*. For 11 % it was *fairly comprehensible*, and only 3 % found it *not at all comprehensible*. For nearly all the respondents the colloquial expressions originating in English seemed in large measure to be so familiar that they did not cause problems in understanding.

Women (89 %) found the conversation *totally comprehensible* slightly more frequently than men (83 %). The option *fairly comprehensible* was slightly

more common among men (13 %) than women (8 %) (Table 36a.1).

Statistically significant differences were found between age groups (Table 36a.2). Over 96 % of respondents under 45 found the conversation *totally comprehensible*. Among the 45–64 age group the rate was 80 %, but among those aged over 64 it was only 56 %. Interestingly, 88 % of the oldest age group indicated that they found such language *totally* or *fairly comprehensible*, even though the respondents in this group had studied English significantly less than the younger age groups. One way or another, English had filtered into their lives as well. However, in this age group, 12 % found the conversation *not at all comprehensible* while in the younger age groups this option was hardly chosen at all.

Comparisons by area of residence (Table 36a.3) showed that the conversation was found to be more comprehensible in relation to the population of the area of residence: 91 % of city dwellers found the conversation *totally comprehensible*. In the countryside the rate was lower (75 %) and the proportion of respondents finding the conversation *not at all comprehensible* was higher than among city dwellers.

Respondents who had not gone beyond primary education differed from the other levels of education – only 40 % of them found the conversation *totally comprehensible*. Among respondents with the highest levels of education the rate was clearly above 90 % (Table 36a.4). The option *not at all comprehensible* was chosen by 13 % of the least educated, whereas in other groups the rate was at most a few per cent. The conversation was found easiest to understand by experts, among whom 96 % found it *totally comprehensible*. This option was chosen least frequently (72 %) by manual workers (Table 36a.5).

Question 36b inquired how the respondents reacted to language use in which the mother tongue was mixed with English. The response distribution is shown in Figure 46. Overall, positive reactions seemed to be more frequent than negative reactions: more than half of the respondents reacted *very positively* or *fairly positively* to the code switching. However, one third reacted negatively.

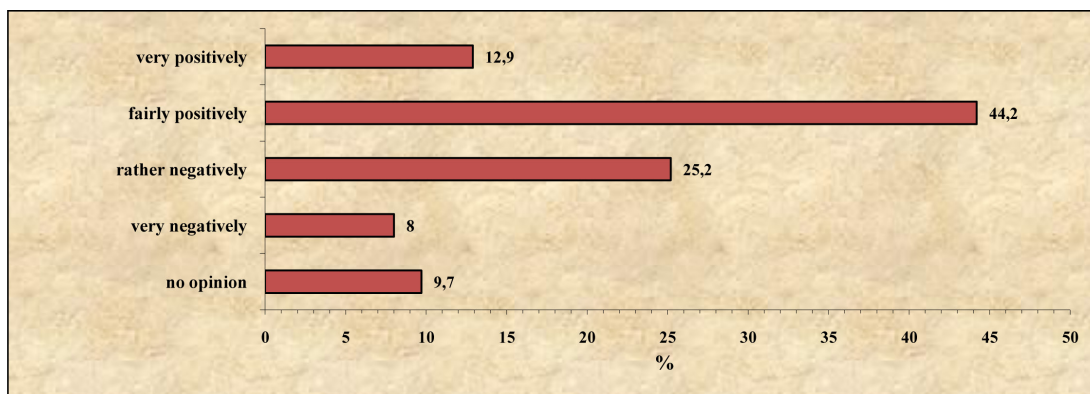


FIGURE 46 Attitudes to mixing the respondent's mother tongue and English

Comparisons by background variables are presented in Tables 36b.1–36b.5. Women (16 %) reacted *very positively* more often than men (10 %), and men

(12 %) answered *no opinion* more frequently than women (8 %). Otherwise the response distributions were fairly similar (Table 36b.1). In general, the differences between age groups were such that it was more typical for young respondents to react positively to code switching (Table 36b.2). The proportion of respondents answering *no opinion* was highest among the oldest age group (18 %), which perhaps reflects more limited practical experience of code switching. Comparisons by area of residence (Table 36b.3) did not reveal statistically significant differences.

For all levels of education positive reactions to code switching were more frequent than negative reactions, but interestingly, both the least and the most educated respondents (Table 36b.4) had a more negative attitude than the other educational groups: the proportion of those answering *very negatively* was higher, and the proportion of those answering *very positively* was lower than in the other groups (although the proportion of respondents responding with *no opinion* was significantly high, almost one fifth, among the least educated). It would seem that respondents with the lowest and the highest levels of education are the most critical towards code switching.

Reactions to mixing English and the mother tongue also varied by occupation (Table 36b.5). More frequently than other occupations, it was managers and healthcare workers who reacted *very positively*, whereas experts reacted least frequently in this way. Since most experts who participated in the survey were highly educated, this result might further demonstrate a correlation between education and a critical attitude towards code switching. All in all, healthcare workers chose negative options less frequently than other occupations. The option *very negatively* was most frequently chosen by manual workers, among whom the proportion of respondents answering *no opinion* was also relatively high.

7.1.2 Mixing the mother tongue and English in speech and writing

In **question 37** respondents were asked to indicate on a four-point scale (*often, occasionally, rarely, never*) how often they themselves mixed English and their mother tongue in speech (37a) and writing (37b). (Respondents whose mother tongue was English and those who indicated that they did not speak or write English were excluded.) The response rate (just below 80 %) was lower among the oldest age group and the least educated than among the other groups. The response distributions are shown in Figures 47 and 48. They show that mixing languages is significantly more common in speech than in writing.

Question 37a dealt with mixing the mother tongue and English in speech. The response distributions by different background variables are shown in Tables 37a.1–37a.5. There was no statistically significant difference between the responses of men and women (Table 37a.1). The same applied to occupations, though mixing languages was slightly rarer among manual workers than others (Table 37a.5).

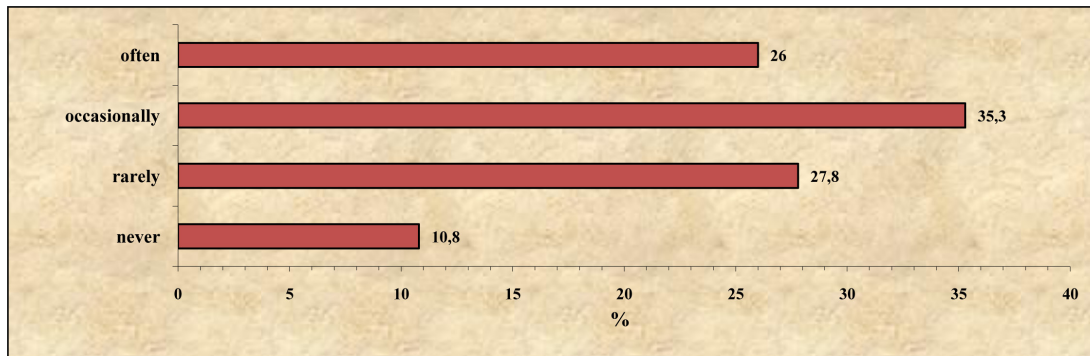


FIGURE 47 Mixing the mother tongue and English when speaking

The differences between age groups (Table 37a.2) were clear, as were the differences between areas of residence (Table 37a.3). Mixing languages in speech was significantly more common among young respondents than older ones: in the 15–24 age group, 41 % indicated that they mixed English and the mother tongue *often*, whereas among those aged 65–79 the *often* rate was only around 7 %. Conversely, 35 % of the oldest age group denied that they mixed languages in their speech, whereas in the two youngest age groups this response was as low as 6 %. Comparisons by area of residence revealed that mixing English and the mother tongue was most frequent in cities (68 % at least occasionally), and least frequent in the countryside (51 %).

Comparisons by level of education revealed that respondents with primary education differed from the rest only in terms of mixing languages less often (Table 37a.4). Here it is worth remembering that this group included many elderly respondents. Highly educated respondents indicated more frequently than the others that they mixed languages. However, among respondents with lower secondary education, *often* was the most frequently chosen option. This correlates with the high proportion of young respondents in this group: overall, they are accustomed to using English.

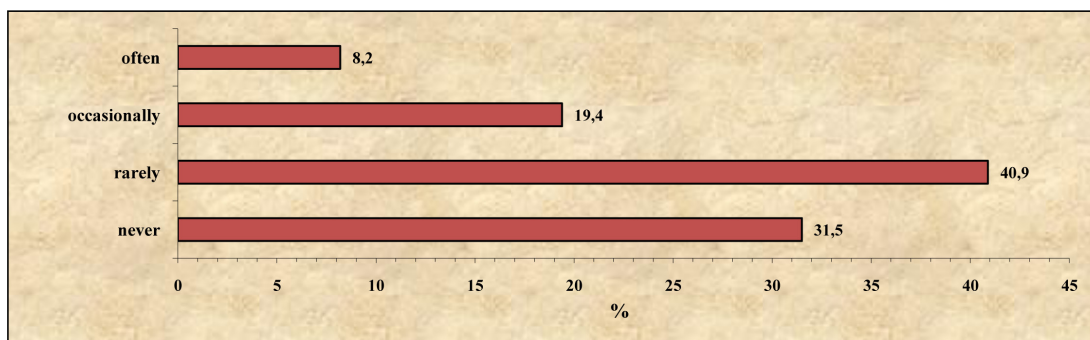


FIGURE 48 Mixing the mother tongue and English when writing

Question 37b was about mixing the mother tongue and English in writing. Response distributions by different background variables are shown in Tables 37b.1–37b.5. There was no significant difference between men and women, even though a slightly higher proportion of women indicated that they mixed

English and the mother tongue at least occasionally (Table 37b.1). The differences between age groups were significant (Table 37b.2), and they reflected the same phenomenon as with speech: younger respondents mix languages more frequently than older respondents.

The differences between areas of residence were statistically highly significant. Mixing English and the mother tongue was more common in cities than elsewhere (Table 37b.3). Among city residents, 32 % indicated that they mixed English and the mother tongue at least occasionally, whereas among respondents from other areas the proportion was 27 % or less. Differences between levels of education were minor (Table 37b.4), but the least educated were distinguished by the high proportion (58 %) of respondents answering *never*. By contrast, among respondents with a higher level of education the proportion was only around 25–30 %.

An interesting aspect of comparisons by occupation was the proportion of customer service workers answering *often* (12 %), which was higher than among other occupations. All in all, manual workers were the category with the lowest rate of mixing of the mother tongue and English, but a high proportion of managers (40 %) also indicated that they did not mix languages in their writing at all (Table 37b.5).

7.1.3 With whom respondents mix English and the mother tongue in speech and writing

Question 38 concerned only those respondents who in the previous question (37) had indicated that they mixed their mother tongue and English in their speech or writing at least occasionally. This demarcation screened out a high proportion of elderly (see Table 37a.2) and less educated (see Table 37a.4) respondents. The average (median) number of the respondents was ca. 700 (code switching when speaking) and ca. 350 (code switching when writing).

Question 38 asked respondents to indicate their interlocutors/ correspondents when they mixed their mother tongue and English. Nine options were given, and the respondents were allowed to choose as many of the options as they wished. The options were *my partner, my children, parents, relatives, friends, fellow hobbyists, workmates, schoolmates or fellow students*, and *someone else, who?* For the last option it was possible to add an explanation. The percentages for the options are presented in Figures 49 and 50. In interpreting the results we must emphasise that the percentages have been calculated only for respondents who indicated the option as relevant (by ticking one of the three boxes in a given row rather than leaving the row blank). For example, respondents with no children were excluded from the option *my children*.

In Figures 49 and 50 the percentages are relatively high due to the exclusions mentioned above. Consequently, the percentages measure how widely the selected respondents – i.e. persons who generally mix languages – mix languages in different contexts. They do not demonstrate the frequencies of context-bound language mixing in the whole population (among whom mixing is significantly rarer, cf. 7.1.2 above). The response rates for question 38 depended on the individual option and on whether speech or writing was

being considered.

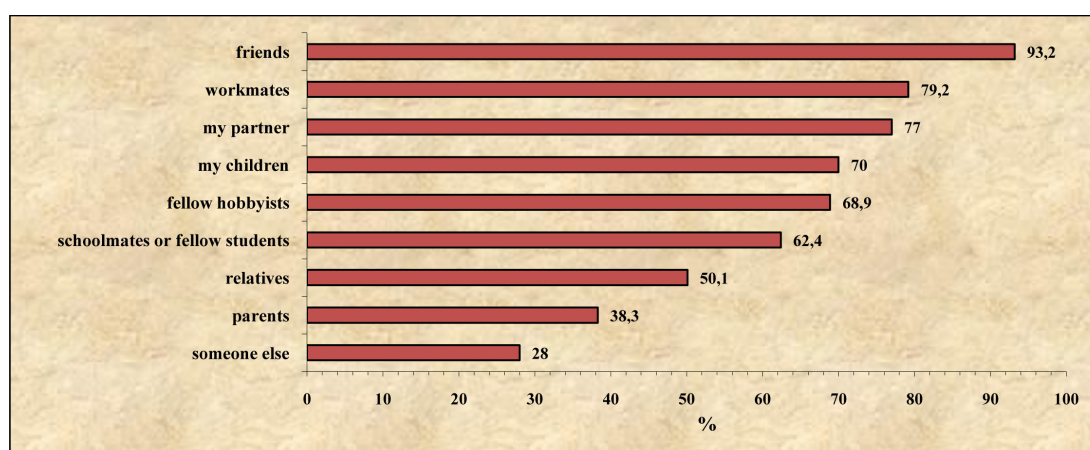


FIGURE 49 The percentages of the respondents who agree with the alternatives given to the question “With whom are you speaking when you mix your mother tongue and English?”

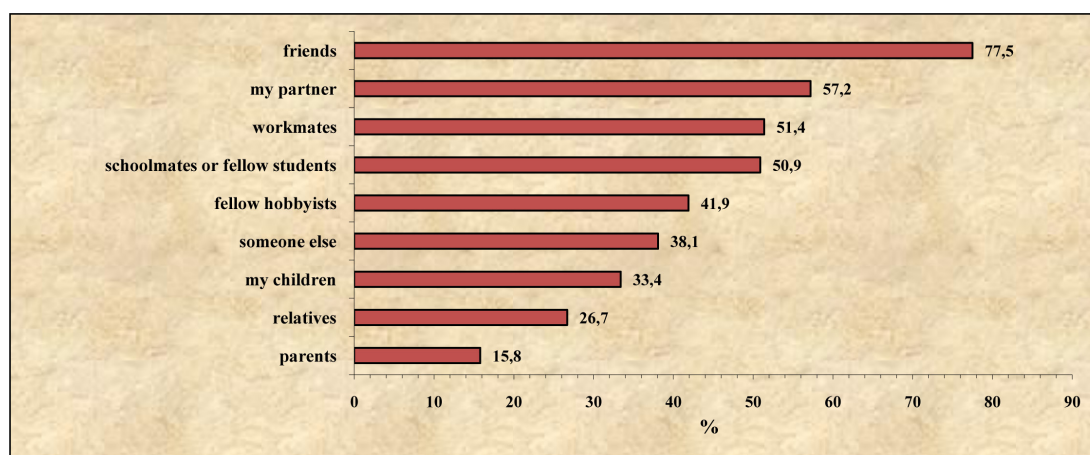


FIGURE 50 The percentages of the respondents who agree with the alternatives given to the question “With whom are you writing when you mix your mother tongue and English?”

In relation to speech, *friends* was mentioned by nearly all those (93 %) who answered the question. Frequent also were the options *workmates* (79 %) and *my partner* (77 %), but several other options were almost as frequent (Figure 49). When speaking to *parents*, only 38 % of the respondents mixed languages. The option *someone else, who?* was rarely chosen. Foreigners, for example tourists visiting Finland, customers, and partners in co-operation were mentioned as interlocutors in conversations that included language mixing. In speech with foreigners, mixing languages probably means filling out English sentences with words from the mother tongue, whereas in other contexts the situation is probably the opposite.

In writing, too (Figure 50), English and the mother tongue were mixed most with *friends* (77 % of the responses). *Partner* (57 %), *workmates* (51 %),

and *schoolmates or fellow students* (51 %) were also frequently mentioned. The least frequent option was *parents* (16 %).

Comparisons by gender revealed that men, significantly more often than women, mix languages with *fellow hobbyists*, whereas women mix languages when speaking or writing to their *children* (Tables 38.1.1 and 38.2.1). In relation to writing, men indicated more often than women that they mixed languages with *workmates*. Otherwise the differences between men and women were minor; for example, *friends* was clearly the most frequently chosen option among both men and women, and in relation to both speech and writing.

In comparisons by age group it should be noted that the number of respondents aged 65–79 was very small, especially with regard to writing. The differences that were detected are mostly as one would expect: for example, the oldest respondents do not mix languages with their *parents*, and the youngest do not mix languages with their *children* (Tables 38.1.2 and 38.2.2). In relation to both speech and writing, *friends* was the most frequently mentioned option for all age groups. Among young respondents this was somewhat more common than among older respondents.

Some statistically significant differences were found between areas of residence in relation to code switching in speech (Table 38.1.3). The differences reflect distributions of age and occupation, which are different in cities and in the countryside. On the whole, code switching is more common in towns and in rural centres than in the countryside. This tendency was particularly clear in relation to speech with *schoolmates or fellow students*, *workmates*, *fellow hobbyists*, and *my partner*. When the respondents were asked about code switching in writing, the only statistically significant difference related to *fellow hobbyists* (Table 38.2.3): in this context, code switching was more common in cities (48 %) than elsewhere.

With regard to levels of education, only a couple of contexts showed statistically significant differences (Tables 38.1.4 and 38.2.4). Again, it should be noted that there were few responses from the least educated group. One interesting finding was that, more than other educational groups, university graduates tended to mix the mother tongue with English when interacting with *workmates*. This applied to both speech and writing.

All occupations other than managers used code switching most frequently with *friends*, both in speech and writing. In speech, managers also mixed languages most frequently with *friends*, but in writing, they mentioned the *workmates* option most frequently. Among experts it was also more frequent than average to mix English and the mother tongue when communicating with *workmates* (Tables 38.1.5 and 38.2.5). These tendencies reflect the high level of education typical of managers and experts, and the international nature of their work (including work in the knowledge industries).

Regarding the results for speech (Table 38.1.5), we can further note that manual workers appear to mix languages less than others when speaking to friends (even though *friends* was the most frequently mentioned option among manual workers, 85 %). *Parents* were emphasised in this group more than in other occupations.

The results for writing revealed a statistically significant difference in the option *fellow hobbyists* (Table 38.2.5), which was less frequently mentioned

by office and customer service workers, and by healthcare workers. This tendency is undoubtedly linked to, but not entirely explained by, the fact that these occupations are dominated by women; *fellow hobbyists* was one of the options in which men and women differed according to the analysis based on gender alone (see Table 38.2.1).

7.1.4 Reasons for mixing the mother tongue and English

Question 39, the last question in this section, aimed at finding out why respondents mix their mother tongue and English when they speak or write. Respondents were allowed to choose one or more of the following options:

- (a) *I will not be understood otherwise,*
- (b) *finding another suitable expression is difficult,*
- (c) *I use professional or specialist terminology,*
- (d) *the people I interact with do the same,*
- (e) *it is a good way to create an effect,*
- (f) *I do not even notice that I am doing it.*

This question was directed only at those respondents who had previously indicated that they mixed their mother tongue and English at least occasionally. This excluded most of the elderly and less educated respondents. For speech, the number of responses was 966 (approximately 65 % of the total number of respondents), and for writing 492 (approximately 33 % of the total number of respondents).

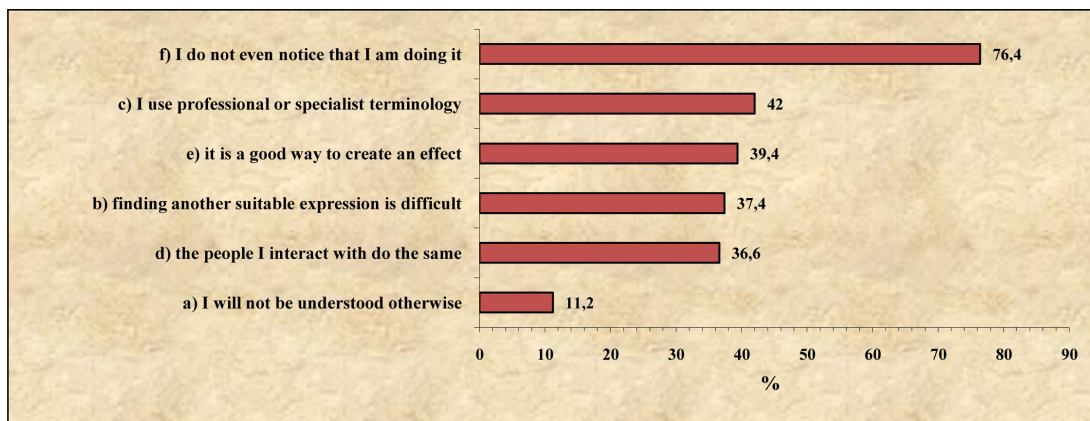


FIGURE 51 The percentages of the respondents who agree with the alternatives given to the question “Why do you mix mother tongue and English when speaking?”

Both for speech and writing, the most frequently mentioned reason for mixing languages was (f) *I do not even notice that I am doing it* (Figures 51 and 52). This, too, seems to suggest that English expressions have become a fairly natural part of Finns’ everyday language use, even if this may appear paradoxical at

first, as the reliability of the conscious reflection of one's linguistic behaviour is questionable (cf. Blommaert & Jie 2010: 2–3; Gardner-Chloros 2009: 14–16). As regards speech, this had a fairly clear lead over the other options, but as regards writing, the use of (c) *professional or specialist terminology* was almost as frequent as a failure to notice the code switch, i.e. option (f). The least frequently mentioned option, for both speech and writing, was (a) *I will not be understood otherwise*. This would suggest that code switching is more a means of self-expression than a way to ensure intelligibility.

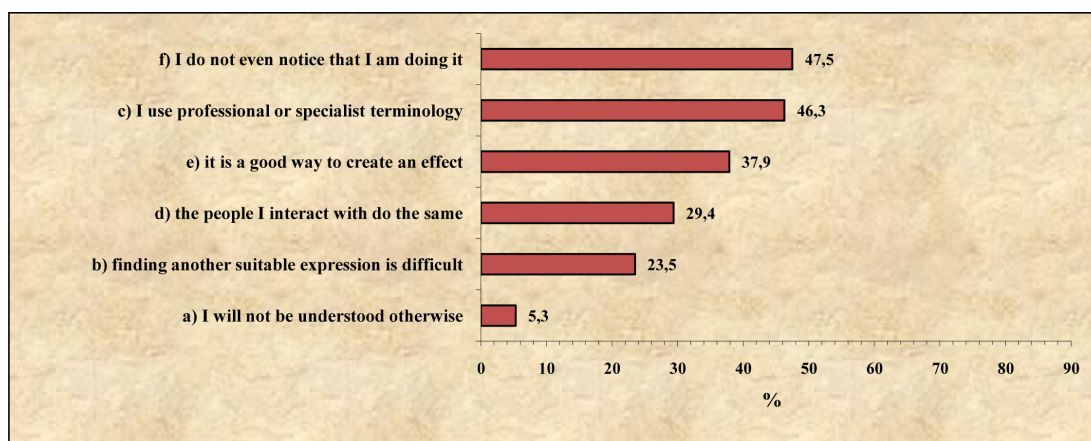


FIGURE 52 The percentages of the respondents who agree with the alternatives given to the question “Why do you mix mother tongue and English when writing?”

Response distributions by gender are presented in Tables 39.1.1 and 39.2.1. The most obvious difference was found to be the use of (c) *professional or specialist terminology*; this was more common among men, both in speech and writing. As regards speech, men felt significantly more often than women that (a) *they would not be understood otherwise*; by contrast, women indicated significantly more often that (b) *they could not find another suitable expression*.

Differences between age groups varied, depending on the option. More statistically significant differences were found concerning speech (Table 39.1.2) than writing (Table 39.2.2), possibly due to the fact that mixing languages is less common in writing. In relation to mixing languages in speech, option (f) *I do not even notice that I am doing it* was the most frequently mentioned reason in all age groups. However, there was an interesting contrast, in that among the two youngest age groups this option was chosen by over 80 %, whereas in the older age groups the proportion was around 65 %. In addition, the 15–24 age group indicated more mixing (relative to other age groups) motivated by options (e) *it is a good way to create an effect* (46 %) and (b) *finding another suitable expression is difficult* (50 %). The notion of code switching being a good way to create an effect tended to become rarer as the age groups progressed.

Persons aged 25–44 differed in that they chose option (c) *I use professional or specialist terminology* as the reason for mixing languages more often (49 %) than the others. It seems as if young adults at work have a particular tendency to use a specialist jargon that includes English expressions. They also chose

option (a) *I will not be understood otherwise* less frequently (7 %) than the others. As regards writing, statistically significant differences between age groups were found for only two options: respondents aged 15–24 chose option (b) *finding another suitable expression is difficult* more frequently than older respondents, and those aged 45–64 indicated less frequently than the others that they mixed languages (f) *without noticing it*. Here it is worth noticing that there were only seven respondents aged 65–79.

In connection with mixing languages in speech, the only statistically significant difference between areas of residence related to option (a) *I will not be understood otherwise* (Table 39.1.3). This option suggests that code switching is not merely an additional resource in communication or a stylistic device, but that it also relates to becoming understood in situations in which the mother tongue is not sufficient. In this regard code switching is more frequent the more rural one's place of residence happens to be: only 9 % of city dwellers chose this option, whereas 18 % of country dwellers chose it.

For writing, comparisons by area of residence (Table 39.2.3) revealed a statistically significant difference in option (c) *I use professional or specialist terminology*: 52 % of city residents indicated this as a reason for code switching, whereas less than half of the respondents from other areas responded in this way. Residents of rural centres differed in this respect, since only 33 % of them mentioned this as a reason for code switching. More than half of them indicated that they code-switched (f) *without noticing it*. As regards speech, too, there was a difference between city residents and others in the use of professional or specialist terminology. However, the difference was not statistically significant.

The level of education clearly correlated with the reasons for mixing languages, especially with regard to speech (Table 39.1.4). Reason (c) *using professional or specialist terminology*, becomes steadily more frequent along with progression from the lowest level of education to the highest. This was the option that most clearly divided levels of education, and it applied to both speech and writing (Table 39.2.4). A contrary tendency emerged concerning speech in option (a) *I will not be understood otherwise*: choosing this option was less frequent as the level of education progressed. As regards speech, the most frequently chosen option for all levels of education was (f) *I do not even notice that I am doing it*. However, this occurred less frequently among the least educated (53 %), whereas among the others this reason was chosen by over 70 %. In relation to written language, the least educated group mentioned this option less frequently than the other groups. However, this group is small, and no firm conclusions can be drawn from the percentages in this regard. In relation to writing, the highly educated groups differed from the rest in that their most frequent reason for mixing languages was (c) *I use professional or specialist terminology*; this option was chosen even more frequently than option (f) (i.e. code switching without noticing it). In speech, these groups were less likely than the others to regard mixing languages as a good way to make an effect.

Using professional or specialist terminology was the factor that divided occupations most clearly (Tables 39.1.5 and 39.2.5): more frequently than the others, experts and managers indicated this as a reason for mixing languages, both in speech and in writing. This was mentioned less frequently by healthcare

workers, among whom mixing languages happens *(f) without noticing it* more frequently than among other occupations (this option was chosen by 93 % of healthcare workers with regard to speech, and by 70 % even in relation to writing). In addition, healthcare workers and manual workers considered more frequently than others that mixing languages in speech *(e) is a good way to create an effect*. Option *(a) I will not be understood otherwise* was generally mentioned fairly infrequently, but in relation to speech it was chosen somewhat more frequently (15 %) by office and customer service workers than by other occupations.

7.2 Summary and discussion

The majority of the respondents had good comprehension of the prompt text exemplifying code switching, although there were differences according to gender, age, education, occupation, and area of residence. Even in the oldest age group, slightly more than half of the respondents found the text totally comprehensible, and among countryside residents the proportion was more than 60 %. Among these respondents, English expressions are not viewed as foreign elements, but they rather form a natural part of language use. At the same time we must bear in mind that there were also many respondents for whom the text was not comprehensible at all: these respondents are found among the oldest age group, country dwellers, manual workers, and especially the least educated.

More than half of the respondents reacted positively to code switching, whereas one third reacted negatively. Young respondents had the most positive attitude towards code switching. Respondents with the highest and lowest level of education were the most critical of code switching, but probably for different reasons. Highly educated persons may be motivated by concerns about the purity of the mother tongue, whereas those with less education may not necessarily have been in contact with or have their own experience of code switching. Despite the strong and polemical views presented in public debate on the use of English, including its effects, and the threat posed by the unwarranted mixing of languages, it would appear that the majority of Finns react to the scenarios presented fairly calmly, even though they do have concerns on the issue.

In speech, English and the mother tongue are reportedly mixed quite frequently; one quarter of the respondents indicated that they did this often. Young respondents are the most active in code switching. Only 11 % of the respondents indicated that it was something they never did – most of these consisting of persons who were less educated, elderly, or living in the country. In writing, code switching takes place much less frequently: one third of the respondents indicated that they did not do this when they were writing. The infrequency of code switching in text as compared to code switching in the spoken language can be explained by the fact that monolingual norms regulate written genres and registers more strongly than, for example, everyday conversation. In addition, producing text is likely to require more planning in advance than producing speech. This planning is also more likely to involve orientation to various monolingual normativities.

Code switching seems to be more typical of young respondents, respondents with a high social status, and city residents than of other groups. Among these respondents English appears to be a more natural linguistic resource than it is to others, and hence, perhaps, adopted more easily and with less conscious awareness. It may be that among young people in particular, code switching involving English is one defining characteristic of their language use. Code switching can therefore have a role as a means of expressing aspects of their identity.

Languages are mixed most when communicating with friends, one's partner, and one's peers – most probably in highly informal everyday situations. Among men in particular, code switching also takes place when communicating with fellow hobbyists. It is interesting to observe that highly educated persons and experts code switch when talking to their colleagues. This aspect is probably linked to the requirements for expertise and internationalisation in their work, but perhaps also reflects the good English skills they have achieved in the course of their education.

Particularly in speech, mixing English and the mother tongue occurs mostly without the speaker noticing it (especially among young people). As regards writing, the explanation was almost as frequently the use of professional or specialist terminology (especially among the well educated). Of course, there are other reasons as well. Among young respondents, English expressions function as a means of self-expression and as a stylistic device. In this respect it is interesting that becoming understood is the rarest reason for code switching. Thus, English is useful but not necessary for intelligibility in communication, the mother tongue is sufficient for that. However, English expressions can rather be useful as resources for creating social and cultural meanings.

For the time being, code switching involving English seems to be a linguistic resource mainly for young people and the well educated, and in working life. It can function as a means of creating or maintaining social and cultural identity or expertise. Attitudes towards it are mainly neutral, but to some Finns it is still a foreign phenomenon, and one that raises concern. The reasons for concern might arise from different sources such as insufficient English skills, a wish to preserve the purity of the mother tongue, or an opinion of code switching/mixing as “vulgar” or “banal”.

Notes

¹ The example demonstrates a typical everyday speech situation which includes code switching with English. Code switching in this prompt occurs mainly on the level of vocabulary. It includes loan words, some of which are established, used in, and accommodated to spoken Finnish and Swedish (e.g. *fiilis* ‘feeling’ and *jess* ‘yes’), and some of which occur more clearly in their English form (e.g. *by the way*). In reality, these can be phonologically modified to various degrees. Orthography, of course, here represents phonological modification, as the text type is “imagined” reported speech. We are aware that this prompt, at best, can only stand for a small part of all possible Finnish/Swedish–English code switching that actually occurs in our spoken, written, and multimodal realities.

8 THE FUTURE OF ENGLISH IN FINLAND

In public debate both internationally and in Finland, English is often seen as a threat (e.g. Clampitt-Dunlap 2000; Albert 2001; Phillipson 2003; Skutnabb-Kangas 2003), with the potential to displace the national languages at least in some domains (for example in trade and science) (Hiidenmaa 2003). However, English skills are considered useful in an era of globalisation. And even though the status of English as a global language is currently on a firm footing, the future of English cannot be considered self-evident in a rapidly changing world. Graddol (1997) sees the value of constructing future scenarios – thinking in terms of financial and technological changes, and their influence on the English language and its status. In addition, future scenarios are an important element in language policy planning. That is why in this survey too, we wanted to adopt a perspective on the future of English both globally and in Finland. We wanted to find out the views Finns hold on the status of English in Finland in the future, the people who will need to know English, and the areas of life in which it may be used even more than Finnish. The respondents were asked to give opinions on the status of English in Finland in 2027, i.e. twenty years from the time of the survey.

8.1 Results

8.1.1 English as an official language in Finland

In **Question 40** the respondents indicated on a five-point scale (*very likely*, *fairly likely*, *rather unlikely*, *very unlikely*, *no opinion*) the likelihood of English becoming one of Finland's official languages in 20 years' time (i.e. in 2027). The response distribution is presented in Figure 53. Overall, more than half of the respondents saw this as unlikely (with the options *very unlikely* and *rather unlikely* totalling 55 %), although a good third saw it as likely (with the options *very likely* and *fairly likely* totalling 35 %).



FIGURE 53 The respondents' predictions about English becoming one of the official languages in Finland

Only slight differences emerged in comparisons by gender: men (24 %) saw the possibility of English becoming an official language as *very unlikely* more frequently than women (19 %). Women chose *very likely* and *no opinion* slightly more frequently than men (Table 40.1). The 64–79 age group found the scenario more likely than the other age groups, but the differences were not great (Table 40.2). However, 15 % of this age group answered with *no opinion*. The scenario was viewed as most unlikely by the age groups in the middle, i.e. ages 25–44 and 45–64. Some differences were also found between areas of residence: the likelihood of English becoming an official language received the highest rating in the countryside, and the lowest in cities (Table 40.3).

In comparisons by level of education, university-educated respondents showed quite a clear difference from the others. Only 23 % of them regarded it as *very likely* or *fairly likely* that English would become an official language, and as many as 73 % saw this as *very unlikely* or *rather unlikely* (Table 40.4). Among all the lower levels of education it was more common to believe that English would gain the status of an official language in Finland. However, among the two least educated groups the proportion of respondents answering *no opinion* was relatively high (15–18 %). Managers and experts were the category finding the scenario most unlikely, and office and customer service workers the category finding it most likely (Table 40.5).

8.1.2 The position of English in 20 years' time

In **Question 41** the respondents were asked to indicate on a five-point scale (*strongly agree, agree, disagree, strongly disagree, no opinion*) their reaction to eight statements concerning the importance of English in Finland in 20 years' time. The statements were as follows:

- (a) *the importance of English in Finland will have diminished,*
- (b) *the importance of English in Finland will have increased,*
- (c) *all Finns will need to know English,*
- (d) *there will be more English lessons in basic education than now,*
- (e) *theoretical subjects (such as biology, physics, history) will be taught in English more than now,*
- (f) *vocational and academic education in Finland will be given only in English,*
- (g) *movies and television series will not be subtitled, since people will know English so well,*
- (h) *English will be more visible in the urban Finnish environment than it is now.*

To improve the presentation of the results here, the options *strongly agree* and *agree* have been merged into one category (*agree*), and the results are presented as percentages of the merged category.

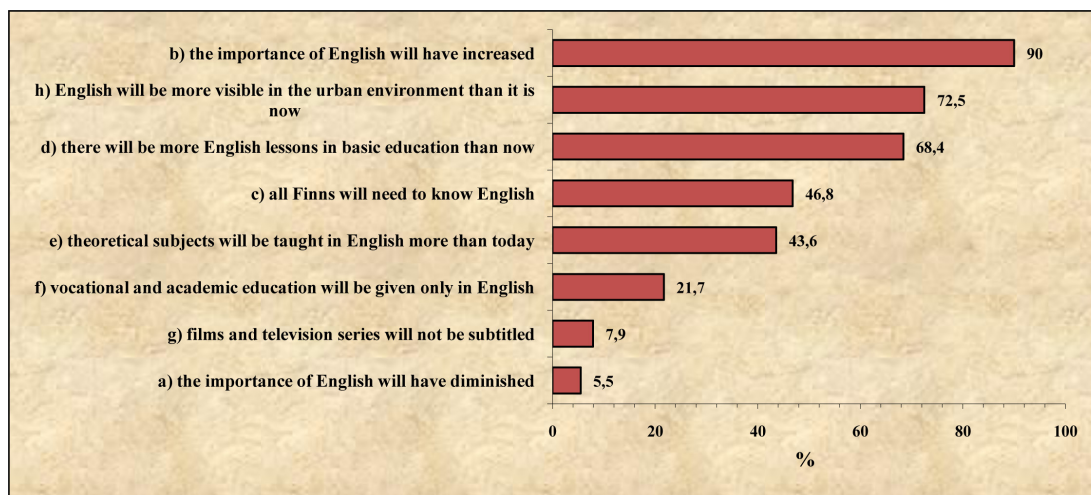


FIGURE 54 The percentages of respondents who agree with the statements about the possible status of English in Finland in 20 years' time

The percentages of respondents *agreeing* with the statements are presented in Figure 54. It shows that the great majority of the respondents believe that the importance of English will have increased in 20 years' time, as proposed in statements (a) and (b). A majority also believed (d) that there would be more English lessons in basic education than currently, and (h) that English would become more visible in the Finnish urban environment. However, more than half of the respondents disagreed with the proposition (c) that all Finns would need to know English. Statements (f) and (g), which predict the mother tongue being totally replaced by English in vocational and academic education, and the end of the subtitling of movies and TV series, were chosen quite rarely. Finns seem to think that the importance of English will continue to increase, but that English will not entirely replace Finnish (or Swedish) in the future.

There were no statistically significant differences between the answers of men and women (Table 41.1). Some statistically significant differences were found between the younger age groups (15–24 and 25–44) and the older age groups (45–64 and 65–79) in their answers to Question 41 (Table 41.2). Younger respondents had a stronger belief in statements (a) and (b) concerning the increasing importance of English, and in (h) concerning the increasing visibility of English in the urban environment. In addition, they expressed more frequently than older respondents the opinion that in 20 years' time (c) all Finns would need to know English, and that (d) there would be more English lessons in basic education. A similar difference was found concerning statement (g), predicting that films and TV series would no longer be subtitled, though this was a minority view among all age groups. Comparisons by area of residence revealed a clear difference between cities and the countryside: city dwellers had a stronger belief than country dwellers in the increasing importance of English, as predicted by statements (a)–(c), (f), and (h). Towns and rural centres came in the middle, though not altogether systematically (Table 41.3).

Differences between levels of education and also between occupations

were statistically significant in relation to almost every statement (Tables 41.4 and 41.5). Comparisons by level of education showed a tendency for highly educated people to believe more frequently than the others that English would become more important and more widespread. With a few minor exceptions, a similar tendency was found among occupations: the strongest belief in the increasing importance of English was found among managers, experts, and office and customer service workers, whereas healthcare workers and manual workers had the weakest belief in this scenario. Option (d) there will be more English lessons in basic education than now formed an exception, since experts (together with manual workers) were the least likely to agree with this scenario. Similarly, managers were the least likely to agree with option (g) that movies and television series would not be subtitled, since people would know English so well.

8.1.3 English as a replacement for Finnish

Question 42a asked respondents if they thought English would be used more than Finnish¹ in some sectors of Finnish society in 20 years' time. The options *yes*, *no*, and *no opinion* were given. The response distribution is presented in Figure 55. Responses were fairly evenly distributed between the options *yes* and *no* (37 % answered *yes*; 41 % answered *no*; 22 % had *no opinion*).

Men and women differed most clearly as regards the *no* response: 45 % of men but only 38 % of women gave a negative answer. Women chose the options *yes* and *no opinion* more frequently than men (Table 42a.1).

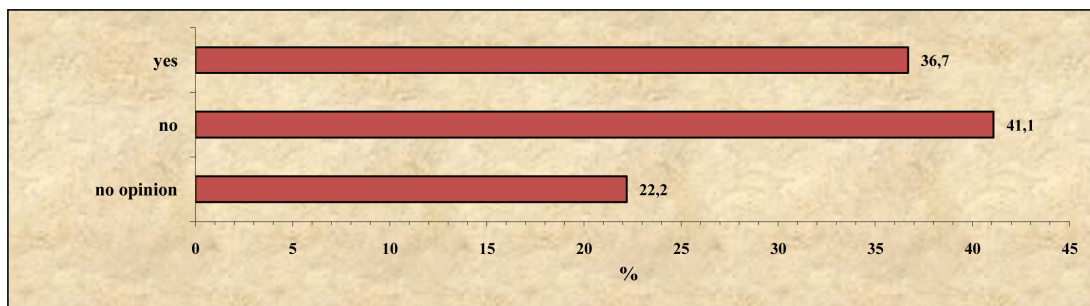


FIGURE 55 The respondents' predictions about whether in 20 years' time there will be social domains in Finland where English will be used more than Finnish

Comparisons by age group showed the 25–44 age group as having the strongest belief that the use of English would increase: 46 % answered *yes*. The smallest proportions of positive answers came from persons aged 65–79 (25 %). The largest proportions of negative answers came from age groups 45–64 (45 %) and 65–79 (46 %). In the youngest age group (15–24) the options *yes*, *no*, and *no opinion* were almost equally frequent, with a proportion of about one third each (Table 42a.2).

The distribution by areas of residence in Question 42a showed in particular that the response patterns of city dwellers differed from those of residents elsewhere (which were broadly similar to each other). In no area

of residence was there a huge difference between the proportion of *yes* and *no* responses, but cities were the only area in which positive answers (43 %) were given more frequently than negative answers (37 %). In other areas the proportion of positive answers was approximately one third (Table 42a.3).

In relation to respondents answering *no*, there was not much variation between levels of education, and the proportion was close to 40 % in all groups. However, the proportion of positive answers grew in parallel with the level of education, while at the same time the proportion of respondents answering with *no opinion* decreased (Table 42a.4). Among the university-educated respondents, 50 % believed that English language use would increase (as suggested in the question), whereas this was the view of only 16 % of the respondents with primary education only. Conversely, 38 % of the least educated respondents indicated *no opinion* whereas only 12 % of the university-educated respondents chose this option.

In comparisons by occupation, managers had the strongest belief that the use of English would increase (*yes* 50 %, *no* 37 %). In other groups the proportion of positive answers was considerably smaller, the smallest proportion occurring among manual workers (25 %). Among office workers the answers were almost evenly divided between the options *yes* and *no*. Approximately one quarter of office workers, healthcare workers, and manual workers answered with *no opinion*; among managers and experts the proportion was just over 10 % (Table 42a.5).

In **Question 42b**, respondents who had previously answered *yes* (= 37 % of all respondents, $n = 531$) were asked to specify in which sectors they thought English would be used more than Finnish in 20 years' time. Studies have shown that English is already used more than Finnish in some sectors, for example in science (Taavitsainen & Pahta 2003; Hakulinen et al. 2009); hence it was seen as relevant to study respondents' views on the sectors within which the same might happen in the future. Eight options were given:

- (1) *business and financial life*,
- (2) *science (e.g. natural sciences, medicine)*,
- (3) *education*,
- (4) *communications*,
- (5) *literature (Finnish authors writing in English)*,
- (6) *Finnish rock and pop music*,
- (7) *Finnish web pages*,
- (8) *the subcultures and leisure activities of Finnish young people*.

The respondents were allowed to choose several options if they wished. The response distribution is shown in Figure 56. The most frequently chosen option was clearly *business and financial life* (82 %), followed by *science* (66 %) and *Finnish rock and pop music* (59 %); all the options except for literature were chosen to a considerable extent.

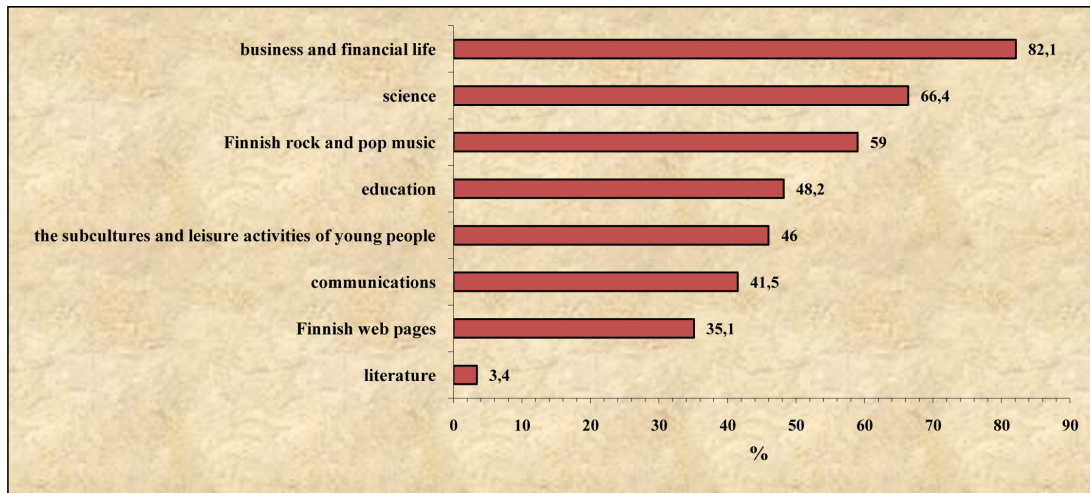


FIGURE 56 The respondents' opinions about the domains in which English will be used more than Finnish in 20 years' time (the percentages represent the number of positive responses relative to the total population)

Only a few statistically significant differences were found, and none of them occurred between areas of residence (Table 42b.3). Statistically significant differences between the sexes involved only two sectors (Table 42b.1): men believed more frequently than women that English would be used more than Finnish in *science* (71 % vs. 62 %), whereas women thought the scenario probable in *Finnish rock and pop music* (63 % vs. 54 %). The only statistically significant difference between age groups involved *Finnish web pages*. This option was chosen the most frequently by those aged 15–24 (48 %), and the proportion choosing this option decreased quite consistently among the older age groups (Table 42b.2).

Comparisons by level of education revealed statistically significant differences in three of the options (Table 42b.4), i.e. regarding the replacement of Finnish by English in *business and financial life*, *education*, and *communications*. The only systematic tendency that could be discerned in these cases was that university-educated respondents were less likely than the others to consider the scenario probable. Respondents who had completed upper secondary school or vocational education were most likely to believe that language use would change in business/financial life and in education. Respondents with primary education only were most likely to believe that language use would change in communications. Here it should be noted that the group with primary education included only 25 respondents, which is a good deal fewer than in the other groups. This is due to the fact that in Question 42a only 16 % of the least educated respondents saw any likelihood of English replacing Finnish in any sector at all.

Managers and experts (many of whom are likely to have personal experience in the academic world) were the respondents who were most likely to believe that English would replace Finnish in *science*. This belief was least strongly held by healthcare workers (Table 42b.5). Office and customer service workers were the most likely to envisage that English would be used more than Finnish in *education*. Experts were the least likely to hold this view.

8.1.4 The need to know different languages in the future

Question 43 asked respondents to choose from three given languages (*Finnish, Swedish, and English*) the languages they believed particular population/occupation categories would have to know in 20 years' time. The categories were as follows:

- (1) *children (under 12 years),*
- (2) *young people,*
- (3) *people of working age,*
- (4) *elderly people,*
- (5) *immigrants,*
- (6) *politicians,*
- (7) *entrepreneurs,*
- (8) *academics,*
- (9) *healthcare and social welfare workers,*
- (10) *journalists,*
- (11) *workers in building and construction,*
- (12) *industrial workers,*
- (13) *public officials and authorities (e.g. the police),*
- (14) *workers in the service sector.*

The respondents were asked to indicate their opinion concerning all the categories listed, and to choose several languages if they wished. We included Finland's national languages Finnish and Swedish along with English because immigration to Finland (see Pöyhönen 2009: 145–148) has increased during the past decades, with the result that the proportion of inhabitants who know neither English nor Finnish or Swedish is increasing. In addition, public debate on the status of Swedish has been extremely vigorous in recent years.

The results concerning Finnish are presented in Tables 43.1.1–43.1.5. Looking at the data as a whole, over 95 % of the respondents thought that all the population categories should know Finnish in 20 years' time. Only immigrants (85 % of respondents) and academics (93 % of respondents) received lower rates.

No statistically significant differences were found between men and women. In other comparisons we observed an extremely regular and statistically significant tendency: the oldest age group gave smaller percentages to every population category. A similar observation emerged in a few cases when the results were compared by level of education and occupation; here the least educated and manual workers differed from the rest. It is hard to believe that retired respondents would systematically evaluate Finnish skills as less important, compared to other groups. After cross-checking the data we have reason to believe that some of the elderly respondents and manual workers may not have paid much attention in answering the part of question 43 which concerned the need to know Finnish. They could have misinterpreted the question, or else they felt it to be irrelevant and left it unanswered. However, comparisons by age group gave an interesting and credible result in the case

of immigrants: young respondents were less likely than the others to regard Finnish skills as necessary for immigrants in 20 years' time (Table 43.1.2).

Respondents envisaged Swedish skills as being less necessary than Finnish skills. In addition, the need for Swedish skills was evaluated differently for different population categories, i.e. Swedish was envisaged as necessary for certain groups only. The results are presented in Figure 57.

According to the respondents, there would be a particular need for *politicians* (81 %), *public officials and authorities* (80 %), *journalists* (73 %), *workers in the service sector* (70 %), and *healthcare and social welfare workers* (70 %) to know Swedish in 2027. The lowest percentages concerned *immigrants* (9 %) and *elderly people* (14 %).

Comparisons by gender showed that women, more frequently than men, expected Swedish skills to necessary for all categories, even though the difference was not statistically significant (Table 43.2.1). There were statistically significant differences between age groups concerning several population categories, but the differences and the extent of the differences varied (Table 43.2.2). Respondents aged 15–24 stated more frequently than the others that Swedish skills would be necessary for *people of working age*, *elderly people*, and *politicians*, and less frequently that Swedish would be needed by *children*, *academics*, and *journalists*. These three population categories were also emphasised by the two oldest age groups. In addition, respondents aged 65–79 considered more frequently than the others that Swedish skills would be necessary for *immigrants*, *entrepreneurs*, and *industrial workers*.



FIGURE 57 The respondents' opinions whether different groups should know Swedish in 20 years' time (the percentages represent the number of positive responses relative to the total population)

Not many differences were found between areas of residence (Table 43.2.3). The predicted need for people of working age to know Swedish produced

slightly higher percentages in cities (about 50 %) than in the countryside (about 40 %). The predicted need for Swedish among *healthcare and social welfare workers* was also rated more highly in cities and towns (over 70 %) than in more rural areas (around 65 %).

Comparisons by level of education revealed statistically significant differences concerning five population groups: *elderly people*, *entrepreneurs*, *academics*, *workers in building and construction*, and *industrial workers* (Table 43.2.4). Surprisingly, concerning the four latter categories, respondents with lower secondary education (many of whom are still at school) were more likely than the others to see Swedish skills as being necessary in 2027. University-educated respondents differed in that they clearly envisaged Swedish skills as necessary for *elderly people* more frequently than others.

Statistically significant differences between occupations were found with regard to almost all population groups. The differences were minor only with regard to *immigrants*, *public officials and authorities*, and *workers in the service sector* (Table 43.2.5). In general, it was healthcare workers who most frequently predicted Swedish skills as being necessary (these workers being mainly women, cf. Table 43.2.1). Office and customer service workers, too, were more likely than average to see a continuing need for Swedish skills for many of the categories listed (e.g. for *young people* and *politicians*). By contrast, managers and manual workers were less likely than the other occupations to see a continuing need for Swedish skills.

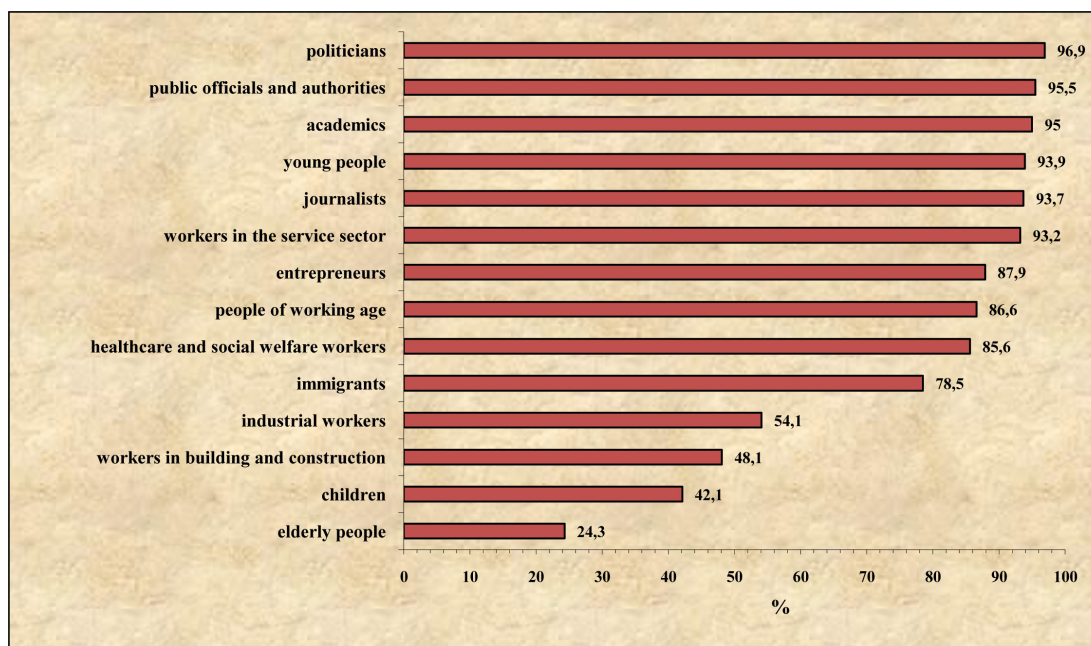


FIGURE 58 The respondents' opinions whether different groups should know English in 20 years' time (the percentages represent the number of positive responses relative to the total population)

Overall, knowing English was predicted to be a good deal more important than knowing Swedish. Figure 58 presents the percentages for each population category listed. A substantial majority (78 % or more) of the respondents saw

English as being necessary for almost every population category. However, this was not the case concerning *elderly people* (24 %), *children* (42 %), *workers in building and construction* (48 %), and *industrial workers* (54 %).

For all the categories listed, women were at least as likely as men to envisage English skills as being necessary (Table 43.3.1). The differences between age groups were statistically significant in the majority of cases (Table 43.3.2). Generally speaking, respondents aged 15–24 and 25–44 had a stronger belief in the future necessity of English than older respondents.

Differences between areas of residence were found concerning two population categories (*people of working age* and *academics*, see Table 43.3.3). In both cases, city residents in particular were more likely to envisage a need for English skills than residents of other areas.

Statistically significant differences between levels of education were found concerning only *people of working age* and *academics* (Table 43.3.4): the proportion of respondents predicting a need for English was greatest among the highly educated, and smallest among those with little education, though even in this latter group the vast majority saw English skills as being necessary in the future.

Respondents in different occupations differed in their opinions on whether English would be required from *people of working age*, *elderly people*, *immigrants*, *healthcare and social welfare workers*, and *workers in the service sector* (Table 43.3.5). For all these categories it was manual workers who envisaged the least necessity for English. Between the other occupations there were few substantial differences. However, with regard to *elderly people*, both healthcare workers and manual workers were somewhat less likely than other occupations to foresee a need for English in the future.

8.1.5 Languages that could challenge English

Question 44 asked respondents to evaluate which other foreign language could in their opinion compete with English for the status of the most important international language in Finland in 2027. Almost one third of the respondents did not mention any language. The most frequently mentioned languages were Russian (23 %) and German (21 %). Less frequently mentioned were French (9 %), Swedish (6 %), Spanish (5 %), and Chinese (3 %). Other languages were mentioned only occasionally, and some of them (e.g. Georgian) were apparently offered as a joke. All in all, the languages that might challenge English were chosen from languages spoken in areas close to Finland and from widely-spoken European languages. Thus, for example, Chinese was rarely mentioned despite being the language of an increasingly important trading power. The response distribution is presented in Figure 59. The main difference between the sexes was that men (26 %) were more likely than women (20 %) to mention Russian, whereas women (11 %) were more likely than men (7 %) to mention French. The overall “popularity ranking” was the same for both sexes (Table 44.1).

In comparisons by age group (Table 44.2) the importance of Russian was emphasised by the 45–64 age group in particular. In all the other age groups German was mentioned more frequently than Russian, though the difference

was not great. The youngest age group gave more mentions to French, Swedish, Spanish, and Chinese than did older respondents. The proportion of respondents not answering the question was also smallest in the youngest group.

In comparisons by area of residence (Table 44.3) the popularity of German in particular varied from one area to another. German was least frequently mentioned by city dwellers, who gave Russian clearly higher ratings. In other areas German and Russian were equally popular as challengers to English, and in rural centres German received higher ratings than Russian. However, overall, the differences between Russian and German were not great. French received its highest ratings in the cities, as did Spanish and Chinese. In the cities, Spanish was even seen as more likely than Swedish to be a competitor to English.

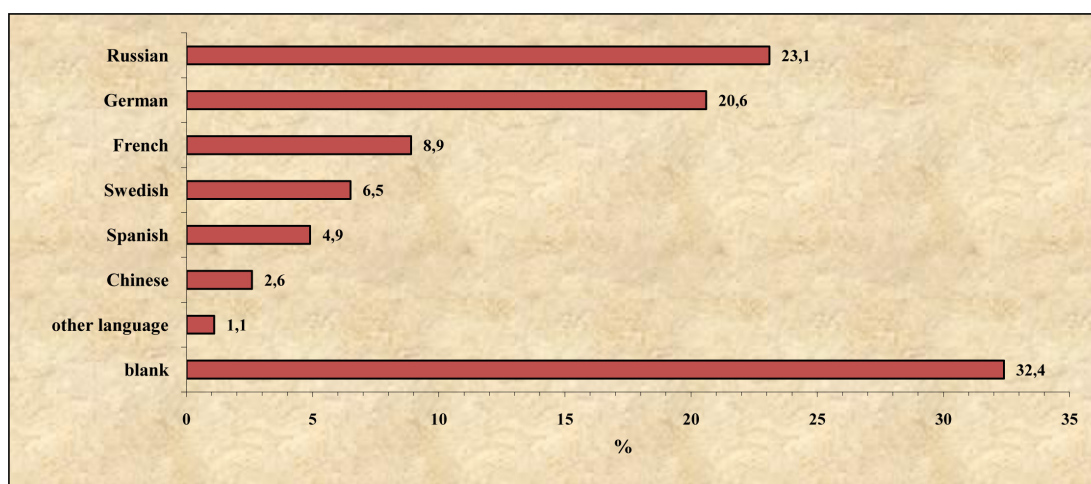


FIGURE 59 The foreign languages competing with English in 20 years' time (the percentages represent the number of positive responses relative to the total population)

In comparisons by level of education, the most highly-educated respondents differed from the rest (Table 44.4). In the group with university education, German was much less frequently mentioned (11 %) than in other groups (where it achieved at least 20 %). Both French and Spanish (around 8 %) came close behind German among the university educated; moreover, Russian (25 %) was rated much more highly than German in this group, and the difference was clearer here than in any other group. German received most mentions (28 %) from respondents with a polytechnic education.

Comparisons by occupation (Table 44.5) reflected a tendency regarding German similar to that observable among university-educated respondents. Both managers and experts mentioned German a good deal less frequently than Russian (German 11–16 %, Russian 22–27 %), and among managers French was rated higher than German, with a percentage of 13 %. Office and customer service workers and especially healthcare workers rated German above Russian as a potential challenger to English. In addition, Swedish was mentioned fairly frequently (12 %) by healthcare workers, almost as frequently as Russian (16 %). Spanish was frequently mentioned by experts and by office

and customer service workers.

8.1.6 Could ignorance of English lead to exclusion from some areas of life?

Question 45a inquired whether Finns could become outsiders in certain areas of life if they do not know English (without listing these areas at this point). The options were *yes*, *no*, and *no opinion*. This question was motivated by previous studies (Latomaa & Nuolijärvi 2002; Leppänen & Pahta, forthcoming; Hakulinen et al. 2009), indicating that English has taken over some areas of Finnish life, and that it is difficult to fully participate in these areas if one does not know English. In this regard one might even see society as being divided into “haves” and “have-nots” (Preisler 2003). From time to time there has been fierce public debate on the topic.

The majority (65 %) of the respondents answered *yes*, and the remainder of the responses were fairly evenly divided between the other two options (Figure 60). There was a slight difference between men and women: men chose the option *no* slightly more frequently than women, whereas women more commonly chose *no opinion*. Men and women did not differ in the proportion of respondents answering *yes* (Table 45a.1).

The response distributions given by the 15–24 and 45–64 age groups were approximately the same as those occurring in the data as a whole (presented in Figure 60). By contrast, in the 25–44 age group the proportion of respondents who thought that not knowing English would involve exclusion from certain areas was clearly higher (72 %, see Table 45a.2). The 65–79 age group held this opinion less frequently (55 %) than the younger age groups. Comparisons by area of residence showed that the notion of potential exclusion due to ignorance of English was held most strongly in the cities (73 %). The proportion of respondents answering *yes* decreased (and the proportions of *no* and *no opinion* increased) as one moved to less urban areas (Table 45a.3).

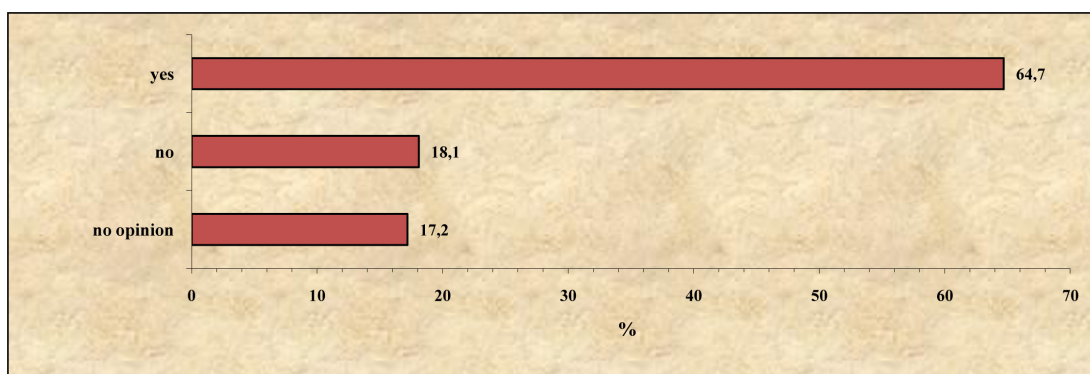


FIGURE 60 The distribution for the question “In 20 years’ time, do you believe that Finns will have become outsiders in certain areas if they do not know English?”

Comparisons by level of education (Table 45a.4) also showed a consistent tendency: the higher the level of education, the more frequent was the answer *yes*. Among respondents with a university degree, 87 % indicated that

ignorance of English would result in exclusion from certain areas, whereas only 46 % of respondents with no education beyond primary school held this view. A similar pattern was observed in comparisons by occupation (Table 45a.5): yes was chosen most frequently (approximately 75 %) by managers and experts, who usually have a high level of education, and least frequently (52 %) by manual workers, who often have a low level of education. It would seem that the more the respondent has encountered English and had experience of the opportunities and operational environments offered by English, the more likely it is that he or she will envisage the possibility of exclusion due to a lack of English skills.

In **Question 45b** those respondents who had in 45a answered yes were asked to clarify the areas from which (in their opinion) people might be excluded due to a lack of English skills, considering a time frame of 20 years from the present, i.e. the year 2027. The question was thus answered by 65 % (n = 942) of the respondents. Six options were given:

- (1) *up-to-date information (information is mediated through other channels),*
- (2) *services provided on the internet, and in the entertainment media (e.g. television),*
- (3) *international interaction,*
- (4) *educational opportunities,*
- (5) *the possibility of getting a job,*
- (6) *opportunities offered by travel.*

The respondents were allowed to choose several options. The results are presented in Figure 61.

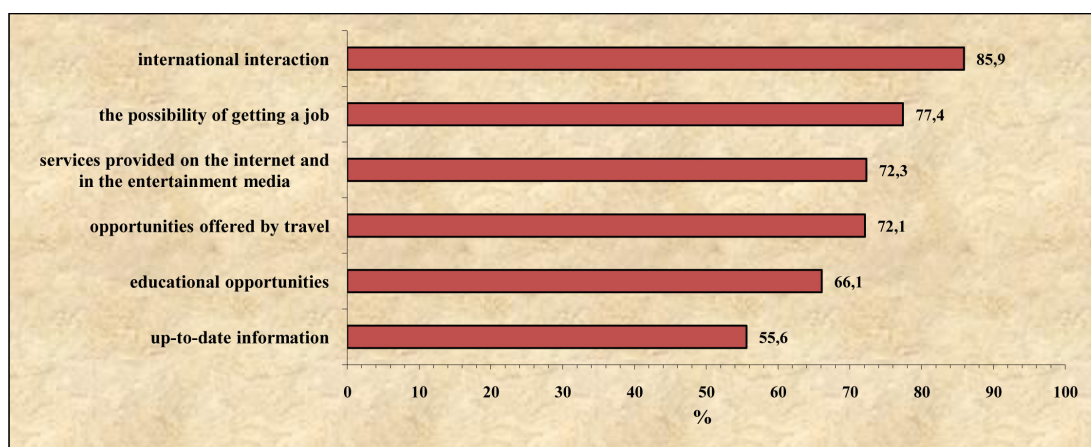


FIGURE 61 The distribution for the question “If Finns do not know English in 20 years’ time, in what areas will they have become outsiders?”

All the options were widely supported by the respondents; the most frequently chosen option was *international interaction* (86 %) and the least frequently

chosen was *up-to-date information* (55 %). Integrating the responses from questions 45a and 45b, the majority seem to believe that up-to-date information will continue to be available in the mother tongue in the future.

No statistically significant differences were found between men and women, or between areas of residence (Tables 45b.1 and 45b.3). The two youngest (15–44) and the two oldest (45–79) age groups showed statistically significant differences with regard to the option *the possibility of getting a job*. This option was chosen by over 80 % of the younger respondents and 70 % of the older. In addition, age group differences approaching statistical significance were found concerning two options, namely *services provided on the internet and in the entertainment media* and *international interaction*. These were chosen less frequently by the oldest age group (Table 45b.2).

Statistically significant differences were found between levels of education concerning *international interaction*, *the possibility of getting a job*, and *up-to-date information* (Table 45b.4). The more educated respondents chose all these options more frequently than the less educated. Becoming excluded from *international interaction* was chosen by as many as 90 % of respondents with a university or polytechnic degree.

Between occupations, statistically significant differences were found concerning the options *the possibility of getting a job* and *opportunities offered by travel* (Table 45b.5). *The possibility of getting a job* was given most emphasis by managers, experts, and office and customer service workers (79–84 %), and least emphasis by healthcare workers (66 %). *Opportunities offered by travel* was mentioned by 81 % of managers. This option was ranked second (78 %) by manual workers. It should also be noted that as many as 95 % of managers opted for *international interaction*, whereas this proportion had a rating of 90 % or less among the other occupations. However, the difference was not statistically significant.

8.2 Summary

English as Finland's official language in 2027

The majority of the respondents did not find it very likely that English would become an official language of Finland in the future (i.e. 20 years ahead). This scenario was given the least credibility by city residents, the highly educated, managers, and experts. This may reflect, at least to some extent, that the respondents have positive attitudes to the use of English in education and business (cf. Questions 16 and 17), and the use of English is already commonplace to many Finns – so change is unnecessary. We must note, however, that a substantial proportion of the respondents – more than one third – thought that English would be an official language of Finland in twenty years' time.

The status of English in Finland in 2027

The vast majority of the respondents believed that in Finland the importance of English would increase in the future. Yet even though the respondents

agreed on this, they also did not believe that Finnish would disappear. The respondents did not envisage an entirely English-language vocational or university education to the same extent as they anticipated the spread of English in other respects. The respondents believed and wanted to believe in Finnish/Swedish as language of education in the future, and also that films and TV programmes would continue to be subtitled in Finnish/Swedish in the future. One explanation for this is that Finnish/Swedish subtitles are seen as culturally important. In addition, many Finns seem to feel that the use of subtitles instead of dubbing has played a part in the development of Finns' language skills and language awareness, and hence that there will be no wish to abandon subtitling in the future.

The respondents were fairly unanimous on the increasing importance of English, but opinions were divided almost evenly as to whether all Finns would have to know English. The spread of English was considered inevitable at least to some extent, but since the respondents also thought that not all Finns would need to know English, it was anticipated that the spread of English would affect different sectors of life in different ways. City residents, persons aged 25–44, and experts had the strongest belief that English would replace Finnish in some sectors. The domains of business and the economy, science, and pop and rock music were presented as areas where English would be used more than Finnish in the future. This presents an interesting contradiction given that respondents also strongly believed that English was not a threat to the languages and culture of Finland (Question 19). Generally speaking the respondents did not believe in the replacement of Finnish by English, but they did see Finnish as possibly threatened in some areas of language use. Faith in Finnish literature in Finnish and Swedish remains very strong. All this leads one to wonder whether English will come to be used more than Finnish in working and economic life, and in the entertainment industry – areas embodying international aspirations – whereas Finnish will have the function of maintaining the national culture.

Who will need to know English in the future?

A knowledge of English was generally (by at least 90 % of the respondents) expected to be important for nearly all population categories in the future. English skills were not seen as so necessary for elderly people, for children, or for manual workers. The need for English skills was underlined most consistently by respondents under the age of 45. Swedish skills were clearly seen as less necessary than English skills (see Table 19.1). Swedish would be needed in the future mainly by politicians, public officials and journalists, and by certain workers in the health and service sector (see Table 43.2.1). Yet it is also worth noting that the need for young people to have Swedish skills was seen as relatively great, and that this was the opinion of the young people themselves; in fact, more than half of young respondents (aged 15–24) viewed Swedish skills as necessary for young people in the future (see Table 43.2.2). In addition, women seemed to be more positive than men concerning Swedish (Table 43.2.1).

The respondents expected Finnish to remain the most important language

for all categories of the population apart from academics: it was believed that academics would need English more than Finnish in the future. This finding supports previous suppositions concerning the possible replacement of Finnish by English in the academic world (Hiidenmaa 2003; Taavitsainen & Pahta 2003).

Within the framework of changes in the linguistic situation in Finland, the significant finding is that the respondents anticipated a very great need for English in 2027 – a need approaching that of the current main language, i.e. Finnish, and clearly surpassing the need for Finland's second official language, i.e. Swedish.

Languages that could challenge English

The English language was not expected to have very significant competitors in the future. The greatest potential was seen in Russian and German, which had ratings from a good 20 % of the respondents. However, highly educated respondents did not believe in any strong rise in German, considering Russian to be a more likely competitor. Here it is interesting to see how the respondents regarded only languages spoken in areas close to Finland as possible competitors to English. Does this mean that many Finns see international contacts as involving mainly Finland's geographical vicinity? It is also extremely interesting that Russian was seen as the strongest potential challenger to English, especially in view of the limited extent to which Russian is studied at present (see Statistics Finland 2010a). The infrequent mention of Chinese also seems surprising, even if Chinese was mentioned more frequently among young respondents, city residents, and persons with a university education than among other groups (as was also Spanish). It should also be borne in mind that in a previous question (Question 19) university-educated respondents were of the opinion that Finns should learn languages other than English (see Table 19.4).

Exclusion through ignorance of English?

Two thirds of the respondents believed that people would become excluded in certain areas of life if they did not know English. This was particularly the opinion of young respondents, city residents, the highly educated, experts, and managers. All the options offered on the areas of possible exclusion were supported. Yet this is not surprising, since these areas all, in their own way, reflect increasing internationalisation. It seems that those respondents who already have good English skills – and who perhaps have had experience of how these skills have benefited them – think that people will become excluded from certain areas if they do not know English. Up-to-date information is expected to remain available in the mother tongue – but the majority in favour of this view is narrow, with almost half of the respondents feeling that this may cease to be the case in the future. In terms of getting a job, English skills are expected to play a very important role.

All in all, it can be said that Finns believe that the status and importance of English will continue to increase in Finland, even to the extent that it will be

used more than Finnish in some areas of life. Many of the respondents also see English skills as likely to be necessary for full participation in Finnish society. Thus, English is associated with a heavy load of ideological and instrumental values, and in this light it is difficult to imagine that there will be any dramatic decrease in the study of English in the future.

Notes

¹ In this question, Swedish was not included as Finnish is the dominant language of these domains in Finland.

9 DISCUSSION

The growing significance of English in Finland springs partly from a range of socio-historical factors unique to Finland, and partly from wider processes of economic and cultural globalization. The lives of individuals, social groups, institutions, businesses, and even entire societies are characterized more than before by mobility, diversity, and connectedness. In such a situation there is a heightened need for a vehicular language which will allow communication in circumstances where there would otherwise be no shared code. But globalization affects people's language uses in other ways as well: people in many parts of the world now engage in global cultural activities associated with, for example, popular music, film, and sports – subcultures in which English serves as an important resource for identification, participation, and cultural production.

Against this background, what happens in Finland is one example of what happens in many other parts of the world in which English originally had no role, but in which it is now needed as a means of communication and/or as a semiotic and socio-cultural resource. In the same way, the Finnish case also illustrates how periods of intense social, cultural, and economic change can ignite deep concerns within us: we feel that something which is dear to us and which defines who we are – in terms of our culture, tradition, heritage, language – is endangered by changes of this kind. In Finland, such concerns have resurfaced in the recent revival of language ideological debates, and in the voices raised in favour of changes in national and institutional language policies. For these reasons, what Finns think about English can give insights into the complexities of sociolinguistic change not just in Finland but also in other parts of the world – places where the impact of English in an originally non-Anglophone context has grown, and where English is simultaneously desired and feared, coveted and shunned.

The present survey sought to examine the use, importance, and status of English through the eyes of Finns, and to find out how they perceive the role of English in Finland. It gives an overview of how Finns encounter, know, and use English, with insights also into their attitudes towards English and how they envisage the future of English in Finland. The survey consisted of six thematic parts: (1) Languages in the respondents' lives (2) English in the respondents' lives, (3) studying and knowing English, (4) uses of English, (5) English alongside the mother tongue, and (6) the future of English in Finland.

In this chapter, we shall summarize and discuss the main findings of the survey. We shall do this by structuring our discussion around five core observations which emerged in the study. These involved language attitudes (see 9.1 below), skills and uses of English (see 9.2), language identity in change (see 9.3), differences between social groups (see 9.4), and predictions for the future (see 9.5).

9.1 Language attitudes

The survey shows that the majority of the respondents (80 %) have considerable faith in the stability and vitality of the two national languages and Finnish culture in general. Thus, they do not consider English a threat in this regard (see Table 19.1). In comparison to the attitudes in many other non-English speaking countries, such as Sweden (see Berg et al. 2001) and France (Martin 2006), Finns appear to take a more relaxed view. A belief in the vitality of the national language/s resonates with traditional and pervasive language ideological assumptions in Finnish society concerning the relationship between language and the nation state. In other words, Finns still see language as a cornerstone of Finnish national identity.

Ever since the early days of Finnish nationalism in the 19th century, Finns have been accustomed to view their own language/s and culture as the best protection against a foreign threat (see also Leppänen & Pahta, forthcoming). To think otherwise – to see the languages of Finland as under threat – would mean considering national independence, sovereignty, and integrity to be in serious danger. Apparently, according to the respondents in our survey, this is not the case at all. An interesting point here is that although Finns consider their own languages and culture to be well protected and safe, they are far less optimistic about other countries, cultures, or languages, which are thought to be more susceptible to the negative impact of English. Such conflicting attitudes to English within and outside Finland reflect the complex and contradictory nature of the processes in play in globalization and postmodernity (see also Graddol 2006: 21).

It seems that insistence on the protection of national languages, strongly advocated in many other countries facing the impact of English, is not a crucial concern for Finns (cf. Kubota 2002), even if the survey revealed areas of ambivalence concerning the future (see 9.5 below). Broadly speaking, the respondents' views on the current situation were at odds with what has been suggested, for example, in the recent language policy programme put forward by the Research Institute for the Languages of Finland (Hakulinen et al. 2009). According to this programme, in a number of societal domains, including science, academic publishing, and higher education, the Finnish language is now in competition with English. Thus it is argued that active protective measures are needed to enforce the right of Finnish citizens (stipulated by the Finnish language law) to use and be served in their own language (ibid.: 11–12). Here one can see a dichotomy: that while the general public expresses permissive attitudes to English, language policy makers – perhaps partly due to their awareness of such attitudes – see a genuine, and harmful, process of change under way. Finns, they believe, need to be aware of the situation and to take measures in all domains of society to protect, promote, and actively prefer their own language over English.

In addition to their trust in the vitality of the mother tongue, Finns have an open, liberal, and interested attitude to other languages and to studying them. They frequently see and hear foreign languages in their everyday lives, and in certain settings they also need to use them actively. Such settings, for example travel or work, often involve some form of international contact. Although English

has been studied at least to some extent by all the generations investigated in this survey, and although it is the language that Finns most commonly come into contact with, it is not the only language that Finns are interested in. Many share the view that it is not enough if everyone knows English, and that other languages, too, need to be known.

It is interesting that attitudes to Swedish, for instance, seem quite positive – bearing in mind the current polarized public debate in Finnish society concerning the position of Swedish. In this debate, those against Swedish argue, for example, that the requirement for all students to study Swedish at school reduces their capacity to study other foreign languages. The opposing view emphasizes the bilingualism of Finland and insists that society should maintain the linguistic rights of Swedish-speaking Finns, at the same level as those of Finnish-speaking Finns (see also Salo, forthcoming). Highly educated Finns in particular, and those in expert positions, tend to be of the opinion that Finns should learn other languages in addition to English. The same point is made by Kankaanranta & Louhiala-Salminen (2010), who have studied the use of English in work settings. The positive attitudes of the survey respondents towards other foreign languages may also derive from the particular position of Finns as speakers of two small languages: they have always seen foreign languages as an important means of communication with the rest of the world (Numminen & Piri 1998). Without foreign languages, Finnish society, business, and individuals would undoubtedly be handicapped in international contacts and communication.

This general emphasis on the importance of a broad language repertoire is, nevertheless, in conflict with recent developments at all levels of language education in which the dominant position of English has continued to strengthen over recent decades. Because of limited resources, optional languages (the A2 languages) are fairly seldom offered or chosen in schools (partly because of the fairly large minimum group sizes required), and overall, language studies in upper secondary schools have been reduced (e.g. Hämäläinen et al. 2007). Despite the generally positive attitudes to foreign languages, language education as a system is thus unable to satisfy the needs of Finns as potential learners of not just one, but many foreign languages. As one possible solution to this, it has been suggested that English studies should actually be reduced in schools, on the grounds that the language is in any case widely available. In this way the teaching of other foreign languages might gain more resources. However, over the long term, such a solution could mean that Finns have even fewer opportunities to learn any foreign language well. Moreover, they would no longer have the possibility to acquire the kind of sophisticated proficiency in English that is now needed, for example, in many work contexts. The survey results give support to this conclusion: only 16% of the respondents were of the opinion that they had acquired their English proficiency outside formal language lessons. Hence it seems likely that reducing the number of language lessons would seriously jeopardize students' possibilities to achieve high proficiency in English.

9.2 Skills and uses of English

One key finding of the survey is that, according to their own self-assessment, Finns have relatively good skills in English: about 60 % are of the opinion that their proficiency is at least relatively good. On a general level, this figure is considerably higher than, for example, recent Eurobarometer (2006: 14) results, according to which only 38 % of EU citizens think they have sufficient skills in English to engage in a conversation. Here it should be pointed out that overall, Finns do not actually use English that much, at least on a daily basis. Nevertheless, there is considerable variation according to the background variables, both in the proficiency and in the use of English.

As regards their proficiency in English, Finns rate their receptive language skills higher than their active uses of the language, i.e. in writing and speaking (see also Bolton & Luke 1999). They report that they have obtained their skills mainly in formal lessons, but to a great extent also elsewhere. Despite their good English skills, a high proportion of the respondents nevertheless feel inadequacy, at least in some situations. This was a particularly common concern among respondents who need to use English in their work, such as managers and experts. Similar feelings of inadequacy have been reported by Finnish engineering students in a qualitative study by Virkkula & Nikula (2010): these students felt that their knowledge of grammar and vocabulary was not enough to communicate well in English. In fact, this finding is not really surprising, given the increasingly common use of English, for example in working life, where people have to cope in increasingly demanding situations of language use (Louhiala-Salminen et al. 2005).

Another interesting finding was that even though Finns rate their proficiency in English as relatively high, almost all the respondents wanted to improve their skills – presumably because they are aware that their proficiency is not good enough in all communicative situations. All in all, Finns seem to be fairly modest about their language skills: they feel that they have good skills but that there is always room for improvement. In the light of these findings it seems that one of the challenges for language educators is to provide Finns with both an adequate level of “civic skill” in English, sufficient to manage in most everyday situations, as well as more sophisticated skills for those who need to be able to deal with demanding situations. It seems that a revised plan for language education is called for, covering all levels and sectors of the system. This plan could specify what language skills are the target at every level and sector of the educational system, ranging from basic education to higher education and to workplace learning. One can envisage a continuum in which the learners’ changing needs and varied target levels are accommodated in a more systematic way than is possible with the current system – which is largely based on the replication of the same core skills at each level.

Even though people are increasingly aware of the presence of English in the Finnish linguistic landscape, it is far from the case that all Finns use English actively in their daily lives. In view of the sometimes heated public discussion on the spread of English in different domains, it is rather surprising that, according to our results, Finns’ use of English is not very extensive. In fact, compared to the average among EU citizens, Finns’ uses of English are

fairly limited. Thus, while the Eurobarometer (2006: 16) reported that 31 % of EU citizens use English almost daily, our survey suggests that the daily use of English in Finland is still quite rare (e.g. only about a fifth of the respondents report speaking it at least once a month).¹

A closer look at the times and places in which English is used by Finns shows that it is used most often in free time, but also at work, with young respondents the most active users. Overall, the active use of English is a good deal less common than listening to English-language music, watching films and TV programmes, reading websites, e-mails and manuals, and searching for information on the internet. Writing in English is infrequent in most population groups, but it does occur among young people in the context of the new media. The most common reason for using English seems to be searching for information. Other frequently mentioned purposes include using English just for the fun of it, for everyday interaction, and for language learning. However, the survey also indicates that when Finns actually need to use English actively these situations most often involve some kind of international contact. Overall, it would seem that Finns are not shifting to English in their mutual communication and interaction (but note the remarks on code switching, below). For most purposes, Finnish and Swedish are still sufficient. Against this background, situations in which English is selected as the group- or company-internal language of communication are still fairly exceptional.

At the same time, it is also quite clear on the basis of our survey that English is definitely the most important foreign language to Finns. It is considered more important than Swedish, but less so than the mother tongue. It is the foreign language that Finns encounter most frequently in their everyday lives, and the language they are able and willing to use with most ease. In some domains, such as science and popular culture, it is often seen as even more important than Finnish. Especially for young, urban, and educated Finns, it is also increasingly one of their everyday language resources – a resource which they use without hesitation in situations where they would not get by with their first language. In the same vein, Finns' attitudes to mixing their first language with English are quite positive (cf. Kamwangamalu 2002; Hussein 1999), especially when it occurs in informal oral communication with friends or workmates. In such situations code switching often occurs quite naturally, without the speaker even noticing it, and with the hearer decoding it quite easily. Finns' attitudes to English are thus generally positive and pragmatic: its use as a language of education, working life, and international interaction is generally approved of, and English skills are viewed as important to nearly all population groups.

9.3 Language identity in change

Even though Finnish society is officially bilingual in Finnish and Swedish and Finns speak English relatively well, as individuals they consider themselves monolingual. The reason most likely has a great deal to do with the fact that among Finns, partial command of a foreign language is not identified as bi- or multilingualism. Their view is rather that to be fully bi/multilingual, one needs wide-ranging, native-like language skills. Native speakers of English

are admired because of their supposed complete proficiency, and their good language skills are set as the goal in language learning, although there is a sense that this goal can never be fully achieved. Hence, although English is a fairly familiar language, the majority of the respondents do not find it as natural to use English as it is to use the mother tongue. In a sense English is viewed as “distant”, as belonging mainly to native speakers and not as part of Finns’ own language repertoire. In other words, for many Finns it is still primarily a foreign language – one which is studied, enjoyed, and occasionally even used, but which is primarily needed in communication with people with whom no other language is shared.

For most learners, the goal of achieving some ideal of native-speaker competence – supposing such a thing existed – is probably not the best option. Here again lies a challenge for language educators. In the future, they may have to persuade learners that a realistic standard of proficiency in English is not native(-like) competence – since no native speaker’s competence is ever perfect either – but the competence to cope in situations that learners feel are important, without discarding their identities as Finnish users of English. Such a competence would be a much more reasonable target in a globalized world, in which people’s language competences are always in one way or another truncated, contextual, or organized topically on the basis of domains or specific activities (see e.g. Blommaert 2005, 2010; Haviland 2003; Urciuoli 1996).

In the same way as was shown in a study focusing on the presence of English in the lives of young people in Belgium, France, Germany, and the Netherlands (Berns et al. 2007), the present survey indicates that young people form an exception to the general picture. Their responses show very clearly that English is beginning to have an integral role in their lives. It is increasingly part of their language repertoire, social relationships, hobbies, and interests. For many, it also is a means of verbalizing their emotions, and sometimes even an essential factor in the construction of their identities. Why this is the case has undoubtedly a great deal to do with the increased presence and importance of English in youth cultures and sub-cultures. These have offered young people meaningful socio-cultural arenas within which English functions as a resource for self-expression and communication in culturally and socially meaningful ways.

In addition, the rapid development of information and communication technologies, which have brought about sophisticated social media (Kangas & Kuure 2003; Nurmela et al. 2004; Androutsopoulos & Beißwenger 2008), has also created new channels of interaction in young people’s lives; English is increasingly a readily available resource for expression and interaction, irrespective of one’s place of residence (see Leppänen et al. 2009b). It could even be argued that popular cultural movements and flows, including also ICTs, constitute an important historical factor contributing to the relevance of English to many young people (Leppänen, forthcoming).

9.4 Differences between social groups: Haves, have-nots, and have-it-alls

As has become evident in the results presented in this report, there are interesting differences concerning how well different demographic and social groups know English, how they use and need it, and how they feel about the presence of English in Finland. These differences derive from their varied relationships with English: their learning of, exposure to, and need for English. They are also interesting in the way they can lead us to consider the implications for participation in society in more general terms.

One way of characterizing respondent groups with different profiles vis-à-vis English is suggested by Bent Preisler's study of the status of English in Denmark. On the basis of his survey findings, Preisler (2003) distinguished two respondent groups: the "haves", those who know English and use it, and the "have-nots", those who do not know it and therefore do not have access to the language use and communication that takes place in English.

In the same way, in the present study we have repeatedly noted the fact that the majority of Finns have studied English and that Finns rate their English skills quite highly. Hence, the majority of Finns belong to the "haves" in one way or another. However, in this study the line between the "haves" and the "have-nots" is not as clear-cut as in Preisler's Denmark at the beginning of the new millennium. This is because the responses to the questions on English studies, skills, and use (i.e. questions 21–34) revealed, not a clear division between two groups, but a continuum of different orientations. At one end of the continuum there is a small group of Finns who are totally uninvolved with English (approximately 6 % of persons aged 15–79, according to our data), and at the other end a larger group of Finns (approximately 16 %) who have fully adopted English, and in whose life English has a significant role (Figure 62).² The majority of the respondents (approximately 78 %) are involved with English in one way or another, and because of the size of the group, they have a dominant position in the results that concern the population as a whole.

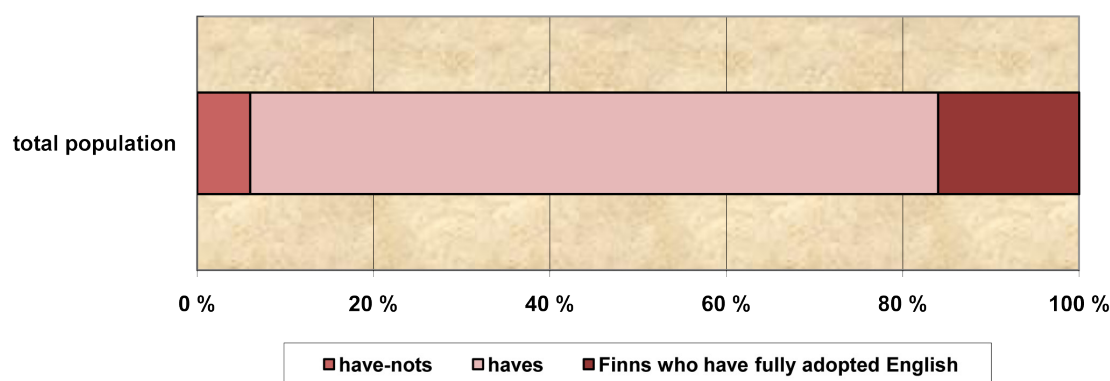


FIGURE 62 The percentages of "have-nots", "haves", and "have-it-alls" in the total population

Thus Finns can be roughly placed into three groups (on the continuum) each reflecting a particular relationship to English. Extending Preisler's categories,

these groups are here called the “have-nots”, the “haves”, and the “have-it-alls”. Respondents were classified as “have-nots” if they met all the following criteria: they have studied English for less than five years or not at all (10 % of the respondents); they speak, write, and understand English no better than poorly (24 % of the respondents) according to their own estimate, and they do not use English at all (11 % of the respondents). Finns who have fully adopted English (the “have-it-alls”) meet all the following criteria: they have studied English for more than ten years (29 % of the respondents), they are of the opinion that they speak, write, and understand English well (26 % of the respondents), and they use English frequently (58 % of the respondents).

The largest group, the “haves” – those who are involved with English in some way or another – is more heterogeneous than the two extremes, and, unlike them, cannot be characterized via distinct criteria. For example, they may have studied English for several years and feel they know it relatively well, but still practically never use it. These three groups also differ from one another clearly in terms of age, area of residence, education, and occupation. Some of the tendencies that distinguish the extremes from each other are summarized in Table 12. (It should be noted that the majority of the population belong to the main group formed by those who are in some way involved with English; hence this group includes demographic and social group characteristics in approximately the same ratio as in the whole population.)

TABLE 12 A society divided by knowledge and use of English

The <i>have-nots</i> (uninvolved with English)	The <i>have-it-alls</i> (have fully adopted English)
All aged over 45	A clear majority are young people and young adults (largest group aged 25–44)
Many of them live in the countryside (relative to the whole population)	A clear majority live in urban areas
Most have a low level of education; none are university-educated	Mostly university-educated; their education has not stopped at the primary level or lower-secondary level
Mostly manual workers	Mostly managers or experts

The group of “have-nots” (about 6 % of the total) consists of older respondents, often living in the countryside (40 % vs. 20 % among the total population), with a low level of education (over 80 % having primary or lower secondary education only), and doing mainly manual work (70 %). Those in the group of “have-nots” do not know any English; they do not use it and as far as they are concerned they do not need it. Hence, English means very little to them. In this group it is also more common than in the other two groups to see oneself as monolingual: as many as 93 % of the respondents in this group described themselves in this way (vs. 84 % for the total population). The lifestyle of these respondents could be described as traditional, monolingual, and monocultural, oriented to their home area and to the national culture. In comparison to many other countries, including most other EU countries, this group of people almost totally lacking in contact with English forms a small minority, consisting of less

than 10 % of the population (cf. Eurobarometer 2006; Pietiläinen 2006).

At the other extreme, among the “have-it-alls” (about 16 % of the total), we find in particular younger respondents (85 % aged under 45), city residents (also 85 %), respondents who have a university or polytechnic degree (60 %), and respondents who are working as managers or experts (60 %). In these people’s lives, the English language has a strong presence: they have studied English for many years, feel they have good proficiency in it, and use it extensively. In this group a smaller than average proportion (69 %) view themselves as monolingual, and correspondingly, many see themselves as bi- or multilingual (31 % vs. 16 % for the total population). The lifestyle of these respondents could, in fact, be described as displaying a multilingual and multicultural “postmodern” orientation, one characterized by mobility, involvement with global cultural trends, and engagement with the new media (Otsuji & Pennycook 2010; Leppänen, forthcoming).

In the light of this reclassification of our respondents, it could also be argued that the particular stance each group takes towards English can be interpreted as indexical of their social welfare. Those who actively use English, have good proficiency in it, and need to use it are more likely to have high social status, a high level of education, and an urban and international lifestyle. We can also say that they are more likely to be youthful and involved in youth culture, have an interest in popular culture, use the new media, and be alert to the demands/opportunities of an increasingly global economy. Interestingly, gender is not part of this division. Throughout the survey there were only minor differences between men and women in knowing and using English, and in attitudes towards it.

In contrast, people who do not have much contact with English do not necessarily have the same opportunities in life. Hence, a lack of or having only limited English skills may be one factor contributing to inequality (see Blommaert 2005). Recent sociological studies in Finland (see e.g. Heiskala 2006; Kainulainen 2006) have, in fact, argued that citizens’ welfare is likely to be best secured by education, by self-development, by an ability to meet the demands of modern work, and by mobility (Rintala & Karvonen 2003). On the basis of the present survey, one might very well add English to this list: even if ignorance of the language and inability to use it are not directly linked to social exclusion or relegation to the fringes of society, they indicate a certain uninvolvement in an increasingly urban, international, and multicultural society in which work is becoming increasingly globalized. This state of affairs is not unique to Finland. For example, Hyltenstam (1999) argued that the growing role of English in Sweden could bring about a societal divide, which in turn could lead to a situation where citizens were unable to manage in society unless they knew English (see also Pütz 1995). In other words, English can be seen as a factor linked to social involvement – a factor to be considered along with the individual’s economic circumstances, social relations, education, and lifestyle.

Nevertheless, it may be that in the future, when today’s young Finns with their good knowledge of English grow up and enter the job market, the situation will be less polarized than the one sketched above (since a correspondingly larger proportion of the population will be able to cope with it in everyday and

work settings). At the same time, the social divide related to knowing English may shift to a new location: in the future it may be found between the Finnish majority who have fully adopted English and immigrants, for many of whom English will be an additional language, to be learnt along with the language/s of their new home country.

9.5 The future of English in Finland

Although the survey suggests that Finnish has a stable role in Finnish society, and that overall, English is not actively used by Finns on an everyday basis – or at least not by every segment of society – a closer look at respondents' views provides a more nuanced picture of the future of English in Finland. A majority of Finns think that English enhances international understanding, even if in the future one will still be able to manage fully in Finnish society without knowing English. The native languages – particularly Finnish – are therefore sufficient in principle.

However, according to the future scenarios identifiable in the responses, the position and importance of English are expected to continue to strengthen, to the extent that English will be dominant in certain areas of Finnish life, sometimes even surpassing the Finnish language. This is especially the case in contexts which are in some way considered international, for example in business, economic life, science, and rock and pop music. Interestingly, these contexts are the same as those outlined in Introduction as the key contexts for the historical development of the spread of English in Finland (see Table 1). It therefore appears that the role of English, as it strengthens, will continue to gain ground in those domains in which it already has a strong foothold. Notwithstanding these scenarios, Finns also strongly believe that Finnish will continue to have a firm position in various areas in society, and that English will not displace Finnish – this is the case, for instance, in literature.

More importantly, as shown also by our qualitative studies (see e.g. Leppänen & Nikula 2007), the role and use of English in Finland constitute a multifaceted phenomenon that cannot easily be described in generalized terms: the forms and functions of English are highly context-dependent and complex. Finns employ English as a resource in social interaction and meaning-making in different ways within different settings and domains, thereby adapting and appropriating their language use to divergent situations of use. In some situations English seems to be becoming a phenomenon that occurs as a matter of course, with English offering means of expression and communicative resources to language users in the same way as those offered by the mother tongue. In particular it is clear that in the language uses of young people, especially in relation to the new media, English may be one of the everyday languages that Finnish young people (or at least some of them) need and use without experiencing the communication as distinctively “foreign”. At the same time, in all of this, the Finnish language still maintains its own undisputed place.

In terms of knowing and learning languages, Finns consider English to be the most important foreign language to be known in the future, and it is considered (even) more important than Swedish. And while they recognize

the importance of other languages, only a few serious challengers to English are identified. Those mentioned are typically Russian or German, which have traditionally been important languages of commerce for Finland. It is interesting that Russian is seen as the most likely competitor for English, and not Chinese, which on a global scale is increasing in importance. This is perhaps partly explained by the fact that Russia is a neighbouring country, and also by the increasing number of Russian immigrants and tourists in Finland, resulting in a growing demand for skilled speakers of Russian in Finland. This is in accordance with Graddol's (2006; see also Bamgbose 2001) findings, which emphasize that knowledge of English alone is not sufficient in a globalized world – not even within English-speaking countries, which are themselves becoming more and more multilingual (Graddol 2006: 118–119). For example, in the business world it can be vital to know the customer's language if a business deal is to be concluded.

As far as knowing English is concerned, English skills are expected to be important to nearly all population groups in the future. One of the reasons for this is that although the respondents believe that information will continue to be available in Finnish, they predict that people will become excluded from certain areas of life if they do not know English. The areas most commonly mentioned in this regard include international communication, employment, and entertainment.

Regarding future changes in the linguistic situation of Finland it will be interesting to observe whether the ratios of the totally uninvolved, the involved, and those who have fully adopted English (discussed above) will change over time. It may be that the proportion of the uninvolved will decrease when those age groups lacking a nine-year basic education start to diminish, and when the proportion of those who have studied English increases (see section 1.3 in Chapter 1). If this happens, and if English maintains its position as the foreign language most commonly studied in Finland, English can be predicted to become a basic skill expected of every citizen (see also Graddol 2006: 72).

We can also speculate, for example, on whether Finns will begin to view themselves as bi- or multilingual rather than monolingual. In fact, our results indicate that Finns have such positive attitudes towards English, and – among certain groups – use English so actively, that Finland might, even now, be considered a country in which English has the status of a second language (ESL, e.g. Kachru 1985) or of a “third national language” rather than a foreign language (Leppänen et al. 2008). In addition, it may be – as the responses concerning attitudes to code switching hinted at – that the significance of English as an additional language, mixing and alternating with the mother tongue, may also grow. There are many countries in which multilingualism is for many people the linguistic reality in which they operate on a daily basis (see e.g. Heller 2007; Blommaert et al. 2005; Jørgensen 2008). Finland, too, may be turning into a country where at least some of the population (the “have-it-alls”) can, in their communicative tasks, employ selectively all the linguistic resources they have at their disposal without having a sense of utilizing different languages. In this sense, and for these people, English may function as one of the resources they draw on and make use of in meaning-making and social interaction.

9.6 Conclusion

No matter how holistic a picture a survey like ours attempts to give, it is, by necessity, an incomplete account of how things really are. Designing and carrying out a research process always takes time, and therefore its findings are bound to lag behind when the results finally get published. It cannot capture the shifts and complexities of people's perceptions and attitudes as they respond to the changes taking place in the situations in which they come into contact with English; nor can it capture all the shifts in society at large and its various domains. In fact, a survey like ours should be repeated at regular intervals, as long as it is taken to provide useful information for society, language education, and language policies. Furthermore, given that a survey is always a generic description of a phenomenon, it cannot zoom into all the problems, attitudes, assumptions, and perceptions – which may, in fact, be the really important ones to the respondents. In this sense, a survey is always a partial description of people's perceptions and attitudes, particularly as these are, in reality, much more ambiguous, multiple, changeable, and situated than any survey can show them to be. The psycho-social reality of perceptions and attitudes – whatever their degree of stability – is that they are also emergent, contingent, and negotiable.

Despite these limitations of the survey method, it is undoubtedly a very useful and economical research tool. For us, a survey, based as it was on the responses by a representative random sample of an entire nation, was the best method to gain systematic and generalizable information about the changing sociolinguistic situation in Finland – a country where the role, visibility, and impact of English have been steadily growing since the early 20th century. In this respect, our survey undoubtedly succeeded in its task: we now have an overall picture of Finns' perceptions of the role and significance of English in Finland and elsewhere, of their learning and uses of English, and of their attitudes to and predictions about what will happen to English, and about the language situation in Finland in the future.

In addition, the survey also fulfilled its purpose in providing a broad canvas against which the particularities of more situated uses of English can be better understood, helping us to see how general or specific they really are. In addition, knowledge of the general picture makes it possible to pinpoint ways in which individual uses and understandings of English are, in fact, indexical – drawing on, reproducing, or challenging more general notions of English. For example, the material collected for the survey offers good opportunities for further studies: more in-depth analyses can identify different language-user profiles within different social groups. In particular, the youngest age groups, for whom English is a crucial part of daily life, merit more detailed study. It would also be interesting to explore how the respondents' attitudes towards English correlate with their habits of language use, or their self-ratings regarding their English skills.

This kind of integration of findings by surveys and qualitative studies is, in fact, one of the challenges for the present research team. It is a challenge not only empirically, but also theoretically and methodologically, not least because the interpretation of the results of such studies (representing widely

different research traditions) needs to be conducted with care in order to avoid distorting the findings in each of them. The findings of such studies do not necessarily relate to exactly the same phenomena. Nevertheless, if successful, such complementary and integrative analyses can cross-fertilize each other in interesting ways; they can help us to understand how the micro- and macro-level understandings of English relate to each other in a dialogic and indexical manner.

What any survey maker also hopes for is that the findings will have some applicability to society. In the analysis and discussion of our findings we have pointed out some of the implications for language education, educational policies, and language policies. If we had to summarize these implications, they might read something like this: in the light of our findings, language education policies and practices should (1) endeavour to take seriously the interest shown by Finns towards learning foreign languages, and (2) ensure that no one will be marginalized in society, education, and professional life because of limited proficiency in English.

Nevertheless, despite well-founded concerns over language shifts in certain domains (notably academic publishing and higher education), and possible implications of these shifts for language policies, the message of the survey is consolatory, in the sense that there is no reason not to trust the common sense of the general public. While people in general have a positive and liberal attitude towards English, they do not view themselves as shifting or succumbing to English in their own usage. They cherish the mother tongue and have faith in its vitality and stability.

Notes

¹ Here we must bear in mind that comparing the results of this survey with those of the Eurobarometer survey is by no means simple: responses depend substantially on the way the question is posed.

² When we take into account the margins of error corresponding to the 95 % confidence level, the proportion of people totally uninvolved with English is 4–7 %, while those who have fully adopted English constitute 14–18 % of the target population.

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Table 4.1. Gender distribution in question 4: "What is your mother tongue?"

	Total respondents n=1467 %	Gender		p
		Male n=728 %	Female n=739 %	
		1. Finnish	93.5	
2. Swedish	4.8	5.1	4.5	
3. Sámi	0	0	0	
4. Estonian	0.3	0	0.5	
5. Russian	1.0	1.0	1.1	
6. Other	0.5	0.7	0.3	

^aOver 20 % of expected frequencies fall below five.**Table 4.2.** Age group distribution in question 4:"What is your mother tongue?"

	Total respondents n=1467 %	Age				p
		15–24 n=232 %	25–44 n=515 %	45–64 n=549 %	65–79 n=170 %	
		1. Finnish	93.5	91.8	93.4	
2. Swedish	4.8	5.2	4.1	5.5	4.7	
3. Sámi	0	0	0	0	0	
4. Estonian	0.3	0.4	0.4	0.2	0	
5. Russian	1.0	1.7	1.2	0.9	0	
6. Other	0.5	0.9	1.0	0	0	

^aOver 20 % of expected frequencies fall below five.**Table 4.3.** Residential distribution in question 4:"What is your mother tongue?"

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1467 %	Area				p
		1 n=630 %	2 n=320 %	3 n=250 %	4 n=267 %	
		1. Finnish	93.5	92.8	94.6	
2. Swedish	4.8	4.3	4.0	3.8	7.6	
3. Sámi	0	0	0	0	0	
4. Estonian	0.3	0.3	0.6	0	0	
5. Russian	1.0	1.8	0.6	0.8	0	
6. Other	0.5	0.8	0.2	0	0.4	

^aOver 20 % of expected frequencies fall below five.

Table 4.4. Education distribution in question 4: "What is your mother tongue?"

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents	Education					p	
		1	2	3	4	5		
		n=1467	n=161	n=239	n=674	n=146		n=224
		%	%	%	%	%		
1. Finnish	93.5	98.1	90.0	94.7	95.9	89.7	0.001 ^a	
2. Swedish	4.8	1.9	5.8	4.2	2.1	8.5		
3. Sámi	0	0	0	0	0	0		
4. Estonian	0.3	0	0.4	0.1	1.4	0		
5. Russian	1.0	0	2.5	0.4	0.7	1.8		
6. Other	0.5	0	1.3	0.6	0	0		

^aOver 20 % of expected frequencies fall below five.

Table 4.5. Occupational distribution in question 4: "What is your mother tongue?"

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents	Occupation					p	
		1	2	3	4	5		
		n=1467	n=75	n=400	n=340	n=85		n=389
		%	%	%	%	%		
1. Finnish	93.5	94.7	93.8	92.4	90.6	94.9	0.542 ^a	
2. Swedish	4.8	5.3	5.0	4.4	9.4	3.6		
3. Sámi	0	0	0	0	0	0		
4. Estonian	0.3	0	0.3	0.6	0	0		
5. Russian	1.0	0	0.8	1.8	0	1.0		
6. Other	0.5	0	0.3	0.9	0	0.5		

^aOver 20 % of expected frequencies fall below five.

Table 5.1. Gender distribution in question 5: “Does any member of your family have a different mother tongue from yours?”

	Gender			p
	Total respondents	Male	Female	
	n=1457 %	n=722 %	n=734 %	
1. Yes	8.0	9.7	6.4	0.026
2. No	92.0	90.3	93.6	

Table 5.2. Age group distribution in question 5: “Does any member of your family have a different mother tongue from yours?”

	Age					p
	Total respondents	15–24	25–44	45–64	65–79	
	n=1457 %	n=228 %	n=515 %	n=548 %	n=164 %	
1. Yes	8.0	6.6	10.5	7.5	3.7	0.025
2. No	92.0	93.4	89.5	92.5	96.3	

Table 5.3. Residential distribution in question 5: “Does any member of your family have a different mother tongue from yours?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Area				p	
	Total respondents	1	2	3		4
	n=1457 %	n=626 %	n=315 %	n=249 %		n=267 %
1. Yes	8.0	11.4	6.0	6.3	3.9	< 0.001
2. No	92.0	88.6	94.0	93.7	96.1	

Table 5.4. Education distribution in question 5: “Does any member of your family have a different mother tongue from yours?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents	Education					p
		1	2	3	4	5	
		n=1457	n=159	n=241	n=668	n=146	
	%	%	%	%	%		
1. Yes	8.0	3.8	10.4	6.4	6.8	12.6	0.006
2. No	92.0	96.2	89.6	93.6	93.2	87.4	

Table 5.5. Occupational distribution in question 5: “Does any member of your family have a different mother tongue from yours?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents	Occupation					p
		1	2	3	4	5	
		n=1457	n=75	n=396	n=338	n=85	
	%	%	%	%	%		
1. Yes	8.0	18.7	7.8	10.9	7.1	5.1	0.001
2. No	92.0	81.3	92.2	89.1	92.9	94.9	

Table 6a.1. Gender distribution in question 6a: “Do you consider yourself to be...”

	Total respondents n=1419 %	Gender		p
		Male n=714 %	Female n=705 %	
		1. Monolingual	83.8	
2. Bilingual	9.1	9.8	8.4	
3. Multilingual	7.1	7.7	6.5	

Table 6a.2. Age group distribution in question 6a: “Do you consider yourself to be...”

	Total respondents n=1419 %	Age				p
		15–24 n=228 %	25–44 n=514 %	45–64 n=524 %	65–79 n=152 %	
		1. Monolingual	83.8	76.8	81.9	
2. Bilingual	9.1	13.6	11.9	5.3	5.9	
3. Multilingual	7.1	9.6	6.2	7.8	3.9	

Table 6a.3. Residential distribution in question 6a: “Do you consider yourself to be...”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1419 %	Area				p
		1 n=613 %	2 n=305 %	3 n=243 %	4 n=258 %	
		1. Monolingual	83.8	80.0	82.3	
2. Bilingual	9.1	10.9	10.9	7.4	4.4	
3. Multilingual	7.1	9.1	6.8	5.4	4.2	

Table 6a.4. Education distribution in question 6a: “Do you consider yourself to be...”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1419 %	Education					p
		1	2	3	4	5	
		n=146 %	n=234 %	n=661 %	n=142 %	n=219 %	
1. Monolingual	83.8	96.6	79.4	85.0	80.3	79.5	0.001
2. Bilingual	9.1	2.1	12.4	8.3	9.2	11.8	
3. Multilingual	7.1	1.4	8.2	6.7	10.6	8.6	

Table 6a.5. Occupational distribution in question 6a: “Do you consider yourself to be...”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1419 %	Occupation					p
		1	2	3	4	5	
		n=75 %	n=391 %	n=328 %	n=82 %	n=375 %	
1. Monolingual	83.8	78.7	82.1	83.5	90.1	88.3	0.063
2. Bilingual	9.1	8.0	9.7	10.1	6.2	7.5	
3. Multilingual	7.1	13.3	8.2	6.4	3.7	4.3	

Table 6b.1. Gender distribution in question 6b: “If you consider yourself to be bi- or multilingual, what are the factors that have contributed to this situation?”

	Bi- or multilinguals n=230 %	Gender		p
		Male n=125 %	Female n=105 %	
		1. Parents	23.6	
2. Relationship(s)	19.4	21.1	17.3	0.464
3. Living abroad	25.3	16.8	35.5	0.001
4. Education	50.0	49.4	50.7	0.843
5. Work	41.7	45.1	37.6	0.249
6. Hobbies	28.9	34.7	22.1	0.036
7. Friends	31.1	34.2	27.5	0.272
8. Travel	26.4	33.8	17.7	0.006
9. Other factors	7.0	7.0	7.1	0.992

Table 6b.2. Age group distribution in 6b: “If you consider yourself to be bi- or multilingual, what are the factors that have contributed to this situation?”

	Bi- or multilinguals	Age				p
		15–24	25–44	45–64	65–79	
		n=230 %	n=53 %	n=93 %	n=69 %	
1. Parents	23.6	30.2	25.8	14.5	20.0	0.183
2. Relationship(s)	19.4	11.3	20.4	26.1	13.3	0.206
3. Living abroad	25.3	9.6	37.0	20.3	28.6	0.002
4. Education	50.0	63.5	38.7	55.1	53.3	0.026
5. Work	41.7	15.1	40.9	55.1	73.3	< 0.001
6. Hobbies	28.9	38.5	25.8	28.6	14.3	0.239
7. Friends	31.1	47.2	26.9	24.6	28.6	0.036
8. Travel	26.4	32.1	21.5	29.0	26.7	0.521
9. Other factors	7.0	13.2	4.3	5.8	6.7	0.231 ^a

^aOver 20 % of expected frequencies fall below five.

Table 6b.3. Residential distribution in question 6b: “If you consider yourself to be bi- or multilingual, what are the factors that have contributed to this situation?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Bi- or multilinguals	Area				p
		1	2	3	4	
		n=122 %	n=54 %	n=31 %	n=22 %	
1. Parents	23.6	27.3	19.6	22.0	14.6	0.484
2. Relationship(s)	19.4	20.8	17.5	13.5	24.0	0.733
3. Living abroad	25.3	30.7	19.0	25.2	11.1	0.145
4. Education	50.0	50.0	52.7	38.8	58.7	0.497
5. Work	41.7	42.3	45.3	38.5	33.9	0.803
6. Hobbies	28.9	30.6	25.6	37.8	15.4	0.306
7. Friends	31.1	39.7	22.9	13.3	30.9	0.018
8. Travel	26.4	28.7	24.1	24.7	21.9	0.858
9. Other factors	7.0	7.8	7.8	1.9	7.9	0.697 ^a

^aOver 20 % of expected frequencies fall below five.

Table 6b.4. Education distribution in question 6b: “If you consider yourself to be bi- or multilingual, what are the factors that have contributed to this situation?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Bi- or multilinguals	Education					p
		1	2	3	4	5	
		n=4	n=49	n=100	n=28	n=44	
		%	%	%	%	%	
1. Parents	23.6	0	32.7	21.0	10.7	29.5	0.121
2. Relationship(s)	19.4	0	14.6	24.0	10.7	20.5	0.320
3. Living abroad	25.3	0	14.6	22.0	44.0	34.1	0.015
4. Education	50.0	40.0	42.9	49.5	60.7	56.8	0.513
5. Work	41.7	0	25.0	43.4	55.6	54.5	0.007
6. Hobbies	28.9	40.0	32.7	31.3	25.0	24.4	0.831
7. Friends	31.1	20.0	37.5	24.0	17.9	47.7	0.021
8. Travel	26.4	40.0	33.3	24.2	10.7	33.3	0.164
9. Other factors	7.0	40.0	8.3	4.0	7.1	11.1	0.036 ^a

^aOver 20 % of expected frequencies fall below five.

Table 6b.5. Occupational distribution in question 6b: “If you consider yourself to be bi- or multilingual, what are the factors that have contributed to this situation?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Bi- or multilinguals	Occupation					p
		1	2	3	4	5	
		n=15	n=70	n=54	n=8	n=44	
		%	%	%	%	%	
1. Parents	23.6	26.7	22.9	27.8	37.5	13.6	0.415
2. Relationship(s)	19.4	26.7	15.7	25.5	33.3	25.0	0.549
3. Living abroad	25.3	40.0	35.7	25.5	44.4	13.6	0.064
4. Education	50.0	62.5	61.4	40.0	25.0	40.9	0.036
5. Work	41.7	60.0	52.9	45.5	44.4	36.4	0.399
6. Hobbies	28.9	20.0	24.3	27.3	37.5	36.4	0.584
7. Friends	31.1	20.0	34.3	30.9	11.1	31.8	0.577
8. Travel	26.4	12.5	25.7	23.6	25.0	36.4	0.396
9. Other factors	7.0	6.7	7.1	3.6	0	4.5	0.853 ^a

^aOver 20 % of expected frequencies fall below five.

Table 7a.1. Gender distribution in question 7a: “Was your basic education provided in your mother tongue?”

	Total respondents n=1432 %	Gender		p
		Male n=717 %	Female n=715 %	
		1. Yes	98.5	
2. No	1.5	1.4	1.5	

Table 7a.2. Age group distribution in question 7a: “Was your basic education provided in your mother tongue?”

	Total respondents n=1432 %	Age				p
		15–24 n=232 %	25–44 n=511 %	45–64 n=534 %	65–79 n=155 %	
		1. Yes	98.5	98.3	98.8	
2. No	1.5	1.7	1.2	1.3	3.2	

Table 7a.3. Residential distribution in question 7a: “Was your basic education provided in your mother tongue?”
1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3:rural centre, 4: countryside.

	Total respondents n=1432 %	Area				p
		1 n=620 %	2 n=306 %	3 n=243 %	4 n=263 %	
		1. Yes	98.5	98.3	98.5	
2. No	1.5	1.7	1.5	0.4	2.0	

^aOver 20 % of expected frequencies fall below five.

Table 7a.4. Education distribution in question 7a: “Was your basic education provided in your mother tongue?”
 1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system),
 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5:
 University degree.

	Total respondents	Education					p
		1	2	3	4	5	
		n=151	n=240	n=665	n=139	n=219	
	n=1432	n=151	n=240	n=665	n=139	n=219	
	%	%	%	%	%	%	
1. Yes	98.5	98.7	97.1	98.9	99.3	99.5	0.141 ^a
2. No	1.5	1.3	2.9	1.1	0.7	0.5	

^aOver 20 % of expected frequencies fall below five.

Table 7a.5. Occupational distribution in question 7a: “Was your basic education provided in your mother tongue?”
 1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents	Occupation					p
		1	2	3	4	5	
		n=73	n=387	n=334	n=84	n=381	
	n=1432	n=73	n=387	n=334	n=84	n=381	
	%	%	%	%	%	%	
1. Yes	98.5	97.2	99.2	99.1	98.8	98.4	0.588 ^a
2. No	1.5	2.8	0.8	0.9	1.2	1.6	

^aOver 20 % of expected frequencies fall below five.

Table 8.1. Gender distribution in question 8: “How often do you travel abroad (including both work and leisure travels)?”

	Gender			p
	Total respondents	Male	Female	
	n=1453	n=722	n=731	
	%	%	%	
1. At least once a month	3.0	3.9	2.2	0.042
2. A few times per year	33.4	34.7	32.1	
3. A few times over a five-year period	35.3	33.5	37.1	
4. Less frequently than that	22.1	20.6	23.5	
5. Never	6.2	7.3	5.1	

Table 8.2. Age group distribution in question 8: “How often do you travel abroad (including both work and leisure travels)?”

	Age					p
	Total respondents	15–24	25–44	45–64	65–79	
	n=1453	n=230	n=512	n=545	n=166	
	%	%	%	%	%	
1. At least once a month	3.0	0.4	4.7	3.1	1.2	< 0.001
2. A few times per year	33.4	31.3	37.5	32.4	26.9	
3. A few times over a five-year period	35.3	38.3	35.4	35.3	31.1	
4. Less frequently than that	22.1	22.6	18.9	22.7	28.7	
5. Never	6.2	7.4	3.5	6.4	12.0	

Table 8.3. Residential distribution in question 8: “How often do you travel abroad (including both work and leisure travels)?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Area				p	
	Total respondents	1	2	3		4
	n=1453	n=625	n=313	n=245		n=270
	%	%	%	%		%
1. At least once a month	3.0	4.1	1.7	2.5	2.3	< 0.001
2. A few times per year	33.4	44.6	27.6	28.3	19.2	
3. A few times over a five-year period	35.3	32.4	40.9	38.1	32.8	
4. Less frequently than that	22.1	15.0	24.6	24.9	33.2	
5. Never	6.2	3.9	5.2	6.2	12.4	

Table 8.4. Educational distribution in question 8: “How often do you travel abroad (including both work and leisure travels)?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1453 %	Education					p
		1	2	3	4	5	
		n=159 %	n=236 %	n=672 %	n=145 %	n=222 %	
1. At least once a month	3.0	0	1.7	2.8	2.1	7.2	< 0.001
2. A few times per year	33.4	15.1	29.2	28.7	42.5	60.4	
3. A few times over a five-year period	35.3	34.0	30.9	40.8	39.0	23.0	
4. Less frequently than that	22.1	32.1	26.7	23.8	15.8	8.6	
5. Never	6.2	18.9	11.4	3.9	0.7	0.9	

Table 8.5. Occupational distribution in question 8: “How often do you travel abroad (including both work and leisure travels)?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1453 %	Occupation					p
		1	2	3	4	5	
		n=75 %	n=396 %	n=336 %	n=85 %	n=390 %	
1. At least once a month	3.0	12.0	3.3	3.0	0	2.1	< 0.001
2. A few times per year	33.4	54.7	46.7	32.5	16.5	23.6	
3. A few times over a five-year period	35.3	26.7	36.4	37.0	48.2	29.5	
4. Less frequently than that	22.1	6.7	12.1	23.3	28.2	32.6	
5. Never	6.2	0	1.5	4.2	7.1	12.3	

Table 9a.1. Gender distribution in question 9a: “Have you lived abroad continuously for three months or longer?”

	Total respondents n=1446 %	Gender		p
		Male n=720 %	Female n=726 %	
		1. No	78.4	
2. Yes	21.6	19.4	23.8	

Table 9a.2. Age group distribution in question 9a: “Have you lived abroad continuously for three months or longer?”

	Total respondents n=1446 %	Age				p
		15–24 n=233 %	25–44 n=512 %	45–64 n=539 %	65–79 n=162 %	
		1. No	78.4	90.1	70.3	
2. Yes	21.6	9.9	29.7	20.8	16.0	

Table 9a.3. Residential distribution in question 9a: “Have you lived abroad continuously for three months or longer?”
1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1446 %	Area				p
		1 n=628 %	2 n=311 %	3 n=248 %	4 n=259 %	
		1. No	78.4	70.6	79.6	
2. Yes	21.6	29.4	20.4	15.6	10.1	

Table 9a.4. Education distribution in question 9a: “Have you lived abroad continuously for three months or longer?”
 1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system),
 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5:
 University degree.

	Total respondents n=1446 %	Education					p
		1	2	3	4	5	
		n=154 %	n=239 %	n=666 %	n=144 %	n=222 %	
1. No	78.4	91.6	88.8	84.2	63.2	50.5	< 0.001
2. Yes	21.6	8.4	11.3	15.8	36.8	49.5	

Table 9a.5. Occupational distribution in question 9a: “Have you lived abroad continuously for three months or longer?”
 1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1446 %	Occupation					p
		1	2	3	4	5	
		n=73 %	n=395 %	n=337 %	n=83 %	n=382 %	
1. No	78.4	69.9	61.4	81.0	89.2	88.7	< 0.001
2. Yes	21.6	30.1	38.6	19.0	10.8	11.3	

Table 9b.1. Percentages for country of residence and the language most used while there (English/other) among those respondents who have lived abroad continuously for three months or longer (question 9b)

Country or area	Respondents who had lived abroad n=453 %	Language most used	
		English %	Other %
Sweden	23.8	5.0	95.0
Other Nordic countries	3.5	43.0	57.0
Great Britain	8.7	95.5	4.5
Germany	7.9	15.6	84.4
Russia	5.5	19.0	81.0
France	4.1	35.3	64.7
Other European countries	19.3	53.8	46.2
USA and Canada	10.5	93.2	6.8
Middle East and South Asia	5.1	77.7	22.3
East- and Southeast Asia	3.3	53.5	46.5
Africa	3.8	63.9	36.1
Australia and Oceania	3.1	89.9	10.1
South America	1.4	30.7	69.3

A total of 61 countries of residence were mentioned by the respondents

Table 9b.2. Most used language and gender distribution regarding reason for stay among those who have lived abroad continuously for three months or longer (question 9b).

Most used language and reason for stay	Respondents who have lived abroad n=427 %	Gender		p
		Male n=192 %	Female n=235 %	
English				< 0.001
Studies	35.9	26.2	43.7	
Work	39.6	56.4	25.9	
Other	24.6	17.3	30.4	
Total	100	100	100	
Other language				0.471
Studies	14.6	11.6	17.1	
Work	48.7	51.8	46.2	
Other	36.7	36.6	36.7	
Total	100	100	100	
p^b	< 0.001^b			

^b χ^2 -X2 test for the difference between the marginal distributions of English and other languages.

Table 9b.3. Most used language and age group distribution regarding reason for stay among those who have lived abroad continuously for three months or longer (question 9b).

Most used language and reason for stay	Respondents who have lived abroad n=427 %	Age				p
		15–24 n=24 %	25–44 n=212 %	45–64 n=162 %	65–79 n=29 %	
English						< 0.001
Studies	35.9	27.9	48.1	9.5	15.0	
Work	39.6	26.5	30.3	63.0	61.1	
Other	24.6	45.6	21.6	27.6	23.8	
Total	100	100	100	100	100	
Other language						< 0.001
Studies	14.6	5.3	18.0	15.0	3.8	
Work	48.7	17.8	34.6	61.2	53.7	
Other	36.7	76.9	47.4	23.8	42.5	
Total	100	100	100	100	100	

Table 9b.4. Most used language and residential distribution regarding reason for stay among those who have lived abroad continuously for three months or longer (question 9b).

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

Most used language and reason for stay	Respondents who have lived abroad n=427 %	Area				p
		1 n=267 %	2 n=83 %	3 n=42 %	4 n=35 %	
English						0.114
Studies	35.9	38.4	40.6	40.3	0	
Work	39.6	37.2	35.7	41.0	64.8	
Other	24.6	24.4	23.7	18.7	35.2	
Total	100	100	100	100	100	
Other language						0.043
Studies	14.6	17.5	9.0	18.6	7.3	
Work	48.7	41.2	52.5	55.6	80.0	
Other	36.7	41.3	38.5	25.8	12.7	
Total	100	100	100	100	100	

Table 9b.5. Most used language and education distribution regarding reason for stay among those who have lived abroad continuously for three months or longer (question 9b).

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

Most used language and reason for stay	Respondents who have lived abroad n=427 %	Education					p
		1 n=12 %	2 n=26 %	3 n=142 %	4 n=72 %	5 n=172 %	
English							< 0.001 ^a
Studies	35.9	0	23.3	15.6	60.0	39.3	
Work	39.6	100	59.2	49.7	27.9	35.3	
Other	24.6	0	17.5	34.8	12.1	25.3	
Total	100	100	100	100	100	100	
Other language							< 0.001 ^a
Studies	14.6	0	0	2.7	9.3	36.6	
Work	48.7	75.6	42.1	58.8	48.7	33.1	
Other	36.7	24.4	57.9	38.5	42.0	30.3	
Total	100	100	100	100	100	100	

^aOver 20 % of expected frequencies fall below five.

Table 9b.6. Most used language and occupational distribution regarding reason for stay among those who have lived abroad continuously for three months or longer (question 9b).

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

Most used language and reason for stay	Respondents who have lived abroad n=427 %	Occupation					p
		1 n=31 %	2 n=223 %	3 n=78 %	4 n=11 %	5 n=53 %	
English							0.565 ^a
Studies	35.9	35.4	40.5	34.0	48.9	24.3	
Work	39.6	50.3	36.1	33.8	51.1	56.3	
Other	24.6	14.3	23.3	32.2	0	19.4	
Total	100	100	100	100	100	100	
Other language							< 0.001 ^a
Studies	14.6	0	26.9	4.2	13.0	0	
Work	48.7	76.3	37.0	48.3	56.2	66.0	
Other	36.7	23.7	36.1	47.5	30.7	34.0	
Total	100	100	100	100	100	100	

^aOver 20 % of expected frequencies fall below five.

Table 10a.1. Percentages of respondents who have studied languages (question 10) by gender.

Have studied languages	Total respondents n=1495 %	Gender		p
		Male n=745 %	Female n=750 %	
		Yes	90.0	
No	10.0	13.5	7.1	

Table 10a.2. Percentages of respondents who have studied languages (question 10) by age group.

Have studied languages	Total respondents n=1495 %	Age				p
		15–24 n=233 %	25–44 n=519 %	45–64 n=566 %	65–79 n=178 %	
		Yes	90.0	99.5	98.0	
No	10.0	0.5	2.0	15.7	29.8	

Table 10a.3. Percentages of respondents who have studied languages (question 10) by residential area. 1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

Have studied languages	Total respondents n=1495 %	Area				p
		1 n=640 %	2 n=321 %	3 n=254 %	4 n=280 %	
		Yes	90.0	94.0	90.8	
No	10.0	6.0	9.2	12.9	18.7	

Table 10a.4. Percentages of respondents who have studied languages (question 10) by education. 1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1495	Education					p
		1	2	3	4	5	
		n=167	n=250	n=680	n=148	n=226	
Have studied languages	%	%	%	%	%	%	
Yes	90.0	51.5	85.0	96.0	99.2	100	< 0.001
No	10.0	48.5	15.0	4.0	0.8	0	

Table 10a.5. Percentages of respondents who have studied languages (question 10) by occupation. 1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1495	Occupation					p
		1	2	3	4	5	
		n=77	n=403	n=344	n=88	n=401	
Have studied languages	%	%	%	%	%	%	
Yes	90.0	96.1	97.9	92.3	87.9	77.3	< 0.001
No	10.0	3.9	2.1	7.7	12.1	22.7	

Table 10b.1. Percentages of respondents who have studied languages (question 10) by context and gender.

Context	Respondents who have studied languages n=1342 %	Gender		p
		Male	Female	
		n=644 %	n=698 %	
Before school	8.4	8.8	8.0	0.580
Compulsory education	36.8	86.7	86.8	0.950
Upper secondary school	51.5	43.6	58.8	< 0.001
Vocational education	40.5	38.2	42.6	0.099
Polytechnic	11.1	11.5	10.8	0.663
University	18.2	17.7	18.6	0.642
Adult education courses	21.8	11.8	31.1	< 0.001
Folk high school	3.0	1.0	4.8	< 0.001
Courses provided by employer	14.0	13.9	14.2	0.851
Language courses abroad	9.8	6.8	12.6	< 0.001
Self-study	27.0	28.4	25.7	0.263

Table 10b.2. Percentages of respondents who have studied languages (question 10) by context and age group

Context	Respondents who have studied languages n=1342 %	Age				p
		15–24	25–44	45–64	65–79	
		n=231 %	n=508 %	n=477 %	n=125 %	
Before school	8.4	12.6	10.1	5.4	4.7	0.002
Compulsory education	86.8	100	97.8	79.4	45.7	< 0.001
Upper secondary school	51.5	61.5	60.7	43.3	27.1	< 0.001
Vocational education	40.5	28.6	52.6	38.8	19.7	< 0.001
Polytechnic	11.1	11.1	17.5	6.1	4.2	< 0.001
University	18.2	14.1	26.8	13.6	8.0	< 0.001
Adult education courses	21.8	4.8	16.0	34.0	30.7	< 0.001
Folk high school	3.0	1.5	3.3	3.0	4.0	0.479
Courses provided by employer	14.0	0	15.3	20.3	11.3	< 0.001
Language courses abroad	9.8	7.2	10.8	10.4	8.4	0.430
Self-study	27.0	24.6	26.8	28.0	28.3	0.789

Table 10b.3. Percentages of respondents who have studied languages (question 10) by context and residential area
1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

Context	Respondents who have studied languages n=1342 %	Area				p
		1	2	3	4	
		n=601 %	n=292 %	n=221 %	n=227 %	
Before school	8.4	10.8	8.0	6.3	4.2	0.011
Compulsory education	86.8	91.1	87.4	83.7	77.6	< 0.001
Upper secondary school	51.5	65.1	44.7	45.4	30.4	< 0.001
Vocational education	40.5	32.9	50.6	44.8	43.3	< 0.001
Polytechnic	11.1	15.0	7.8	11.1	5.1	< 0.001
University	18.2	27.7	12.9	10.2	7.4	< 0.001
Adult education courses	21.8	26.4	21.9	15.9	15.3	< 0.001
Folk high school	3.0	2.8	4.7	0.9	3.0	0.099
Courses provided by employer	14.0	16.2	14.9	12.8	8.6	0.039
Language courses abroad	9.8	13.8	8.3	7.0	4.2	< 0.001
Self-study	27.0	32.6	25.2	23.5	17.8	< 0.001

Table 10b.4. Percentages of respondents who have studied languages (question 10) by context and education
1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

Context	Respondents who have studied languages n=1342 %	Education					p
		1	2	3	4	5	
		n=86 %	n=212 %	n=653 %	n=147 %	n=226 %	
Before school	8.4	2.8	13.1	6.9	7.5	11.4	0.006
Compulsory education	86.8	38.0	86.8	90.3	90.2	96.3	< 0.001
Upper secondary school	51.5	0	32.6	47.4	66.6	92.9	< 0.001
Vocational education	40.5	4.2	21.1	60.8	51.1	9.6	< 0.001
Polytechnic	11.1	0	0.2	5.8	65.0	5.8	< 0.001
University	18.2	0	0.2	8.7	4.0	79.5	< 0.001
Adult education courses	21.8	14.5	12.6	22.9	25.6	29.1	< 0.001
Folk high school	3.0	1.4	1.1	3.0	4.0	4.4	0.221
Courses provided by employer	14.0	2.1	4.8	12.8	27.4	22.1	< 0.001
Language courses abroad	9.8	0	3.7	6.6	16.0	25.3	< 0.001
Self-study	27.0	15.6	23.7	24.0	33.1	41.0	< 0.001

Table 10b.5. Percentages of respondents who have studied languages (question 10) by context and occupation
 1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

Context	Respondents who have studied languages n=1342 %	Occupation					p
		1	2	3	4	5	
		n=74 %	n=395 %	n=317 %	n=77 %	n=310 %	
Before school	8.4	12.7	9.9	6.7	12.1	5.3	0.049
Compulsory education	86.8	87.1	92.2	86.5	90.1	78.8	< 0.001
Upper secondary school	51.5	68.8	76.7	48.6	34.7	23.9	< 0.001
Vocational education	40.5	32.6	33.1	55.7	68.2	40.2	< 0.001
Polytechnic	11.1	18.0	19.3	10.2	6.5	5.4	< 0.001
University	18.2	36.8	38.8	10.1	3.1	4.6	< 0.001
Adult education courses	21.8	23.7	30.9	27.7	27.4	10.6	< 0.001
Folk high school	3.0	1.9	5.6	2.2	3.5	0.1	< 0.001
Courses provided by employer	14.0	34.3	23.8	15.6	2.0	4.5	< 0.001
Language courses abroad	9.8	16.5	18.6	8.9	5.3	1.6	< 0.001
Self-study	27.0	32.6	37.8	26.2	18.0	19.5	< 0.001

Table 10b.6. Percentages of respondents who have studied languages (question 10) by contexts

Context	English	French	German	Russian	Spanish	Italian	Swedish	Finnish	Other
Before school (n=112)	43.4	1.7	5.5	6.4	0	0	33.8	28.4	6.2
Compulsory education (n=1164)	90.5	8.7	32.8	4.0	0.9	0.4	87.6	12.5	1.0
Upper secondary school (n=691)	94.5	21.2	59.1	9.2	3.9	1.8	87.6	11.4	3.1
Vocational education (n=543)	90.4	4.8	11.7	2.7	0.8	0.9	70.1	9.8	0.9
Polytechnic (n=149)	89.0	8.7	28.4	4.9	7.7	3.8	80.6	6.4	3.3
University (n=244)	76.6	25.6	30.4	11.2	12.7	2.5	65.7	6.3	12.4
Adult education courses (n=293)	42.5	13.8	11.9	18.2	20.6	12.7	14.6	2.2	10.1
Folk high school (n=40)	62.4	9.9	5.3	7.3	18.5	2.8	25.2	17.4	22.0
Courses provided by employer (n=188)	67.0	4.2	10.8	9.2	0.6	0	23.3	2.2	2.0
Language courses abroad (n=132)	55.4	9.9	15.9	3.6	8.3	3.3	13.1	0.8	8.0
Self-study (n=363)	58.2	9.9	11.7	11.0	14.3	9.6	22.1	4.5	14.2

Percentages were calculated from those respondents who had studied within a particular context.

Table 10b.7. Percentages of respondents who have studied English (question 10) by context and gender

Context	Respondents who have studied languages n=1342 %	Gender		p
		Male n=644 %	Female n=697 %	
		Before school (n=49)	3.6	
Compulsory education (n=1054)	78.6	80.7	76.6	0.067
Upper secondary school (n=653)	48.7	42.1	54.7	< 0.001
Vocational education (n=491)	36.6	36.0	37.2	0.655
Polytechnic (n=133)	9.9	10.2	9.6	0.695
University (n=187)	13.9	13.7	14.1	0.852
Adult education courses (n=124)	9.3	5.1	13.1	< 0.001
Folk high school (n=25)	1.8	0.7	2.9	0.003
Courses provided by employer (n=126)	9.4	9.8	9.0	0.615
Language courses abroad (n=73)	5.4	3.5	7.2	0.003
Self-study (n=211)	15.7	18.8	12.8	0.003

Percentages were calculated from those respondents who have studied languages

Table 10b.8. Percentages of respondents who have studied English (question 10) by context and age group.

Context	Respondents who have studied languages n=1342 %	Age				p
		15–24 n=231 %	25–44 n=508 %	45–64 n=477 %	65–79 n=125 %	
		Before school (n=49)	3.6	9.9	3.9	
Compulsory education (n=1054)	78.6	99.7	96.6	62.9	25.6	< 0.001
Upper secondary school (n=653)	48.7	60.1	57.2	40.2	25.2	< 0.001
Vocational education (n=491)	36.6	28.6	49.7	32.6	13.1	< 0.001
Polytechnic (n=133)	9.9	10.2	15.6	5.3	3.6	< 0.001
University (n=187)	13.9	11.4	21.7	9.0	5.6	< 0.001
Adult education courses (n=124)	9.3	0.8	2.4	17.8	20.3	< 0.001
Folk high school (n=25)	1.8	0.8	2.1	1.7	3.1	0.464
Courses provided by employer (n=126)	9.4	0	10.6	13.2	7.6	< 0.001
Language courses abroad (n=73)	5.4	4.2	5.7	5.5	6.2	0.803
Self-study (n=211)	15.7	13.2	14.8	16.9	19.7	0.334

Percentages were calculated from those respondents who have studied languages

Table 10b.9. Percentages of respondents who have studied English (question 10) by context and residential area
1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

Context	Respondents who have studied languages n=1342 %	Area				p
		1	2	3	4	
		n=601 %	n=292 %	n=221 %	n=227 %	
Before school (n=49)	3.6	4.8	4.3	2.8	0.6	0.026
Compulsory education (n=1054)	78.6	82.2	78.3	78.7	69.2	< 0.001
Upper secondary school (n=653)	48.7	60.8	43.6	42.4	29.3	< 0.001
Vocational education (n=491)	36.6	30.1	44.9	40.1	39.8	< 0.001
Polytechnic (n=133)	9.9	13.4	7.4	9.2	4.5	< 0.001
University (n=187)	13.9	20.3	10.9	9.4	5.4	< 0.001
Adult education courses (n=124)	9.3	9.8	9.0	7.3	10.0	0.689
Folk high school (n=25)	1.8	1.6	2.8	0.9	2.1	0.433 ^a
Courses provided by employer (n=126)	9.4	10.7	8.7	11.2	5.1	0.064
Language courses abroad (n=73)	5.4	7.9	4.8	3.4	1.9	0.002
Self-study (n=211)	15.7	19.3	14.3	11.5	12.1	0.009

Percentages were calculated from those respondents who have studied languages

Table 10b.10. Percentages of respondents who have studied languages (question 10) by context and education.
1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system),
3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5:
University degree.

Context	Respondents who have studied languages n=1342 %	Education					p
		1	2	3	4	5	
		n=86 %	n=212 %	n=653 %	n=147 %	n=226 %	
Before school (n=49)	3.6	0.8	9.2	2.4	1.3	4.9	< 0.001
Compulsory education (n=1054)	78.6	30.7	78.6	83.5	79.2	87.3	< 0.001
Upper secondary school (n=653)	48.7	0	31.0	44.8	66.1	85.3	< 0.001
Vocational education (n=491)	36.6	2.5	19.2	54.7	48.8	8.4	< 0.001
Polytechnic (n=133)	9.9	0	0.2	5.4	58.9	3.7	< 0.001
University (n=187)	13.9	0	0	6.8	2.5	60.8	< 0.001
Adult education courses (n=124)	9.3	11.6	9.5	9.7	10.5	6.6	0.600
Folk high school (n=25)	1.8	1.4	0.9	1.8	2.5	2.4	0.732 ^a
Courses provided by employer (n=126)	9.4	0.4	3.0	10.1	16.9	12.9	< 0.001
Language courses abroad (n=73)	5.4	0	2.6	3.7	11.6	11.6	< 0.001
Self-study (n=211)	15.7	9.1	15.8	14.0	19.5	21.3	0.026

Percentages were calculated from those respondents who have studied languages

^aOver 20 % of expected frequencies fall below five.

Table 10b.11. Percentages of respondents who have studied English (question 10) by context and occupation
1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

Context	Respondents who have studied languages n=1342 %	Occupation					p
		1	2	3	4	5	
		n=74 %	n=395 %	n=317 %	n=77 %	n=310 %	
Before school (n=49)	3.6	1.5	3.3	3.2	0	3.7	0.460
Compulsory education (n=1054)	78.6	74.0	82.6	76.8	84.7	72.0	0.007
Upper secondary school (n=653)	48.7	64.6	71.6	46.8	32.6	22.0	< 0.001
Vocational school (n=491)	36.6	28.1	28.8	52.2	53.8	37.8	< 0.001
Polytechnic (n=133)	9.9	16.1	16.9	8.6	6.5	5.4	< 0.001
University (n=187)	13.9	20.4	30.8	8.5	0	3.4	< 0.001
Adult education courses (n=124)	9.3	4.7	10.9	13.3	17.5	6.2	0.003
Folk high school (n=25)	1.8	1.9	2.6	1.7	3.5	0.1	0.098
Courses provided by employer (n=126)	9.4	23.6	14.6	11.7	1.5	3.1	< 0.001
Language courses abroad (n=73)	5.4	12.6	9.6	4.9	0.9	1.0	< 0.001
Self-study (n=211)	15.7	23.9	20.9	14.4	10.5	12.8	0.006

Percentages were calculated from those respondents who have studied languages

Table 11.1.1. Gender distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item a: “At work”.

	Gender			p
	Total respondents n=1495 %	Male	Female	
		n=745	n=750	
		%	%	
1. English	40.5	42.7	38.3	0.092
2. French	1.6	1.1	2.1	0.148
3. German	4.7	5.0	4.4	0.626
4. Russian	1.8	1.6	2.0	0.699
5. Spanish	0.7	0.4	0.9	0.342
6. Italian	0.4	0.4	0.4	1.000
7. Swedish	18.1	16.3	20.0	0.070
8. Finnish	4.3	4.6	4.1	0.705
9. Other	0.9	0.7	1.1	0.579
I do not use other languages than my mother tongue	11.8	13.7	10.0	0.031

Table 11.1.2. Age group distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item a: “At work”.

	Age					p
	Total respondents n=1495 %	15–24	25–44	45–64	65–79	
		n=233	n=519	n=566	n=178	
		%	%	%	%	
1. English	40.5	26.7	65.9	33.5	7.3	< 0.001
2. French	1.6	2.2	1.9	1.6	0	0.296 ^a
3. German	4.7	1.7	5.0	6.2	2.2	0.019
4. Russian	1.8	1.3	1.7	2.5	0.6	0.341 ^a
5. Spanish	0.7	1.3	0.8	0.5	0	0.425 ^a
6. Italian	0.4	0	0.4	0.9	0	0.250 ^a
7. Swedish	18.1	10.3	28.3	16.8	3.4	< 0.001
8. Finnish	4.3	2.2	5.0	5.3	1.7	0.055
9. Other	0.9	0.9	1.5	0.5	0.6	0.342 ^a
I do not use other languages than my mother tongue	11.8	2.2	1.7	17.8	34.3	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 11.1.3. Residential distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item a: “At work”.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1495 %	Area				p
		1	2	3	4	
		n=640 %	n=322 %	n=254 %	n=280 %	
1. English	40.5	54.6	34.9	32.9	21.9	< 0.001
2. French	1.6	3.5	0.2	0	0.5	< 0.001
3. German	4.7	6.3	5.5	1.7	2.4	0.005
4. Russian	1.8	2.6	0.7	0.5	2.5	0.049 ^a
5. Spanish	0.7	1.0	0.4	0	0.5	0.327 ^a
6. Italian	0.4	0.9	0	0	0.5	0.183 ^a
7. Swedish	18.1	25.7	21.7	8.9	5.3	< 0.001
8. Finnish	4.3	4.5	4.6	2.5	5.1	0.446
9. Other	0.9	0.9	0.7	1.7	0.4	0.412 ^a
I do not use other languages than my mother tongue	11.8	6.6	11.8	13.6	22.3	< 0.001

^aOver 20 % of expected frequencies fall below five.**Table 11.1.4.** Educational distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item a: “At work”.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1495 %	Education					p
		1	2	3	4	5	
		n=167 %	n=250 %	n=680 %	n=148 %	n=226 %	
1. English	40.5	4.2	16.0	42.6	64.2	76.0	< 0.001
2. French	1.6	0	0.8	1.2	0.7	5.8	< 0.001 ^a
3. German	4.7	0	1.6	3.1	9.5	12.4	< 0.001
4. Russian	1.8	0	2.0	1.5	2.0	4.0	0.049 ^a
5. Spanish	0.7	0	0.4	0.9	0	0.9	0.522 ^a
6. Italian	0.4	0	0	0.4	0	1.8	0.030 ^a
7. Swedish	18.1	1.2	5.2	16.3	29.1	44.0	< 0.001
8. Finnish	4.3	0	3.6	4.0	3.4	8.9	< 0.001
9. Other	0.9	0	0.8	0.4	3.4	1.3	0.007 ^a
I do not use other languages than my mother tongue	11.8	50.3	15.2	6.9	1.4	0.4	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 11.1.5. Occupation distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item a: “At work”.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1495 %	Occupation					p
		1	2	3	4	5	
		n=77 %	n=403 %	n=344 %	n=88 %	n=401 %	
1. English	40.5	66.2	65.0	44.6	23.9	23.4	< 0.001
2. French	1.6	2.6	2.7	2.3	0	0.5	0.077
3. German	4.7	16.9	7.9	3.8	0	2.0	< 0.001
4. Russian	1.8	3.9	2.5	2.6	0	1.0	0.167
5. Spanish	0.7	0	0.2	0.9	0	0.7	0.627 ^a
6. Italian	0.4	2.6	0.7	0.3	0	0	0.027 ^a
7. Swedish	18.1	35.1	32.3	21.0	10.2	5.2	< 0.001
8. Finnish	4.3	6.5	5.5	5.0	5.7	3.7	0.741
9. Other	0.9	0	1.7	1.7	0	0	0.041 ^a
I do not use other languages than my mother tongue	11.8	6.5	3.7	9.6	12.5	23.9	< 0.001

^aOver 20 % of expected frequencies fall below five.**Table 11.2.1.** Gender distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item b: “At school or in my studies”.

	Total respondents n=1495 %	Gender		p
		Male	Female	
		n=745 %	n=750 %	
1. English	19.1	18.7	19.5	0.742
2. French	1.7	0.9	2.5	0.028
3. German	2.4	2.1	2.7	0.613
4. Russian	0.5	0.4	0.7	0.726
5. Spanish	0.9	0.1	1.7	0.002
6. Italian	0.3	0	0.5	0.125
7. Swedish	9.6	7.7	11.5	0.014
8. Finnish	1.8	1.3	2.3	0.244
9. Other	0.5	0.4	0.7	0.726
I do not use other languages than my mother tongue	11.8	13.7	10.0	0.031

Table 11.2.2. Age group distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item b: “At school or in my studies”.

	Total respondents n=1495 %	Age				p
		15–24	25–44	45–64	65–79	
		n=233 %	n=519 %	n=566 %	n=178 %	
1. English	19.1	60.8	22.0	4.1	3.9	< 0.001
2. French	1.7	6.5	1.0	0.7	1.1	< 0.001 ^a
3. German	2.4	9.5	1.5	0.5	1.1	< 0.001
4. Russian	0.5	1.7	0	0.7	0	0.017 ^a
5. Spanish	0.9	4.7	0.6	0.2	0	< 0.001 ^a
6. Italian	0.3	0.4	0.2	0.2	0	0.804 ^a
7. Swedish	9.6	38.2	8.1	1.6	1.7	< 0.001
8. Finnish	1.8	5.6	1.5	0.9	0.6	< 0.001 ^a
9. Other	0.5	1.3	0.8	0.2	0	0.149 ^a
I do not use other languages than my mother tongue	11.8	2.2	1.7	17.8	34.3	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 11.2.3. Residential distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item b: “At school or in my studies”.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1495 %	Area				p
		1	2	3	4	
		n=640 %	n=322 %	n=254 %	n=280 %	
1. English	19.1	25.9	17.1	14.0	10.5	< 0.001
2. French	1.7	2.7	1.9	1.1	0	0.032 ^a
3. German	2.4	3.8	2.2	0.5	1.1	0.009
4. Russian	0.5	0.8	0.2	0	0.8	0.391 ^a
5. Spanish	0.9	1.9	0.4	0.2	0.2	0.023 ^a
6. Italian	0.3	0.5	0.2	0	0	0.440 ^a
7. Swedish	9.6	12.5	9.3	6.0	6.4	0.004
8. Finnish	1.8	1.8	2.0	1.2	2.1	0.858
9. Other	0.5	1.0	0.2	0.5	0	0.266 ^a
I do not use other languages than my mother tongue	11.8	6.6	11.8	13.6	22.3	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 11.2.4. Educational distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item b: “At school or in my studies”.
 1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1495 %	Education					p
		1	2	3	4	5	
		n=167	n=250	n=680	n=148	n=226	
		%	%	%	%	%	
1. English	19.1	7.2	28.0	15.3	23.5	27.9	< 0.001
2. French	1.7	1.2	2.4	1.5	0	3.5	0.092 ^a
3. German	2.4	1.2	4.4	1.6	2.7	3.5	0.084
4. Russian	0.5	0.6	1.2	0.3	0	0.4	0.402 ^a
5. Spanish	0.9	0	2.4	0.4	0	2.2	0.006 ^a
6. Italian	0.3	0	0.4	0.1	0.7	0.4	0.711 ^a
7. Swedish	9.6	6.0	17.2	7.8	6.7	11.1	< 0.001
8. Finnish	1.8	0	4.0	1.3	1.4	2.2	0.022 ^a
9. Other	0.5	0	0	1.0	0	0.9	0.222 ^a
I do not use other languages than my mother tongue	11.8	50.3	15.2	6.9	1.4	0.4	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 11.2.5. Occupation distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item b: “At school or in my studies”.
 1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1495 %	Occupation					p
		1	2	3	4	5	
		n=77	n=403	n=344	n=88	n=401	
		%	%	%	%	%	
1. English	19.1	10.4	23.3	13.1	10.2	10.0	< 0.001
2. French	1.7	1.3	1.2	1.7	0	0.5	0.428 ^a
3. German	2.4	1.3	2.7	1.7	1.1	0.2	0.076
4. Russian	0.5	0	0.7	0.3	0	0.2	0.684 ^a
5. Spanish	0.9	0	1.2	0.6	0	0.5	0.523 ^a
6. Italian	0.3	0	0.5	0	0	0	0.340 ^a
7. Swedish	9.6	1.3	7.9	7.8	8.0	4.2	0.047
8. Finnish	1.8	2.6	2.0	2.6	1.1	0.5	0.199
9. Other	0.5	0	0.7	0.6	2.3	0	0.094 ^a
I do not use other languages than my mother tongue	11.8	6.5	3.7	9.6	12.5	23.9	< 0.001

Table 11.3.1. Gender distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item c: “At home”.

	Gender			p
	Total respondents	Male	Female	
	n=1495	n=745	n=750	
	%	%	%	
1. English	14.4	14.0	14.8	0.659
2. French	0.8	0.7	0.9	0.774
3. German	1.3	1.1	1.5	0.646
4. Russian	0.7	0.5	0.9	0.547
5. Spanish	0.7	0.5	0.9	0.547
6. Italian	0.1	0	0.3	0.500
7. Swedish	5.8	5.5	6.1	0.659
8. Finnish	2.7	2.7	2.7	1.000
9. Other	0.7	0.7	0.7	1.000
I do not use other languages than my mother tongue	11.8	13.7	10.0	0.031

Table 11.3.2. Age group distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item c: “At home”.

	Age					p
	Total respondents	15–24	25–44	45–64	65–79	
	n=1495	n=233	n=519	n=566	n=178	
	%	%	%	%	%	
1. English	14.4	25.4	20.8	7.4	3.4	< 0.001
2. French	0.8	2.1	0.8	0.5	0	0.064 ^a
3. German	1.3	3.0	1.2	0.9	0.6	0.071 ^a
4. Russian	0.7	1.7	0	1.1	0.6	0.049 ^a
5. Spanish	0.7	1.3	1.2	0.4	0.6	0.381 ^a
6. Italian	0.1	0	0	0.2	0	0.650 ^a
7. Swedish	5.8	9.4	7.3	4.1	2.2	0.002
8. Finnish	2.7	3.0	1.5	3.7	1.7	0.124
9. Other	0.7	0.9	0.6	0.7	0	0.697 ^a
I do not use other languages than my mother tongue	11.8	2.2	1.7	17.8	34.3	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 11.3.3. Residential distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item c: “At home”.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1495 %	Area				p
		1	2	3	4	
		n=640 %	n=322 %	n=254 %	n=280 %	
1. English	14.4	19.4	14.4	12.1	5.2	< 0.001
2. French	0.8	1.4	1.1	0	0	0.068 ^a
3. German	1.3	1.9	1.1	0.5	0.9	0.334 ^a
4. Russian	0.7	1.4	0	0.5	0.5	0.116 ^a
5. Spanish	0.7	1.6	0.2	0.2	0	0.018 ^a
6. Italian	0.1	0	0.5	0	0	0.125 ^a
7. Swedish	5.8	6.7	6.9	6.2	2.3	0.044
8. Finnish	2.7	2.6	3.1	2.7	2.4	0.949
9. Other	0.7	0.8	0.7	0	0.5	0.520 ^a
I do not use other languages than my mother tongue	11.8	6.6	11.8	13.6	22.3	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 11.3.4. Educational distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item c: “At home”.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1495 %	Education					p
		1	2	3	4	5	
		n=167 %	n=250 %	n=680 %	n=148 %	n=226 %	
1. English	14.4	1.8	14.8	14.6	14.8	24.3	< 0.001
2. French	0.8	0	1.2	0.4	0	2.7	0.008 ^a
3. German	1.3	0	1.6	1.0	0	3.6	0.008 ^a
4. Russian	0.7	0.6	2.4	0.4	0	0.4	0.022 ^a
5. Spanish	0.7	0	0.4	0.9	0	1.8	0.191 ^a
6. Italian	0.1	0	0.4	0	0	0	0.297 ^a
7. Swedish	5.8	1.2	5.6	5.4	6.7	11.1	0.001
8. Finnish	2.7	0	4.8	2.2	2.7	3.1	0.041
9. Other	0.7	0.6	0.4	0.4	0	1.8	0.169 ^a
I do not use other languages than my mother tongue	11.8	50.3	15.2	6.9	1.4	0.4	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 11.3.5. Occupation distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item c: “At home”.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1495 %	Occupation					p
		1	2	3	4	5	
		n=77	n=403	n=344	n=88	n=401	
		%	%	%	%	%	
1. English	14.4	9.1	21.8	9.9	8.0	11.0	< 0.001
2. French	0.8	0	1.2	0.6	0	0.5	0.522 ^a
3. German	1.3	2.6	1.7	1.2	0	0.2	0.139 ^a
4. Russian	0.7	0	0.5	0.9	0	0.2	0.653 ^a
5. Spanish	0.7	0	1.2	0.6	0	0.5	0.522 ^a
6. Italian	0.1	0	0	0	0	0.2	0.685 ^a
7. Swedish	5.8	5.2	7.4	7.0	3.4	3.0	0.042
8. Finnish	2.7	6.5	2.5	3.8	3.4	1.5	0.099
9. Other	0.7	0	0.7	0.6	0	0.5	0.870 ^a
I do not use other languages than my mother tongue	11.8	6.5	3.7	9.6	12.5	23.9	< 0.001

^aOver 20 % of expected frequencies fall below five.**Table 11.4.1.** Gender distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item d: “With hobbies”.

	Total respondents n=1495 %	Gender		p
		Male	Female	
		n=745	n=750	
		%	%	
1. English	16.3	21.1	11.5	< 0.001
2. French	0.5	0	1.1	0.008
3. German	2.2	2.4	2.0	0.602
4. Russian	0.6	0.4	0.8	0.507
5. Spanish	0.5	0.5	0.4	0.725
6. Italian	0.2	0	0.4	0.250
7. Swedish	4.7	5.9	3.6	0.039
8. Finnish	3.1	3.4	2.9	0.659
9. Other	0.3	0.3	0.4	1.000
I do not use other languages than my mother tongue	11.8	13.7	10.0	0.039

Table 11.4.2. Age group distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item d: “With hobbies”.

	Total respondents n=1495 %	Age				p
		15–24 n=233 %	25–44 n=519 %	45–64 n=566 %	65–79 n=178 %	
		1. English	16.3	22.8	23.7	
2. French	0.5	0.4	0.4	0.9	0	0.476 ^a
3. German	2.2	0.9	2.3	2.7	1.7	0.430 ^a
4. Russian	0.6	0	0.4	1.1	0.6	0.283 ^a
5. Spanish	0.5	0.4	0.2	0.7	0	0.457 ^a
6. Italian	0.2	0.4	0	0.4	0	0.446 ^a
7. Swedish	4.7	4.3	5.6	4.8	2.3	0.337
8. Finnish	3.1	4.7	1.7	4.1	1.7	0.041
9. Other	0.3	0.4	0.6	0	0	0.251 ^a
I do not use other languages than my mother tongue	11.8	2.2	1.7	17.8	34.3	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 11.4.3. Residential distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item d: “With hobbies”.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1495 %	Area				p
		1 n=640 %	2 n=322 %	3 n=254 %	4 n=280 %	
		1. English	16.3	20.8	14.3	
2. French	0.5	0.9	0.8	0	0	0.212 ^a
3. German	2.2	2.6	3.3	1.3	0.7	0.099
4. Russian	0.6	0.9	0	0.5	0.6	0.400 ^a
5. Spanish	0.5	0.5	0.6	0.2	0.4	0.910 ^a
6. Italian	0.2	0.5	0	0	0	0.198 ^a
7. Swedish	4.7	6.2	4.7	5.0	1.3	0.015
8. Finnish	3.1	3.1	4.3	2.2	2.5	0.500
9. Other	0.3	0.6	0	0.5	0	0.361 ^a
I do not use other languages than my mother tongue	11.8	6.6	11.8	13.6	22.3	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 11.4.4. Educational distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item d: “With hobbies”.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1495 %	Education					p
		1	2	3	4	5	
		n=167	n=250	n=680	n=148	n=226	
		%	%	%	%	%	
1. English	16.3	3.0	10.8	16.3	21.6	30.1	< 0.001
2. French	0.5	0	0.4	0.1	0	3.1	< 0.001 ^a
3. German	2.2	0	1.6	1.5	0.7	7.6	< 0.001 ^a
4. Russian	0.6	0	1.2	0.1	0	1.8	0.017 ^a
5. Spanish	0.5	0.6	0.4	0.6	0	0.4	0.913 ^a
6. Italian	0.2	0	0.4	0	0	0.9	0.104 ^a
7. Swedish	4.7	0	3.2	4.0	10.1	8.8	< 0.001
8. Finnish	3.1	0	4.8	2.2	2.0	5.8	0.003
9. Other	0.3	0	0	0.1	0	1.3	0.024 ^a
I do not use other languages than my mother tongue	11.8	50.3	15.2	6.9	1.4	0.4	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 11.4.5. Occupation distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item d: “With hobbies”.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1495 %	Occupation					p
		1	2	3	4	5	
		n=77	n=403	n=344	n=88	n=401	
		%	%	%	%	%	
1. English	16.3	16.9	25.8	11.0	3.4	13.2	< 0.001
2. French	0.5	0	1.0	0.6	0	0	0.262 ^a
3. German	2.2	2.6	4.2	2.6	0	1.0	0.026
4. Russian	0.6	1.3	1.0	0.6	0	0	0.278 ^a
5. Spanish	0.5	0	0.7	0.3	0	0.2	0.683 ^a
6. Italian	0.2	0	0.7	0.3	0	0	0.367 ^a
7. Swedish	4.7	13.0	7.4	3.5	3.4	2.5	< 0.001
8. Finnish	3.1	3.9	3.5	3.2	1.1	2.7	0.795
9. Other	0.3	2.6	0.5	0.3	0	0	0.017 ^a
I do not use other languages than my mother tongue	11.8	6.5	3.7	9.6	12.5	23.9	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 11.5.1. Gender distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item e: “With friends”.

	Total respondents n=1495 %	Gender		p
		Male n=745 %	Female n=750 %	
		1. English	22.9	
2. French	1.3	1.2	1.5	0.823
3. German	3.7	3.5	3.9	0.784
4. Russian	1.0	0.9	1.1	1.000
5. Spanish	0.6	0.3	0.9	0.178
6. Italian	0.3	0.4	0.3	0.686
7. Swedish	8.6	9.0	8.1	0.580
8. Finnish	3.8	4.0	3.6	0.687
9. Other	0.8	0.8	0.8	1.000
I do not use other languages than my mother tongue	11.8	13.7	10.0	0.031

Table 11.5.2. Age group distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item e: “With friends”.

	Total respondents n=1495 %	Age				p
		15–24 n=233 %	25–44 n=519 %	45–64 n=566 %	65–79 n=178 %	
		1. English	22.9	35.8	34.0	
2. French	1.3	1.7	2.1	0.7	0.6	0.157 ^a
3. German	3.7	4.7	3.3	3.9	3.4	0.793
4. Russian	1.0	2.2	0.2	1.1	1.1	0.073 ^a
5. Spanish	0.6	0.9	1.2	0.2	0	0.127 ^a
6. Italian	0.3	0.9	0	0.5	0	0.179 ^a
7. Swedish	8.6	11.2	10.6	6.7	5.1	0.018
8. Finnish	3.8	5.2	3.3	4.2	2.3	0.393
9. Other	0.8	1.7	0.8	0.7	0.6	0.499 ^a
I do not use other languages than my mother tongue	11.8	2.2	1.7	17.8	34.3	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 11.5.3. Residential distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item e: “With friends”.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1495 %	Area				p
		1	2	3	4	
		n=640 %	n=322 %	n=254 %	n=280 %	
1. English	22.9	33.1	19.4	13.7	12.1	< 0.001
2. French	1.3	2.8	0.7	0	0	< 0.001 ^a
3. German	3.7	4.5	4.3	2.4	2.4	0.273
4. Russian	1.0	1.8	0.4	0.5	0.5	0.102 ^a
5. Spanish	0.6	1.2	0	0.2	0.4	0.112 ^a
6. Italian	0.3	0.4	0.2	0	0.5	0.730 ^a
7. Swedish	8.6	11.9	6.9	7.3	4.2	< 0.001
8. Finnish	3.8	4.3	4.0	3.2	3.2	0.836
9. Other	0.8	1.2	0.7	0.2	0.5	0.426 ^a
I do not use other languages than my mother tongue	11.8	6.6	11.8	13.6	22.3	< 0.001

^aOver 20 % of expected frequencies fall below five.**Table 11.5.4.** Educational distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item e: “With friends”.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1495 %	Education					p
		1	2	3	4	5	
		n=167 %	n=250 %	n=680 %	n=148 %	n=226 %	
1. English	22.9	4.2	20.5	19.6	29.7	46.5	< 0.001
2. French	1.3	0	1.2	0.3	0	6.7	< 0.001 ^a
3. German	3.7	0	2.8	3.4	2.0	8.4	< 0.001
4. Russian	1.0	1.2	2.8	0.4	0	0.9	0.014 ^a
5. Spanish	0.6	0	0.4	0.7	0.7	0.9	0.795 ^a
6. Italian	0.3	0.6	0.4	0	0	1.3	0.046 ^a
7. Swedish	8.6	1.2	6.4	6.6	12.2	19.6	< 0.001
8. Finnish	3.8	0.6	5.6	2.8	3.4	6.6	0.007
9. Other	0.8	0	1.2	0.4	0	2.7	0.008 ^a
I do not use other languages than my mother tongue	11.8	50.3	15.2	6.9	1.4	0.4	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 11.5.5. Occupation distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item e: “With friends”
1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1495 %	Occupation					p
		1	2	3	4	5	
		n=77 %	n=403 %	n=344 %	n=88 %	n=401 %	
1. English	22.9	35.1	37.0	18.9	14.8	9.7	< 0.001
2. French	1.3	2.6	2.7	0.3	0	0.7	0.015 ^a
3. German	3.7	13.0	6.0	3.2	1.1	0.5	< 0.001
4. Russian	1.0	1.3	0.5	1.2	0	0.3	0.431 ^a
5. Spanish	0.6	0	0.5	1.7	0	0	0.028 ^a
6. Italian	0.3	0	0.7	0	0	0	0.148 ^a
7. Swedish	8.6	15.6	13.9	7.3	8.0	3.2	< 0.001
8. Finnish	3.8	6.5	4.2	4.1	5.7	2.5	0.356
9. Other	0.8	2.6	1.0	0.3	1.1	0	0.051 ^a
I do not use other languages than my mother tongue	11.8	6.5	3.7	9.6	12.5	23.9	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 11.6.1. Gender distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item f: “While travelling”.

	Total respondents n=1495 %	Gender		p
		Male	Female	
		n=745 %	n=750 %	
1. English	64.2	58.1	70.3	< 0.001
2. French	4.6	3.4	5.9	0.026
3. German	12.8	11.4	14.1	0.122
4. Russian	2.7	2.6	2.8	0.873
5. Spanish	4.3	2.4	6.1	< 0.001
6. Italian	2.5	1.6	3.3	0.044
7. Swedish	24.3	22.0	26.5	0.047
8. Finnish	2.8	3.0	2.7	0.756
9. Other	2.2	2.6	1.9	0.384
I do not use other languages than my mother tongue	11.8	13.7	10.0	0.031

Table 11.6.2. Age group distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item f: “While travelling”.

	Total respondents n=1495 %	Age				p
		15–24 n=233 %	25–44 n=519 %	45–64 n=566 %	65–79 n=178 %	
		1. English	64.2	73.0	81.3	
2. French	4.6	5.2	6.9	3.2	2.2	0.010
3. German	12.8	10.7	14.6	12.4	11.2	0.397
4. Russian	2.7	2.6	1.7	3.2	3.4	0.443
5. Spanish	4.3	3.4	5.4	4.2	2.3	0.287
6. Italian	2.5	1.7	2.7	3.2	1.1	0.383
7. Swedish	24.3	22.4	29.9	22.9	15.2	< 0.001
8. Finnish	2.8	1.3	2.9	3.5	1.7	0.270
9. Other	2.2	0.4	3.9	1.8	1.1	0.010
I do not use other languages than my mother tongue	11.8	2.2	1.7	17.8	34.3	< 0.001

Table 11.6.3. Residential distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item f: “While travelling”.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1495 %	Area				p
		1 n=640 %	2 n=322 %	3 n=254 %	4 n=280 %	
		1. English	64.2	76.2	61.0	
2. French	4.6	9.2	3.0	0.2	0.1	< 0.001
3. German	12.8	17.6	12.7	8.6	5.6	< 0.001
4. Russian	2.7	3.8	2.0	2.2	1.1	0.079
5. Spanish	4.3	7.2	2.8	3.5	0.3	< 0.001
6. Italian	2.5	4.1	1.2	1.9	0.9	0.006
7. Swedish	24.3	29.7	26.8	22.1	11.2	< 0.001
8. Finnish	2.8	2.8	2.4	1.5	4.5	0.186
9. Other	2.2	2.5	1.6	3.9	0.7	0.064
I do not use other languages than my mother tongue	11.8	6.6	11.8	13.6	22.3	< 0.001

Table 11.6.4. Educational distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item f: “While travelling”.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1495 %	Education					p
		1	2	3	4	5	
		n=167	n=250	n=680	n=148	n=226	
		%	%	%	%	%	
1. English	64.2	15.0	49.8	70.3	82.4	91.2	< 0.001
2. French	4.6	0	2.0	2.9	4.0	17.3	< 0.001
3. German	12.8	2.4	4.8	8.7	14.1	41.2	< 0.001
4. Russian	2.7	1.2	2.8	1.6	0.7	8.0	< 0.001
5. Spanish	4.3	0	2.8	3.4	6.7	10.2	< 0.001
6. Italian	2.5	0	0.8	1.9	3.4	7.6	< 0.001
7. Swedish	24.3	5.4	14.0	22.5	32.4	50.7	< 0.001
8. Finnish	2.8	0.6	2.0	2.1	2.7	7.1	< 0.001
9. Other	2.2	0	0.8	2.2	1.3	6.2	< 0.001
I do not use other languages than my mother tongue	11.8	50.3	15.2	6.9	1.4	0.4	< 0.001

Table 11.6.5. Occupational distribution in question 11: “Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.” Item f: “While travelling”.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1495 %	Occupation					p
		1	2	3	4	5	
		n=77	n=403	n=344	n=88	n=401	
		%	%	%	%	%	
1. English	64.2	75.6	82.1	67.7	60.2	43.4	< 0.001
2. French	4.6	10.4	8.7	3.8	0	1.5	< 0.001
3. German	12.8	31.2	25.3	10.5	0	3.5	< 0.001
4. Russian	2.7	0	5.0	2.6	1.1	0.5	0.001
5. Spanish	4.3	2.6	7.7	4.7	3.4	1.8	0.002
6. Italian	2.5	7.8	4.2	1.5	0	1.0	< 0.001
7. Swedish	24.3	49.4	36.7	26.7	15.9	9.0	< 0.001
8. Finnish	2.8	6.5	4.0	1.7	3.4	2.5	0.155
9. Other	2.2	2.6	4.5	2.0	1.1	0.7	0.011
I do not use other languages than my mother tongue	11.8	6.5	3.7	9.6	12.5	23.9	< 0.001

Table 12.1. Gender distribution in question 12: “What languages, excluding Finnish and Swedish, do you see or hear in your surroundings, for instance at home, outside home, at your workplace, or in educational institutions?”

	Total respondents n=1495 %	Gender		p
		Male n=745 %	Female n=750 %	
		I do not see or hear foreign languages	10.8	
I see or hear foreign languages in my surroundings but I do not recognize what languages they are	3.2	3.6	2.8	0.397
English	79.6	79.5	79.7	0.922
French	20.5	17.8	23.2	0.009
German	31.5	29.5	33.6	0.086
Russian	48.3	47.9	48.7	0.756
Spanish	15.1	14.0	16.3	0.231
Italian	10.2	9.6	10.8	0.430
Sámi	2.4	2.7	2.1	0.448
Estonian	27.5	27.5	27.6	0.978
Chinese	6.9	5.3	8.5	0.014
Japanese	6.8	7.3	6.2	0.410
Other recognized language	9.7	8.2	11.2	0.045
Unrecognized language	6.7	6.8	6.6	0.861

Table 12.2. Age group distribution in question 12: “What languages, excluding Finnish and Swedish, do you see or hear in your surroundings, for instance at home, outside home, at your workplace, or in educational institutions?”

	Total respondents n=1495 %	Age				p
		15–24 n=233 %	25–44 n=519 %	45–64 n=566 %	65–79 n=178 %	
		I do not see or hear foreign languages	10.8	1.7	7.1	
I see or hear foreign languages in my surroundings but I do not recognize what languages they are	3.2	1.4	0.6	4.0	10.5	< 0.001
English	79.6	92.0	86.7	75.1	56.9	< 0.001
French	20.5	24.9	24.4	18.8	8.6	< 0.001
German	31.5	37.0	34.1	30.9	19.2	< 0.001
Russian	48.3	47.6	49.9	50.9	35.8	0.004
Spanish	15.1	20.5	18.7	12.3	6.8	< 0.001
Italian	10.2	10.2	13.1	8.9	5.9	0.027
Sámi	2.4	1.1	2.1	3.2	2.0	0.284
Estonian	27.5	21.4	28.4	30.8	22.7	0.021
Chinese	6.9	7.9	7.9	6.9	2.6	0.098
Japanese	6.8	13.6	9.0	2.8	3.9	< 0.001
Other recognized language	9.7	9.3	14.4	7.6	3.4	< 0.001
Unrecognized language	6.7	13.7	8.4	2.7	5.0	< 0.001

Table 12.3. Residential distribution in question 12: “What languages, excluding Finnish and Swedish, do you see or hear in your surroundings, for instance at home, outside home, at your workplace, or in educational institutions?”
1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1495 %	Area				p
		1	2	3	4	
		n=640 %	n=322 %	n=254 %	n=280 %	
I do not see or hear foreign languages	10.8	4.3	9.4	17.8	20.9	< 0.001
I see or hear foreign languages in my surroundings but I do not recognize what languages they are	3.2	2.4	3.4	3.5	4.4	0.454
English	79.6	87.7	83.1	68.6	66.8	< 0.001
French	20.5	29.4	18.4	13.4	9.0	< 0.001
German	31.5	38.2	30.6	23.2	24.8	< 0.001
Russian	48.3	55.1	49.8	45.1	33.9	< 0.001
Spanish	15.1	22.7	10.3	10.5	7.6	< 0.001
Italian	10.2	13.1	10.4	8.3	5.2	0.002
Sámi	2.4	2.3	1.9	1.7	3.7	0.413
Estonian	27.5	33.0	26.2	22.9	20.8	< 0.001
Chinese	6.9	9.6	7.8	4.1	2.2	< 0.001
Japanese	6.8	10.6	4.7	3.5	3.4	< 0.001
Other recognized language	9.7	13.5	8.6	6.7	5.2	< 0.001
Unrecognized language	6.7	7.6	8.5	4.0	4.9	0.077

Table 12.4. Educational distribution in question 12: “What languages, excluding Finnish and Swedish, do you see or hear in your surroundings, for instance at home, outside home, at your workplace, or in educational institutions?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1495 %	Education					p
		1	2	3	4	5	
		n=167 %	n=250 %	n=680 %	n=148 %	n=226 %	
I do not see or hear foreign languages	10.8	25.9	9.6	9.5	6.2	3.2	< 0.001
I see or hear foreign languages in my surroundings but I do not recognize what languages they are	3.2	14.3	6.1	0.7	1.1	0	< 0.001
English	79.6	49.3	75.8	83.3	87.8	93.6	< 0.001
French	20.5	7.5	17.8	18.9	19.7	40.1	< 0.001
German	31.5	15.5	27.0	32.5	34.4	45.9	< 0.001
Russian	48.3	31.6	42.7	52.9	49.0	55.1	< 0.001
Spanish	15.1	3.6	13.8	14.6	13.3	28.4	< 0.001
Italian	10.2	5.3	8.4	9.7	8.9	19.3	< 0.001
Sámi	2.4	2.1	2.0	2.4	0	4.8	0.054
Estonian	27.5	21.7	26.7	27.9	31.6	29.6	0.327
Chinese	6.9	3.6	4.1	6.1	4.4	16.5	< 0.001
Japanese	6.8	2.8	7.1	6.6	4.4	11.9	0.005
Other recognized language	9.7	4.4	7.5	9.1	12.6	17.1	< 0.001
Unrecognized language	6.7	5.6	6.2	7.3	6.6	6.5	0.931

Table 12.5. Occupation distribution in question 12: “What languages, excluding Finnish and Swedish, do you see or hear in your surroundings, for instance at home, outside home, at your workplace, or in educational institutions?”
1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1495 %	Occupation					p
		1	2	3	4	5	
		n=77 %	n=403 %	n=344 %	n=88 %	n=401 %	
I do not see or hear foreign languages	10.8	11.0	5.7	8.4	19.2	16.1	< 0.001
I see or hear foreign languages in my surroundings but I do not recognize what languages they are	3.2	0	0.7	2.5	2.0	7.1	< 0.001
English	79.6	83.1	89.8	85.4	71.0	66.3	< 0.001
French	20.5	31.9	28.9	19.2	13.1	12.5	< 0.001
German	31.5	40.4	39.8	33.4	28.9	20.7	< 0.001
Russian	48.3	52.8	53.6	51.5	49.4	42.7	0.004
Spanish	15.1	25.3	19.8	15.6	9.9	7.7	< 0.001
Italian	10.2	17.2	14.8	9.4	4.4	7.5	< 0.001
Sámi	2.4	2.6	3.4	1.1	3.1	2.5	0.364
Estonian	27.5	44.5	28.0	32.1	32.2	23.7	0.002
Chinese	6.9	12.1	9.9	7.9	6.8	2.7	< 0.001
Japanese	6.8	8.2	7.8	7.8	5.5	3.8	0.112
Other recognized language	9.7	7.5	14.1	10.1	15.9	5.2	< 0.001
Unrecognized language	6.7	5.6	6.7	5.1	7.6	7.7	0.665

Table 13.1. Gender distribution in question 13: “How important is English to you personally?”

	Total respondents n=1438 %	Gender		p
		Male n=718 %	Female n=720 %	
		1. Very important	25.2	
2. Moderately important	33.4	29.5	37.2	
3. Not very important	25.9	26.7	25.0	
4. Not important at all	11.5	14.7	8.2	
5. No opinion	4.2	3.8	4.6	

Table 13.2. Age group distribution in question 13: “How important is English to you personally?”

	Total respondents n=1438 %	Age				p
		15–24 n=230 %	25–44 n=503 %	45–64 n=547 %	65–79 n=159 %	
		1. Very important	25.2	39.6	35.6	
2. Moderately important	33.4	39.1	38.6	30.7	17.6	
3. Not very important	25.9	17.8	20.5	33.5	27.7	
4. Not important at all	11.5	2.2	4.0	15.9	33.3	
5. No opinion	4.2	1.3	1.4	5.5	12.6	

Table 13.3. Residential distribution in question 13: “How important is English to you personally?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1438 %	Area				p
		1 n=629 %	2 n=311 %	3 n=237 %	4 n=262 %	
		1. Very important	25.2	38.5	15.5	
2. Moderately important	33.4	34.8	38.0	33.0	24.6	
3. Not very important	25.9	17.5	33.2	29.6	33.7	
4. Not important at all	11.5	5.4	8.4	15.0	26.4	
5. No opinion	4.2	3.9	5.0	4.0	4.3	

Table 13.4. Educational distribution in question 13: “How important is English to you personally?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1438 %	Education					p
		1	2	3	4	5	
		n=148 %	n=241 %	n=669 %	n=144 %	n=220 %	
1. Very important	25.2	4.0	21.8	19.4	33.6	56.8	< 0.001
2. Moderately important	33.4	13.4	26.8	38.6	41.3	34.5	
3. Not very important	25.9	21.5	33.1	31.7	21.0	7.3	
4. Not important at all	11.5	44.3	14.2	7.3	3.5	0.9	
5. No opinion	4.2	16.8	4.2	3.0	0.7	0.5	

Table 13.5. Occupation distribution in question 13: “How important is English to you personally?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1438 %	Occupation					p
		1	2	3	4	5	
		n=76 %	n=396 %	n=336 %	n=85 %	n=374 %	
1. Very important	25.2	42.1	40.5	23.8	10.6	8.3	< 0.001
2. Moderately important	33.4	38.2	34.7	37.2	31.8	25.2	
3. Not very important	25.9	11.8	19.2	26.5	40.0	35.4	
4. Not important at all	11.5	7.9	4.3	7.7	11.8	24.9	
5. No opinion	4.2	0	1.3	4.8	5.9	6.2	

Table 14a.1. Percentages to question 14a: “Where do you see or hear English?” by context. The respondents (n=1434) were asked to answer either yes or no to each statement.

Context	Yes ^a	No ^a	No answer	Yes ^b
	%	%	%	%
a. At my place of work	53.8	14.9	31.3	78.3
b. At my place of study	27.1	11.0	62.0	71.2
c. Outside, in the street	78.8	5.6	15.6	93.3
d. In offices (e.g. Kela = The Social Insurance Institution of Finland, the tax office)	12.5	31.9	55.6	28.1
e. In banks, post offices, insurance agencies	20.0	32.2	47.9	38.3
f. In shops, stores	73.2	9.5	17.2	88.5
g. In restaurants, cafés	69.7	7.0	23.2	90.8
h. In hospitals, health centers, clinics	23.9	30.5	45.7	44.0
i. In libraries	23.4	27.0	49.7	46.4
j. In places where I go for my hobbies	34.7	21.3	44.0	61.9
k. In church	7.7	31.2	61.1	19.9
l. At home	45.9	17.9	36.2	72.0
m. In recreational places	39.5	17.8	42.6	68.9
n. In public transport	61.2	11.2	27.6	84.5
I do not recognize which of the languages I see or hear is English	4.1	95.9	0	4.1

^aPercentages were calculated from all respondents^bPercentages were calculated from only those respondents who answered either yes or no to the questions**Table 14a.2.** Percentages of respondents who answered yes to items in question 14a: “Where do you see or hear English?” by context and gender.

Context	Total respondents n=1434	Gender		p
		Male n=711	Female n=722	
		%	%	
a. At my place of work	53.8	57.5	50.1	0.005
b. At my place of study	27.1	26.1	28.0	0.418
c. Outside, in the street	78.8	76.8	80.7	0.072
d. In offices (e.g. Kela = The Social Insurance Institution of Finland, the tax office)	12.5	11.5	13.4	0.281
e. In banks, post offices, insurance agencies	20.0	19.0	20.9	0.345
f. In shops, stores	73.2	69.1	77.3	< 0.001
g. In restaurants, cafés	69.7	66.2	73.2	0.004
h. In hospitals, health centers, clinics	23.9	18.6	29.1	< 0.001
i. In libraries	23.4	22.9	23.8	0.664
j. In places where I go for my hobbies	34.7	38.5	31.0	0.003
k. In church	7.7	6.1	9.4	0.018
l. At home	45.9	47.9	44.0	0.136
m. In recreational places	39.5	36.4	42.6	0.017
n. In public transport	61.2	55.7	66.5	< 0.001
I do not recognize which of the languages I see or hear is English	4.1	4.4	3.7	0.478

Table 14a.3. Percentages of respondents who answered yes to items in question 14a: “Where do you see or hear English?” by context and age group.

Context	Total respondents n=1434 %	Age				p
		15–24 n=232 %	25–44 n=517 %	45–64 n=535 %	65–79 n=151 %	
		a. At my place of work	53.8	37.7	75.3	
b. At my place of study	27.1	77.8	26.3	11.6	6.7	< 0.001
c. Outside, in the street	78.8	76.5	85.2	78.6	60.9	< 0.001
d. In offices (e.g. Kela = The Social Insurance Institution of Finland, the tax office)	12.5	20.0	16.1	8.2	3.7	< 0.001
e. In banks, post offices, insurance agencies	20.0	24.1	21.7	18.7	12.3	0.024
f. In shops, stores	73.2	73.8	76.6	74.6	55.8	< 0.001
g. In restaurants, cafés	69.7	76.5	82.0	63.4	39.5	< 0.001
h. In hospitals, health centers, clinics	23.9	30.1	27.5	20.7	13.1	< 0.001
i. In libraries	23.4	34.9	28.2	17.9	8.5	< 0.001
j. In places where I go for my hobbies	34.7	36.6	45.1	29.2	15.7	< 0.001
k. In church	7.7	5.9	9.4	7.3	6.4	0.321
l. At home	45.9	57.7	56.2	37.0	24.2	< 0.001
m. In recreational places	39.5	49.9	45.9	34.0	21.5	< 0.001
n. In public transport	61.2	63.0	68.5	58.2	43.5	< 0.001
I do not recognize which of the languages I see or hear is English	4.1	0.3	0.3	5.6	15.3	< 0.001

Table 14a.4. Percentages of respondents who answered yes to items in question 14a: “Where do you see or hear English?” by context and residential area.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

Context	Total respondents n=1434 %	Area				p
		1 n=628 %	2 n=307 %	3 n=242 %	4 n=256 %	
		a. At my place of work	53.8	63.1	52.3	
b. At my place of study	27.1	33.6	25.4	22.5	17.5	< 0.001
c. Outside, in the street	78.8	86.5	80.9	69.3	66.3	< 0.001
d. In offices (e.g. Kela = The Social Insurance Institution of Finland, the tax office)	12.5	17.1	8.7	10.5	7.4	< 0.001
e. In banks, post offices, insurance agencies	20.0	24.9	15.9	13.5	19.0	< 0.001
f. In shops, stores	73.2	77.3	74.3	67.8	67.1	0.003
g. In restaurants, cafés	69.7	78.0	72.0	61.7	54.3	< 0.001
h. In hospitals, health centers, clinics	23.9	24.8	25.0	27.0	17.6	0.061
i. In libraries	23.4	30.2	20.4	18.8	14.6	< 0.001
j. In places where I go for my hobbies	34.7	43.0	31.4	28.4	24.3	< 0.001
k. In church	7.7	9.7	6.5	6.5	5.8	0.122
l. At home	45.9	54.4	45.8	38.3	32.8	< 0.001
m. In recreational places	39.5	44.2	39.3	35.1	32.6	0.005
n. In public transport	61.2	73.7	56.9	51.0	45.0	< 0.001
I do not recognize which of the languages I see or hear is English	4.1	1.8	4.4	4.6	8.5	< 0.001

Table 14a.5. Percentages of respondents who answered yes to items in question 14a: “Where do you see or hear English?” by context and education.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

Context	Education						p
	Total respondents	1	2	3	4	5	
	n=1434 %	n=125 %	n=241 %	n=673 %	n=148 %	n=226 %	
a. At my place of work	53.8	15.3	31.5	56.9	69.8	82.2	< 0.001
b. At my place of study	27.1	15.3	37.0	22.1	30.1	37.4	< 0.001
c. Outside, in the street	78.8	50.9	70.7	83.3	85.6	88.5	< 0.001
d. In offices (e.g. Kela = The Social Insurance Institution of Finland, the tax office)	12.5	4.2	14.8	11.1	12.3	19.2	< 0.001
e. In banks, post offices, insurance agencies	20.0	9.6	20.7	20.6	21.1	23.5	0.035
f. In shops, stores	73.2	47.5	72.3	77.5	73.4	79.2	< 0.001
g. In restaurants, cafés	69.7	34.6	65.6	72.3	77.4	84.9	< 0.001
h. In hospitals, health centers, clinics	23.9	15.2	24.7	23.3	24.1	29.3	0.061
i. In libraries	23.4	8.9	23.2	23.9	25.5	29.7	< 0.001
j. In places where I go for my hobbies	34.7	13.4	28.1	35.9	41.1	47.3	< 0.001
k. In church	7.7	2.4	7.7	6.7	4.5	16.8	< 0.001
l. At home	45.9	17.9	39.2	49.5	46.2	60.7	< 0.001
m. In recreational places	39.5	19.7	40.0	40.8	40.4	47.5	< 0.001
n. In public transport	61.2	36.0	55.3	63.9	65.5	73.6	< 0.001
I do not recognize which of the languages I see or hear is English	4.1	25.2	3.6	1.0	0	0	< 0.001

Table 14a.6. Percentages of respondents who answered yes to items in question 14a: “Where do you see or hear English?” by context and occupation.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

Context	Total respondents n=1434 %	Occupation					p
		1	2	3	4	5	
		n=76 %	n=400 %	n=335 %	n=85 %	n=364 %	
a. At my place of work	53.8	69.5	73.5	62.3	29.6	43.0	< 0.001
b. At my place of study	27.1	11.4	31.8	19.6	17.0	17.3	< 0.001
c. Outside, in the street	78.8	86.2	88.1	81.4	84.0	67.2	< 0.001
d. In offices (e.g. Kela = The Social Insurance Institution of Finland, the tax office)	12.5	9.0	12.3	14.1	19.6	9.8	0.089
e. In banks, post offices, insurance agencies	20.0	18.6	20.1	25.9	10.2	18.7	0.014
f. In shops, stores	73.2	72.8	76.4	80.5	83.0	63.2	< 0.001
g. In restaurants, cafés	69.7	76.7	77.4	75.5	78.3	54.6	< 0.001
h. In hospitals, health centers, clinics	23.9	18.2	23.5	29.0	30.8	17.6	0.002
i. In libraries	23.4	8.6	27.1	25.8	25.9	17.6	< 0.001
j. In places where I go for my hobbies	34.7	33.3	46.8	34.1	31.1	25.3	< 0.001
k. In church	7.7	6.8	12.5	5.3	8.6	5.0	< 0.001
l. At home	45.9	39.3	57.9	45.8	36.5	36.4	< 0.001
m. In recreational places	39.5	30.7	45.6	43.0	42.0	30.5	< 0.001
n. In public transport	61.2	63.3	72.2	66.6	65.6	44.1	< 0.001
I do not recognize which of the languages I see or hear is English	4.1	1.8	0.9	2.5	3.7	9.2	< 0.001

Table 14b.1. Percentages by gender in question 14b: “In which of the above mentioned places do you see or hear English the most?” The respondents were asked to choose the three most common places. The question was directed only to those respondents who said they recognized English.

Context	Respondents who recognize English n=1274 %	Gender		p
		Male	Female	
		n=619 %	n=655 %	
a. At my place of work	40.5	46.3	35.0	< 0.001
b. At my place of study	17.9	18.9	16.9	0.338
c. Outside, in the street	56.6	54.6	58.6	0.149
d. In offices (e.g. Kela = The Social Insurance Institution of Finland, the tax office)	1.3	0.8	1.7	0.159
e. In banks, post offices, insurance agencies	1.9	2.0	1.7	0.672
f. In shops, stores	46.8	43.4	50.0	0.018
g. In restaurants, cafés	39.1	35.4	42.5	0.009
h. In hospitals, health centers, clinics	3.9	2.0	5.7	< 0.001
i. In libraries	3.8	5.2	2.4	0.011
j. In places where I go for my hobbies	8.1	12.0	4.3	< 0.001
k. In church	1.6	1.2	1.9	0.304
l. At home	27.5	30.5	24.7	0.021
m. In recreational places	9.7	8.2	11.0	0.093
n. In public transport	25.5	21.2	29.6	< 0.001

Table 14b.2. Percentages by age group in question 14b: “In which of the above mentioned places do you see or hear English the most?” The respondents were asked to choose the three most common places. The question was directed only to those respondents who said they recognized English.

Context	Respondents who recognize English					p
	Age					
	n=1274	15–24 n=223	25–44 n=493	45–64 n=459	65–79 n=99	
%	%	%	%	%		
a. At my place of work	40.5	22.1	55.9	39.6	9.3	< 0.001
b. At my place of study	17.9	60.9	11.3	7.1	3.6	< 0.001
c. Outside, in the street	56.6	44.9	52.3	63.6	72.2	< 0.001
d. In offices (e.g. Kela = The Social Insurance Institution of Finland, the tax office)	1.3	0.8	0.7	2.2	1.2	0.205 ^a
e. In banks, post offices, insurance agencies	1.9	1.8	2.0	1.6	2.3	0.952 ^a
f. In shops, stores	46.8	36.5	41.0	55.3	60.0	< 0.001
g. In restaurants, cafés	39.1	31.2	46.1	37.4	30.1	< 0.001
h. In hospitals, health centers, clinics	3.9	2.9	4.1	4.1	4.2	0.871
i. In libraries	3.8	5.7	3.8	3.2	2.0	0.332
j. In places where I go for my hobbies	8.1	7.2	9.7	6.9	7.0	0.407
k. In church	1.6	0.9	1.2	2.0	3.2	0.352 ^a
l. At home	27.5	30.5	30.6	23.8	22.3	0.046
m. In recreational places	9.7	9.7	6.5	11.8	15.6	0.008
n. In public transport	25.5	29.3	22.8	24.5	35.2	0.034

^aOver 20 % of expected frequencies fall below five.

Table 14b.3. Percentages by residential area in question 14b: “In which of the above mentioned places do you see or hear English the most?” The respondents were asked to choose the three most common places. The question was directed only to those respondents who said they recognized English.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

Context	Respondents who recognize English		Area				p
	n=1274	n=588	1	2	3	4	
	%	%	%	%	%	%	
a. At my place of work	40.5	46.6	35.3	39.0	31.5	< 0.001	
b. At my place of study	17.9	21.4	17.1	13.2	13.3	0.011	
c. Outside, in the street	56.6	57.7	56.8	52.8	57.1	0.686	
d. In offices (e.g. Kela = The Social Insurance Institution of Finland, the tax office)	1.3	1.9	0.9	0.8	0.7	0.396 ^a	
e. In banks, post offices, insurance agencies	1.9	2.7	0.8	1.5	1.3	0.215	
f. In shops, stores	46.8	39.1	48.4	52.0	61.6	< 0.001	
g. In restaurants, cafés	39.1	39.9	41.8	41.1	31.3	0.083	
h. In hospitals, health centers, clinics	3.9	2.2	4.0	5.8	6.7	0.014	
i. In libraries	3.8	3.7	4.3	3.4	3.5	0.950	
j. In places where I go for my hobbies	8.1	6.2	11.6	9.5	7.1	0.042	
k. In church	1.6	1.2	0.9	3.8	1.6	0.044 ^a	
l. At home	27.5	30.3	29.7	26.6	17.3	0.003	
m. In recreational places	9.7	6.9	13.1	10.2	12.4	0.013	
n. In public transport	25.5	31.0	19.3	20.1	23.7	< 0.001	

^aOver 20 % of expected frequencies fall below five.

Table 14b.4 Percentages by education in question 14b: “In which of the above mentioned places do you see or hear English the most?” The respondents were asked to choose the three most common places. The question was directed only to those respondents who said they recognized English.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

Context	Respondents who recognize English		Education					p
	n=1274	n=77	n=207	n=633	n=135	n=217		
	%	%	%	%	%	%		
a. At my place of work	40.5	19.6	18.0	39.4	56.2	63.5	< 0.001	
b. At my place of study	17.9	17.6	29.2	15.0	10.8	19.9	< 0.001	
c. Outside, in the street	56.6	56.3	52.0	56.0	63.3	58.3	0.336	
d. In offices (e.g. Kela = The Social Insurance Institution of Finland, the tax office)	1.3	1.5	2.3	1.3	0	1.2	0.516 ^a	
e. In banks, post offices, insurance agencies	1.9	6.7	2.5	1.1	0	3.0	0.002 ^a	
f. In shops, stores	46.8	51.8	53.3	49.0	38.8	36.9	0.002	
g. In restaurants, cafés	39.1	26.9	36.1	41.8	46.9	34.3	0.011	
h. In hospitals, health centers, clinics	3.9	7.5	2.5	4.2	3.9	3.0	0.346	
i. In libraries	3.8	2.7	7.8	2.9	5.0	2.3	0.015	
j. In places where I go for my hobbies	8.1	10.9	4.8	9.1	3.8	9.2	0.076	
k. In church	1.6	2.3	2.0	1.8	0.3	1.2	0.692 ^a	
l. At home	27.5	15.5	24.1	28.3	23.5	35.9	0.003	
m. In recreational places	9.7	11.7	14.7	9.5	4.3	7.4	0.016	
n. In public transport	25.5	25.1	31.9	24.9	30.2	18.8	0.024	

^aOver 20 % of expected frequencies fall below five.

Table 14b.5. Percentages by occupation in question 14b: “In which of the above mentioned places do you see or hear English the most?” The respondents were asked to choose the three most common places. The question was directed only to those respondents who said they recognized English.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

Context	Respondents who recognize English n=1274 %	Occupation					p
		1	2	3	4	5	
		n=67 %	n=379 %	n=310 %	n=76 %	n=293 %	
a. At my place of work	40.5	64.0	56.1	46.2	10.4	31.0	< 0.001
b. At my place of study	17.9	0.6	17.2	12.1	6.8	12.9	0.001
c. Outside, in the street	56.6	56.5	59.5	54.2	66.8	56.8	0.305
d. In offices (e.g. Kela = The Social Insurance Institution of Finland, the tax office)	1.3	0	1.4	2.2	1.5	0.9	0.582 ^a
e. In banks, post offices, insurance agencies	1.9	3.0	0.4	3.6	1.4	2.3	0.051
f. In shops, stores	46.8	50.9	36.3	49.9	69.5	52.1	< 0.001
g. In restaurants, cafés	39.1	47.0	38.8	45.6	36.3	36.3	0.108
h. In hospitals, health centers, clinics	3.9	1.8	4.4	2.5	9.8	4.7	0.048
i. In libraries	3.8	0.6	1.5	4.4	5.2	6.0	0.017
j. In places where I go for my hobbies	8.1	13.6	7.2	6.5	6.5	9.2	0.291
k. In church	1.6	1.2	1.5	0.7	5.2	1.2	0.061 ^a
l. At home	27.5	21.0	34.6	23.9	25.8	23.9	0.005
m. In recreational places	9.7	11.9	9.2	8.3	9.5	9.2	0.929
n. In public transport	25.5	23.5	22.9	26.9	32.4	23.3	0.368

^aOver 20 % of expected frequencies fall below five.

Table 15a.1. Gender distribution in question 15a: “English is spoken in a different way in different countries. Which of the following language variants appeals to you the most?”

The question was directed only to those respondents who say they recognize English. The respondents were instructed to choose only one option.

	Respondents who recognize English n=1284 %	Gender		p
		Male	Female	
		n=632 %	n=652 %	
1. British English	39.6	31.3	47.6	< 0.001
2. American English	35.9	41.1	31.0	
3. Australian English	2.7	3.3	2.1	
4. Irish English	3.8	4.9	2.8	
5. Canadian English	1.2	0.8	1.6	
6. Indian English	0.5	0.9	0.2	
7. Finnish English	7.0	7.8	6.2	
8. Other	1.4	1.2	1.6	
9. No opinion	7.7	8.6	6.9	
I do not recognize different ways of speaking English	10.5	11.2	9.8	

Table 15a.2. Age group distribution in question 15a: “English is spoken in a different way in different countries. Which of the following language variants appeals to you the most?”

	Respondents who recognize English n=1284 %	Age				p
		15–24	25–44	45–64	65–79	
		n=215 %	n=495 %	n=460 %	n=114 %	
1. British English	39.6	30.0	35.5	46.7	52.1	< 0.001 ^a
2. American English	35.9	39.5	40.1	32.7	18.8	
3. Australian English	2.7	4.4	2.8	1.9	2.4	
4. Irish English	3.8	5.9	5.1	2.0	0.5	
5. Canadian English	1.2	0.3	1.2	1.2	3.2	
6. Indian English	0.5	0.5	0.7	0.3	1.1	
7. Finnish English	7.0	9.1	4.5	7.8	11.8	
8. Other	1.4	1.5	2.3	0.6	0.5	
9. No opinion	7.7	8.8	7.9	6.7	9.7	
I do not recognize different ways of speaking English	10.5	7.4	4.2	14.0	24.4	

^aOver 20 % of expected frequencies fall below five.

Table 15a.3. Residential distribution in question 15a: “English is spoken in a different way in different countries. Which of the following language variants appeals to you the most?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents who recognize English n=1284 %	Area				p
		1	2	3	4	
		n=586 %	n=273 %	n=216 %	n=209 %	
1. British English	39.6	42.7	41.2	38.2	29.0	0.042 ^a
2. American English	35.9	32.6	39.2	34.8	43.2	
3. Australian English	2.7	3.5	2.2	2.1	1.7	
4. Irish English	3.8	3.7	2.5	5.5	4.4	
5. Canadian English	1.2	1.8	0.5	1.7	0	
6. Indian English	0.5	0.8	0	0.2	0.9	
7. Finnish English	7.0	5.7	7.8	7.5	9.3	
8. Other	1.4	2.2	0	0.6	1.9	
9. No opinion	7.7	7.0	6.6	9.5	9.7	
I do not recognize different ways of speaking English	10.5	6.9	11.1	10.8	18.3	< 0.001

^aOver 20 % of expected frequencies fall below five.**Table 15a.4.** Education distribution in question 15a: “English is spoken in a different way in different countries. Which of the following language variants appeals to you the most?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents who recognize English n=1284 %	Education					p
		1	2	3	4	5	
		n=87 %	n=195 %	n=614 %	n=146 %	n=222 %	
1. British English	39.6	34.1	29.2	40.1	36.4	50.0	< 0.001 ^a
2. American English	35.9	32.9	39.2	35.7	39.1	32.3	
3. Australian English	2.7	0.6	3.7	3.3	0	2.8	
4. Irish English	3.8	2.1	4.3	4.3	7.5	0.7	
5. Canadian English	1.2	0	0.2	0.7	2.8	2.7	
6. Indian English	0.5	0	0.8	0.5	0.3	0.9	
7. Finnish English	7.0	15.1	9.9	6.9	6.1	3.3	
8. Other	1.4	0.7	2.2	1.3	1.0	1.8	
9. No opinion	7.7	14.6	10.6	7.2	6.7	5.4	
I do not recognize different ways of speaking English	10.5	30.2	19.1	8.8	2.0	1.4	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 15a.5. Occupation distribution in question 15a: “English is spoken in a different way in different countries. Which of the following language variants appeals to you the most?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents who recognize English	Occupation					p
		1	2	3	4	5	
		n=1284	n=69	n=380	n=302	n=68	
	%	%	%	%	%	%	
1. British English	39.6	39.1	48.8	44.8	39.7	24.6	< 0.001 ^a
2. American English	35.9	51.8	30.1	36.4	33.1	42.0	
3. Australian English	2.7	0	2.6	2.8	4.3	3.7	
4. Irish English	3.8	0.6	2.8	4.4	4.9	4.7	
5. Canadian English	1.2	0	2.7	0.3	1.9	0.7	
6. Indian English	0.5	3.0	0.1	0.4	0	0.7	
7. Finnish English	7.0	3.1	5.2	5.2	8.8	10.5	
8. Other	1.4	0	2.6	1.2	0	0.2	
9. No opinion	7.7	2.3	5.1	4.5	7.3	13.0	
I do not recognize different ways of speaking English	10.5	8.9	4.8	9.9	19.4	15.5	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 15b.1. Gender distribution in question 15b: “English is spoken in a different way in different countries. Which of the following language variants appeals to you the least?” The question was directed only to those respondents who say they recognize English. The respondents were instructed to choose only one option.

	Respondents who recognize English	Gender		p
		Male	Female	
		n=1284	n=632	
	%	%	%	
1. British English	10.0	11.3	8.8	0.023
2. American English	9.8	9.3	10.3	
3. Australian English	5.6	5.5	5.6	
4. Irish English	9.6	11.2	8.0	
5. Canadian English	0.9	1.3	0.5	
6. Indian English	28.1	27.1	29.0	
7. Finnish English	18.2	19.7	16.8	
8. Other	2.4	2.7	2.1	
9. No opinion	15.6	11.9	19.0	
I do not recognize different ways of speaking English	10.5	11.2	9.8	0.374

Table 15b.2. Age group distribution in question 15b: “English is spoken in a different way in different countries. Which of the following language variants appeals to you the least?”

	Respondents who recognize English n=1284 %	Age				p
		15–24	25–44	45–64	65–79	
		n=215 %	n=495 %	n=460 %	n=114 %	
1. British English	10.0	13.8	8.8	9.5	10.3	< 0.001
2. American English	9.8	4.5	8.2	12.0	24.1	
3. Australian English	5.6	6.3	4.8	6.2	4.8	
4. Irish English	9.6	8.6	9.1	10.8	9.1	
5. Canadian English	0.9	0.7	1.4	0.4	0.6	
6. Indian English	28.1	25.4	34.5	24.1	14.3	
7. Finnish English	18.2	25.3	17.1	16.7	12.8	
8. Other	2.4	1.3	3.0	2.3	1.8	
9. No opinion	15.6	14.2	13.2	18.1	22.2	
I do not recognize different ways of speaking English	10.5	7.4	4.2	14.0	24.4	< 0.001

Table 15b.3. Residential distribution in question 15b: “English is spoken in a different way in different countries. Which of the following language variants appeals to you the least?” The question was directed only to those respondents who say they recognize English. The respondents were instructed to choose only one option. 1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents who recognize English n=1284 %	Area				p
		1	2	3	4	
		n=586 %	n=273 %	n=216 %	n=209 %	
1. British English	10.0	7.7	9.2	11.3	17.4	0.006
2. American English	9.8	11.7	8.1	8.9	6.6	
3. Australian English	5.6	6.1	7.3	3.2	3.8	
4. Irish English	9.6	6.8	12.2	12.8	11.4	
5. Canadian English	0.9	1.4	0.2	0.4	0.7	
6. Indian English	28.1	32.0	27.9	24.0	20.1	
7. Finnish English	18.2	17.2	17.1	21.0	19.8	
8. Other	2.4	2.2	1.3	3.2	3.9	
9. No opinion	15.6	15.0	16.6	15.3	16.3	
I do not recognize different ways of speaking English	10.5	6.9	11.1	10.8	18.3	< 0.001

Table 15b.4. Education distribution in question 15b: “English is spoken in a different way in different countries. Which of the following language variants appeals to you the least?” The question was directed only to those respondents who say they recognize English. The respondents were instructed to choose only one option.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents who recognize English	Education					p
		1	2	3	4	5	
		n=1284	n=87	n=195	n=614	n=146	
	%	%	%	%	%	%	
1. British English	10.0	12.7	13.3	10.8	7.7	5.6	0.012 ^a
2. American English	9.8	18.9	4.9	10.2	9.6	10.5	
3. Australian English	5.6	7.2	6.3	5.8	5.2	4.5	
4. Irish English	9.6	10.1	9.3	10.5	9.2	8.1	
5. Canadian English	0.9	0	2.1	0.4	1.8	0.9	
6. Indian English	28.1	15.2	19.3	26.5	38.1	35.1	
7. Finnish English	18.2	21.2	24.1	18.5	14.8	14.5	
8. Other	2.4	1.5	2.5	1.6	3.4	3.9	
9. No opinion	15.6	13.3	18.3	15.7	10.2	16.9	
I do not recognize different ways of speaking English	10.5	30.2	19.1	8.8	2.0	1.4	< 0.001

^aOver 20 % of expected frequencies fall below five.

Table 15b.5. Occupation distribution in question 15b: “English is spoken in a different way in different countries. Which of the following language variants appeals to you the least?” The question was directed only to those respondents who say they recognize English. The respondents were instructed to choose only one option.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents who recognize English	Occupation					p
		1	2	3	4	5	
		n=1284	n=69	n=380	n=302	n=68	
	%	%	%	%	%	%	
1. British English	10.0	11.9	6.4	9.9	11.4	14.3	0.001
2. American English	9.8	11.8	12.7	10.2	6.8	8.2	
3. Australian English	5.6	7.4	4.5	4.6	6.1	6.5	
4. Irish English	9.6	9.4	8.4	9.6	9.8	10.3	
5. Canadian English	0.9	3.8	0.2	0.7	0	1.6	
6. Indian English	28.1	37.2	36.0	25.5	20.8	20.9	
7. Finnish English	18.2	6.3	13.3	20.9	19.5	23.4	
8. Other	2.4	0	3.6	2.2	4.1	1.4	
9. No opinion	15.6	12.2	14.9	16.4	21.6	13.4	
I do not recognize different ways of speaking English	10.5	8.9	4.8	9.9	19.4	15.5	< 0.001

Table 16.1. Gender distribution in question 16: “What is your opinion about the fact that some Finnish children attend English-speaking schools in Finland?”

	Gender			p
	Total respondents	Male	Female	
	n=1442 %	n=720 %	n=722 %	
1. Very positive	47.6	44.9	50.4	0.060
2. Moderately positive	40.6	41.7	39.6	
3. Moderately negative	2.8	2.8	2.9	
4. Very negative	0.6	0.6	0.7	
5. No opinion	8.3	10.1	6.4	

Table 16.2. Age group distribution in question 16: “What is your opinion about the fact that some Finnish children attend English-speaking schools in Finland?”

	Age					p
	Total respondents	15–24	25–44	45–64	65–79	
	n=1442 %	n=227 %	n=503 %	n=544 %	n=168 %	
1. Very positive	47.6	41.2	49.8	49.9	42.5	0.003 ^a
2. Moderately positive	40.6	43.0	40.8	39.8	39.5	
3. Moderately negative	2.8	2.6	3.6	2.0	3.0	
4. Very negative	0.6	2.2	0.2	0.6	0.6	
5. No opinion	8.3	11.0	5.5	7.7	14.4	

^aOver 20 % of expected frequencies fall below five.

Table 16.3. Residential distribution in question 16: “What is your opinion about the fact that some Finnish children attend English-speaking schools in Finland?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Area				p	
	Total respondents	1	2	3		4
	n=1442 %	n=627 %	n=308 %	n=242 %		n=265 %
1. Very positive	47.6	50.9	47.7	40.9	46.1	0.253
2. Moderately positive	40.6	39.2	41.4	45.4	38.6	
3. Moderately negative	2.8	2.4	3.0	2.4	4.0	
4. Very negative	0.6	0.4	0.4	1.3	1.3	
5. No opinion	8.3	7.2	7.6	10.0	10.0	

Table 16.4. Educational distribution in question 16: “What is your opinion about the fact that some Finnish children attend English-speaking schools in Finland?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1442 %	Education					p
		1	2	3	4	5	
		n=161 %	n=240 %	n=654 %	n=146 %	n=220 %	
1. Very positive	47.6	45.0	44.6	49.7	46.9	47.7	< 0.001 ^a
2. Moderately positive	40.6	32.5	42.9	41.0	49.0	39.5	
3. Moderately negative	2.8	0.6	1.7	2.9	0.7	6.8	
4. Very negative	0.6	0.6	0.8	0.6	0.7	0.5	
5. No opinion	8.3	21.3	10.0	5.8	2.8	5.5	

Table 16.5. Occupation distribution in question 16: “What is your opinion about the fact that some Finnish children attend English-speaking schools in Finland?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1442 %	Occupation					p
		1	2	3	4	5	
		n=76 %	n=393 %	n=331 %	n=83 %	n=386 %	
1. Very positive	47.6	39.5	46.8	55.8	53.0	45.5	< 0.001 ^a
2. Moderately positive	40.6	44.7	45.0	37.3	37.3	37.4	
3. Moderately negative	2.8	5.3	3.3	2.7	2.4	2.8	
4. Very negative	0.6	1.3	0.3	0.3	0	0.8	
5. No opinion	8.3	9.2	4.6	3.9	7.2	14.3	

^aOver 20 % of expected frequencies fall below five.

Table 17.1. Gender distribution in question 17: “What is your opinion about the fact that some Finnish companies use English as the company’s internal language?”

	Total respondents n=1444 %	Gender		p
		Male n=720 %	Female n=724 %	
		1. Very positive	16.5	
2. Moderately positive	45.1	43.1	47.0	
3. Moderately negative	17.7	17.8	17.7	
4. Very negative	4.5	4.9	4.1	
5. No opinion	16.2	16.8	15.6	

Table 17.2. Age group distribution in question 17: “What is your opinion about the fact that some Finnish companies use English as the company’s internal language?”

	Total respondents n=1444 %	Age				p
		15–24 n=227 %	25–44 n=504 %	45–64 n=546 %	65–79 n=167 %	
		1. Very positive	16.5	13.7	22.2	
2. Moderately positive	45.1	46.3	50.1	41.3	40.5	
3. Moderately negative	17.7	15.4	15.2	20.9	17.9	
4. Very negative	4.5	4.4	1.8	7.0	4.8	
5. No opinion	16.2	20.3	10.7	15.8	28.6	

Table 17.3. Residential distribution in question 17: “What is your opinion about the fact that some Finnish companies use English as the company’s internal language?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1444 %	Area				p
		1 n=627 %	2 n=310 %	3 n=244 %	4 n=266 %	
		1. Very positive	16.5	20.3	14.0	
2. Moderately positive	45.1	47.9	47.3	46.0	34.8	
3. Moderately negative	17.7	16.6	18.0	18.6	19.2	
4. Very negative	4.5	3.7	3.0	4.0	8.8	
5. No opinion	16.2	11.5	17.7	18.4	23.3	

Table 17.4. Educational distribution in question 17: “What is your opinion about the fact that some Finnish companies use English as the company’s internal language?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1444 %	Education					p
		1	2	3	4	5	
		n=161 %	n=240 %	n=656 %	n=146 %	n=221 %	
1. Very positive	16.5	9.9	9.2	14.2	24.7	32.7	< 0.001
2. Moderately positive	45.1	26.1	45.8	49.1	47.3	44.5	
3. Moderately negative	17.7	19.3	19.2	18.6	13.0	15.9	
4. Very negative	4.5	5.6	5.0	5.5	4.1	0.9	
5. No opinion	16.2	39.1	20.8	12.7	11.0	5.9	

Table 17.5. Occupation distribution in question 17: “What is your opinion about the fact that some Finnish companies use English as the company’s internal language?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1444 %	Occupation					p
		1	2	3	4	5	
		n=76 %	n=393 %	n=331 %	n=83 %	n=386 %	
1. Very positive	16.5	27.3	25.4	14.5	10.8	8.8	< 0.001
2. Moderately positive	45.1	45.5	47.7	53.0	48.2	38.5	
3. Moderately negative	17.7	15.6	15.2	16.4	14.5	22.2	
4. Very negative	4.5	3.9	3.0	5.5	2.4	5.9	
5. No opinion	16.2	7.8	8.6	10.6	24.1	24.5	

Table 18a.1. Gender distribution in question 18a: “How do you feel, when you hear a famous Finn speaking English poorly on the TV or on the radio?” The respondents were asked to choose one option that best describes their feelings.

	Total respondents n=1438 %	Gender		p
		Male n=718 %	Female n=720 %	
		1. Admiration for a good effort	13.8	
2. Pride in having better language skills yourself	1.3	1.5	1.0	
3. Amusement	20.4	24.1	16.7	
4. Sympathy	28.3	25.9	30.7	
5. Irritation	9.5	10.3	8.6	
6. Embarrassment on behalf of Finns	13.1	11.6	14.6	
7. No feeling at all	13.8	15.5	12.1	

Table 18a.2. Age group distribution in question 18a: “How do you feel, when you hear a famous Finn speaking English poorly on the TV or on the radio?”

	Total respondents n=1438 %	Age				p
		15–24 n=227 %	25–44 n=502 %	45–64 n=543 %	65–79 n=166 %	
		1. Admiration for a good effort	13.8	10.1	8.2	
2. Pride in having better language skills yourself	1.3	2.2	1.4	0.9	0.6	
3. Amusement	20.4	32.6	26.2	13.3	9.5	
4. Sympathy	28.3	15.0	28.0	32.2	34.5	
5. Irritation	9.5	7.0	9.5	10.3	9.5	
6. Embarrassment on behalf of Finns	13.1	21.1	13.3	10.7	8.9	
7. No feeling at all	13.8	11.9	13.3	12.9	20.2	

Table 18a.3. Residential distribution in question 18a: “How do you feel, when you hear a famous Finn speaking English poorly on the TV or on the radio?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents	Area				p
		1	2	3	4	
		n=624	n=305	n=244	n=265	
	n=1438					
	%	%	%	%	%	
1. Admiration for a good effort	13.8	11.3	15.1	14.0	18.0	0.094
2. Pride in having better language skills yourself	1.3	1.2	0.1	1.7	2.4	
3. Amusement	20.4	20.7	19.7	23.5	17.6	
4. Sympathy	28.3	28.9	27.7	30.8	25.2	
5. Irritation	9.5	9.7	10.3	5.9	11.1	
6. Embarrassment on behalf of Finns	13.1	15.2	11.8	9.8	12.5	
7. No feeling at all	13.8	13.1	15.3	14.4	13.2	

Table 18a.4. Educational distribution in question 18a: “How do you feel, when you hear a famous Finn speaking English poorly on the TV or on the radio?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents	Education					p
		1	2	3	4	5	
		n=159	n=240	n=652	n=146	n=220	
	n=1438						
	%	%	%	%	%	%	
1. Admiration for a good effort	13.8	16.1	12.6	14.1	11.0	14.2	< 0.001
2. Pride in having better language skills yourself	1.3	3.7	0.4	1.1	0	1.8	
3. Amusement	20.4	12.4	23.4	22.4	21.2	17.4	
4. Sympathy	28.3	23.0	22.2	27.9	35.6	35.6	
5. Irritation	9.5	8.1	10.9	8.9	8.9	10.5	
6. Embarrassment on behalf of Finns	13.1	8.1	17.2	12.9	11.6	13.7	
7. No feeling at all	13.8	28.6	13.4	12.7	11.6	6.8	

Table 18a.5. Occupation distribution in question 18: “How do you feel, when you hear a famous Finn speaking English poorly on the TV or on the radio?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents	Occupation					p
		1	2	3	4	5	
		n=75	n=392	n=331	n=83	n=383	
	n=1438	n=75	n=392	n=331	n=83	n=383	
	%	%	%	%	%	%	
1. Admiration for a good effort	13.8	13.3	15.3	14.2	21.7	11.7	0.004
2. Pride in having better language skills yourself	1.3	1.3	1.0	1.5	0	0.8	
3. Amusement	20.4	20.0	18.9	21.1	20.5	20.6	
4. Sympathy	28.3	34.7	36.2	25.9	32.5	25.3	
5. Irritation	9.5	13.3	8.7	10.8	6.0	9.1	
6. Embarrassment on behalf of Finns	13.1	8.0	11.7	14.2	7.2	12.5	
7. No feeling at all	13.8	9.3	8.2	12.3	12.0	19.8	

Table 18b.1. Gender distribution in question 18b: “How do you feel when you hear a famous Finn speaking English on TV or on the radio fluently but with a Finnish accent?” The respondents were asked to choose one option that best describes their feelings

	Total respondents	Gender		p
		Male	Female	
		n=718	n=720	
	n=1438	n=718	n=720	
	%	%	%	
1. Pride in Finns	24.0	22.1	25.8	0.001
2. Pride in having better language skills yourself	2.6	2.1	3.2	
3. Admiration for the speaker	28.5	26.4	30.5	
4. Amusement	8.2	10.0	6.4	
5. Sympathy	9.3	9.9	8.7	
6. Irritation	2.2	1.8	2.5	
7. Inferiority at having worse language skills yourself	1.9	1.5	2.4	
8. Embarrassment on behalf of Finns	1.0	0.4	1.5	
9. No feeling at all	22.4	25.7	19.0	

Table 18b.2. Age group distribution in question 18b: “How do you feel when you hear a famous Finn speaking English on TV or on the radio fluently but with a Finnish accent?”

	Total respondents n=1438 %	Age				p
		15–24 n=227 %	25–44 n=502 %	45–64 n=543 %	65–79 n=165 %	
		1. Pride in Finns	24.0	26.8	26.3	
2. Pride in having better language skills yourself	2.6	4.4	2.8	1.7	2.4	
3. Admiration for the speaker	28.5	19.7	26.1	33.3	31.7	
4. Amusement	8.2	10.1	10.0	6.8	4.2	
5. Sympathy	9.3	7.0	6.6	10.9	15.0	
6. Irritation	2.2	1.8	2.2	2.2	3.0	
7. Inferiority at having worse language skills yourself	1.9	0.4	1.2	3.5	1.2	
8. Embarrassment on behalf of Finns	1.0	1.8	1.0	0.7	1.2	
9. No feeling at all	22.4	28.1	23.8	19.2	20.4	

Table 18b.3. Residential distribution in question 18b: “How do you feel when you hear a famous Finn speaking English on TV or on the radio fluently but with a Finnish accent?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1438 %	Area				p
		1 n=625 %	2 n=307 %	3 n=244 %	4 n=262 %	
		1. Pride in Finns	24.0	20.3	30.4	
2. Pride in having better language skills yourself	2.6	2.6	1.7	4.1	2.1	
3. Admiration for the speaker	28.5	28.5	25.1	25.7	35.2	
4. Amusement	8.2	9.9	6.9	6.8	7.0	
5. Sympathy	9.3	7.3	13.0	11.8	7.2	
6. Irritation	2.2	2.5	1.4	1.0	3.4	
7. Inferiority at having worse language skills yourself	1.9	2.0	1.6	1.9	2.1	
8. Embarrassment on behalf of Finns	1.0	1.4	0.8	1.0	0.1	
9. No feeling at all	22.4	25.6	19.0	22.9	18.2	

Table 18b.4. Educational distribution in question 18b: “How do you feel when you hear a famous Finn speaking English on TV or on the radio fluently but with a Finnish accent?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1438 %	Education					p
		1	2	3	4	5	
		n=160 %	n=237 %	n=656 %	n=146 %	n=220 %	
1. Pride in Finns	24.0	21.3	25.7	23.6	25.0	23.6	0.674 ^a
2. Pride in having better language skills yourself	2.6	2.5	3.8	2.7	1.5	1.8	
3. Admiration for the speaker	28.5	25.6	26.2	29.6	30.6	29.1	
4. Amusement	8.2	5.0	10.5	7.6	12.5	6.8	
5. Sympathy	9.3	10.0	7.6	9.1	10.4	10.5	
6. Irritation	2.2	1.9	2.1	2.3	1.4	1.8	
7. Inferiority at having worse language skills yourself	1.9	1.9	2.5	2.3	0.7	1.4	
8. Embarrassment on behalf of Finns	1.0	1.3	0.8	1.5	0	0.5	
9. No feeling at all	22.4	30.6	20.7	21.2	18.1	24.5	

^aOver 20 % of expected frequencies fall below five.

Table 18b.5. Occupation distribution in question 18b: “How do you feel when you hear a famous Finn speaking English on TV or on the radio fluently but with a Finnish accent?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1438 %	Occupation					p
		1	2	3	4	5	
		n=75 %	n=393 %	n=331 %	n=83 %	n=381 %	
1. Pride in Finns	24.0	27.6	23.6	24.5	24.4	22.5	0.152 ^a
2. Pride in having better language skills yourself	2.6	2.6	1.5	2.4	3.7	2.1	
3. Admiration for the speaker	28.5	26.3	31.0	31.1	37.8	26.7	
4. Amusement	8.2	11.8	7.6	8.5	6.1	8.1	
5. Sympathy	9.3	9.2	12.2	7.3	7.3	9.2	
6. Irritation	2.2	0	1.3	3.9	1.2	2.1	
7. Inferiority at having worse language skills yourself	1.9	0	3.3	1.5	0	2.1	
8. Embarrassment on behalf of Finns	1.0	1.3	0.3	1.5	0	0.5	
9. No feeling at all	22.4	21.1	19.3	19.3	19.5	26.7	

^aOver 20 % of expected frequencies fall below five.

Table 18c.1. Gender distribution in question 18c: “How do you feel when you hear a famous Finn speaking English on TV or on the radio fluently like a native speaker of English?” The respondents were asked to choose one option that best describes their feelings

	Total respondents n=1439 %	Gender		p
		Male n=719 %	Female n=720 %	
1. Pride in Finns	23.0	20.4	25.6	< 0.001
2. Admiration for the speaker	53.8	50.5	57.2	
3. Amusement	2.6	3.3	1.9	
4. Irritation	1.0	1.2	0.7	
5. Inferiority at having worse language skills yourself	2.2	1.7	2.6	
6. Embarrassment on behalf of Finns	0.3	0.2	0.3	
7. No feeling at all	17.1	22.5	11.7	

Table 18c.2. Age group distribution in question 18c: “How do you feel when you hear a famous Finn speaking English on TV or on the radio fluently like a native speaker of English?”

	Total respondents n=1439 %	Age				p
		15–24 n=227 %	25–44 n=504 %	45–64 n=544 %	65–79 n=164 %	
1. Pride in Finns	23.0	21.6	24.7	21.8	24.5	0.107 ^a
2. Admiration for the speaker	53.8	52.4	54.1	55.4	50.3	
3. Amusement	2.6	2.6	1.0	4.1	2.5	
4. Irritation	1.0	2.2	0.6	0.7	1.2	
5. Inferiority at having worse language skills yourself	2.2	1.8	2.0	2.4	1.8	
6. Embarrassment on behalf of Finns	0.3	1.3	0.2	0.2	0	
7. No feeling at all	17.1	18.1	17.5	15.5	19.6	

^aOver 20 % of expected frequencies fall below five.

Table 18c.3. Residential distribution in question 18c: “How do you feel when you hear a famous Finn speaking English on TV or on the radio fluently like a native speaker of English?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1439 %	Area				p
		1	2	3	4	
		n=625 %	n=306 %	n=243 %	n=265 %	
1. Pride in Finns	23.0	22.4	24.6	22.9	22.9	0.430 ^a
2. Admiration for the speaker	53.8	55.7	52.9	53.2	50.8	
3. Amusement	2.6	2.5	1.8	2.8	3.6	
4. Irritation	1.0	0.2	1.1	1.4	2.3	
5. Inferiority at having worse language skills yourself	2.2	2.9	1.7	1.1	1.6	
6. Embarrassment on behalf of Finns	0.3	0.6	0.4	0.3	0	
7. No feeling at all	17.1	15.7	17.5	18.3	18.8	

^aOver 20 % of expected frequencies fall below five.**Table 18c.4.** Educational distribution in question 18c: “How do you feel when you hear a famous Finn speaking English on TV or on the radio fluently like a native speaker of English?”

1: Primary school (grades 1–6 in the Finnish system), 2: Lower secondary school (grades 7–9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1439 %	Education					p
		1	2	3	4	5	
		n=159 %	n=240 %	n=656 %	n=146 %	n=220 %	
1. Pride in Finns	23.0	22.6	22.1	22.7	18.1	27.3	< 0.001 ^a
2. Admiration for the speaker	53.8	37.1	48.8	56.3	62.5	60.0	
3. Amusement	2.6	5.7	5.8	2.0	0.7	0	
4. Irritation	1.0	1.3	1.3	1.2	0	0.5	
5. Inferiority at having worse language skills yourself	2.2	1.9	4.2	1.8	2.1	1.4	
6. Embarrassment on behalf of Finns	0.3	1.3	0.4	0.3	0	0	
7. No feeling at all	17.1	30.2	17.5	15.6	16.7	10.9	

^aOver 20 % of expected frequencies fall below five.

Table 18c.5. Occupation distribution in question 18c: “How do you feel when you hear a famous Finn speaking English on TV or on the radio fluently like a native speaker of English?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1439 %	Occupation					p
		1	2	3	4	5	
		n=75 %	n=393 %	n=331 %	n=83 %	n=383 %	
1. Pride in Finns	23.0	25.3	19.3	27.0	23.2	23.3	< 0.001 ^a
2. Admiration for the speaker	53.8	58.7	63.1	56.4	61.0	42.7	
3. Amusement	2.6	2.7	1.5	2.1	1.2	3.1	
4. Irritation	1.0	0	0	1.2	2.4	0.8	
5. Inferiority at having worse language skills yourself	2.2	0	3.3	0.6	0	2.4	
6. Embarrassment on behalf of Finns	0.3	0	0	0.6	0	0.5	
7. No feeling at all	17.1	13.3	12.7	12.1	12.2	27.2	

^aOver 20 % of expected frequencies fall below five.

Table 19.1. The percentages of *strongly agree or agree* by gender in question 19: “What follows are statements about the importance of English in Finland. Respond to each statement, giving your initial reaction.” The median numbers of respondents are shown above the columns.

Statement	Gender			p
	Total respondents	Male	Female	
	n=1425 %	n=711 %	n=716 %	
a. Young people must know English	97.2	97.2	97.2	1.000
b. People of working age must know English	80.0	77.2	82.7	0.010
c. Elderly people must know English	23.2	25.4	21.1	0.059
d. The spread of English in Finland is a threat to our own languages	17.8	17.5	18.0	0.782
e. The spread of English in Finland is a threat to Finnish culture	17.4	17.3	17.5	0.944
f. Finns travelling abroad must know English	69.4	70.8	68.1	0.301
g. Finns can be international without knowing English	49.8	49.7	49.8	1.000
h. It is important for the development of a multicultural society that everybody should be able to speak English	49.9	49.9	49.9	1.000
i. Finns must know other languages in addition to English	66.8	66.4	67.2	0.779
j. For Finns, the mother tongue is more useful than English	80.8	84.5	77.1	< 0.001
k. English is more useful to Finns than Swedish	82.3	82.7	81.8	0.678
l. The English language enriches our native languages	52.7	56.2	49.2	0.009
m. English skills are overrated	34.0	32.2	35.8	0.162
n. Social services (e.g. healthcare services) must be offered in English as well as in Finnish and Swedish	58.9	53.4	64.3	< 0.001
o. All companies in Finland must offer services also in English	38.8	33.8	43.8	< 0.001

Table 19.2. The percentages of *strongly agree or agree* by age group in question 19: “What follows are statements about the importance of English in Finland. Respond to each statement, giving your initial reaction.” The median numbers of respondents are shown above the columns.

Statement	Age group					p
	Total respondents	15–24	25–44	45–64	65–79	
	n=1425 %	n=227 %	n=502 %	n=536 %	n=162 %	
a. Young people must know English	97.2	96.9	98.8	96.7	93.9	0.008
b. People of working age must know English	80.0	92.1	88.1	70.0	71.3	< 0.001
c. Elderly people must know English	23.2	34.4	24.4	17.8	21.7	< 0.001
d. The spread of English in Finland is a threat to our own languages	17.8	15.5	12.2	22.9	21.3	< 0.001
e. The spread of English in Finland is a threat to Finnish culture	17.4	9.7	14.5	21.7	23.9	< 0.001
f. Finns travelling abroad must know English	69.4	82.7	77.3	59.1	60.5	< 0.001
g. Finns can be international without knowing English	49.8	51.1	44.0	52.1	57.5	0.008
h. It is important for the development of a multicultural society that everybody should be able to speak English	49.9	61.2	56.7	40.4	44.1	< 0.001
i. Finns must know other languages in addition to English	66.8	58.1	63.3	72.2	71.9	< 0.001
j. For Finns, the mother tongue is more useful than English	80.8	73.6	80.5	82.5	86.4	0.007
k. English is more useful to Finns than Swedish	82.3	85.5	84.5	80.2	77.6	0.064
l. The English language enriches our native languages	52.7	48.0	58.4	49.4	52.8	0.013
m. English skills are overrated	34.0	22.5	20.6	46.3	50.6	< 0.001
n. Social services (e.g. healthcare services) must be offered in English as well as in Finnish and Swedish	58.9	65.2	67.6	49.6	53.7	< 0.001
o. All companies in Finland must offer services also in English	38.8	48.5	38.1	33.6	44.8	0.001

Table 19.3. The percentages of *strongly agree or agree* by residential area in question 19: “What follows are statements about the importance of English in Finland. Respond to each statement, giving your initial reaction.” The median numbers of respondents are shown above the columns.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

Statement	Total respondents n=1425 %	Area				p
		1	2	3	4	
		n=621 %	n=304 %	n=241 %	n=261 %	
a. Young people must know English	97.2	97.7	98.2	95.6	96.0	0.144
b. People of working age must know English	80.0	84.6	77.1	76.9	75.3	0.002
c. Elderly people must know English	23.2	26.0	20.0	23.3	20.3	0.130
d. The spread of English in Finland is a threat to our own languages	17.8	15.3	18.0	20.1	21.1	0.141
e. The spread of English in Finland is a threat to Finnish culture	17.4	14.9	17.6	18.6	22.1	0.074
f. Finns travelling abroad must know English	69.4	72.8	68.5	63.2	68.4	0.047
g. Finns can be international without knowing English	49.8	49.6	51.9	53.9	43.9	0.122
h. It is important for the development of a multicultural society that everybody should be able to speak English	49.9	53.6	44.9	43.8	47.5	0.013
i. Finns must know other languages in addition to English	66.8	71.4	65.1	62.7	61.6	0.010
j. For Finns, the mother tongue is more useful than English	80.8	79.9	84.8	80.4	78.6	0.225
k. English is more useful to Finns than Swedish	82.3	83.3	82.9	80.9	80.5	0.704
l. The English language enriches our native languages	52.7	49.5	54.7	54.3	56.5	0.188
m. English skills are overrated	34.0	30.7	33.2	37.1	39.7	0.049
n. Social services (e.g. healthcare services) must be offered in English as well as in Finnish and Swedish	58.9	64.7	54.9	57.4	51.2	< 0.001
o. All companies in Finland must offer services also in English	38.8	42.7	32.2	34.5	41.2	0.006

Table 19.4. The percentages of *strongly agree or agree* by education in question 19: “What follows are statements about the importance of English in Finland. Respond to each statement, giving your initial reaction.” The median numbers of respondents are shown above the columns.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

Statement	Education						p
	Total respondents	1	2	3	4	5	
	n=1425 %	n=157 %	n=238 %	n=651 %	n=144 %	n=219 %	
a. Young people must know English	97.2	93.7	98.3	96.6	99.3	98.6	0.011
b. People of working age must know English	80.0	64.5	82.4	77.9	90.1	89.0	< 0.001
c. Elderly people must know English	23.2	15.4	29.5	22.3	19.6	26.9	0.009
d. The spread of English in Finland is a threat to our own languages	17.8	17.3	18.5	16.4	18.1	21.7	0.525
e. The spread of English in Finland is a threat to Finnish culture	17.4	21.6	17.4	15.0	16.7	22.4	0.084
f. Finns travelling abroad must know English	69.4	58.0	72.9	69.5	77.1	68.9	0.004
g. Finns can be international without knowing English	49.8	55.8	47.9	48.1	51.7	51.6	0.437
h. It is important for the development of a multicultural society that everybody should be able to speak English	49.9	42.7	58.8	48.1	48.6	51.1	0.018
i. Finns must know other languages in addition to English	66.8	57.1	65.5	62.2	67.4	87.3	< 0.001
j. For Finns, the mother tongue is more useful than English	80.8	81.1	74.5	82.2	80.7	83.6	0.088
k. English is more useful to Finns than Swedish	82.3	83.6	85.4	81.6	77.6	84.4	0.310
l. The English language enriches our native languages	52.7	57.6	60.3	52.2	45.8	46.3	0.010
m. English skills are overrated	34.0	48.1	35.3	32.5	30.3	27.7	0.001
n. Social services (e.g. healthcare services) must be offered in English as well as in Finnish and Swedish	58.9	47.8	62.2	56.0	56.6	73.5	< 0.001
o. All companies in Finland must offer services also in English	38.8	38.4	50.8	36.0	35.4	35.9	0.001

Table 19.5. The percentages of *strongly agree or agree* by occupation in question 19: “What follows are statements about the importance of English in Finland. Respond to each statement, giving your initial reaction.” The median numbers of respondents are shown above the columns.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

Statement	Occupation						p
	Total respondents	1	2	3	4	5	
	n=1425 %	n=76 %	n=391 %	n=329 %	n=83 %	n=377 %	
a. Young people must know English	97.2	96.1	99.0	97.3	96.4	95.3	0.045
b. People of working age must know English	80.0	84.4	86.7	81.7	77.1	65.7	< 0.001
c. Elderly people must know English	23.2	27.0	25.3	20.4	17.1	17.6	0.054
d. The spread of English in Finland is a threat to our own languages	17.8	18.4	21.3	13.8	19.3	18.7	0.135
e. The spread of English in Finland is a threat to Finnish culture	17.4	19.7	19.7	15.3	17.1	18.4	0.626
f. Finns travelling abroad must know English	69.4	48.1	69.9	71.2	71.1	66.5	0.002
g. Finns can be international without knowing English	49.8	55.3	48.1	47.7	59.0	49.6	0.313
h. It is important for the development of a multicultural society that everybody should be able to speak English	49.9	46.7	49.1	53.8	45.8	43.1	0.076
i. Finns must know other languages in addition to English	66.8	78.7	78.3	65.5	47.0	57.4	< 0.001
j. For Finns, the mother tongue is more useful than English	80.8	81.6	83.5	74.2	81.9	85.4	0.003
k. English is more useful to Finns than Swedish	82.3	78.9	84.4	82.4	75.6	81.0	0.329
l. The English language enriches our native languages	52.7	58.1	43.8	58.1	47.0	56.7	< 0.001
m. English skills are overrated	34.0	44.2	29.6	32.7	34.9	37.9	0.046
n. Social services (e.g. healthcare services) must be offered in English as well as in Finnish and Swedish	58.9	51.3	64.2	62.4	61.4	47.9	< 0.001
o. All companies in Finland must offer services also in English	38.8	36.8	35.1	37.8	47.0	37.2	0.383

Table 20.1. Percentages of *strongly agree* or *agree* by gender in question 20: “Following are statements about English as a global language. Respond to each statement, giving your initial reaction.” The median numbers of respondents are shown above the columns.

Statement	Gender			p
	Total respondents	Male	Female	
	n=1427 %	n=712 %	n=715 %	
a. English is displacing other languages in the world	60.3	61.6	59.1	0.358
b. English skills should become more common in the world	59.9	62.6	57.3	0.046
c. The set of values that comes with English is destroying other cultures	30.1	31.6	28.6	0.225
d. English is spreading the market economy and materialistic values	44.7	49.1	40.4	0.001
e. English is the language of advancement	46.7	44.9	48.4	0.202
f. English skills add to mutual understanding on a global level	90.1	89.3	90.9	0.330
g. To be up-to-date, people must be able to function in English	74.1	75.0	73.3	0.469
h. People with English skills are more tolerant than those who cannot speak English.	22.4	22.8	22.1	0.751

Table 20.2. Percentages of *strongly agree* or *agree* by age group in question 20: “Following are statements about English as a global language. Respond to each statement, giving your initial reaction.” The median numbers of respondents are shown above the columns.

Statement	Age group					p
	Total respondents	15–24	25–44	45–64	65–79	
	n=1427 %	n=227 %	n=502 %	n=536 %	n=161 %	
a. English is displacing other languages in the world	60.3	63.2	53.6	64.8	62.1	0.002
b. English skills should become more common in the world	59.9	69.6	65.8	51.1	57.1	< 0.001
c. The set of values that comes with English is destroying other cultures	30.1	26.8	25.9	34.8	31.9	0.010
d. English is spreading the market economy and materialistic values	44.7	41.4	38.2	49.7	53.4	< 0.001
e. English is the language of advancement	46.7	53.1	46.6	42.6	50.9	0.037
f. English skills add to mutual understanding on a global level	90.1	90.7	93.4	88.3	84.6	0.003
g. To be up-to-date, people must be able to function in English	74.1	82.9	81.9	66.9	61.5	< 0.001
h. People with English skills are more tolerant than those who cannot speak English.	22.4	21.1	24.1	22.0	21.0	0.726

Table 20.3. Percentages of *strongly agree* or *agree* by residential area in question 20: “Following are statements about English as a global language. Respond to each statement, giving your initial reaction.” The median numbers of respondents are shown above the columns.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

Statement	Area					p
	Total respondents	1	2	3	4	
	n=1427 %	n=619 %	n=305 %	n=241 %	n=262 %	
a. English is displacing other languages in the world	60.3	61.6	61.5	59.7	56.4	0.509
b. English skills should become more common in the world	59.9	60.7	59.6	60.1	58.2	0.916
c. The set of values that comes with English is destroying other cultures	30.1	30.0	30.0	32.4	28.3	0.793
d. English is spreading the market economy and materialistic values	44.7	44.4	43.9	43.9	48.0	0.671
e. English is the language of advancement	46.7	44.4	48.1	45.0	51.8	0.201
f. English skills add to mutual understanding on a global level	90.1	91.7	92.0	88.2	85.9	0.028
g. To be up-to-date, people must be able to function in English	74.1	78.0	74.1	68.0	70.6	0.010
h. People with English skills are more tolerant than those who cannot speak English.	22.4	23.1	19.6	20.7	25.7	0.300

Table 20.4. Percentages of *strongly agree* or *agree* by education in question 20: “Following are statements about English as a global language. Respond to each statement, giving your initial reaction.” The median numbers of respondents are shown above the columns.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

Statement	Education						p
	Total respondents	1	2	3	4	5	
	n=1427 %	n=158 %	n=239 %	n=651 %	n=144 %	n=219 %	
a. English is displacing other languages in the world	60.3	58.2	61.8	56.7	54.5	74.5	< 0.001
b. English skills should become more common in the world	59.9	54.1	63.2	59.1	59.7	64.8	0.233
c. The set of values that comes with English is destroying other cultures	30.1	22.3	31.2	29.9	29.9	34.6	0.149
d. English is spreading the market economy and materialistic values	44.7	48.7	53.2	43.4	39.6	39.7	0.017
e. English is the language of advancement	46.7	54.4	54.0	43.6	44.1	43.1	0.012
f. English skills add to mutual understanding on a global level	90.1	83.5	89.6	90.0	93.8	95.0	0.003
g. To be up-to-date, people must be able to function in English	74.1	60.1	75.3	72.9	77.1	85.3	< 0.001
h. People with English skills are more tolerant than those who cannot speak English.	22.4	22.8	28.0	20.3	23.4	22.4	0.194

Table 20.5. Percentages of *strongly agree* or *agree* by occupation in question 20: “Following are statements about English as a global language. Respond to each statement, giving your initial reaction.” The median numbers of respondents are shown above the columns.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

Statement	Occupation						p
	Total respondents	1	2	3	4	5	
	n=1427 %	n=76 %	n=391 %	n=330 %	n=83 %	n=376 %	
a. English is displacing other languages in the world	60.3	77.9	65.2	57.6	51.8	55.4	< 0.001
b. English skills should become more common in the world	59.9	61.0	61.4	63.7	56.6	53.2	0.049
c. The set of values that comes with English is destroying other cultures	30.1	41.3	34.6	24.3	26.5	28.3	0.006
d. English is spreading the market economy and materialistic values	44.7	40.3	42.1	47.9	34.6	47.1	0.124
e. English is the language of advancement	46.7	47.4	39.3	53.7	54.2	44.9	0.002
f. English skills add to mutual understanding on a global level	90.1	94.7	93.1	93.0	89.2	83.4	< 0.001
g. To be up-to-date, people must be able to function in English	74.1	81.8	78.8	75.5	65.1	66.7	< 0.001
h. People with English skills are more tolerant than those who cannot speak English.	22.4	29.9	20.7	21.2	27.7	21.9	0.305

Table 21.1. Gender distribution in question 21: “Estimate how long you have studied English altogether.”

	Gender			p
	Total respondents	Male	Female	
	n=1476 %	n=736 %	n=740 %	
1. I have not studied English at all	14.7	18.3	11.1	0.001
2. Less than a year	2.7	3.0	2.4	
3. 1-2 years	4.3	4.1	4.5	
4. 3-5 years	16.0	17.3	14.7	
5. 6-10 years	33.8	30.6	37.0	
6. 11–15 years	20.9	19.0	22.7	
7. More than 15 years	7.7	7.7	7.6	

Table 21.2. Age group distribution in question 21: “Estimate how long you have studied English altogether.”

	Age					p
	Total respondents	15–24	25–44	45–64	65–79	
	n=1476 %	n=230 %	n=519 %	n=561 %	n=167 %	
1. I have not studied English at all	14.7	0	0.4	23.2	50.6	< 0.001
2. Less than a year	2.7	0	0.4	4.6	7.7	
3. 1-2 years	4.3	2.2	1.4	7.0	7.1	
4. 3-5 years	16.0	8.7	11.2	22.9	17.3	
5. 6-10 years	33.8	54.8	36.9	29.1	11.3	
6. 11–15 years	20.9	31.3	36.3	7.9	2.4	
7. More than 15 years	7.7	3.0	13.5	5.4	3.6	

Table 21.3. Residential distribution in question 21: “Estimate how long you have studied English altogether.”
1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Area				p	
	Total respondents	1	2	3		4
	n=1476 %	n=635 %	n=318 %	n=251 %		n=273 %
1. I have not studied English at all	14.7	9.6	14.5	18.6	23.4	< 0.001
2. Less than a year	2.7	2.2	2.6	2.3	4.6	
3. 1-2 years	4.3	3.2	4.6	5.2	5.4	
4. 3-5 years	16.0	13.2	15.6	14.4	24.2	
5. 6-10 years	33.8	32.8	38.0	36.9	28.5	
6. 11–15 years	20.9	26.9	19.6	16.9	11.8	
7. More than 15 years	7.7	12.0	5.1	5.7	2.2	

Table 21.4. Educational distribution in question 21: “Estimate how long you have studied English altogether.”
 1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system),
 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents	Education					p
		1	2	3	4	5	
		n=1476	n=161	n=246	n=678	n=148	
	%	%	%	%	%	%	
1. I have not studied English at all	14.7	70.0	19.1	5.6	3.4	0	< 0.001
2. Less than a year	2.7	6.9	4.1	2.4	1.4	0	
3. 1-2 years	4.3	7.5	4.5	5.3	2.7	0	
4. 3-5 years	16.0	5.6	19.9	18.9	12.8	12.6	
5. 6-10 years	33.8	10.0	42.3	40.3	28.4	28.7	
6. 11–15 years	20.9	0	7.7	23.3	34.5	35.4	
7. More than 15 years	7.7	0	2.4	4.3	16.9	23.3	

Table 21.5. Occupation distribution in question 21: “Estimate how long you have studied English altogether.”
 1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents	Occupation					p
		1	2	3	4	5	
		n=1476	n=74	n=403	n=340	n=88	
	%	%	%	%	%	%	
1. I have not studied English at all	14.7	8.2	3.2	12.1	11.4	32.2	< 0.001
2. Less than a year	2.7	4.1	2.5	2.4	2.3	3.8	
3. 1-2 years	4.3	1.4	2.2	5.0	6.8	5.6	
4. 3-5 years	16.0	17.8	15.4	17.4	17.0	17.2	
5. 6-10 years	33.8	32.9	32.8	33.2	42.0	26.6	
6. 11–15 years	20.9	23.3	29.1	24.7	17.0	10.9	
7. More than 15 years	7.7	12.3	14.7	5.3	3.4	3.8	

Table 22a.1. Gender distribution in question 22: “How do you evaluate your skills in English according to the options below?”

I speak English	Total respondents n=1447 %	Gender		p
		Male n=723 %	Female n=724 %	
		1. Fluently	10.5	
2. Fairly fluently	24.6	23.6	25.6	
3. Moderately	25.5	24.3	26.7	
4. With difficulty	19.7	19.5	19.9	
5. Only a few words	8.9	10.2	8.9	
6. Not at all	10.8	12.4	9.3	

Table 22a.2. Age group distribution in question 22: “How do you evaluate your skills in English according to the options below?”

I speak English	Total respondents n=1447 %	Age				p
		15–24 n=230 %	25–44 n=519 %	45–64 n=542 %	65–79 n=156 %	
		1. Fluently	10.5	12.2	18.1	
2. Fairly fluently	24.6	42.8	33.0	14.2	5.8	
3. Moderately	25.5	30.6	26.1	26.0	15.4	
4. With difficulty	19.7	12.7	17.8	24.5	19.2	
5. Only a few words	8.9	0.9	3.5	14.6	19.2	
6. Not at all	10.8	0.9	1.5	15.7	39.1	

Table 22a.3. Residential distribution in question 22: “How do you evaluate your skills in English according to the options below?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

I speak English	Total respondents n=1447 %	Area				p
		1 n=625 %	2 n=311 %	3 n=242 %	4 n=268 %	
		1. Fluently	10.5	18.5	6.1	
2. Fairly fluently	24.6	30.5	21.2	24.1	15.1	
3. Moderately	25.5	23.8	30.4	25.9	23.4	
4. With difficulty	19.7	15.5	23.0	20.5	25.0	
5. Only a few words	8.9	5.2	10.5	9.8	15.0	
6. Not at all	10.8	6.4	8.8	14.6	19.9	

Table 22a.4. Educational distribution in question 22: “How do you evaluate your skills in English according to the options below?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1447	Education					p
		1	2	3	4	5	
		n=150	n=238	n=669	n=148	n=224	
I speak English	%	%	%	%	%	%	
1. Fluently	10.5	0	5.9	6.1	16.9	30.9	< 0.001
2. Fairly fluently	24.6	4.7	22.8	24.8	31.1	35.9	
3. Moderately	25.5	8.1	21.5	31.4	27.0	24.2	
4. With difficulty	19.7	9.4	27.8	23.9	16.9	8.1	
5. Only a few words	8.9	22.1	12.7	8.7	4.7	0.4	
6. Not at all	10.8	55.7	9.3	5.1	3.4	0.4	

Table 22a.5. Occupation distribution in question 22: “How do you evaluate your skills in English according to the options below?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1447	Occupation					p
		1	2	3	4	5	
		n=75	n=398	n=334	n=87	n=380	
I speak English	%	%	%	%	%	%	
1. Fluently	10.5	28.4	18.9	7.2	1.1	3.1	< 0.001
2. Fairly fluently	24.6	24.3	31.5	26.7	15.9	13.1	
3. Moderately	25.5	28.4	24.9	29.4	31.8	19.2	
4. With difficulty	19.7	9.5	16.4	20.4	23.9	26.8	
5. Only a few words	8.9	5.4	5.8	9.0	13.6	13.9	
6. Not at all	10.8	4.1	2.5	7.2	13.6	23.9	

Table 22b.1. Gender distribution in question 22: “How do you evaluate your skills in English according to the options below?”

	Total respondents n=1436	Gender		p
		Male	Female	
		n=717	n=719	
I write English	%	%	%	
1. Fluently	9.9	9.2	10.6	0.003
2. Fairly fluently	22.4	21.2	23.6	
3. Moderately	26.8	25.5	28.1	
4. With difficulty	18.1	16.7	19.5	
5. Only a few words	7.0	7.9	7.0	
6. Not at all	15.7	19.4	12.1	

Table 22b.2. Age group distribution in question 22: “How do you evaluate your skills in English according to the options below?”

	Total respondents n=1436	Age				p
		15–24 n=230	25–44 n=519	45–64 n=537	65–79 n=151	
		%	%	%	%	
I write English						
1. Fluently	9.9	15.7	16.0	4.1	0.7	< 0.001
2. Fairly fluently	22.4	38.0	28.7	14.1	6.6	
3. Moderately	26.8	32.3	28.5	27.0	11.9	
4. With difficulty	18.1	11.4	18.7	20.4	18.5	
5. Only a few words	7.0	1.7	6.0	9.5	10.6	
6. Not at all	15.7	0.9	2.1	24.9	51.7	

Table 22b.3. Residential distribution in question 22: “How do you evaluate your skills in English according to the options below?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1436	Area				p
		1 n=620	2 n=309	3 n=243	4 n=265	
		%	%	%	%	
I write English						
1. Fluently	9.9	16.3	6.5	5.5	3.0	< 0.001
2. Fairly fluently	22.4	30.0	18.3	17.7	13.7	
3. Moderately	26.8	25.4	29.3	31.1	23.4	
4. With difficulty	18.1	15.8	21.6	17.3	20.3	
5. Only a few words	7.0	3.2	10.3	8.7	11.0	
6. Not at all	15.7	9.4	14.0	19.8	28.7	

Table 22b.4. Educational distribution in question 22: “How do you evaluate your skills in English according to the options below?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1436	Education					p
		1	2	3	4	5	
		n=148	n=235	n=667	n=146	n=223	
I write English	%	%	%	%	%	%	
1. Fluently	9.9	0.7	8.9	5.1	14.3	28.7	< 0.001
2. Fairly fluently	22.4	5.4	19.5	20.8	32.7	35.9	
3. Moderately	26.8	7.4	23.3	32.5	25.9	27.8	
4. With difficulty	18.1	4.7	20.8	24.1	19.7	6.7	
5. Only a few words	7.0	14.1	9.3	8.1	2.7	0	
6. Not at all	15.7	67.8	18.2	9.4	4.8	0.9	

Table 22b.5. Occupation distribution in question 22: “How do you evaluate your skills in English according to the options below?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1436	Occupation					p
		1	2	3	4	5	
		n=74	n=396	n=332	n=87	n=376	
I write English	%	%	%	%	%	%	
1. Fluently	9.9	20.0	17.2	7.2	1.2	2.7	< 0.001
2. Fairly fluently	22.4	30.7	29.5	25.8	9.3	9.6	
3. Moderately	26.8	26.7	28.3	28.2	36.0	20.7	
4. With difficulty	18.1	9.3	16.2	19.8	26.7	21.5	
5. Only a few words	7.0	2.7	3.5	7.8	8.1	12.2	
6. Not at all	15.7	10.7	5.3	11.1	18.6	33.2	

Table 22c.1. Gender distribution in question 22: “How do you evaluate your skills in English according to the options below?”

	Total respondents n=1437	Gender		p
		Male	Female	
		n=717	n=720	
I read English	%	%	%	
1. Fluently	15.4	15.3	15.4	0.023
2. Fairly fluently	27.7	26.1	29.3	
3. Moderately	23.5	21.9	25.0	
4. With difficulty	14.1	13.7	14.6	
5. Only a few words	4.4	5.2	3.6	
6. Not at all	15.0	17.9	12.1	

Table 22c.2. Age group distribution in question 22: “How do you evaluate your skills in English according to the options below?”

	Total respondents n=1437	Age				p
		15–24 n=230	25–44 n=517	45–64 n=538	65–79 n=151	
		%	%	%	%	
I read English						
1. Fluently	15.4	25.2	24.8	5.8	3.3	< 0.001
2. Fairly fluently	27.7	45.7	36.6	17.5	6.0	
3. Moderately	23.5	22.2	21.1	28.3	16.7	
4. With difficulty	14.1	5.7	13.2	18.1	15.3	
5. Only a few words	4.4	0	0.8	8.6	8.7	
6. Not at all	15.0	1.3	3.7	21.8	50.0	

Table 22c.3. Residential distribution in question 22: “How do you evaluate your skills in English according to the options below?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1437	Area				p
		1 n=620	2 n=309	3 n=244	4 n=265	
		%	%	%	%	
I read English						
1. Fluently	15.4	26.3	9.6	6.3	5.1	< 0.001
2. Fairly fluently	27.7	32.1	26.4	29.6	17.1	
3. Moderately	23.5	19.6	27.9	25.2	25.6	
4. With difficulty	14.1	11.4	16.9	16.1	15.3	
5. Only a few words	4.4	2.1	5.7	4.6	8.2	
6. Not at all	15.0	8.5	13.5	18.1	28.8	

Table 22c.4. Educational distribution in question 22: “How do you evaluate your skills in English according to the options below?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1437	Education					p
		1 n=149	2 n=235	3 n=666	4 n=146	5 n=225	
		%	%	%	%	%	
I read English							
1. Fluently	15.4	0.7	13.2	10.5	21.2	38.8	< 0.001
2. Fairly fluently	27.7	8.1	23.1	26.9	39.0	41.5	
3. Moderately	23.5	3.4	21.8	31.2	22.6	16.5	
4. With difficulty	14.1	8.8	16.2	19.1	12.3	2.2	
5. Only a few words	4.4	11.5	7.7	3.6	2.7	0	
6. Not at all	15.0	67.6	17.9	8.7	2.1	0.9	

Table 22c.5. Occupation distribution in question 22: “How do you evaluate your skills in English according to the options below?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1437	Occupation					p
		1	2	3	4	5	
		n=74	n=396	n=332	n=87	n=376	
I read English	%	%	%	%	%	%	
1. Fluently	15.4	30.7	25.3	10.8	1.2	5.9	< 0.001
2. Fairly fluently	27.7	21.3	34.4	29.2	26.7	17.3	
3. Moderately	23.5	29.3	23.0	28.0	29.1	19.1	
4. With difficulty	14.1	6.7	11.1	16.0	20.9	18.1	
5. Only a few words	4.4	2.7	2.5	3.0	2.3	9.0	
6. Not at all	15.0	9.3	3.5	13.0	19.8	30.6	

Table 22d.1. Gender distribution in question 22: “How do you evaluate your skills in English according to the options below?”

	Total respondents n=1461	Gender		p
		Male	Female	
		n=726	n=735	
I understand spoken English	%	%	%	
1. Fluently	16.7	15.3	18.1	0.004
2. Fairly fluently	31.1	31.2	30.9	
3. Moderately	23.6	21.0	26.1	
4. With difficulty	11.8	12.0	11.6	
5. Only a few words	7.3	9.1	5.4	
6. Not at all	9.6	11.4	7.9	

Table 22d.2. Age group distribution in question 22: “How do you evaluate your skills in English according to the options below?”

	Total respondents n=1461	Age				p
		15–24	25–44	45–64	65–79	
		n=230	n=519	n=551	n=162	
I understand spoken English	%	%	%	%	%	
1. Fluently	16.7	29.1	26.6	6.4	1.9	< 0.001
2. Fairly fluently	31.1	43.0	42.1	22.4	8.6	
3. Moderately	23.6	22.2	20.5	29.3	16.0	
4. With difficulty	11.8	3.9	7.9	16.7	18.5	
5. Only a few words	7.3	0.9	2.5	11.3	18.5	
6. Not at all	9.6	0.9	0.4	14.0	36.4	

Table 22d.3. Residential distribution in question 22: “How do you evaluate your skills in English according to the options below?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents n=1461	Area				p
		1	2	3	4	
		n=629	n=314	n=249	n=269	
I understand spoken English	%	%	%	%	%	
1. Fluently	16.7	26.4	12.9	8.0	6.6	< 0.001
2. Fairly fluently	31.1	36.2	27.1	35.9	19.3	
3. Moderately	23.6	18.9	32.6	22.9	24.6	
4. With difficulty	11.8	8.6	11.2	12.0	19.4	
5. Only a few words	7.3	4.8	7.1	8.5	12.1	
6. Not at all	9.6	5.0	9.1	12.8	18.1	

Table 22d.4. Educational distribution in question 22: “How do you evaluate your skills in English according to the options below?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1461	Education					p
		1	2	3	4	5	
		n=153	n=244	n=674	n=147	n=225	
I understand spoken English	%	%	%	%	%		
1. Fluently	16.7	0.7	11.8	12.3	30.6	37.8	< 0.001
2. Fairly fluently	31.1	8.5	26.1	34.6	36.1	40.0	
3. Moderately	23.6	7.8	26.9	30.1	19.7	14.7	
4. With difficulty	11.8	12.4	16.3	12.5	7.5	6.2	
5. Only a few words	7.3	20.9	9.0	6.5	3.4	0.9	
6. Not at all	9.6	49.7	9.8	4.0	2.7	0.4	

Table 22d.5. Occupation distribution in question 22: “How do you evaluate your skills in English according to the options below?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents	Occupation					p
		1	2	3	4	5	
I understand spoken English	n=1461	n=75	n=401	n=338	n=87	n=385	
	%	%	%	%	%	%	
1. Fluently	16.7	27.0	26.0	14.2	4.7	7.3	< 0.001
2. Fairly fluently	31.1	37.8	37.0	34.4	29.1	19.0	
3. Moderately	23.6	17.6	20.0	27.0	32.6	24.5	
4. With difficulty	11.8	4.1	10.8	11.9	14.0	15.1	
5. Only a few words	7.3	10.8	4.3	5.9	10.5	12.5	
6. Not at all	9.6	2.7	2.0	6.5	9.3	21.6	

Table 23a.1. Gender distribution in statement 23a: “I feel that I know English as well as a native speaker.” The distribution does not include respondents who answered *not at all* to all items in question 22.

	Respondents with English skills	Gender			p
		n=1296	Male	Female	
			n=631	n=665	
	%	%	%		
1. Yes	3.3	3.3	3.3	0.988	
2. No	94.2	94.1	94.3		
3. No opinion	2.5	2.5	2.4		

Table 23a.2. Age group distribution in statement 23a: “I feel that I know English as well as a native speaker.” The distribution does not include respondents who answered *not at all* to all items in question 22.

	Respondents with English skills	Age				p
		15–24	25–44	45–64	65–79	
		n=228	n=516	n=454	n=97	
	n=1296	%	%	%	%	
1. Yes	3.3	6.6	3.9	1.8	0	< 0.001
2. No	94.2	88.2	95.2	96.0	94.8	
3. No opinion	2.5	5.3	1.0	2.2	5.2	

Table 23a.3. Residential distribution in statement 23a: “I feel that I know English as well as a native speaker.” The distribution does not include respondents who answered *not at all* to all items in question 22.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents with English skills	Area				p
		1	2	3	4	
		n=584	n=280	n=215	n=217	
	n=1296	%	%	%	%	
1. Yes	3.3	5.2	0.9	2.0	2.8	0.033
2. No	94.2	92.6	96.3	95.8	94.0	
3. No opinion	2.5	2.2	2.8	2.2	3.2	

Table 23a.4. Educational distribution in statement 23a: “I feel that I know English as well as a native speaker.” The distribution does not include respondents who answered *not at all* to all items in question 22.
 1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents with English skills n=1296 %	Education					p
		1	2	3	4	5	
		n=75 %	n=208 %	n=638 %	n=144 %	n=223 %	
1. Yes	3.3	1.3	3.8	1.9	4.9	7.2	< 0.001 ^a
2. No	94.2	92.0	89.9	96.5	93.8	91.9	
3. No opinion	2.5	6.7	6.3	1.6	1.4	0.9	

^aOver 20 % of expected frequencies fall below five.

Table 23a.5. Occupation distribution in statement 23a: “I feel that I know English as well as a native speaker.” The distribution does not include respondents who answered *not at all* to all items in question 22.
 1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents with English skills n=1296 %	Occupation					p
		1	2	3	4	5	
		n=73 %	n=390 %	n=312 %	n=76 %	n=289 %	
1. Yes	3.3	4.1	4.6	2.6	0	1.0	0.014 ^a
2. No	94.2	95.9	94.6	94.2	98.7	95.8	
3. No opinion	2.5	0	0.8	3.2	1.3	3.1	

^aOver 20 % of expected frequencies fall below five.

Table 23b.1. Gender distribution in statement 23b: “I feel that I know English better than Finns on average.”

	Respondents with English skills n=1298 %	Gender		p
		Male	Female	
		n=630 %	n=668 %	
1. Yes	38.3	43.2	33.7	< 0.001
2. No	52.5	46.8	55.8	
3. No opinion	9.2	10.0	8.5	

Table 23b.2. Age group distribution in statement 23b: “I feel that I know English better than Finns on average.”

	Respondents with English skills	Age				p
		15–24	25–44	45–64	65–79	
		n=1298	n=228	n=515	n=458	
	%	%	%	%	%	
1. Yes	38.3	48.7	48.7	25.5	18.8	< 0.001
2. No	52.5	41.7	41.2	66.7	70.8	
3. No opinion	9.2	9.6	10.1	7.8	10.4	

Table 23b.3. Residential distribution in statement 23b: “I feel that I know English better than Finns on average.”
1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents with English skills	Area				p
		1	2	3	4	
		n=1298	n=586	n=281	n=213	
	%	%	%	%	%	
1. Yes	38.3	50.1	31.2	29.9	23.9	< 0.001
2. No	52.5	42.2	58.8	58.2	66.5	
3. No opinion	9.2	7.7	10.0	12.0	9.5	

Table 23b.4. Educational distribution in statement 23b: “I feel that I know English better than Finns on average.”
1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system),
3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5:
University degree.

	Respondents with English skills	Education					p
		1	2	3	4	5	
		n=1298	n=73	n=208	n=643	n=142	
	%	%	%	%	%	%	
1. Yes	38.3	8.2	27.5	33.8	43.0	69.5	< 0.001
2. No	52.5	80.8	61.8	57.3	47.2	22.9	
3. No opinion	9.2	11.0	10.6	8.9	9.9	7.6	

Table 23b.5. Occupation distribution in statement 23b: “I feel that I know English better than Finns on average.”
 1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents with English skills	Occupation					p
		1	2	3	4	5	
		n=1298	n=73	n=389	n=311	n=77	
	%	%	%	%	%	%	
1. Yes	38.3	53.4	52.2	33.1	11.7	27.0	< 0.001
2. No	52.5	41.1	39.8	58.2	80.5	60.9	
3. No opinion	9.2	5.5	8.0	8.7	7.8	12.1	

Table 23c.1. Gender distribution in statement 23c: “I feel that I know English well enough.”

	Respondents with English skills	Gender		p
		Male	Female	
		n=1294	n=631	
	%	%	%	
1. Yes	43.7	44.2	43.2	0.869
2. No	53.0	52.3	53.6	
3. No opinion	3.3	3.5	3.2	

Table 23c.2. Age group distribution in statement 23c: “I feel that I know English well enough.”

	Respondents with English skills	Age				p
		15–24	25–44	45–64	65–79	
		n=1294	n=228	n=515	n=454	
	%	%	%	%	%	
1. Yes	43.7	61.4	54.5	28.6	14.6	< 0.001
2. No	53.0	33.3	43.2	68.1	81.3	
3. No opinion	3.3	5.3	2.3	3.3	4.2	

Table 23c.3. Residential distribution in statement 23c: “I feel that I know English well enough.”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents with English skills	Area				p
		1	2	3	4	
		n=1294 %	n=585 %	n=279 %	n=212 %	
1. Yes	43.7	52.0	39.7	36.2	33.8	< 0.001
2. No	53.0	45.0	56.3	61.4	62.1	
3. No opinion	3.3	3.0	4.0	2.4	4.0	

Table 23c.4. Educational distribution in statement 23c: “I feel that I know English well enough.”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents with English skills	Education					p
		1	2	3	4	5	
		n=1294 %	n=73 %	n=208 %	n=639 %	n=142 %	
1. Yes	43.7	13.5	40.4	41.5	52.8	59.0	< 0.001
2. No	53.0	79.7	51.9	55.7	47.2	39.6	
3. No opinion	3.3	6.8	7.7	2.8	0	1.4	

Table 23c.5. Occupation distribution in statement 23c: “I feel that I know English well enough.”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents with English skills	Occupation					p
		1	2	3	4	5	
		n=1294 %	n=73 %	n=388 %	n=311 %	n=76 %	
1. Yes	43.7	52.1	46.4	42.3	28.9	34.3	< 0.001
2. No	53.0	47.9	52.3	55.2	68.4	59.5	
3. No opinion	3.3	0	1.3	2.6	2.6	6.2	

Table 23d.1. Gender distribution in statement 23d: “I am proud of my English skills.”

	Respondents with English skills	Gender			p
			Male	Female	
		n=1291 %	n=629 %	n=662 %	
1. Yes	38.1	37.7	38.5	0.061	
2. No	51.6	50.0	53.2		
3. No opinion	10.2	12.3	8.3		

Table 23d.2. Age group distribution in statement 23d: “I am proud of my English skills.”

	Respondents with English skills	Age				p
		15–24	25–44	45–64	65–79	
		n=228 %	n=515 %	n=452 %	n=96 %	
1. Yes	38.1	53.7	47.9	23.7	16.0	< 0.001
2. No	51.6	32.8	42.1	67.5	74.5	
3. No opinion	10.2	13.5	10.1	8.8	9.6	

Table 23d.3. Residential distribution in statement 23d: “I am proud of my English skills.”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents with English skills	Area				p
		1	2	3	4	
		n=584 %	n=278 %	n=212 %	n=217 %	
1. Yes	38.1	43.2	33.7	35.1	32.9	0.006
2. No	51.6	45.4	58.1	54.2	57.8	
3. No opinion	10.2	11.4	8.2	10.7	9.3	

Table 23d.4. Educational distribution in statement 23d: “I am proud of my English skills.”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents with English skills		Education					p
			1	2	3	4	5	
	n=1291	n=73	n=208	n=637	n=142	n=223		
	%	%	%	%	%	%		
1. Yes	38.1	16.4	33.7	37.0	44.4	50.0	< 0.001	
2. No	51.6	75.3	51.9	54.2	44.4	40.1		
3. No opinion	10.2	8.2	14.4	8.8	11.3	9.9		

Table 23d.5. Occupation distribution in statement 23d: “I am proud of my English skills.”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents with English skills		Occupation					p
			1	2	3	4	5	
	n=1291	n=71	n=388	n=311	n=76	n=289		
	%	%	%	%	%	%		
1. Yes	38.1	45.1	41.6	36.5	29.3	29.3	< 0.001	
2. No	51.6	39.4	48.6	56.8	69.7	59.3		
3. No opinion	10.2	15.5	9.8	6.8	3.9	11.4		

Table 23e.1. Gender distribution in statement 23e: “I am ashamed of my English skills.”

	Respondents with English skills		Gender		p
			Male	Female	
	n=1293	n=630	n=663		
	%	%	%		
1. Yes	17.2	13.7	20.5	0.004	
2. No	76.7	79.7	73.9		
3. No opinion	6.1	6.7	5.6		

Table 23e.2. Age group distribution in statement 23e: “I am ashamed of my English skills.”

	Respondents with English skills		Age				p
			15–24	25–44	45–64	65–79	
	n=1293	n=227	n=514	n=452	n=100		
	%	%	%	%	%		
1. Yes	17.2	9.7	14.2	21.4	30.0	< 0.001	
2. No	76.7	84.1	82.9	70.4	57.0		
3. No opinion	6.1	6.2	2.9	8.2	13.0		

Table 23e.3. Residential distribution in statement 23e: “I am ashamed of my English skills.”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents with English skills		Area				p
			1	2	3	4	
	n=1293	n=583	n=279	n=210	n=220		
	%	%	%	%	%		
1. Yes	17.2	14.1	20.8	17.4	20.7	0.006	
2. No	76.7	81.5	73.4	73.0	71.9		
3. No opinion	6.1	4.5	5.8	9.7	7.5		

Table 23e.4. Educational distribution in statement 23e: “I am ashamed of my English skills.”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents with English skills		Education					p
			1	2	3	4	5	
	n=1293	n=75	n=210	n=637	n=142	n=220		
	%	%	%	%	%	%		
1. Yes	17.2	22.7	21.9	18.6	15.5	7.7	< 0.001	
2. No	76.7	65.3	70.0	76.1	78.9	87.3		
3. No opinion	6.1	12.0	8.1	5.3	5.6	5.0		

Table 23e.5. Occupation distribution in statement 23e: “I am ashamed of my English skills.”
1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents with English skills	Occupation					p
		1	2	3	4	5	
		n=70	n=388	n=312	n=75	n=291	
	n=1293						
	%	%	%	%	%	%	
1. Yes	17.2	11.4	14.2	20.8	36.8	15.8	< 0.001
2. No	76.7	85.7	80.7	73.8	59.2	76.4	
3. No opinion	6.1	2.9	5.2	5.4	3.9	8.2	

Table 23f.1. Gender distribution in statement 23f: “I want to learn more English.”

	Respondents with English skills	Gender		p
		Male	Female	
		n=638	n=673	
	n=1311			
	%	%	%	
1. Yes	82.4	81.8	82.9	0.083
2. No	8.9	10.5	7.4	
3. No opinion	8.7	7.7	9.7	

Table 23f.2. Age group distribution in statement 23f: “I want to learn more English.”

	Respondents with English skills	Age				p
		15–24	25–44	45–64	65–79	
		n=228	n=515	n=466	n=102	
	n=1311					
	%	%	%	%	%	
1. Yes	82.4	89.0	89.5	75.3	64.4	< 0.001
2. No	8.9	4.4	5.2	13.5	15.8	
3. No opinion	8.7	6.6	5.2	11.2	19.8	

Table 23f.3. Residential distribution in statement 23f: “I want to learn more English.”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents with English skills	Area				p
		1	2	3	4	
		n=1311 %	n=596 %	n=278 %	n=216 %	
1. Yes	82.4	88.4	79.9	79.3	72.6	< 0.001
2. No	8.9	4.7	11.6	11.1	14.8	
3. No opinion	8.7	7.0	8.6	9.6	12.7	

Table 23f.4. Educational distribution in statement 23f: “I want to learn more English.”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents with English skills	Education					p
		1	2	3	4	5	
		n=1311 %	n=77 %	n=216 %	n=643 %	n=144 %	
1. Yes	82.4	67.5	75.0	83.0	89.5	89.2	< 0.001
2. No	8.9	16.9	13.9	9.2	4.9	3.1	
3. No opinion	8.7	15.6	11.1	7.8	5.6	7.6	

Table 23f.5. Occupation distribution in statement 23f: “I want to learn more English.”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents with English skills	Occupation					p
		1	2	3	4	5	
		n=1311 %	n=71 %	n=394 %	n=314 %	n=76 %	
1. Yes	82.4	80.3	87.8	83.7	81.6	73.6	< 0.001
2. No	8.9	8.5	5.1	7.7	9.2	16.3	
3. No opinion	8.7	11.3	7.1	8.6	9.2	10.2	

Table 24.1. Gender distribution for options 1-8 and 10 in question 24: “In which kinds of situations do you feel your English skills are inadequate?” The respondents could choose several options. The distribution does not include respondents who answered *not at all* to all items in question 22.

	Respondents with English skills n=1324 %	Gender		p
		Male n=646 %	Female n=678 %	
		1. When reading in English	36.6	
2. When writing in English	44.1	43.7	44.5	0.774
3. In situations which require listening comprehension (e.g. on the telephone)	42.8	43.8	41.9	0.474
4. When discussing with native speakers of English	54.7	55.3	54.2	0.675
5. When discussing with non-native speakers of English	30.2	30.2	30.2	0.982
6. When in situations that require knowledge of specialist terminology or jargon	69.5	65.8	73.0	0.004
7. When travelling abroad	24.9	25.6	24.1	0.523
8. In all kinds of situations	13.9	15.1	12.8	0.243
10. I do not feel that my English skills are inadequate in any situation	4.2	5.2	3.2	0.076

Table 24.2. Age group distribution for options 1-8 and 10 in question 24: “In which kinds of situations do you feel your English skills are inadequate?” The respondents could choose several options.

	Respondents with English skills n=1324 %	Age				p
		15–24 n=228 %	25–44 n=516 %	45–64 n=473 %	65–79 n=106 %	
		1. When reading in English	36.6	25.4	29.8	
2. When writing in English	44.1	36.5	40.4	52.5	41.8	< 0.001
3. In situations which require listening comprehension (e.g. on the telephone)	42.8	32.7	34.1	54.8	53.1	< 0.001
4. When discussing with native speakers of English	54.7	58.1	49.0	60.3	50.6	0.002
5. When discussing with non-native speakers of English	30.2	27.4	29.7	32.9	26.2	0.335
6. When in situations that require knowledge of specialist terminology or jargon	69.5	76.8	74.5	64.2	53.4	< 0.001
7. When travelling abroad	24.9	12.9	16.9	34.4	47.0	< 0.001
8. In all kinds of situations	13.9	4.9	9.1	18.9	34.4	< 0.001
10. I do not feel that my English skills are inadequate in any situation	4.2	3.5	6.2	2.9	1.5	0.022

Table 24.3. Residential distribution for options 1-8 and 10 in question 24: “In which kinds of situations do you feel your English skills are inadequate?” The respondents could choose several options.

1: city with over 50 000 inhabitants, 2: town with below 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents with English skills n=1324	Area				p
		1	2	3	4	
		n=597	n=285	n=219	n=222	
	%	%	%	%	%	
1. When reading in English	36.6	30.1	42.9	38.5	43.9	< 0.001
2. When writing in English	44.1	40.5	48.1	45.8	47.2	0.111
3. In situations which require listening comprehension (e.g. on the telephone)	42.8	34.9	46.9	48.4	52.1	< 0.001
4. When discussing with native speakers of English	54.7	49.8	58.5	56.1	58.3	0.035
5. When discussing with non-native speakers of English	30.2	25.3	34.6	30.1	36.0	0.005
6. When in situations that require knowledge of specialist terminology or jargon	69.5	68.4	71.4	75.8	63.4	0.031
7. When travelling abroad	24.9	18.0	26.8	27.2	38.6	< 0.001
8. In all kinds of situations	13.9	10.5	16.0	13.5	20.7	0.002
10. I do not feel that my English skills are inadequate in any situation	4.2	6.1	2.3	2.5	2.9	0.014

Table 24.4. Educational distribution for options 1-8 and 10 in question 24: “In which kinds of situations do you feel your English skills are inadequate?” The respondents could choose several options.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Uppers secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents with English skills	Education					p
		1	2	3	4	5	
		n=1324	n=78	n=220	n=648	n=145	
	%	%	%	%	%	%	
1. When reading in English	36.6	52.9	36.3	40.3	36.1	19.8	< 0.001
2. When writing in English	44.1	46.4	40.0	47.4	41.1	40.0	0.163
3. In situations which require listening comprehension (e.g. on the telephone)	42.8	54.9	44.6	45.5	29.8	36.8	< 0.001
4. When discussing with native speakers of English	54.7	57.2	56.1	57.3	48.4	49.7	0.150
5. When discussing with non-native speakers of English	30.2	39.6	33.2	31.9	30.5	19.2	0.001
6. When in situations that require knowledge of specialist terminology or jargon	69.5	50.5	64.4	74.5	70.2	66.3	< 0.001
7. When travelling abroad	24.9	46.5	35.5	25.8	15.5	10.0	< 0.001
8. In all kinds of situations	13.9	36.4	19.4	12.6	11.4	5.0	< 0.001
10. I do not feel that my English skills are inadequate in any situation	4.2	3.3	2.7	2.2	6.2	10.4	< 0.001

Table 24.5. Occupation distribution for options 1-8 and 10 in question 24: “In which kinds of situations do you feel your English skills are inadequate?” The respondents could choose several options.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents with English skills	Occupation					p
		1	2	3	4	5	
		n=1324 %	n=72 %	n=396 %	n=315 %	n=78 %	
1. When reading in English	36.6	37.4	28.9	40.5	47.6	46.2	< 0.001
2. When writing in English	44.1	38.2	43.7	44.9	51.9	47.2	0.451
3. In situations which require listening comprehension (e.g. on the telephone)	42.8	36.1	42.1	44.3	47.1	46.0	0.527
4. When discussing with native speakers of English	54.7	44.8	52.2	54.6	57.6	59.2	0.157
5. When discussing with non-native speakers of English	30.2	18.5	25.7	31.6	34.5	39.4	< 0.001
6. When in situations that require knowledge of specialist terminology or jargon	69.5	64.7	68.0	74.7	77.0	63.2	0.014
7. When travelling abroad	24.9	21.3	19.2	24.3	32.4	33.3	< 0.001
8. In all kinds of situations	13.9	11.3	10.5	15.6	11.9	20.6	0.004
10. I do not feel that my English skills are inadequate in any situation	4.2	16.9	5.6	1.8	0	2.8	< 0.001

Table 25.1. Gender distribution in question 25: “Finns learn English in both English lessons and everyday contexts, for instance at work or in their leisure activities. Where have you learned your English?” The distribution does not include respondents who answered *not at all* to all items in question 22.

	Respondents with English skills	Gender			p
		Male	Female		
		n=641	n=681		
	n=1322				
	%	%	%		
1. Only in English lessons	8.3	5.9	10.6		< 0.001
2. Mainly in English lessons	31.2	25.6	36.4		
3. In English lessons and elsewhere, equally	36.2	38.4	34.2		
4. Mainly outside the classroom	15.9	19.3	12.7		
5. Only outside the classroom	5.2	7.6	2.8		
6. No opinion	3.2	3.1	3.2		

Table 25.2. Age group distribution in question 25: “Finns learn English in both English lessons and everyday contexts, for instance at work or in their leisure activities. Where have you learned your English?” The distribution does not include respondents who answered *not at all* to all items in question 22.

	Respondents with English skills	Age				p
		15–24	25–44	45–64	65–79	
		n=229	n=514	n=473	n=106	
	n=1322					
	%	%	%	%	%	
1. Only in English lessons	8.3	6.6	6.0	10.7	12.5	< 0.001
2. Mainly in English lessons	31.2	45.2	29.3	28.4	22.1	
3. In English lessons and elsewhere, equally	36.2	32.9	40.8	34.7	26.9	
4. Mainly outside the classroom	15.9	13.2	21.6	12.6	9.6	
5. Only outside the classroom	5.2	0.4	1.2	9.3	16.3	
6. No opinion	3.2	1.8	1.2	4.2	12.5	

Table 25.3. Residential distribution in question 25: “Finns learn English in both English lessons and everyday contexts, for instance at work or in their leisure activities. Where have you learned your English?” The distribution does not include respondents who answered *not at all* to all items in question 22.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents with English skills n=1322 %	Area				p
		1	2	3	4	
		n=596 %	n=284 %	n=219 %	n=223 %	
1. Only in English lessons	8.3	4.6	11.4	8.3	14.3	< 0.001
2. Mainly in English lessons	31.2	27.4	32.2	37.3	33.9	
3. In English lessons and elsewhere, equally	36.2	41.1	36.4	33.0	26.0	
4. Mainly outside the classroom	15.9	19.3	12.9	13.5	13.0	
5. Only outside the classroom	5.2	4.8	4.1	6.3	6.4	
6. No opinion	3.2	2.8	3.1	1.7	6.5	

Table 25.4. Educational distribution in question 25: “Finns learn English in both English lessons and everyday contexts, for instance at work or in their leisure activities. Where have you learned your English?” The distribution does not include respondents who answered *not at all* to all items in question 22.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents with English skills n=1322 %	Education					p
		1	2	3	4	5	
		n=75 %	n=222 %	n=649 %	n=145 %	n=221 %	
1. Only in English lessons	8.3	9.5	11.3	9.6	6.9	2.7	< 0.001
2. Mainly in English lessons	31.2	17.6	33.0	35.3	33.1	21.2	
3. In English lessons and elsewhere, equally	36.2	18.9	27.6	36.6	33.1	52.3	
4. Mainly outside the classroom	15.9	13.5	12.2	13.1	24.8	22.5	
5. Only outside the classroom	5.2	18.9	9.5	3.5	2.1	1.4	
6. No opinion	3.2	21.6	6.3	1.9	0	0	

Table 25.5. Occupation distribution in question 25: “Finns learn English in both English lessons and everyday contexts, for instance at work or in their leisure activities. Where have you learned your English?” The distribution does not include respondents who answered *not at all* to all items in question 22.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents with English skills	Occupation					p
		1	2	3	4	5	
		n=1322	n=73	n=394	n=314	n=77	
	%	%	%	%	%		
1. Only in English lessons	8.3	2.7	5.9	8.0	19.5	11.0	< 0.001
2. Mainly in English lessons	31.2	24.7	28.0	34.0	41.6	25.7	
3. In English lessons and elsewhere, equally	36.2	42.5	44.5	36.2	29.9	31.0	
4. Mainly outside the classroom	15.9	24.7	17.8	14.4	5.2	15.0	
5. Only outside the classroom	5.2	2.7	2.5	4.5	2.6	11.7	
6. No opinion	3.2	2.7	1.3	2.9	1.3	5.7	

Table 26.1. Gender distribution in question 26: “Where do you use English the most?” The distribution does not include respondents who answered *not at all* to all items in question 22.

	Respondents with English skills	Gender		p
		Male	Female	
		n=646	n=681	
	n=1326			
	%	%	%	
1. At school or in my studies	12.3	11.0	13.6	0.265
2. In my free time	51.5	50.7	52.2	
3. At work	26.8	28.9	24.9	
4. I do not use English	9.4	9.4	9.3	

Table 26.2. Age group distribution in question 26: “Where do you use English the most?” The distribution does not include respondents who answered *not at all* to all items in question 22.

	Respondents with English skills	Age				p
		15–24	25–44	45–64	65–79	
		n=229	n=516	n=474	n=107	
	n=1326					
	%	%	%	%	%	
1. At school or in my studies	12.3	51.9	6.1	2.2	2.5	< 0.001
2. In my free time	51.5	36.7	51.4	57.0	59.6	
3. At work	26.8	9.1	38.1	27.3	8.1	
4. I do not use English	9.4	2.3	4.5	13.5	29.8	

Table 26.3. Residential distribution in question 26: “Where do you use English the most?” The distribution does not include respondents who answered *not at all* to all items in question 22.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents with English skills	Area				p
		1	2	3	4	
		n=601	n=284	n=220	n=222	
	n=1326					
	%	%	%	%	%	
1. At school or in my studies	12.3	12.6	15.0	10.1	10.2	< 0.001
2. In my free time	51.5	46.8	57.3	56.9	51.6	
3. At work	26.8	33.8	19.1	23.9	20.8	
4. I do not use English	9.4	6.8	8.7	9.2	17.4	

Table 26.4. Educational distribution in question 26: “Where do you use English the most?” The distribution does not include respondents who answered *not at all* to all items in question 22.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents with English skills	Education					p
		1	2	3	4	5	
		n=1326 %	n=77 %	n=222 %	n=648 %	n=145 %	
1. At school or in my studies	12.3	15.4	27.4	10.1	4.2	8.4	< 0.001
2. In my free time	51.5	42.7	48.2	56.6	46.9	45.9	
3. At work	26.8	10.2	10.6	24.3	45.8	44.1	
4. I do not use English	9.4	31.8	13.8	8.9	3.1	1.6	

Table 26.5. Occupation distribution in question 26: “Where do you use English the most?” The distribution does not include respondents who answered *not at all* to all items in question 22.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents with English skills	Occupation					p
		1	2	3	4	5	
		n=1326 %	n=73 %	n=396 %	n=316 %	n=78 %	
1. At school or in my studies	12.3	1.9	5.8	7.8	13.7	6.2	< 0.001
2. In my free time	51.5	32.0	50.4	51.0	70.0	62.3	
3. At work	26.8	57.1	37.7	32.4	5.9	16.0	
4. I do not use English	9.4	9.0	6.1	8.8	10.5	15.5	

Table 27.1. The percentages by gender of those respondents who listen to English at least *about once a week* in question 27: “In your free time, how often do you listen to English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

	Respondents with English skills			Gender	
		Male	Female		
	n=1289	n=633	n=656		
In your free time, do you listen to English	%	%	%	p	
a. Music	85.0	87.0	83.1	0.050	
b. Speech in subtitled films or television programmes	88.0	88.3	87.8	0.765	
c. Speech programmes on the radio	9.1	10.4	7.7	0.097	
d. Films or television programmes without subtitles	24.5	28.9	20.3	< 0.001	

Table 27.2. The percentages by age group of those respondents who listen to English at least *about once a week* in question 27: “In your free time, how often do you listen to English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

	Respondents with English skills	Age				p
		15–24	25–44	45–64	65–79	
	n=1289	n=228	n=512	n=454	n=95	
In your free time, do you listen to English	%	%	%	%	%	
a. Music	85.0	96.8	92.3	78.0	50.1	< 0.001
b. Speech in subtitled films or television programmes	88.0	96.6	92.0	85.0	63.2	< 0.001
c. Speech programmes on the radio	9.1	5.6	9.8	10.4	7.1	0.185
d. Films or television programmes without subtitles	24.5	28.1	31.0	16.6	19.0	< 0.001

Table 27.3. The percentages by residential area of those respondents who listen to English at least *about once a week* in question 27: “In your free time, how often do you listen to English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns. 1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents with English skills	Area				p
		1	2	3	4	
	n=1289	n=580	n=276	n=213	n=219	
In your free time, do you listen to English	%	%	%	%	%	
a. Music	85.0	86.9	86.8	87.8	75.0	< 0.001
b. Speech in subtitled films or television programmes	88.0	91.5	88.0	88.2	78.8	< 0.001
c. Speech programmes on the radio	9.1	9.9	8.3	7.0	9.8	0.599
d. Films or television programmes without subtitles	24.5	28.5	18.0	21.8	24.7	0.008

Table 27.4. The percentages by education of those respondents who listen to English at least *about once a week* in question 27: “In your free time, how often do you listen to English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns. 1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents with English skills n=1289	Education					p
		1	2	3	4	5	
		n=73	n=216	n=629	n=139	n=222	
In your free time, do you listen to English	%	%	%	%	%	%	
a. Music	85.0	70.6	84.7	85.9	89.2	85.4	0.006
b. Speech in subtitled films or television programmes	88.0	65.6	88.9	89.4	92.4	88.9	< 0.001
c. Speech programmes on the radio	9.1	7.7	5.7	8.8	11.5	12.1	0.173
d. Films or television programmes without subtitles	24.5	12.4	24.7	23.6	27.1	29.6	0.048

Table 27.5. The percentages by occupation of those respondents who listen to English at least *about once a week* in question 27: “In your free time, how often do you listen to English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns. 1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents with English skills n=1289	Occupation					p
		1	2	3	4	5	
		n=72	n=387	n=306	n=76	n=290	
In your free time, do you listen to English	%	%	%	%	%	%	
a. Music	85.0	81.4	82.0	86.5	79.8	85.7	0.321
b. Speech in subtitled films or television programmes	88.0	84.4	88.4	87.0	90.6	87.2	0.784
c. Speech programmes on the radio	9.1	13.0	10.3	6.6	10.2	11.2	0.309
d. Films or television programmes without subtitles	24.5	18.0	25.5	29.0	11.5	25.3	0.017

Table 28.1. The percentages by gender of those respondents who read in English at least *about once a month* in question 28: “In your free time, do you read in English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

In your free time, do you read in English	Respondents with English skills n=1289	Gender		p
		Male	Female	
		n=630	n=667	
	%	%	%	
a. Newspapers	13.2	16.2	10.4	0.002
b. Magazines	25.4	30.5	20.5	< 0.001
c. Comics	9.7	12.6	7.0	< 0.001
d. Literature	12.2	10.0	14.4	0.015
e. Nonfiction/professional literature	30.5	36.9	24.5	< 0.001
f. Manuals and product descriptions	48.0	54.0	42.4	< 0.001
g. E-mails	43.3	50.5	36.5	< 0.001
h. Web pages	56.4	64.2	49.0	< 0.001

Table 28.2. The percentages by age group of those respondents who read in English at least *about once a month* in question 28: “In your free time, do you read in English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

In your free time, do you read in English	Respondents with English skills n=1289	Age				p
		15–24	25–44	45–64	65–79	
		n=226	n=511	n=458	n=103	
	%	%	%	%	%	
a. Newspapers	13.2	14.8	16.9	9.7	6.6	0.002
b. Magazines	25.4	27.0	34.3	17.5	12.2	< 0.001
c. Comics	9.7	19.7	12.1	3.9	1.5	< 0.001
d. Literature	12.2	19.1	16.7	5.1	6.1	< 0.001
e. Nonfiction/professional literature	30.5	29.5	41.9	22.9	10.6	< 0.001
f. Manuals and product descriptions	48.0	58.1	56.0	38.6	28.5	< 0.001
g. E-mails	43.3	54.4	56.5	29.4	14.9	< 0.001
h. Web pages	56.4	80.4	70.0	38.3	17.0	< 0.001

Table 28.3 The percentages by residential area of those respondents who read in English at least *about once a month* in question 28: “In your free time, do you read in English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.
1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents with English skills n=1289	Area				p
		1	2	3	4	
		n=586	n=280	n=214	n=219	
In your free time, do you read in English	%	%	%	%	%	
a. Newspapers	13.2	19.8	7.0	11.3	5.2	< 0.001
b. Magazines	25.4	35.8	16.1	18.5	16.2	< 0.001
c. Comics	9.7	11.3	9.0	9.2	7.0	0.304
d. Literature	12.2	19.1	8.0	6.6	5.0	< 0.001
e. Nonfiction/professional literature	30.5	40.5	22.7	29.4	14.9	< 0.001
f. Manuals and product descriptions	48.0	54.2	42.8	47.9	38.1	< 0.001
g. E-mails	43.3	55.6	32.5	40.4	27.2	< 0.001
h. Web pages	56.4	69.2	48.4	52.2	36.4	< 0.001

Table 28.4. The percentages by education of those respondents who read in English at least *about once a month* in question 28: “In your free time, do you read in English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents with English skills n=1289	Education					p
		1	2	3	4	5	
		n=77	n=213	n=637	n=142	n=222	
In your free time, do you read in English	%	%	%	%	%	%	
a. Newspapers	13.2	0	10.3	10.0	14.3	29.3	0.006
b. Magazines	25.4	3.1	16.5	22.7	31.2	46.2	< 0.001
c. Comics	9.7	4.7	10.8	10.0	8.1	10.9	0.499
d. Literature	12.2	2.9	8.4	8.3	14.1	29.5	< 0.001
e. Nonfiction/professional literature	30.5	1.5	11.6	25.1	47.4	64.0	< 0.001
f. Manuals and product descriptions	48.0	21.2	38.0	45.3	62.6	65.4	< 0.001
g. E-mails	43.3	13.8	29.7	40.5	58.3	65.2	< 0.001
h. Web pages	56.4	20.2	50.0	51.7	70.7	80.1	< 0.001

Table 28.5. The percentages by occupation of those respondents who read in English at least *about once a month* in question 28: “In your free time, do you read in English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.
1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents with English skills	Occupation					p
		1	2	3	4	5	
		n=1289	n=72	n=387	n=312	n=78	
In your free time, do you read in English	%	%	%	%	%	%	
a. Newspapers	13.2	31.3	15.2	10.9	2.7	11.7	< 0.001
b. Magazines	25.4	41.8	35.2	22.2	9.3	17.6	< 0.001
c. Comics	9.7	11.6	8.1	6.7	3.4	11.3	0.100
d. Literature	12.2	12.1	19.2	9.9	7.5	3.5	< 0.001
e. Nonfiction/professional literature	30.5	52.2	49.4	23.4	10.0	19.5	< 0.001
f. Manuals and product descriptions	48.0	63.8	59.6	39.2	22.2	41.3	< 0.001
g. E-mails	43.3	65.2	56.1	42.6	19.9	28.5	< 0.001
h. Web pages	56.4	71.7	67.5	51.7	27.2	41.5	< 0.001

Table 29.1. The percentages by gender of those respondents who write in English at least *about once a month* in question 29: “In your free time, do you write in English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

In your free time, do you write in English	Respondents with English skills n=1307	Gender		p
		Male n=640	Female n=667	
		%	%	
a. Letters, post cards	6.3	4.3	8.2	0.004
b. Stories, poems	3.6	3.9	3.4	0.695
c. Text messages	17.8	18.4	17.2	0.584
d. Notes or other short messages	15.3	16.3	14.3	0.309
e. E-mails	25.6	30.4	21.0	< 0.001
f. On the internet (e.g. weblogs, discussion forums)	14.3	20.8	8.0	< 0.001

Table 29.2. The percentages by age group of those respondents who write in English at least *about once a month* in question 29: “In your free time, do you write in English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

In your free time, do you write in English	Respondents with English skills n=1307	Age				p
		15–24 n=228	25–44 n=509	45–64 n=468	65–79 n=102	
		%	%	%	%	
a. Letters, post cards	6.3	9.8	7.1	3.6	6.9	0.013
b. Stories, poems	3.6	11.6	3.0	1.0	1.2	< 0.001
c. Text messages	17.8	23.9	26.1	8.6	4.4	< 0.001
d. Notes or other short messages	15.3	23.5	21.5	7.3	2.4	< 0.001
e. E-mails	25.6	33.8	34.8	15.6	6.7	< 0.001
f. On the internet (e.g. weblogs, discussion forums)	14.3	33.4	18.6	3.2	0.8	< 0.001

Table 29.3. The percentages by residential area of those respondents who write in English at least *about once a month* in question 29: “In your free time, do you write in English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns. 1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents with English skills		Area				p
	n=1307	n=592	1	2	3	4	
	%	%	%	%	%	%	
In your free time, do you write in English							
a. Letters, post cards	6.3	8.2	5.2	4.3	4.7	0.079	
b. Stories, poems	3.6	5.4	1.6	3.1	2.1	0.017	
c. Text messages	17.8	25.0	11.8	15.7	8.1	< 0.001	
d. Notes or other short messages	15.3	21.0	10.9	12.5	8.5	< 0.001	
e. E-mails	25.6	36.3	18.7	19.2	11.8	< 0.001	
f. On the internet (e.g. weblogs, discussion forums)	14.3	18.5	10.3	14.7	7.9	< 0.001	

Table 29.4. The percentages by education of those respondents who write in English at least *about once a month* in question 29: “In your free time, do you write in English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents with English skills		Education					p
	n=1307	n=77	1	2	3	4	5	
	%	%	%	%	%	%	%	
In your free time, do you write in English								
a. Letters, post cards	6.3	1.7	4.9	4.9	4.0	14.8	< 0.001	
b. Stories, poems	3.6	3.5	9.1	2.6	1.7	2.7	< 0.001	
c. Text messages	17.8	4.4	12.9	14.5	19.2	36.0	< 0.001	
d. Notes or other short messages	15.3	4.3	13.7	13.4	11.7	29.0	< 0.001	
e. E-mails	25.6	10.5	18.3	19.6	32.3	50.8	< 0.001	
f. On the internet (e.g. weblogs, discussion forums)	14.3	13.3	20.0	11.3	13.0	18.9	0.006	

Table 29.5. The percentages by occupation of those respondents who write in English at least *about once a month* in question 29: “In your free time, do you write in English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.
1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents		Occupation					p
	with English	1	2	3	4	5		
	skills	n=72	n=390	n=309	n=78	n=298		
In your free time, do you write in English	%	%	%	%	%	%		
a. Letters, post cards	6.3	5.6	8.4	6.7	3.6	4.0	0.160	
b. Stories, poems	3.6	1.6	2.9	3.0	0	4.1	0.378	
c. Text messages	17.8	39.0	22.6	19.5	10.4	8.5	< 0.001	
d. Notes or other short messages	15.3	25.5	18.5	14.3	7.3	10.4	0.001	
e. E-mails	25.6	48.6	36.8	24.1	3.3	11.7	< 0.001	
f. On the internet (e.g. weblogs, discussion forums)	14.3	8.7	15.3	11.0	2.6	12.3	0.022	

Table 30.1. The percentages by gender of those respondents who speak English at least *about once a month* in question 30: “In your free time, do you speak English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

In your free time, do you speak English	Respondents with English skills n=1300	Gender		p
		Male	Female	
		n=639	n=661	
	%	%	%	
a. With your Finnish-speaking [Swedish-speaking] friends	15.5	17.5	13.6	0.054
b. With your non-Finnish-speaking [non-Swedish-speaking] friends	23.9	26.1	21.8	0.070
c. With tourists in Finland	21.3	21.7	21.0	0.755
d. When expressing negative feelings (such as when swearing)	24.6	24.7	24.6	0.961
e. When expressing positive feelings (such as love)	23.0	20.9	25.0	0.078

Table 30.2. The percentages by age group of those respondents who speak English at least *about once a month* in question 30: “In your free time, do you speak English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

In your free time, do you speak English	Respondents with English skills n=1300	Age				p
		15–24	25–44	45–64	65–79	
		n=229	n=506	n=464	n=101	
	%	%	%	%	%	
a. With your Finnish-speaking [Swedish-speaking] friends	15.5	31.0	20.4	5.2	3.6	< 0.001
b. With your non-Finnish-speaking [non-Swedish-speaking] friends	23.9	31.4	32.6	13.6	10.3	< 0.001
c. With tourists in Finland	21.3	21.5	27.3	17.3	9.5	< 0.001
d. When expressing negative feelings (such as when swearing)	24.6	51.4	31.4	8.5	3.2	< 0.001
e. When expressing positive feelings (such as love)	23.0	38.5	29.9	11.2	7.5	< 0.001

Table 30.3. The percentages by residential area of those respondents who speak English at least *about once a month* in question 30: “In your free time, do you speak English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.
1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents with English skills n=1300	Area				p
		1	2	3	4	
		n=589	n=278	n=213	n=222	
In your free time, do you speak English	%	%	%	%	%	
a. With your Finnish-speaking [Swedish-speaking] friends	15.5	18.0	14.3	17.0	8.9	0.014
b. With your non-Finnish-speaking [non-Swedish-speaking] friends	23.9	33.7	16.8	14.6	15.9	< 0.001
c. With tourists in Finland	21.3	29.3	13.2	14.9	16.3	< 0.001
d. When expressing negative feelings (such as when swearing)	24.6	29.5	23.6	19.2	18.4	0.001
e. When expressing positive feelings (such as love)	23.0	23.9	23.2	21.4	22.1	0.884

Table 30.4. The percentages by education of those respondents who speak English at least *about once a month* in question 30: “In your free time, do you speak English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.
1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents with English skills n=1300	Education					p
		1	2	3	4	5	
		n=76	n=217	n=638	n=142	n=220	
In your free time, do you speak English	%	%	%	%	%	%	
a. With your Finnish-speaking [Swedish-speaking] friends	15.5	9.3	22.7	14.4	8.1	19.2	< 0.001
b. With your non-Finnish-speaking [non-Swedish-speaking] friends	23.9	8.5	18.2	19.7	28.5	44.5	< 0.001
c. With tourists in Finland	21.3	7.4	12.3	22.0	17.9	34.9	< 0.001
d. When expressing negative feelings (such as when swearing)	24.6	10.7	31.9	23.5	21.5	28.0	0.002
e. When expressing positive feelings (such as love)	23.0	13.6	26.3	23.0	23.2	23.4	0.274

Table 30.5. The percentages by occupation of those respondents who speak English at least *about once a month* in question 30: “In your free time, do you speak English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.
1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents with English skills n=1300	Occupation					p
		1 n=72	2 n=387	3 n=309	4 n=76	5 n=297	
In your free time, do you speak English	%	%	%	%	%	%	
a. With your Finnish-speaking [Swedish-speaking] friends	15.5	15.5	15.2	13.8	13.5	10.8	0.548
b. With your non-Finnish-speaking [non-Swedish-speaking] friends	23.9	36.8	31.3	22.7	18.1	13.5	< 0.001
c. With tourists in Finland	21.3	30.1	24.6	26.8	16.0	12.8	< 0.001
d. When expressing negative feelings (such as when swearing)	24.6	20.2	22.5	27.6	11.5	19.5	0.020
e. When expressing positive feelings (such as love)	23.0	14.0	21.7	27.5	21.4	17.8	0.024

Table 31.1. The percentages by gender of those respondents who answered at least *about once a week* to question 31: “Which of these do you do in English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

Which of these do you do in English	Respondents with English skills n=1300	Gender		p
		Male	Female	
		n=638	n=662	
	%	%	%	
a. Searching information (e.g. Google)	47.3	57.8	37.1	< 0.001
b. Reading newspapers on the internet	13.9	19.5	8.6	< 0.001
c. Ordering products or using services on the internet	10.8	15.0	6.8	< 0.001
d. Having spoken discussions over the internet (via e.g. Skype)	5.9	6.6	5.1	0.250
e. Having written discussions over the internet (via e.g. Messenger or IRC)	8.4	10.9	6.0	0.001
f. Following discussion forums or weblogs	12.8	18.2	7.6	< 0.001
g. Playing internet-based games	8.0	12.8	3.4	< 0.001
h. Playing computer or console games	10.3	17.1	3.8	< 0.001

Table 31.2. The percentages by age group of those respondents who answered at least *about once a week* to question 31: “Which of these do you do in English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

Which of these do you do in English	Respondents with English skills n=1300	Age				p
		15–24	25–44	45–64	65–79	
		n=229	n=510	n=462	n=99	
	%	%	%	%	%	
a. Searching information (e.g. Google)	47.3	66.7	57.6	33.5	14.5	< 0.001
b. Reading newspapers on the internet	13.9	15.2	19.7	8.9	4.9	< 0.001
c. Ordering products or using services on the internet	10.8	17.2	15.4	4.8	0.8	< 0.001
d. Having spoken discussions over the internet (via e.g. Skype)	5.9	14.8	7.4	0.8	0.9	< 0.001
e. Having written discussions over the internet (via e.g. Messenger or IRC)	8.4	25.2	9.4	0.8	0.4	< 0.001
f. Following discussion forums or weblogs	12.8	27.5	17.2	3.1	1.2	< 0.001
g. Playing internet-based games	8.0	24.8	7.8	1.7	0	< 0.001
h. Playing computer or console games	10.3	28.8	10.8	2.6	1.3	< 0.001

Table 31.3. The percentages by residential area of those respondents who answered at least *about once a week* to question 31: “Which of these do you do in English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.
1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

Which of these do you do in English	Respondents with English skills n=1300	Area				p
		1	2	3	4	
		n=587	n=277	n=213	n=222	
	%	%	%	%	%	
a. Searching information (e.g. Google)	47.3	57.7	40.7	44.1	30.9	< 0.001
b. Reading newspapers on the internet	13.9	19.2	9.5	11.3	8.2	0.001
c. Ordering products or using services on the internet	10.8	13.5	8.8	10.7	6.6	0.023
d. Having spoken discussions over the internet (via e.g. Skype)	5.9	7.8	4.1	5.8	3.0	0.033
e. Having written discussions over the internet (via e.g. Messenger or IRC)	8.4	12.1	5.9	6.2	4.1	< 0.001
f. Following discussion forums or weblogs	12.8	18.1	9.3	8.8	7.1	< 0.001
g. Playing internet-based games	8.0	9.0	6.8	5.4	9.7	0.259
h. Playing computer or console games	10.3	11.5	8.9	9.1	10.2	0.616

Table 31.4. The percentages by education of those respondents who answered at least *about once a week* to question 31: “Which of these do you do in English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.
1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

Which of these do you do in English	Respondents with English skills n=1300	Education					p
		1	2	3	4	5	
		n=77	n=213	n=637	n=143	n=221	
	%	%	%	%	%	%	
a. Searching information (e.g. Google)	47.3	24.2	43.8	43.4	53.7	66.9	< 0.001
b. Reading newspapers on the internet	13.9	2.4	8.0	11.2	13.9	31.8	< 0.001
c. Ordering products or using services on the internet	10.8	4.1	7.9	10.5	10.2	17.6	0.003
d. Having spoken discussions over the internet (via e.g. Skype)	5.9	6.6	7.5	4.9	3.1	8.3	0.155
e. Having written discussions over the internet (via e.g. Messenger or IRC)	8.4	8.6	12.6	8.0	4.8	7.7	0.114
f. Following discussion forums or weblogs	12.8	7.5	13.8	11.2	11.7	19.0	0.022
g. Playing internet-based games	8.0	12.3	15.3	7.3	5.6	3.6	< 0.001
h. Playing computer or console games	10.3	15.7	18.9	9.3	8.3	4.7	< 0.001

Table 31.5. The percentages by occupation of those respondents who answered at least *about once a week* to question 31: “Which of these do you do in English?” The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

Which of these do you do in English	Respondents	Occupation					p
	with English	1	2	3	4	5	
	skills	1	2	3	4	5	
	n=1300	n=72	n=389	n=306	n=78	n=295	
	%	%	%	%	%	%	
a. Searching information (e.g. Google)	47.3	53.9	55.3	44.4	22.0	38.6	< 0.001
b. Reading newspapers on the internet	13.9	16.7	21.5	10.8	1.5	10.9	< 0.001
c. Ordering products or using services on the internet	10.8	13.3	14.5	10.4	2.9	8.3	0.011
d. Having spoken discussions over the internet (via e.g. Skype)	5.9	2.2	5.6	5.0	2.1	6.1	0.469
e. Having written discussions over the internet (via e.g. Messenger or IRC)	8.4	0	7.4	7.1	1.5	9.3	0.020
f. Following discussion forums or weblogs	12.8	9.2	17.5	6.6	6.0	10.2	< 0.001
g. Playing internet-based games	8.0	4.5	4.3	3.2	2.9	10.3	0.001
h. Playing computer or console games	10.3	2.7	7.3	5.7	4.4	11.8	0.014

Table 32.1. The percentages of those respondents who use English at least *about once a week* in their job by gender in question 32: “Do you use English in your current job?” The distribution includes respondents with English skills and who are working.

	Respondents who are working n=1025 %	Gender		p
		Male n=526 %	Female n=499 %	
Do you use English in your current job for:				
a. Reading manuals and product descriptions	22.8	29.2	16.0	< 0.001
b. Reading nonfiction and professional literature	20.3	27.4	12.7	< 0.001
c. Reading e-mails	24.4	30.7	17.8	< 0.001
d. Reading web pages	26.4	34.3	18.0	< 0.001
e. Reading documents	23.8	31.6	15.5	< 0.001
f. Searching information (e.g. Google)	33.7	40.3	26.8	< 0.001
g. Listening to presentations or lectures	9.2	10.9	7.3	0.044
h. Writing e-mails	18.0	21.9	13.8	< 0.001
i. Writing documents	11.2	13.2	9.2	0.044
j. Speaking with colleagues	13.3	15.1	11.3	0.075
k. Speaking in meetings and negotiations	6.9	8.7	5.0	0.020
l. Speaking with clients and partners on the phone	12.0	11.4	12.6	0.569
m. Speaking with clients and partners face to face	13.0	12.0	13.9	0.372
n. Giving presentations or lectures	3.3	3.8	2.7	0.316
I use English	46.2	52.0	40.0	< 0.001

Table 32.2. The percentages of those respondents who use English at least *about once a week* in their job by age group in question 32: “Do you use English in your current job?” The distribution includes respondents with English skills and who are working.

	Respondents who are working % n=1025	Age				p
		15–24 n=113 %	25–44 n=466 %	45–64 n=403 %	65–79 n=42 %	
Do you use English in your current job for:						
a. Reading manuals and product descriptions	22.8	28.7	27.9	16.7	8.5	< 0.001
b. Reading nonfiction and professional literature	20.3	20.1	25.7	14.9	11.4	< 0.001
c. Reading e-mails	24.4	20.3	31.5	18.4	14.4	< 0.001
d. Reading web pages	26.4	34.6	33.2	17.9	8.7	< 0.001
e. Reading documents	23.8	25.1	32.9	14.5	7.7	< 0.001
f. Searching information (e.g. Google)	33.7	42.6	41.4	24.2	15.2	< 0.001
g. Listening to presentations or lectures	9.2	10.5	12.5	5.5	3.7	0.002
h. Writing e-mails	18.0	14.5	25.7	10.7	10.5	< 0.001
i. Writing documents	11.2	7.9	17.9	4.9	6.6	< 0.001
j. Speaking with colleagues	13.3	13.9	18.3	7.8	7.8	< 0.001
k. Speaking in meetings and negotiations	6.9	3.0	11.2	3.4	4.1	< 0.001
l. Speaking with clients and partners on the phone	12.0	9.2	16.7	8.4	1.9	< 0.001
m. Speaking with clients and partners face to face	13.0	14.8	19.1	6.4	2.1	< 0.001
n. Giving presentations or lectures	3.3	2.0	5.1	1.6	1.9	0.025
I use English	46.2	63.3	55.3	33.3	21.9	< 0.001

Table 32.3. The percentages of those respondents who use English at least *about once a week* in their job by residential area in question 32: “Do you use English in your current job?” The distribution includes respondents with English skills and who are working. 1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents who are working %	Area				p
		1	2	3	4	
Do you use English in your current job for:	n=1025	n=456	n=215	n=177	n=177	
a. Reading manuals and product descriptions	22.8	27.1	22.3	20.2	15.1	0.010
b. Reading nonfiction and professional literature	20.3	29.5	14.4	13.7	10.5	< 0.001
c. Reading e-mails	24.4	36.0	19.4	14.7	10.3	< 0.001
d. Reading web pages	26.4	37.6	19.5	19.2	12.9	< 0.001
e. Reading documents	23.8	35.1	17.1	17.1	9.5	< 0.001
f. Searching information (e.g. Google)	33.7	45.3	28.9	25.9	17.8	< 0.001
g. Listening to presentations or lectures	9.2	13.0	7.5	6.2	4.2	0.001
h. Writing e-mails	18.0	27.7	12.7	10.7	6.7	< 0.001
i. Writing documents	11.2	18.5	5.8	6.7	3.6	< 0.001
j. Speaking with colleagues	13.3	20.7	10.6	5.2	5.6	< 0.001
k. Speaking in meetings and negotiations	6.9	11.4	4.7	3.7	1.5	< 0.001
l. Speaking with clients and partners on the phone	12.0	17.9	9.8	6.7	4.8	< 0.001
m. Speaking with clients and partners face to face	13.0	18.9	7.7	9.7	7.2	< 0.001
n. Giving presentations or lectures	3.3	5.9	2.0	0.7	0.8	< 0.001
I use English	46.2	58.6	38.7	42.8	27.0	< 0.001

Table 32.4. The percentages of those respondents who use English *at least about once a week* in their job by education in question 32: “Do you use English in your current job?” The distribution includes respondents with English skills and who are working.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents who are working %	Education					p
		1	2	3	4	5	
Do you use English in your current job for:	n=1025	n=44	n=127	n=529	n=125	n=195	
a. Reading manuals and product descriptions	22.8	3.3	13.6	20.3	35.2	32.5	< 0.001
b. Reading nonfiction and professional literature	20.3	0	7.9	13.6	28.6	46.0	< 0.001
c. Reading e-mails	24.4	0	8.7	17.8	36.7	50.6	< 0.001
d. Reading web pages	26.4	2.6	14.1	17.7	43.5	52.2	< 0.001
e. Reading documents	23.8	0	7.8	17.6	39.6	46.8	< 0.001
f. Searching information (e.g. Google)	33.7	7.0	23.0	25.5	48.0	60.1	< 0.001
g. Listening to presentations or lectures	9.2	0	6.0	3.1	16.9	25.0	< 0.001
h. Writing e-mails	18.0	0	7.6	10.5	30.8	41.3	< 0.001
i. Writing documents	11.2	0	2.1	4.5	19.5	33.0	< 0.001
j. Speaking with colleagues	13.3	5.9	14.7	8.3	18.4	24.5	< 0.001
k. Speaking in meetings and negotiations	6.9	0	5.2	2.3	16.1	16.6	< 0.001
l. Speaking with clients and partners on the phone	12.0	0	6.1	9.0	15.7	24.0	< 0.001
m. Speaking with clients and partners face to face	13.0	5.2	6.8	9.7	18.6	23.8	< 0.001
n. Giving presentations or lectures	3.3	0	1.2	0.2	5.6	12.3	< 0.001
I use English	46.2	16.2	31.9	41.8	59.9	65.8	< 0.001

Table 32.5. The percentages of those respondents who use English at least *about once a week* in their job by occupation in question 32: “Do you use English in your current job?” The distribution includes respondents with English skills and who are working.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents who are working %	Occupation					p
		1	2	3	4	5	
Do you use English in your current job for:	n=1025	n=58	n=345	n=262	n=63	n=246	
a. Reading manuals and product descriptions	22.8	44.4	29.5	20.0	1.8	16.1	< 0.001
b. Reading nonfiction and professional literature	20.3	52.0	34.6	10.2	1.9	9.8	< 0.001
c. Reading e-mails	24.4	58.2	39.9	20.2	5.6	7.6	< 0.001
d. Reading web pages	26.4	56.1	42.4	19.2	3.7	11.8	< 0.001
e. Reading documents	23.8	60.6	38.1	16.0	3.7	12.6	< 0.001
f. Searching information (e.g. Google)	33.7	58.6	48.9	30.8	11.5	16.9	< 0.001
g. Listening to presentations or lectures	9.2	36.2	15.6	4.0	1.8	1.8	< 0.001
h. Writing e-mails	18.0	44.3	30.6	15.4	3.7	3.2	< 0.001
i. Writing documents	11.2	33.2	21.7	4.4	1.8	3.0	< 0.001
j. Speaking with colleagues	13.3	36.1	19.1	7.5	8.5	8.9	< 0.001
k. Speaking in meetings and negotiations	6.9	29.6	12.4	1.4	1.8	2.3	< 0.001
l. Speaking with clients and partners on the phone	12.0	34.6	14.1	15.7	1.8	4.0	< 0.001
m. Speaking with clients and partners face to face	13.0	25.2	14.9	15.3	4.7	7.7	< 0.001
n. Giving presentations or lectures	3.3	17.8	5.5	0	1.8	0.9	< 0.001
I use English	46.2	65.6	57.5	50.0	16.2	28.7	< 0.001

Table 33.1. Percentages of respondents who *agree* with statements in question 33: “What is your opinion of the following statements concerning your use of English?” by gender. The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

Statement	Respondents with English skills n=1306	Gender		p
		Male	Female	
		n=641	n=665	
	%	%	%	
a. Using English is as natural to me as using my mother tongue	26.4	27.1	25.6	0.519
b. I always use English when I have an opportunity to do so	49.7	47.6	51.8	0.122
c. I use English only when it is absolutely necessary	41.0	40.5	41.5	0.700
d. When using English it is important for me to sound fluent	53.7	51.0	56.3	0.055
e. Using English is easier with native speakers than with non-native speakers of English	33.8	30.5	37.0	0.012

Table 33.2. Percentages of respondents who *agree* with statements in question 33: “What is your opinion of the following statements concerning your use of English?” by age group. The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

Statement	Respondents with English skills n=1306	Age				p
		15–24	25–44	45–64	65–79	
		n=229	n=513	n=465	n=102	
	%	%	%	%	%	
a. Using English is as natural to me as using my mother tongue	26.4	41.4	34.0	14.8	7.2	< 0.001
b. I always use English when I have an opportunity to do so	49.7	59.9	62.5	35.6	27.6	< 0.001
c. I use English only when it is absolutely necessary	41.0	33.3	34.9	51.0	44.0	< 0.001
d. When using English it is important for me to sound fluent	53.7	70.7	59.3	45.5	24.1	< 0.001
e. Using English is easier with native speakers than with non-native speakers of English	33.8	37.3	39.3	28.0	25.2	< 0.001

Table 33.3. Percentages of respondents who *agree* with statements in question 33: “What is your opinion of the following statements concerning your use of English?” by residential area. The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

Statement	Respondents with English skills		Area				p
	n=1306	n=596	1	2	3	4	
	%	%	%	%	%	%	
a. Using English is as natural to me as using my mother tongue	26.4	37.1	20.3	18.6	12.6	< 0.001	
b. I always use English when I have an opportunity to do so	49.7	59.0	44.6	43.4	37.1	< 0.001	
c. I use English only when it is absolutely necessary	41.0	33.5	46.0	47.1	49.2	< 0.001	
d. When using English it is important for me to sound fluent	53.7	65.5	52.6	41.3	34.8	< 0.001	
e. Using English is easier with native speakers than with non-native speakers of English	33.8	39.5	32.4	30.4	23.7	< 0.001	

Table 33.4. Percentages of respondents who *agree* with statements in question 33: “What is your opinion of the following statements concerning your use of English?” by education. The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

Statement	Respondents with English skills		Education					p
	n=1306	n=74	1	2	3	4	5	
	%	%	%	%	%	%	%	
a. Using English is as natural to me as using my mother tongue	26.4	8.2	25.3	20.2	32.6	48.4	< 0.001	
b. I always use English when I have an opportunity to do so	49.7	20.8	42.7	47.0	60.6	68.0	< 0.001	
c. I use English only when it is absolutely necessary	41.0	44.3	44.1	45.4	34.2	28.3	< 0.001	
d. When using English it is important for me to sound fluent	53.7	33.5	48.1	50.2	63.2	69.9	< 0.001	
e. Using English is easier with native speakers than with non-native speakers of English	33.8	17.5	32.3	30.9	47.3	40.3	< 0.001	

Table 33.5. Percentages of respondents who *agree* with statements in question 33: “What is your opinion of the following statements concerning your use of English?” by occupation. The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns. 1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

Statement	Respondents	Occupation					p
	with English	1	2	3	4	5	
	skills	n=72	n=394	n=307	n=76	n=299	
	n=1306						
	%	%	%	%	%	%	
a. Using English is as natural to me as using my mother tongue	26.4	40.5	32.8	22.3	12.0	15.3	< 0.001
b. I always use English when I have an opportunity to do so	49.7	61.2	57.3	51.1	48.0	33.6	< 0.001
c. I use English only when it is absolutely necessary	41.0	31.5	36.4	44.4	47.4	48.4	0.005
d. When using English it is important for me to sound fluent	53.7	55.4	60.2	56.8	40.0	39.5	< 0.001
e. Using English is easier with native speakers than with non-native speakers of English	33.8	43.0	35.8	33.2	27.1	30.2	0.151

Table 34.1. Percentages of respondents who use English at least *about once a week* in question 34: “For which of the following reasons do you use English?” by gender. The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

Do you use English	Respondents with English skills n=1298	Gender		p
		Male n=638	Female n=660	
	%	%	%	
a. To communicate with people	32.5	34.5	30.6	0.131
b. To learn it better	31.1	33.3	28.9	0.083
c. For the fun of it	34.1	38.1	30.3	0.003
d. When there are no other alternatives	20.3	24.9	15.8	< 0.001
e. For searching information	39.0	48.3	30.0	< 0.001
f. For my work	26.6	31.0	22.3	< 0.001
g. For my studies	18.8	19.6	18.0	0.464
h. In leisure activities and among friends	19.3	23.5	15.4	< 0.001

Table 34.2. Percentages of respondents who use English at least *about once a week* in question 34: “For which of the following reasons do you use English?” by age group. The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

Do you use English	Respondents with English skills n=1298	Age				p
		15–24 n=228	25–44 n=510	45–64 n=459	65–79 n=101	
	%	%	%	%	%	
a. To communicate with people	32.5	46.0	43.7	18.8	9.2	< 0.001
b. To learn it better	31.1	59.8	34.5	18.0	8.9	< 0.001
c. For the fun of it	34.1	57.0	39.7	21.4	12.7	< 0.001
d. When there are no other alternatives	20.3	22.5	27.8	13.8	6.7	< 0.001
e. For searching information	39.0	60.0	48.4	24.3	12.4	< 0.001
f. For my work	26.6	24.6	38.3	19.0	6.1	< 0.001
g. For my studies	18.8	54.9	17.4	5.2	3.6	< 0.001
h. In leisure activities and among friends	19.3	36.2	24.4	8.3	5.9	< 0.001

Table 34.3 Percentages of respondents who use English at least *about once a week* in question 34: “For which of the following reasons do you use English?” by residential area. The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns. 1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

Do you use English	Respondents with English skills n=1298	Area				p
		1	2	3	4	
		n=590	n=275	n=213	n=220	
	%	%	%	%	%	
a. To communicate with people	32.5	45.5	20.1	26.5	19.0	< 0.001
b. To learn it better	31.1	36.2	33.4	26.1	19.4	< 0.001
c. For the fun of it	34.1	40.6	33.9	29.9	21.1	< 0.001
d. When there are no other alternatives	20.3	27.2	17.6	15.3	10.1	< 0.001
e. For searching information	39.0	51.8	32.5	31.4	20.3	< 0.001
f. For my work	26.6	37.2	20.7	19.4	12.6	< 0.001
g. For my studies	18.8	24.3	18.9	11.3	11.1	< 0.001
h. In leisure activities and among friends	19.3	23.8	16.9	17.2	12.6	0.001

Table 34.4. Percentages of respondents who use English at least *about once a week* in question 34: “For which of the following reasons do you use English?” by education. The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

Do you use English	Respondents with English skills n=1298	Education					p
		1	2	3	4	5	
		n=75	n=216	n=639	n=143	n=220	
	%	%	%	%	%	%	
a. To communicate with people	32.5	17.7	25.4	27.3	38.0	56.3	< 0.001
b. To learn it better	31.1	21.8	37.5	28.0	37.9	33.1	0.009
c. For the fun of it	34.1	22.4	37.6	30.9	36.3	42.4	0.003
d. When there are no other alternatives	20.3	6.4	13.1	16.8	29.2	36.6	< 0.001
e. For searching information	39.0	17.2	32.8	32.9	51.6	62.2	< 0.001
f. For my work	26.6	9.3	12.5	21.5	37.4	53.7	< 0.001
g. For my studies	18.8	18.5	28.4	13.2	20.6	24.6	< 0.001
h. In leisure activities and among friends	19.3	9.0	22.5	17.9	14.6	27.3	0.001

Table 34.5 Percentages of respondents who use English at least *about once a week* in question 34: “For which of the following reasons do you use English?” by occupation. The distribution does not include respondents who answered *not at all* to all items in question 22. The median numbers of respondents are shown above the columns.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents with English skills n=1298	Occupation					p
		1	2	3	4	5	
		n=71	n=392	n=305	n=76	n=297	
Do you use English	%	%	%	%	%	%	
a. To communicate with people	32.5	49.5	40.9	35.3	11.5	18.5	< 0.001
b. To learn it better	31.1	26.3	28.4	32.0	21.5	23.7	0.145
c. For the fun of it	34.1	36.7	35.3	31.1	25.6	28.8	0.227
d. When there are no other alternatives	20.3	32.9	28.9	19.1	3.3	13.6	< 0.001
e. For searching information	39.0	57.1	49.1	32.5	11.1	28.1	< 0.001
f. For my work	26.6	52.7	40.9	25.4	3.9	13.2	< 0.001
g. For my studies	18.8	5.9	20.3	12.0	10.5	10.3	< 0.001
h. In leisure activities and among friends	19.3	19.4	22.1	15.5	8.7	16.7	0.031

Table 35.1. Percentages by gender in question 35: “Compare yourself as a speaker of English and as a speaker of your mother tongue, and choose those statements that best describe you as a speaker of English.” The distribution does not include respondents who answered *not at all* to all items in question 22.

When I speak English I:	Respondents with English skills n=1157	Gender		p
		Male n=558	Female n=599	
		%	%	
a. need to search for the proper words	77.5	74.5	80.3	0.019
b. gesticulate more with my hands	39.2	35.0	43.2	0.004
c. use more facial expressions	14.5	11.4	17.4	0.004
d. use utterances such as yeah, mmm, uhuh more	29.3	28.4	30.1	0.534
e. speak slower	47.0	48.0	46.0	0.513
f. am quieter	40.7	35.3	45.8	< 0.001
g. am more talkative	3.4	4.1	2.7	0.197
h. use less humour	32.1	33.5	30.7	0.322
i. feel like an outsider	14.5	13.3	15.6	0.257
j. feel more stupid	22.9	16.4	29.0	< 0.001
k. feel smarter	3.1	3.2	3.0	0.810
l. feel less capable	38.3	39.0	37.7	0.650
m. am the same as I am when I use my mother tongue	12.1	12.9	11.4	0.445

Table 35.2. Percentages by age group in question 35: “Compare yourself as a speaker of English and as a speaker of your mother tongue, and choose those statements that best describe you as a speaker of English.” The distribution does not include respondents who answered *not at all* to all items in question 22.

	Respondents with English skills n=1157	Age				p
		15–24 n=215	25–44 n=486	45–64 n=384	65–79 n=72	
		%	%	%	%	
a. need to search for the proper words	77.5	67.8	76.6	82.8	84.5	< 0.001
b. gesticulate more with my hands	39.2	44.4	37.8	38.0	39.5	0.382
c. use more facial expressions	14.5	16.9	12.3	16.1	13.7	0.305
d. use utterances such as yeah, mmm, uhuh more	29.3	51.0	29.3	19.5	16.6	< 0.001
e. speak slower	47.0	46.7	41.2	53.1	54.0	0.003
f. am quieter	40.7	42.9	34.3	47.7	40.1	0.001
g. am more talkative	3.4	3.6	5.1	1.4	2.2	0.026
h. use less humour	32.1	37.9	33.9	28.1	23.4	0.025
i. feel like an outsider	14.5	10.0	11.5	18.4	27.3	< 0.001
j. feel more stupid	22.9	22.4	21.4	24.0	28.5	0.533
k. feel smarter	3.1	5.4	3.4	1.6	2.2	0.075
l. feel less capable	38.3	43.4	34.9	40.1	36.6	0.147
m. am the same as I am when I use my mother tongue	12.1	8.3	15.8	10.2	8.8	0.011

Table 35.3. Percentages by residential area in question 35: “Compare yourself as a speaker of English and as a speaker of your mother tongue, and choose those statements that best describe you as a speaker of English.” The distribution does not include respondents who answered *not at all* to all items in question 22.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents with English skills	Area				p
		1	2	3	4	
		n=1157 %	n=545 %	n=248 %	n=183 %	
a. need to search for the proper words	77.5	74.2	81.0	77.9	82.3	0.057
b. gesticulate more with my hands	39.2	32.9	43.4	42.8	49.0	< 0.001
c. use more facial expressions	14.5	11.3	16.9	13.3	22.3	0.002
d. use utterances such as yeah, mmm, uhuh more	29.3	30.5	29.6	26.3	28.2	0.729
e. speak slower	47.0	38.6	56.0	53.3	53.4	< 0.001
f. am quieter	40.7	35.9	44.4	40.7	50.2	0.004
g. am more talkative	3.4	4.6	1.0	3.7	2.8	0.080
h. use less humour	32.1	31.3	34.9	28.6	33.9	0.504
i. feel like an outsider	14.5	10.9	17.4	9.4	26.6	< 0.001
j. feel more stupid	22.9	20.6	22.5	17.9	35.3	< 0.001
k. feel smarter	3.1	4.1	1.2	3.5	2.5	0.178
l. feel less capable	38.3	34.7	43.0	40.6	40.7	0.103
m. am the same as I am when I use my mother tongue	12.1	16.7	7.5	8.5	8.3	< 0.001

Table 35.4. Percentages by education in question 35: “Compare yourself as a speaker of English and as a speaker of your mother tongue, and choose those statements that best describe you as a speaker of English.” The distribution does not include respondents who answered *not at all* to all items in question 22.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents with English skills	Education					p
		1	2	3	4	5	
		n=1157 %	n=41 %	n=181 %	n=586 %	n=132 %	
a. need to search for the proper words	77.5	76.4	72.4	80.2	74.5	76.8	0.211
b. gesticulate more with my hands	39.2	32.3	42.8	44.0	37.2	26.4	< 0.001
c. use more facial expressions	14.5	10.8	15.8	14.9	16.5	12.1	0.707
d. use utterances such as yeah, mmm, uhuh more	29.3	26.3	36.6	29.3	24.6	27.0	0.148
e. speak slower	47.0	48.8	48.0	48.8	42.8	42.9	0.515
f. am quieter	40.7	43.5	34.4	45.4	37.3	34.7	0.015
g. am more talkative	3.4	2.7	3.1	2.9	5.4	3.9	0.692
h. use less humour	32.1	26.6	30.5	30.2	38.9	36.1	0.193
i. feel like an outsider	14.5	20.2	17.7	15.4	13.5	8.8	0.074
j. feel more stupid	22.9	29.8	24.1	25.5	16.1	17.3	0.029
k. feel smarter	3.1	0.9	6.5	2.4	2.1	3.4	0.056
l. feel less capable	38.3	40.3	38.8	39.6	41.5	31.7	0.294
m. am the same as I am when I use my mother tongue	12.1	7.8	5.7	10.8	14.4	21.0	< 0.001

Table 35.5 Percentages by occupation in question 35: “Compare yourself as a speaker of English and as a speaker of your mother tongue, and choose those statements that best describe you as a speaker of English.” The distribution does not include respondents who answered *not at all* to all items in question 22.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents with English skills n=1157 %	Occupation					p
		1	2	3	4	5	
		n=65 %	n=360 %	n=281 %	n=67 %	n=238 %	
a. need to search for the proper words	77.5	59.0	82.8	73.9	87.8	81.8	< 0.001
b. gesticulate more with my hands	39.2	27.0	36.0	41.5	58.9	39.7	0.002
c. use more facial expressions	14.5	13.8	15.6	12.4	29.4	11.7	0.005
d. use utterances such as yeah, mmm, uhuh more	29.3	21.3	26.5	30.6	34.6	23.3	0.162
e. speak slower	47.0	37.8	46.2	45.3	55.9	49.9	0.237
f. am quieter	40.7	36.3	40.0	41.6	47.5	40.0	0.731
g. am more talkative	3.4	0	4.8	2.9	1.6	2.7	0.225
h. use less humour	32.1	17.3	38.6	31.1	21.5	27.9	< 0.001
i. feel like an outsider	14.5	8.1	14.4	13.6	11.0	19.3	0.119
j. feel more stupid	22.9	15.3	20.2	27.3	29.2	20.4	0.061
k. feel smarter	3.1	1.8	2.8	3.2	1.8	2.7	0.952
l. feel less capable	38.3	19.3	38.6	35.4	41.3	42.2	0.014
m. am the same as I am when I use my mother tongue	12.1	35.1	14.4	10.3	4.1	9.6	< 0.001

Table 36a.1. Gender distribution in question 36a: “Do you think the conversation is comprehensible?”

	Total respondents	Gender		p
		Male	Female	
		n=725	n=731	
	n=1456			
	%	%	%	
1. Totally comprehensible	86.0	83.4	88.6	0.006
2. Fairly comprehensible	10.8	13.4	8.1	
3. Not at all comprehensible	3.2	3.2	3.3	

Table 36a.2. Age group distribution in question 36a: “Do you think the conversation is comprehensible?”

	Total respondents	Age				p
		15–24	25–44	45–64	65–79	
		n=229	n=515	n=550	n=162	
	n=1456					
	%	%	%	%	%	
1. Totally comprehensible	86.0	96.3	97.4	80.0	56.0	< 0.001
2. Fairly comprehensible	10.8	3.7	2.4	15.4	31.5	
3. Not at all comprehensible	3.2	0	0.2	4.6	12.5	

Table 36a.3. Residential distribution in question 36a: “Do you think the conversation is comprehensible?”
1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents	Area				p
		1	2	3	4	
		n=627	n=317	n=248	n=264	
	n=1456					
	%	%	%	%	%	
1. Totally comprehensible	86.0	91.0	86.9	83.6	75.5	< 0.001
2. Fairly comprehensible	10.8	6.8	10.9	12.7	18.0	
3. Not at all comprehensible	3.2	2.1	2.2	3.7	6.6	

Table 36a.4. Educational distribution in question 36a: “Do you think the conversation is comprehensible?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents	Education					p
		1	2	3	4	5	
		n=1456	n=152	n=246	n=672	n=146	
	%	%	%	%	%		
1. Totally comprehensible	86.0	40.4	81.4	92.7	97.2	96.4	< 0.001
2. Fairly comprehensible	10.8	46.7	14.8	6.0	0.8	2.4	
3. Not at all comprehensible	3.2	12.9	3.8	1.3	2.0	1.2	

Table 36a.5. Occupation distribution in question 36a: “Do you think the conversation is comprehensible?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents	Occupation					p
		1	2	3	4	5	
		n=1456	n=76	n=399	n=337	n=86	
	%	%	%	%	%		
1. Totally comprehensible	86.0	88.5	95.9	89.3	87.4	72.0	< 0.001
2. Fairly comprehensible	10.8	9.4	3.7	8.1	9.9	21.4	
3. Not at all comprehensible	3.2	2.1	0.5	2.5	2.6	6.6	

Table 36b.1. Gender distribution in question 36b: “How do you react to such language use?”

	Total respondents	Gender		p
		Male	Female	
		n=1455	n=723	
	%	%	%	
1. Very positively	12.9	9.6	16.1	0.002
2. Fairly positively	44.2	44.9	43.5	
3. Rather negatively	25.2	25.6	24.8	
4. Very negatively	8.0	8.3	7.7	
5. No opinion	9.7	11.6	7.9	

Table 36b.2. Age group distribution in question 36b: “How do you react to such language use?”

	Total respondents	Age				p
		15–24	25–44	45–64	65–79	
		n=1455	n=229	n=515	n=548	
	%	%	%	%	%	
1. Very positively	12.9	27.0	14.5	7.1	7.1	< 0.001
2. Fairly positively	44.2	37.9	55.4	40.4	30.3	
3. Rather negatively	25.2	22.0	18.5	30.3	33.4	
4. Very negatively	8.0	2.5	5.0	12.2	11.0	
5. No opinion	9.7	10.5	6.5	9.9	18.3	

Table 36b.3. Residential distribution in question 36b: “How do you react to such language use?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents	Area				p
		1	2	3	4	
		n=1455	n=625	n=315	n=248	
	%	%	%	%	%	
1. Very positively	12.9	13.4	15.3	11.8	9.6	0.131
2. Fairly positively	44.2	44.8	42.5	45.5	43.5	
3. Rather negatively	25.2	25.5	26.0	26.3	22.4	
4. Very negatively	8.0	7.0	9.4	6.9	9.9	
5. No opinion	9.7	9.3	6.8	9.5	14.5	

Table 36b.4. Educational distribution in question 36b: “How do you react to such language use?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents	Education					p
		1	2	3	4	5	
		n=1455	n=152	n=247	n=669	n=146	
	%	%	%	%	%	%	
1. Very positively	12.9	10.5	15.0	14.1	12.5	8.3	< 0.001
2. Fairly positively	44.2	31.3	42.4	46.8	49.6	44.9	
3. Rather negatively	25.2	26.3	25.9	23.5	25.0	30.0	
4. Very negatively	8.0	12.4	6.9	7.1	6.0	10.3	
5. No opinion	9.7	19.5	9.8	8.4	6.9	6.5	

Table 36b.5. Occupation distribution in question 36b: “How do you react to such language use?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents	Occupation					p
		1	2	3	4	5	
	n=1455	n=76	n=399	n=337	n=85	n=384	
	%	%	%	%	%	%	
1. Very positively	12.9	20.5	8.0	14.5	18.5	10.4	< 0.001
2. Fairly positively	44.2	42.1	44.0	51.3	44.5	41.7	
3. Rather negatively	25.2	24.2	30.6	24.0	20.7	22.6	
4. Very negatively	8.0	6.9	8.6	6.2	4.7	10.7	
5. No opinion	9.7	6.4	8.7	4.0	11.6	14.6	

Table 37a.1. Gender distribution in question 37a: “How often do you mix your mother tongue and English when speaking?” The distribution includes respondents who reported speaking or writing also in English.

	Respondents who speak or write in English n=1200 %	Gender		p
		Male	Female	
		n=574 %	n=626 %	
1. Often	26.0	25.6	26.4	0.736
2. Occasionally	35.3	35.5	35.1	
3. Rarely	27.8	27.1	28.5	
4. Never	10.8	11.8	9.9	

Table 37a.2. Age group distribution in question 37a: “How often do you mix your mother tongue and English when speaking?” The distribution includes respondents who reported speaking or writing also in English.

	Respondents who speak or write in English n=1200 %	Age				p
		15–24	25–44	45–64	65–79	
		n=222 %	n=502 %	n=400 %	n=77 %	
1. Often	26.0	41.0	29.8	16.7	6.6	< 0.001
2. Occasionally	35.3	35.5	43.6	27.8	20.0	
3. Rarely	27.8	17.6	20.5	40.7	38.7	
4. Never	10.8	5.9	6.1	14.9	34.7	

Table 37a.3. Residential distribution in question 37a: “How often do you mix your mother tongue and English when speaking?” The distribution includes respondents who reported speaking or writing also in English.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents who speak or write in English n=1200 %	Area				p
		1	2	3	4	
		n=556 %	n=267 %	n=197 %	n=179 %	
1. Often	26.0	30.7	24.1	22.0	18.7	< 0.001
2. Occasionally	35.3	37.5	31.9	36.7	32.3	
3. Rarely	27.8	21.8	32.8	33.1	33.6	
4. Never	10.8	10.0	11.2	8.3	15.4	

Table 37a.4 Educational distribution in question 37a: “How often do you mix your mother tongue and English when speaking?” The distribution includes respondents who reported speaking or writing also in English.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents who speak or write in English	Education					p
		1	2	3	4	5	
		n=1200 %	n=48 %	n=186 %	n=601 %	n=138 %	
1. Often	26.0	19.7	33.1	22.5	26.8	30.9	< 0.001
2. Occasionally	35.3	13.9	29.4	36.2	43.9	36.5	
3. Rarely	27.8	37.9	21.9	31.6	20.1	25.4	
4. Never	10.8	28.5	15.5	9.6	9.2	7.2	

Table 37a.5. Occupation distribution in question 37a: “How often do you mix your mother tongue and English when speaking?” The distribution includes respondents who reported speaking or writing also in English.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents who speak or write in English	Occupation					p
		1	2	3	4	5	
		n=1200 %	n=66 %	n=373 %	n=294 %	n=69 %	
1. Often	26.0	26.1	25.8	28.7	27.1	18.9	0.448
2. Occasionally	35.3	38.3	35.4	33.6	38.0	35.4	
3. Rarely	27.8	27.5	28.4	28.5	25.5	30.7	
4. Never	10.8	8.0	10.4	9.2	9.4	15.0	

Table 37b.1. Gender distribution in question 37b: “How often do you mix your mother tongue and English when writing?” The distribution includes respondents who reported speaking or writing also in English.

	Respondents who speak or write in English	Gender			p
		Male	Female		
		n=1177 %	n=566 %	n=611 %	
1. Often	8.2	6.3	9.9		0.091
2. Occasionally	19.4	19.2	19.6		
3. Rarely	40.9	43.3	38.7		
4. Never	31.5	31.2	31.7		

Table 37b.2. Age group distribution in question 37b: “How often do you mix your mother tongue and English when writing?” The distribution includes respondents who reported speaking or writing also in English.

	Respondents who speak or write in English n=1177 %	Age				p
		15–24	25–44	45–64	65–79	
		n=219 %	n=499 %	n=388 %	n=70 %	
1. Often	8.2	14.4	9.5	4.1	1.6	< 0.001
2. Occasionally	19.4	25.6	23.1	14.1	4.1	
3. Rarely	40.9	39.1	46.5	37.4	26.7	
4. Never	31.5	20.9	20.9	44.4	67.6	

Table 37b.3. Residential distribution in question 37b: “How often do you mix your mother tongue and English when writing?” The distribution includes respondents who reported speaking or writing also in English.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents who speak or write in English n=1177 %	Area				p
		1	2	3	4	
		n=545 %	n=263 %	n=194 %	n=175 %	
1. Often	8.2	11.2	5.8	2.6	8.5	< 0.001
2. Occasionally	19.4	20.9	21.8	16.1	15.0	
3. Rarely	40.9	37.7	41.7	50.9	38.7	
4. Never	31.5	30.2	30.6	30.5	37.8	

Table 37b.4. Educational distribution in question 37b: “How often do you mix your mother tongue and English when writing?” The distribution includes respondents who reported speaking or writing also in English.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents who speak or write in English	Education					p
		1	2	3	4	5	
		n=1177	n=44	n=181	n=590	n=137	
	%	%	%	%	%	%	
1. Often	8.2	9.4	9.3	7.7	8.0	8.4	0.040
2. Occasionally	19.4	10.4	21.1	18.6	20.6	21.2	
3. Rarely	40.9	21.9	37.7	41.4	45.4	43.7	
4. Never	31.5	58.3	31.9	32.2	25.9	26.7	

Table 37b.5. Occupation distribution in question 37b: “How often do you mix your mother tongue and English when writing?” The distribution includes respondents who reported speaking or writing also in English.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents who speak or write in English	Occupation					p
		1	2	3	4	5	
		n=1177	n=64	n=367	n=287	n=69	
	%	%	%	%	%	%	
1. Often	8.2	7.0	7.1	12.1	7.6	4.1	0.020
2. Occasionally	19.4	22.4	18.5	19.9	24.0	18.9	
3. Rarely	40.9	31.1	45.7	39.1	34.0	38.4	
4. Never	31.5	39.5	28.7	28.9	34.4	38.6	

Table 38.1.1. Gender distribution in question 38: “With whom are you speaking when you mix your mother tongue and English?” The question was directed to those respondents who reported mixing their mother tongue and English when speaking. The median numbers of respondents are shown above the columns.

I speak with	Respondents who mix their mother tongue and English n=694	Gender		p
		Male	Female	
		n=336	n=354	
	%	%	%	
a. my partner (n=635)	77.0	76.5	77.4	0.785
b. my children (n=524)	70.0	65.1	74.1	0.025
c. parents (n=725)	38.3	38.7	37.9	0.827
d. relatives (n=759)	50.1	51.0	49.3	0.637
e. friends (n=881)	93.2	91.9	94.5	0.125
f. fellow hobbyists (n=694)	68.9	79.2	58.9	< 0.001
g. workmates (n=732)	79.2	80.1	78.3	0.535
h. schoolmates or fellow students(n=565)	62.4	62.0	62.7	0.848
i. someone else (n=70)	28.0	21.6	33.4	0.271

The numbers in items a.-i. do not include respondents who left all the options unmarked in the particular item.

Table 38.1.2. Age group distribution in question 38: “With whom are you speaking when you mix your mother tongue and English?” The question was directed to those respondents who reported mixing their mother tongue and English when speaking. The median numbers of respondents are shown above the columns.

I speak with	Respondents who mix their mother tongue and English n=694	Age				p
		15–24	25–44	45–64	65–79	
		n=137	n=344	n=195	n=17	
	%	%	%	%	%	
a. my partner (n=635)	77.0	67.5	85.7	66.5	65.4	< 0.001
b. my children (n=524)	70.0	11.8	63.8	85.2	79.5	< 0.001
c. parents (n=725)	38.3	59.7	40.8	11.0	14.5	< 0.001
d. relatives (n=759)	50.1	47.6	51.2	48.1	66.7	0.369
e. friends (n=881)	93.2	96.6	94.5	88.9	88.7	0.006
f. fellow hobbyists (n=694)	68.9	68.4	69.3	68.1	71.8	0.982
g. workmates (n=732)	79.2	64.9	82.4	81.2	53.4	< 0.001
h. schoolmates or fellow students(n=565)	62.4	90.8	54.1	42.0	55.2	< 0.001
i. someone else (n=70)	28.0	19.2	21.8	37.8	52.1	0.384 ^a

The numbers in items a.-i. do not include respondents who left all the options unmarked in the particular item.

^aOver 20 % of expected frequencies fall below five.

Table 38.1.3. Residential area distribution in question 38: “With whom are you speaking when you mix your mother tongue and English?” The question was directed to those respondents who reported mixing their mother tongue and English when speaking. The median numbers of respondents are shown above the columns.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

I speak with	Respondents who mix their mother tongue and English n=694	Area				p
		1	2	3	4	
		n=327	n=148	n=111	n=104	
	%	%	%	%	%	
a. my partner (n=635)	77.0	78.1	73.6	86.0	67.9	0.014
b. my children (n=524)	70.0	64.8	75.7	77.9	66.7	0.042
c. parents (n=725)	38.3	43.8	35.5	32.4	31.2	0.029
d. relatives (n=759)	50.1	47.8	55.9	48.8	51.0	0.399
e. friends (n=881)	93.2	92.5	94.9	95.3	91.1	0.392
f. fellow hobbyists (n=694)	68.9	69.4	75.2	69.7	57.0	0.020
g. workmates (n=732)	79.2	80.7	82.8	81.3	66.2	0.006
h. schoolmates or fellow students(n=565)	62.4	69.2	65.3	49.5	49.0	< 0.001
i. someone else (n=85)	28.0	24.3	45.9	27.0	12.9	0.307 ^a

The numbers in items a.-i. do not include respondents who left all the options unmarked in the particular item.

^aOver 20 % of expected frequencies fall below five.

Table 38.1.4. Educational distribution in question 38: “With whom are you speaking when you mix your mother tongue and English?” The question was directed to those respondents who reported mixing their mother tongue and English when speaking. The median numbers of respondents are shown above the columns.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

I speak with	Respondents who mix their mother tongue and English n=694	Education					p
		1	2	3	4	5	
		n=12	n=99	n=355	n=88	n=142	
	%	%	%	%	%	%	
a. my partner (n=635)	77.0	80.1	65.3	76.1	85.6	77.7	0.088
b. my children (n=524)	70.0	82.9	62.7	74.9	53.8	69.7	0.006
c. parents (n=725)	38.3	37.2	48.0	38.9	29.0	35.8	0.104
d. relatives (n=759)	50.1	46.5	43.2	52.3	49.9	49.4	0.601
e. friends (n=881)	93.2	100.0	92.6	92.0	98.8	92.9	0.106
f. fellow hobbyists (n=694)	68.9	63.6	73.8	64.8	78.2	70.1	0.108
g. workmates (n=732)	79.2	83.8	71.2	76.3	81.5	87.4	0.021
h. schoolmates or fellow students(n=565)	62.4	100.0	78.6	53.9	58.7	66.2	< 0.001
i. someone else (n=70)	28.0	0	15.6	25.9	33.3	39.2	0.701 ^a

The numbers in items a.-i. do not include respondents who left all the options unmarked in the particular item.

^aOver 20 % of expected frequencies fall below five.

Table 38.1.5. Occupation distribution in question 38: “With whom are you speaking when you mix your mother tongue and English?” The question was directed to those respondents who reported mixing their mother tongue and English when speaking. The median numbers of respondents are shown above the columns.

I speak with	Respondents who mix their mother tongue and English		Occupation					p
	n=694	n=47	1	2	3	4	5	
			%	%	%	%	%	
a. my partner (n=635)	77.0	70.2	76.3	79.2	84.4	75.3	0.484	
b. my children (n=524)	70.0	77.0	67.9	68.4	80.4	76.2	0.272	
c. parents (n=725)	38.3	18.8	32.1	37.2	34.2	43.3	0.041	
d. relatives (n=759)	50.1	48.1	52.8	44.9	64.2	48.2	0.123	
e. friends (n=881)	93.2	92.5	94.5	95.3	95.8	85.1	0.001	
f. fellow hobbyists (n=694)	68.9	58.9	73.8	65.4	58.4	70.1	0.094	
g. workmates (n=732)	79.2	70.5	88.1	79.2	68.7	76.7	< 0.001	
h. schoolmates or fellow students (n=565)	62.4	31.4	62.4	49.0	50.0	62.2	0.004	
i. someone else (n=70)	28.0	0	46.0	30.8	100.0	10.4	0.006 ^a	

The numbers in items a.-i. do not include respondents who left all the options unmarked in the particular item.

^aOver 20 % of expected frequencies fall below five.

Table 38.2.1. Gender distribution in question 38: “With whom are you writing when you mix your mother tongue and English?” The question was directed to those respondents who reported mixing their mother tongue and English when writing. The median numbers of respondents are shown above the columns.

I write with	Respondents who mix their mother tongue and English		Gender		p
	n=344	n=150	Male	Female	
			%	%	
a. my partner (n=305)	57.2	57.3	57.1	0.963	
b. my children (n=220)	33.4	20.6	42.4	< 0.001	
c. parents (n=389)	15.8	18.3	13.9	0.244	
d. relatives (n=387)	26.7	23.7	28.9	0.258	
e. friends (n=437)	77.5	77.8	77.1	0.860	
f. fellow hobbyists (n=344)	41.9	49.8	35.8	0.009	
g. workmates (n=360)	51.4	60.6	43.5	0.001	
h. schoolmates or fellow students (n=285)	50.9	49.7	51.9	0.707	
i. someone else (n=22)	38.1	43.7	32.9	0.601	

The numbers in items a.-i. do not include respondents who left all the options unmarked in the particular item.

Table 38.2.2 Age group distribution in question 38: “With whom are you writing when you mix your mother tongue and English?” The question was directed to those respondents who reported mixing their mother tongue and English when writing. The median numbers of respondents are shown above the columns.

I speak with	Respondents who mix their mother tongue and English n=344	Age				p
		15–24	25–44	45–64	65–79	
		n=81	n=192	n=72	n=3	
	%	%	%	%	%	
a. my partner (n=305)	57.2	76.5	61.7	36.7	27.2	< 0.001 ^a
b. my children (n=220)	33.4	8.7	21.2	55.6	57.7	< 0.001 ^a
c. parents (n=389)	15.8	17.3	17.6	7.4	33.7	0.209 ^a
d. relatives (n=387)	26.7	21.3	26.1	33.3	48.1	0.231 ^a
e. friends (n=437)	77.5	87.2	77.1	66.7	75.6	0.009 ^a
f. fellow hobbyists (n=344)	41.9	42.9	43.4	35.7	64.2	0.595 ^a
g. workmates (n=360)	51.4	28.7	55.7	54.4	34.7	0.004 ^a
h. schoolmates or fellow students (n=285)	50.9	69.5	47.5	22.6	44.1	< 0.001 ^a
i. someone else (n=22)	38.1	25.6	44.7	41.0	0	0.847 ^a

The numbers in items a.-i. do not include respondents who left all the options unmarked in the particular item.

^aOver 20 % of expected frequencies fall below five.

Table 38.2.3. Residential area distribution in question 38: “With whom are you writing when you mix your mother tongue and English?” The question was directed to those respondents who reported mixing their mother tongue and English when writing. The median numbers of respondents are shown above the columns.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

I speak with	Respondents who mix their mother tongue and English n=344	Area				p
		1	2	3	4	
		n=185	n=62	n=50	n=43	
	%	%	%	%	%	
a. my partner (n=305)	57.2	59.3	49.3	60.6	54.6	0.591
b. my children (n=220)	33.4	35.5	35.4	33.1	23.7	0.647
c. parents (n=389)	15.8	18.1	12.9	12.4	14.3	0.604
d. relatives (n=387)	26.7	25.2	27.0	28.9	29.9	0.888
e. friends (n=437)	77.5	77.5	77.9	77.5	76.9	0.999
f. fellow hobbyists (n=344)	41.9	48.4	35.8	26.0	41.7	0.025
g. workmates (n=360)	51.4	56.7	41.3	47.6	46.9	0.138
h. schoolmates or fellow students (n=285)	50.9	57.1	41.3	36.3	52.8	0.060
i. someone else (n=22)	38.1	25.5	50.3	0	42.3	0.471 ^a

The numbers in items a.-i. do not include respondents who left all the options unmarked in the particular item.

^aOver 20 % of expected frequencies fall below five.

Table 38.2.4. Educational distribution in question 38: “With whom are you writing when you mix your mother tongue and English?” The question was directed to those respondents who reported mixing their mother tongue and English when writing. The median numbers of respondents are shown above the columns.
 1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

I speak with	Respondents who mix their mother tongue and English n=344	Education					p
		1	2	3	4	5	
		n=6	n=49	n=163	n=48	n=76	
	%	%	%	%	%	%	
a. my partner (n=305)	57.2	62.8	64.8	55.4	57.3	58.6	0.944
b. my children (n=220)	33.4	62.8	58.2	35.0	27.6	25.4	0.134 ^a
c. parents (n=389)	15.8	11.0	9.7	18.8	11.4	15.6	0.465
d. relatives (n=387)	26.7	9.5	17.2	33.1	24.0	21.3	0.068
e. friends (n=437)	77.5	76.0	86.4	82.5	62.8	69.7	0.003
f. fellow hobbyists (n=344)	41.9	14.9	42.0	39.2	40.1	51.4	0.234
g. workmates (n=360)	51.4	37.1	34.4	44.6	48.1	72.6	< 0.001
h. schoolmates or fellow students (n=285)	50.9	56.4	56.0	46.5	49.1	54.9	0.734
i. someone else (n=22)	38.1	0	40.6	40.1	31.1	39.2	0.989 ^a

The numbers in items a.-i. do not include respondents who left all the options unmarked in the particular item.

^aOver 20 % of expected frequencies fall below five.

Table 38.2.5. Occupation distribution in question 38: “With whom are you writing when you mix your mother tongue and English?” The question was directed to those respondents who reported mixing their mother tongue and English when writing. The median numbers of respondents are shown above the columns.
 1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

I write with	Respondents who mix their mother tongue and English n=344	Occupation					p
		1	2	3	4	5	
		n=16	n=134	n=74	n=22	n=48	
	%	%	%	%	%	%	
a. my partner (n=305)	57.2	58.0	52.6	66.6	59.7	58.1	0.438
b. my children (n=220)	33.4	14.0	31.6	43.2	30.0	35.3	0.238
c. parents (n=389)	15.8	9.7	14.1	14.9	14.7	28.4	0.116
d. relatives (n=387)	26.7	26.4	22.8	28.3	39.8	35.4	0.299
e. friends (n=437)	77.5	61.8	72.4	80.0	76.9	79.2	0.392
f. fellow hobbyists (n=344)	41.9	54.3	46.9	29.7	31.8	52.0	0.045
g. workmates (n=360)	51.4	72.0	63.2	48.9	25.8	37.8	< 0.001
h. schoolmates or fellow students (n=285)	50.9	23.3	50.4	52.4	24.1	61.7	0.048
i. someone else (n=22)	38.1	0	40.2	44.9	0	59.5	0.572 ^a

The numbers in items a.-i. do not include respondents who left all the options unmarked in the particular item.

^aOver 20 % of expected frequencies fall below five.

Table 39.1.1. Gender distribution in question 39: “Why do you mix your mother tongue and English when speaking?” The question was directed to those respondents who reported mixing their mother tongue and English when speaking (64.6% of total respondents).

Reason	Respondents who mix their mother tongue and English when speaking n=966 %	Gender		p
		Male	Female	
		n=451 %	n=515 %	
a. I will not be understood otherwise	11.2	13.3	9.3	0.047
b. Finding another suitable expression is difficult	37.4	33.7	40.5	0.029
c. I use professional or specialist terminology	42.0	52.5	32.8	< 0.001
d. The people I interact with do the same	36.6	37.2	36.2	0.749
e. It is a good way to create an effect	39.4	39.5	39.3	0.959
f. I do not even notice that I am doing it	76.4	75.4	77.4	0.466

Table 39.1.2. Age group distribution in question 39: “Why do you mix your mother tongue and English when speaking?”

Reason	Respondents who mix their mother tongue and English when speaking n=966 %	Age				p
		15–24	25–44	45–64	65–79	
		n=195 %	n=433 %	n=299 %	n=39 %	
a. I will not be understood otherwise	11.2	11.9	7.2	16.2	12.8	0.002
b. Finding another suitable expression is difficult	37.4	49.9	34.1	33.2	42.5	< 0.001
c. I use professional or specialist terminology	42.0	37.9	49.3	36.1	24.9	< 0.001
d. The people I interact with do the same	36.6	41.1	35.5	35.1	38.6	0.515
e. It is a good way to create an effect	39.4	46.5	38.9	37.9	21.0	0.018
f. I do not even notice that I am doing it	76.4	82.4	83.1	64.3	65.7	< 0.001

Table 39.1.3. Residential area distribution in question 39: “Why do you mix your mother tongue and English when speaking?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

Reason	Respondents who mix their mother tongue and English when speaking n=966 %	Area				p
		1	2	3	4	
		n=467 %	n=205 %	n=160 %	n=134 %	
a. I will not be understood otherwise	11.2	8.7	11.4	12.6	17.6	0.031
b. Finding another suitable expression is difficult	37.4	37.5	38.0	38.5	34.5	0.900
c. I use professional or specialist terminology	42.0	45.4	39.6	38.7	37.3	0.196
d. The people I interact with do the same	36.6	36.5	34.6	36.1	41.0	0.686
e. It is a good way to create an effect	39.4	38.6	41.5	37.5	41.3	0.810
f. I do not even notice that I am doing it	76.4	75.8	80.3	70.9	79.3	0.163

Table 39.1.4. Educational distribution in question 39: “Why do you mix your mother tongue and English when speaking?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

Reason	Respondents who mix their mother tongue and English when speaking n=966 %	Education					p
		1	2	3	4	5	
		n=24 %	n=139 %	n=487 %	n=118 %	n=193 %	
a. I will not be understood otherwise	11.2	21.9	13.1	12.4	10.9	5.1	0.023
b. Finding another suitable expression is difficult	37.4	36.3	45.4	34.6	37.8	38.5	0.230
c. I use professional or specialist terminology	42.0	20.0	29.2	35.0	58.2	61.4	< 0.001
d. The people I interact with do the same	36.6	48.6	40.3	36.6	37.2	32.2	0.420
e. It is a good way to create an effect	39.4	46.4	50.9	41.1	30.7	31.2	0.001
f. I do not even notice that I am doing it	76.4	52.9	78.3	77.9	78.8	73.7	0.048

Table 39.1.5. Occupation distribution in question 39: “Why do you mix your mother tongue and English when speaking?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

Reason	Respondents who mix their mother tongue and English when speaking n=966 %	Occupation					p
		1	2	3	4	5	
		n=55 %	n=309 %	n=241 %	n=56 %	n=181 %	
a. I will not be understood otherwise	11.2	13.5	7.5	15.2	7.3	10.0	0.046
b. Finding another suitable expression is difficult	37.4	31.2	36.0	40.1	39.9	30.5	0.278
c. I use professional or specialist terminology	42.0	58.0	60.3	31.4	21.8	31.8	< 0.001
d. The people I interact with do the same	36.6	26.4	35.7	33.4	36.4	41.4	0.261
e. It is a good way to create an effect	39.4	36.9	32.8	35.9	50.0	47.9	0.005
f. I do not even notice that I am doing it	76.4	79.7	71.9	77.3	92.7	72.6	0.012

Table 39.2.1. Gender distribution in question 39: “Why do you mix your mother tongue and English when writing?” The question was directed to those respondents who reported mixing their mother tongue and English when writing (32.9% of total respondents).

Reason	Respondents who mix their mother tongue and English when writing n=492 %	Gender		p
		Male	Female	
		n=227 %	n=265 %	
a. I will not be understood otherwise	5.3	6.5	4.3	0.271
b. Finding another suitable expression is difficult	23.5	23.1	23.8	0.852
c. I use professional or specialist terminology	46.3	56.5	37.5	< 0.001
d. The people I interact with do the same	29.4	25.4	32.8	0.072
e. It is a good way to create an effect	37.9	34.3	41.0	0.127
f. I do not even notice that I am doing it	47.5	42.9	51.3	0.063

Table 39.2.2 Age group distribution in question 39: “Why do you mix your mother tongue and English when writing?”

Reason	Respondents who mix their mother tongue and English when writing n=492	Age				p
		15–24	25–44	45–64	65–79	
		n=117	n=255	n=113	n=7	
	%	%	%	%	%	
a. I will not be understood otherwise	5.3	7.1	3.9	6.5	5.0	0.558
b. Finding another suitable expression is difficult	23.5	34.7	18.7	21.8	37.1	0.006
c. I use professional or specialist terminology	46.3	43.4	49.8	40.2	63.9	0.233 ^a
d. The people I interact with do the same	29.4	33.0	26.4	31.6	41.2	0.456
e. It is a good way to create an effect	37.9	38.4	38.4	38.4	5.7	0.349 ^a
f. I do not even notice that I am doing it	47.5	51.4	51.7	33.6	50.4	0.010 ^a

^aOver 20 % of expected frequencies fall below five.

Table 39.2.3. Residential area distribution in question 39: “Why do you mix your mother tongue and English when writing?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

Reason	Respondents who mix their mother tongue and English when writing n=492	Area				p
		1	2	3	4	
		n=260	n=101	n=69	n=62	
	%	%	%	%	%	
a. I will not be understood otherwise	5.3	5.5	2.1	6.5	8.2	0.179 ^a
b. Finding another suitable expression is difficult	23.5	26.6	22.4	14.6	22.0	0.208
c. I use professional or specialist terminology	46.3	52.1	33.0	45.0	45.2	0.012
d. The people I interact with do the same	29.4	31.4	26.7	25.5	29.7	0.709
e. It is a good way to create an effect	37.9	39.1	40.1	29.3	38.6	0.462
f. I do not even notice that I am doing it	47.5	47.0	54.1	49.1	36.5	0.180

^aOver 20 % of expected frequencies fall below five.

Table 39.2.4. Educational distribution in question 39: “Why do you mix your mother tongue and English when writing?”
 1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system),
 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5:
 University degree.

Reason	Respondents who mix their mother tongue and English when writing n=492 %	Education					p
		1	2	3	4	5	
		n=7 %	n=69 %	n=240 %	n=71 %	n=106 %	
a. I will not be understood otherwise	5.3	30.1	7.4	3.4	4.8	6.8	0.019 ^a
b. Finding another suitable expression is difficult	23.5	38.7	32.6	18.4	18.0	31.6	0.013
c. I use professional or specialist terminology	46.3	15.2	31.8	39.2	64.2	62.0	<0.001
d. The people I interact with do the same	29.4	39.2	28.7	29.5	24.9	32.0	0.845
e. It is a good way to create an effect	37.9	51.5	33.5	43.0	25.5	36.4	0.074
f. I do not even notice that I am doing it	47.5	27.2	56.4	44.0	48.7	50.1	0.297

^aOver 20 % of expected frequencies fall below five.

Table 39.2.5. Occupation distribution in question 39: “Why do you mix your mother tongue and English when writing?”
 1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

Reason	Respondents who mix their mother tongue and English when writing n=492 %	Occupation					p
		1	2	3	4	5	
		n=22 %	n=185 %	n=113 %	n=31 %	n=70 %	
a. I will not be understood otherwise	5.3	0	6.7	2.3	0	9.1	0.046 ^a
b. Finding another suitable expression is difficult	23.5	39.2	21.0	21.8	20.7	19.0	0.358
c. I use professional or specialist terminology	46.3	64.5	67.4	33.6	17.4	26.1	<0.001
d. The people I interact with do the same	29.4	32.9	27.8	29.6	19.7	34.3	0.628
e. It is a good way to create an effect	37.9	43.6	35.7	36.4	53.5	43.8	0.311
f. I do not even notice that I am doing it	47.5	37.9	42.7	55.1	70.5	40.3	0.010

^aOver 20 % of expected frequencies fall below five.

Table 40.1. Gender distribution in question 40: “In 20 years’ time, how likely is it that English will be one of the official languages of Finland?”

	Total respondents	Gender		p
		Male	Female	
		n=733	n=738	
	n=1471			
	%	%	%	
1. Very likely	9.7	8.3	11.0	0.019
2. Fairly likely	25.5	26.8	24.2	
3. Rather unlikely	33.9	33.1	34.6	
4. Very unlikely	21.3	23.6	18.9	
5. No opinion	9.7	8.1	11.2	

Table 40.2 Age group distribution in question 40: “In 20 years’ time, how likely is it that English will be one of the official languages of Finland?”

	Total respondents	Age				p
		15–24	25–44	45–64	65–79	
		n=230	n=515	n=555	n=171	
	n=1471					
	%	%	%	%	%	
1. Very likely	9.7	7.2	10.8	8.9	11.9	0.001
2. Fairly likely	25.5	28.8	24.4	24.3	28.7	
3. Rather unlikely	33.9	33.6	38.0	32.6	26.0	
4. Very unlikely	21.3	17.1	20.6	24.7	17.9	
5. No opinion	9.7	13.3	6.3	9.5	15.4	

Table 40.3. Residential area distribution in question 40: “In 20 years’ time, how likely is it that English will be one of the official languages of Finland?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents	Area				p
		1	2	3	4	
		n=628	n=320	n=250	n=273	
	n=1471					
	%	%	%	%	%	
1. Very likely	9.7	7.5	11.5	11.7	10.7	0.008
2. Fairly likely	25.5	22.9	24.5	27.3	31.2	
3. Rather unlikely	33.9	38.2	32.1	33.5	26.4	
4. Very unlikely	21.3	22.2	21.1	21.5	19.1	
5. No opinion	9.7	9.2	10.8	6.0	12.7	

Table 40.4. Educational distribution in question 40: “In 20 years’ time, how likely is it that English will be one of the official languages of Finland?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondent s n=1471 %	Education					p
		1	2	3	4	5	
		n=163 %	n=247 %	n=675 %	n=148 %	n=224 %	
1. Very likely	9.7	7.2	11.0	10.3	12.0	6.8	< 0.001
2. Fairly likely	25.5	26.6	29.6	27.1	24.5	16.3	
3. Rather unlikely	33.9	31.2	28.0	35.0	30.3	41.4	
4. Very unlikely	21.3	16.6	16.8	20.4	23.1	31.5	
5. No opinion	9.7	18.4	14.7	7.1	10.1	4.0	

Table 40.5. Occupation distribution in question 40: “In 20 years’ time, how likely is it that English will be one of the official languages of Finland?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1471 %	Occupation					p
		1	2	3	4	5	
		n=76 %	n=401 %	n=337 %	n=88 %	n=395 %	
1. Very likely	9.7	6.4	8.1	12.2	10.5	10.6	0.004
2. Fairly likely	25.5	24.2	20.4	30.3	25.4	24.7	
3. Rather unlikely	33.9	44.1	36.7	32.2	36.2	30.4	
4. Very unlikely	21.3	21.6	26.4	17.9	15.1	21.6	
5. No opinion	9.7	3.7	8.4	7.4	12.8	12.7	

Table 41.1. Percentages of respondents who *agree* with statements in question 41: “In 20 years’ time, what kind of status could English have in Finland?” by gender. The median numbers of respondents are shown above the columns.

Statement	Total respondents		Gender		p
	n=1455	n=725	Male	Female	
	%	%	%	%	
a. The importance of English in Finland will have diminished	5.5	6.6	4.4	0.073	
b. The importance of English in Finland will have increased	90.0	89.6	90.3	0.649	
c. All Finns will need to know English	46.8	45.2	48.3	0.236	
d. There will be more English lessons in basic education than now	68.4	69.3	67.5	0.458	
e. Theoretical subjects (such as biology, physics, history) will be taught in English more than today	43.6	44.2	43.1	0.667	
f. Vocational and academic education in Finland will be given only in English	21.7	20.7	22.6	0.384	
g. Films and television series will not be subtitled, because people will know English so well	7.9	7.3	8.6	0.378	
h. English will be more visible in the urban Finnish environment than it is now	72.5	71.7	73.4	0.464	

Table 41.2. Percentages of respondents who *agree* with statements in question 41: “In 20 years’ time, what kind of status could English have in Finland?” by age group. The median numbers of respondents are shown above the columns.

Statement	Total respondents		Age				p
	n=1455	n=231	n=517	n=542	n=164		
	%	%	%	%	%		
a. The importance of English in Finland will have diminished	5.5	5.0	3.1	6.5	10.6	0.002	
b. The importance of English in Finland will have increased	90.0	92.0	91.4	89.9	82.7	0.007	
c. All Finns will need to know English	46.8	67.3	54.2	35.6	31.5	< 0.001	
d. There will be more English lessons in basic education than now	68.4	72.3	71.2	64.3	67.3	0.049	
e. Theoretical subjects (such as biology, physics, history) will be taught in English more than today	43.6	40.4	46.5	44.4	36.5	0.101	
f. Vocational and academic education in Finland will be given only in English	21.7	22.9	24.1	20.4	16.3	0.147	
g. Films and television series will not be subtitled, because people will know English so well	7.9	8.1	10.8	5.4	6.9	0.013	
h. English will be more visible in the urban Finnish environment than it is now	72.5	75.9	77.4	71.5	56.2	< 0.001	

Table 41.3. Percentages of respondents who *agree* with statements in question 41: “In 20 years’ time, what kind of status could English have in Finland?” by residential area. The median numbers of respondents are shown above the columns.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

Statement	Total respondents	Area				p
	n=1455	1	2	3	4	
	%	n=628	n=313	n=245	n=267	
a. The importance of English in Finland will have diminished	5.5	3.7	5.4	6.3	9.0	0.019
b. The importance of English in Finland will have increased	90.0	92.2	89.3	92.4	83.3	< 0.001
c. All Finns will need to know English	46.8	52.5	43.6	44.1	39.3	0.001
d. There will be more English lessons in basic education than now	68.4	67.9	68.2	72.3	66.1	0.472
e. Theoretical subjects (such as biology, physics, history) will be taught in English more than today	43.6	43.9	45.1	45.2	39.9	0.564
f. Vocational and academic education in Finland will be given only in English	21.7	25.9	20.7	19.8	14.8	0.002
g. Films and television series will not be subtitled, because people will know English so well	7.9	8.0	9.0	7.9	6.5	0.739
h. English will be more visible in the urban Finnish environment than it is now	72.5	76.3	72.1	72.5	64.2	0.003

Table 41.4. Percentages of respondents who *agree* with statements in question 41: “In 20 years’ time, what kind of status could English have in Finland?” by education. The median numbers of respondents are shown above the columns.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

Statement	Total respondents	Education					p
	n=1455	1	2	3	4	5	
	%	n=157	n=241	n=673	n=147	n=224	
a. The importance of English in Finland will have diminished	5.5	10.2	8.3	5.7	1.1	1.6	< 0.001
b. The importance of English in Finland will have increased	90.0	83.8	84.3	90.7	98.9	93.1	< 0.001
c. All Finns will need to know English	46.8	29.1	47.1	46.3	55.9	55.1	< 0.001
d. There will be more English lessons in basic education than now	68.4	59.3	70.9	69.5	78.2	63.4	0.003
e. Theoretical subjects (such as biology, physics, history) will be taught in English more than today	43.6	33.3	36.8	43.7	52.7	52.0	< 0.001
f. Vocational and academic education in Finland will be given only in English	21.7	15.5	19.2	21.2	28.1	25.9	0.033
g. Films and television series will not be subtitled, because people will know English so well	7.9	5.3	9.8	6.5	12.1	9.1	0.074
h. English will be more visible in the urban Finnish environment than it is now	72.5	57.1	65.2	74.8	79.8	81.1	< 0.001

Table 41.5. Percentages of respondents who *agree* with statements in question 41: “In 20 years’ time, what kind of status could English have in Finland?” by occupation. The median numbers of respondents are shown above the columns.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

Statement	Occupation						p
	Total respondents	1	2	3	4	5	
	n=1455 %	n=74 %	n=399 %	n=339 %	n=87 %	n=382 %	
a. The importance of English in Finland will have diminished	5.5	3.3	2.8	4.9	7.5	7.6	0.035
b. The importance of English in Finland will have increased	90.0	93.8	93.9	90.3	89.1	85.4	0.002
c. All Finns will need to know English	46.8	47.7	52.8	49.1	38.6	35.3	< 0.001
d. There will be more English lessons in basic education than now	68.4	74.3	64.8	74.4	67.2	64.9	0.023
e. Theoretical subjects (such as biology, physics, history) will be taught in English more than today	43.6	47.8	50.2	46.1	32.8	39.2	0.004
f. Vocational and academic education in Finland will be given only in English	21.7	27.9	24.7	22.3	13.1	17.8	0.024
g. Films and television series will not be subtitled, because people will know English so well	7.9	0.5	9.8	9.2	7.6	5.5	0.022
h. English will be more visible in the urban Finnish environment than it is now	72.5	72.6	77.6	75.2	69.9	65.9	0.004

Table 42a.1. Gender distribution in question 42a: “Do you believe that in 20 years’ time, there will be social domains in Finland where English will be used more than Finnish?”

	Total respondents	Gender		p
		Male	Female	
		n=723	n=725	
	n=1448			
	%	%	%	
1. Yes	36.7	35.5	37.8	0.019
2. No	41.1	44.5	37.7	
3. No opinion	22.2	20.0	24.5	

Table 42a.2 Age group distribution in question 42a: “Do you believe that in 20 years’ time, there will be social domains in Finland where English will be used more than Finnish?”

	Total respondents	Age				p
		15–24	25–44	45–64	65–79	
		n=230	n=516	n=539	n=163	
	n=1448					
	%	%	%	%	%	
1. Yes	36.7	34.6	45.7	32.4	24.9	< 0.001
2. No	41.1	35.1	38.4	44.6	46.3	
3. No opinion	22.2	30.3	15.9	22.9	28.8	

Table 42a.3. Residential area distribution in question 42a: “Do you believe that in 20 years’ time, there will be social domains in Finland where English will be used more than Finnish?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents	Area				p
		1	2	3	4	
		n=622	n=311	n=247	n=268	
	n=1448					
	%	%	%	%	%	
1. Yes	36.7	43.3	31.3	34.2	29.5	< 0.001
2. No	41.1	37.4	42.4	45.5	44.3	
3. No opinion	22.2	19.3	26.3	20.2	26.2	

Table 42a.4. Educational distribution in question 42a: “Do you believe that in 20 years’ time, there will be social domains in Finland where English will be used more than Finnish?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondent s n=1448 %	Education					p
		1	2	3	4	5	
		n=156 %	n=243 %	n=671 %	n=147 %	n=222 %	
1. Yes	36.7	16.0	30.0	37.0	47.5	50.2	< 0.001
2. No	41.1	45.9	35.6	43.3	40.5	37.5	
3. No opinion	22.2	38.1	34.4	19.7	12.0	12.3	

Table 42a.5. Occupation distribution in question 42a: “Do you believe that in 20 years’ time, there will be social domains in Finland where English will be used more than Finnish?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents n=1448 %	Occupation					p
		1	2	3	4	5	
		n=72 %	n=398 %	n=335 %	n=86 %	n=386 %	
1. Yes	36.7	38.6	50.4	36.8	35.0	24.6	< 0.001
2. No	41.1	50.0	37.2	37.4	41.3	50.0	
3. No opinion	22.2	11.4	12.4	25.8	23.7	25.4	

Table 42b.1. Percentages by gender in question 42b: “In 20 years’ time, in which of the following domains in Finland do you believe English will be used more than Finnish?” The distribution includes those respondents who answered *yes* in question 42a (37 % of the total respondents).

	Respondents who believe English will be used more than Finnish	Gender			p
		Male	Female		
		n=531 %	n=257 %	n=274 %	
1. Business and financial life	82.1	82.4	81.9	0.870	
2. Science (e.g. natural sciences, medicine)	66.4	71.2	61.9	0.023	
3. Education	48.2	44.5	51.7	0.100	
4. Communications	41.5	41.3	41.7	0.927	
5. Literature (Finnish authors writing in English)	3.4	3.5	3.4	0.985	
6. Finnish rock and pop music	59.0	54.3	63.4	0.033	
7. Finnish web pages	35.1	35.9	34.3	0.695	
8. The subcultures and leisure activities of Finnish young people	46.0	45.8	46.1	0.947	

Table 42b.2. Percentages by age group in question 42b: “In 20 years’ time, in which of the following domains in Finland do you believe English will be used more than Finnish?” The distribution includes those respondents who answered *yes* in question 42a (37 % of the total respondents).

	Respondents who believe English will be used more than Finnish	Age				p
		15–24	25–44	45–64	65–79	
		n=80 %	n=235 %	n=175 %	n=41 %	
1. Business and financial life	82.1	80.1	83.5	83.4	72.5	0.350
2. Science (e.g. natural sciences, medicine)	66.4	62.1	67.9	66.8	64.0	0.798
3. Education	48.2	43.7	47.7	52.1	43.8	0.566
4. Communications	41.5	43.5	40.8	41.0	43.8	0.960
5. Literature (Finnish authors writing in English)	3.4	6.7	2.0	4.4	1.0	0.156 ^a
6. Finnish rock and pop music	59.0	69.5	56.7	56.9	60.8	0.212
7. Finnish web pages	35.1	48.2	35.0	31.5	25.2	0.032
8. The subcultures and leisure activities of Finnish young people	46.0	45.9	51.9	40.1	37.0	0.068

^aOver 20 % of expected frequencies fall below five.

Table 42b.3 Percentages by residential area in question 42b: “In 20 years’ time, in which of the following domains in Finland do you believe English will be used more than Finnish?” The distribution includes those respondents who answered *yes* in question 42a (37 % of the total respondents).

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents who believe English will be used more than Finnish n=531 %	Area				p
		1	2	3	4	
		n=269 %	n=97 %	n=84 %	n=79 %	
1. Business and financial life	82.1	84.8	75.2	78.6	85.2	0.128
2. Science (e.g. natural sciences, medicine)	66.4	65.8	69.4	64.5	66.8	0.896
3. Education	48.2	47.8	49.0	53.4	43.3	0.634
4. Communications	41.5	40.9	39.8	41.6	45.5	0.880
5. Literature (Finnish authors writing in English)	3.4	3.1	2.7	5.6	3.2	0.700 ^a
6. Finnish rock and pop music	59.0	57.8	62.3	62.0	55.7	0.734
7. Finnish web pages	35.1	39.0	24.9	32.1	37.5	0.078
8. The subcultures and leisure activities of Finnish young people	46.0	49.3	37.0	49.7	41.8	0.148

^aOver 20 % of expected frequencies fall below five.

Table 42b.4. Percentages by education in question 42b: “In 20 years’ time, in which of the following domains in Finland do you believe English will be used more than Finnish?” The distribution includes those respondents who answered *yes* in question 42a (37 % of the total respondents).

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents who believe English will be used more than Finnish n=531 %	Education					p
		1	2	3	4	5	
		n=25 %	n=73 %	n=249 %	n=70 %	n=112 %	
1. Business and financial life	82.1	73.8	79.6	87.6	80.6	74.4	0.025
2. Science (e.g. natural sciences, medicine)	66.4	59.5	64.1	67.3	59.6	71.6	0.465
3. Education	48.2	50.6	44.7	54.6	49.2	35.0	0.016
4. Communications	41.5	59.0	39.8	44.8	44.1	29.9	0.030
5. Literature (Finnish authors writing in English)	3.4	4.5	4.0	3.4	0	5.2	0.443 ^a
6. Finnish rock and pop music	59.0	60.1	61.4	60.8	58.0	54.7	0.843
7. Finnish web pages	35.1	37.4	31.0	34.4	41.2	35.4	0.776
8. The subcultures and leisure activities of Finnish young people	46.0	37.4	36.6	47.0	52.4	48.8	0.297

^aOver 20 % of expected frequencies fall below five.

Table 42b.5. Percentages by occupation in question 42b: “In 20 years’ time, in which of the following domains in Finland do you believe English will be used more than Finnish?” The distribution includes those respondents who answered *yes* in question 42a (37 % of the total respondents).

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents who believe English will be used more than Finnish	Occupation					p
		1	2	3	4	5	
		n=531 %	n=28 %	n=201 %	n=123 %	n=30 %	
1. Business and financial life	82.1	83.3	80.2	84.6	86.4	84.6	0.783
2. Science (e.g. natural sciences, medicine)	66.4	74.6	70.7	67.5	46.7	59.9	0.047
3. Education	48.2	51.6	39.9	57.7	52.4	51.7	0.030
4. Communications	41.5	46.6	35.7	48.6	50.9	42.0	0.150
5. Literature (Finnish authors writing in English)	3.4	4.1	4.6	3.9	0	2.7	0.759 ^a
6. Finnish rock and pop music	59.0	50.1	55.1	66.2	56.4	61.1	0.285
7. Finnish web pages	35.1	44.7	36.9	32.4	29.0	28.1	0.387
8. The subcultures and leisure activities of Finnish young people	46.0	68.7	44.8	45.6	55.5	42.1	0.109

^aOver 20 % of expected frequencies fall below five.

Table 43.1.1. Gender distribution in question 43: “Choose from the 3 languages below the ones that the groups indicated will need to know in 20 years’ time, in your opinion” for those respondents who chose *Finnish*.

This group will need to know Finnish	Total respondents		Gender		p
	n=1455	%	Male	Female	
			n=723	n=732	
a. Children (under 12 yrs)	97.4	97.2	97.5	0.758	
b. Young people	96.6	96.4	96.7	0.784	
c. People of working age	96.1	96.3	96.0	0.759	
d. Elderly people	96.5	96.7	96.3	0.733	
e. Immigrants	85.3	84.2	86.4	0.232	
f. Politicians	97.6	97.7	97.4	0.723	
g. Entrepreneurs	97.4	97.4	97.3	0.899	
h. Academics	93.3	92.8	93.7	0.521	
i. Healthcare and social welfare workers	97.8	97.6	97.9	0.679	
j. Journalists	97.9	98.3	97.4	0.217	
k. Workers in building and construction	96.2	95.7	96.6	0.365	
l. Industrial workers	95.4	95.0	95.7	0.515	
m. Public officials and authorities (e.g. the police)	98.3	98.8	97.8	0.155	
n. Workers in the service sector	98.0	98.1	98.0	0.892	

Table 43.1.2. Age group distribution in question 43: “Choose from the 3 languages below the ones that the groups indicated will need to know in 20 years’ time, in your opinion” for those respondents who chose *Finnish*.

This group will need to know Finnish	Age					p
	Total respondents	15–24	25–44	45–64	65–79	
		n=1455	n=232	n=517	n=543	
a. Children (under 12 yrs)	97.4	98.5	98.2	97.3	93.4	0.006
b. Young people	96.6	98.9	97.8	96.3	90.2	< 0.001
c. People of working age	96.1	98.1	97.2	96.3	89.5	< 0.001
d. Elderly people	96.5	99.0	97.3	96.0	92.3	0.003
e. Immigrants	85.3	78.8	82.3	90.0	88.3	< 0.001
f. Politicians	97.6	99.2	99.2	97.2	91.5	< 0.001
g. Entrepreneurs	97.4	98.1	98.7	97.9	90.5	< 0.001
h. Academics	93.3	94.1	95.4	92.6	87.3	0.003
i. Healthcare and social welfare workers	97.8	98.3	99.2	97.7	92.7	< 0.001
j. Journalists	97.9	98.0	99.2	97.8	93.5	< 0.001 ^a
k. Workers in building and construction	96.2	97.0	96.0	96.9	93.4	0.190
l. Industrial workers	95.4	95.6	95.6	95.9	92.5	0.322
m. Public officials and authorities (e.g. the police)	98.3	98.7	99.5	98.4	93.8	< 0.001 ^a
n. Workers in the service sector	98.0	98.9	98.3	98.8	93.4	< 0.001 ^a

^aOver 20 % of expected frequencies fall below five.

Table 43.1.3. Residential area distribution in question 43: “Choose from the 3 languages below the ones that the groups indicated will need to know in 20 years’ time, in your opinion” for those respondents who chose *Finnish*.
1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

This group will need to know Finnish	Total respondents	Area				p
	n=1455	1	2	3	4	
	%	%	%	%	%	
a. Children (under 12 yrs)	97.4	98.2	97.6	97.7	94.9	0.047
b. Young people	96.6	96.8	97.9	95.6	95.5	0.346
c. People of working age	96.1	97.2	97.5	94.2	93.8	0.020
d. Elderly people	96.5	97.4	97.3	96.0	94.1	0.080
e. Immigrants	85.3	84.9	84.8	84.8	87.5	0.740
f. Politicians	97.6	98.2	97.3	97.7	96.4	0.439
g. Entrepreneurs	97.4	97.8	97.8	96.7	96.4	0.552
h. Academics	93.3	93.3	94.8	92.1	92.3	0.544
i. Healthcare and social welfare workers	97.8	98.7	97.9	97.4	95.8	0.060
j. Journalists	97.9	98.5	98.7	96.9	96.2	0.059
k. Workers in building and construction	96.2	96.4	97.5	95.4	94.9	0.357
l. Industrial workers	95.4	95.5	95.6	95.3	94.8	0.954
m. Public officials and authorities (e.g. the police)	98.3	99.1	98.7	96.8	97.5	0.080
n. Workers in the service sector	98.0	98.1	98.7	97.1	97.9	0.598

Table 43.1.4. Educational distribution in question 43: “Choose from the 3 languages below the ones that the groups indicated will need to know in 20 years’ time, in your opinion” for those respondents who chose *Finnish*.
 1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1455	Education					P
		1	2	3	4	5	
		n=154	n=247	n=673	n=147	n=224	
This group will need to know Finnish	%	%	%	%	%	%	
a. Children (under 12 yrs)	97.4	95.7	97.9	98.0	97.9	96.1	0.331
b. Young people	96.6	91.8	95.7	97.8	97.2	97.0	0.005
c. People of working age	96.1	93.2	95.9	96.9	97.2	96.6	0.233
d. Elderly people	96.5	95.9	96.1	96.6	97.3	96.9	0.947
e. Immigrants	85.3	88.3	84.8	85.8	82.1	84.8	0.635
f. Politicians	97.6	93.5	96.7	98.1	98.7	99.3	0.002
g. Entrepreneurs	97.4	95.3	96.2	98.4	98.7	96.6	0.087
h. Academics	93.3	90.5	91.8	95.0	93.9	91.7	0.136
i. Healthcare and social welfare workers	97.8	94.9	96.0	98.6	99.0	98.7	0.009 ^a
j. Journalists	97.9	95.1	96.8	98.4	98.0	99.2	0.044 ^a
k. Workers in building and construction	96.2	96.0	95.5	97.0	98.0	93.8	0.165
l. Industrial workers	95.4	95.6	94.3	96.4	97.2	92.7	0.123
m. Public officials and authorities (e.g. the police)	98.3	95.9	97.6	98.7	99.0	99.5	0.056 ^a
n. Workers in the service sector	98.0	95.4	97.7	98.7	99.0	97.7	0.085 ^a

^aOver 20 % of expected frequencies fall below five.

Table 43.1.5. Occupation distribution in question 43: “Choose from the 3 languages below the ones that the groups indicated will need to know in 20 years’ time, in your opinion” for those respondents who chose *Finnish*.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

This group will need to know Finnish	Total respondents	Occupation					p
	n=1455	1	2	3	4	5	
	%	n=73	n=401	n=337	n=87	n=383	
		%	%	%	%	%	
a. Children (under 12 yrs)	97.4	99.5	97.4	98.4	95.8	96.7	0.368
b. Young people	96.6	95.6	97.5	97.4	98.8	95.0	0.180
c. People of working age	96.1	95.1	97.3	97.5	96.1	94.2	0.114
d. Elderly people	96.5	96.4	97.3	97.5	92.9	95.1	0.146
e. Immigrants	85.3	82.8	85.6	85.8	86.7	87.2	0.878
f. Politicians	97.6	98.4	99.2	97.8	97.8	95.9	0.038
g. Entrepreneurs	97.4	98.4	97.6	97.9	99.5	97.0	0.688
h. Academics	93.3	94.9	92.0	95.5	95.0	92.6	0.310
i. Healthcare and social welfare workers	97.8	100.0	99.0	98.6	98.4	96.1	0.019
j. Journalists	97.9	99.5	99.0	98.3	99.6	96.4	0.043
k. Workers in building and construction	96.2	96.1	95.5	96.9	98.2	96.0	0.736
l. Industrial workers	95.4	96.7	94.3	97.0	98.2	94.9	0.262
m. Public officials and authorities (e.g. the police)	98.3	99.5	99.3	98.6	99.6	97.4	0.167
n. Workers in the service sector	98.0	99.5	98.6	98.4	99.1	97.2	0.421

Table 43.2.1. Gender distribution in question 43: “Choose from the 3 languages below the ones that the groups indicated will need to know in 20 years’ time, in your opinion” for those respondents who chose *Swedish*.

This group will need to know Swedish	Total respondents	Gender		p
	n=1451	Male	Female	
	%	n=721	n=730	
		%	%	
a. Children (under 12 yrs)	17.9	16.3	19.5	0.114
b. Young people	52.0	47.4	56.6	< 0.001
c. People of working age	45.6	36.7	54.4	< 0.001
d. Elderly people	13.9	11.4	16.4	0.005
e. Immigrants	9.0	8.1	9.9	0.215
f. Politicians	81.1	78.0	84.2	0.002
g. Entrepreneurs	48.4	44.3	52.6	0.002
h. Academics	52.6	50.2	54.9	0.073
i. Healthcare and social welfare workers	70.5	65.7	75.3	< 0.001
j. Journalists	72.8	68.0	77.5	< 0.001
k. Workers in building and construction	16.2	15.2	17.1	0.337
l. Industrial workers	17.4	16.2	18.6	0.216
m. Public officials and authorities (e.g. the police)	80.0	77.0	82.9	0.005
n. Workers in the service sector	72.3	69.3	75.2	0.013

Table 43.2.2. Age group distribution in question 43: “Choose from the 3 languages below the ones that the groups indicated will need to know in 20 years’ time, in your opinion” for those respondents who chose *Swedish*.

This group will need to know Swedish	Total respondents	Age				p
		15–24	25–44	45–64	65–79	
	n=1451 %	n=232 %	n=510 %	n=545 %	n=164 %	
a. Children (under 12 yrs)	17.9	12.0	15.4	21.5	22.1	0.002
b. Young people	52.0	53.4	48.7	54.0	54.1	0.323
c. People of working age	45.6	57.6	43.5	42.8	44.1	0.001
d. Elderly people	13.9	19.9	13.4	12.1	13.2	0.035
e. Immigrants	9.0	8.4	5.6	10.9	14.1	0.002
f. Politicians	81.1	85.5	79.4	82.8	74.7	0.025
g. Entrepreneurs	48.4	50.6	43.2	50.3	55.7	0.016
h. Academics	52.6	39.1	46.6	61.9	59.3	< 0.001
i. Healthcare and social welfare workers	70.5	67.3	71.2	71.5	69.9	0.682
j. Journalists	72.8	64.2	69.0	79.2	75.8	< 0.001
k. Workers in building and construction	16.2	16.2	14.6	15.9	22.0	0.167
l. Industrial workers	17.4	19.1	15.6	16.3	24.5	0.051
m. Public officials and authorities (e.g. the police)	80.0	79.5	78.9	81.5	78.6	0.701
n. Workers in the service sector	72.3	72.5	70.9	73.3	72.8	0.839

Table 43.2.3. Residential area distribution in question 43: “Choose from the 3 languages below the ones that the groups indicated will need to know in 20 years’ time, in your opinion” for those respondents who chose *Swedish*.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

This group will need to know Swedish	Total respondents	Area				p
		1	2	3	4	
	n=1451 %	n=623 %	n=314 %	n=248 %	n=266 %	
a. Children (under 12 yrs)	17.9	19.0	16.3	14.8	20.2	0.294
b. Young people	52.0	52.0	56.6	44.9	53.5	0.048
c. People of working age	45.6	50.2	46.0	39.2	40.3	0.006
d. Elderly people	13.9	16.5	11.8	12.0	12.1	0.107
e. Immigrants	9.0	7.2	9.7	8.5	12.7	0.067
f. Politicians	81.1	79.4	84.4	81.3	81.0	0.329
g. Entrepreneurs	48.4	48.1	52.1	44.3	48.8	0.337
h. Academics	52.6	49.3	54.3	53.1	57.8	0.115
i. Healthcare and social welfare workers	70.5	72.2	75.7	63.2	67.4	0.006
j. Journalists	72.8	71.2	76.2	69.8	75.5	0.195
k. Workers in building and construction	16.2	14.3	14.6	16.4	22.1	0.028
l. Industrial workers	17.4	15.7	16.4	17.2	22.8	0.079
m. Public officials and authorities (e.g. the police)	80.0	79.9	85.0	76.2	77.7	0.048
n. Workers in the service sector	72.3	71.7	73.5	71.8	72.7	0.943

Table 43.2.4 Educational distribution in question 43: “Choose from the 3 languages below the ones that the groups indicated will need to know in 20 years’ time, in your opinion” for those respondents who chose *Swedish*.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents n=1451	Education					p
		1 n=155	2 n=249	3 n=668	4 n=147	5 n=220	
This group will need to know Swedish	%	%	%	%	%	%	
a. Children (under 12 yrs)	17.9	15.8	20.6	17.1	14.2	20.5	0.351
b. Young people	52.0	53.7	56.9	49.9	50.6	52.2	0.416
c. People of working age	45.6	41.1	47.8	44.0	46.8	51.3	0.257
d. Elderly people	13.9	9.3	15.9	11.5	12.9	22.3	< 0.001
e. Immigrants	9.0	13.4	8.8	7.1	11.3	9.0	0.112
f. Politicians	81.1	77.7	85.6	81.7	81.1	77.2	0.145
g. Entrepreneurs	48.4	49.2	57.2	47.8	38.9	47.0	0.010
h. Academics	52.6	53.8	59.3	52.3	52.8	44.9	0.042
i. Healthcare and social welfare workers	70.5	64.3	73.7	69.1	70.3	76.6	0.071
j. Journalists	72.8	76.9	76.3	71.6	76.0	68.6	0.198
k. Workers in building and construction	16.2	17.1	24.0	13.8	13.8	14.8	0.004
l. Industrial workers	17.4	19.2	26.3	15.1	17.1	13.1	< 0.001
m. Public officials and authorities (e.g. the police)	80.0	82.8	80.8	78.9	80.2	80.8	0.834
n. Workers in the service sector	72.3	66.7	74.7	71.8	71.1	75.4	0.363

Table 43.2.5. Occupation distribution in question 43: “Choose from the 3 languages below the ones that the groups indicated will need to know in 20 years’ time, in your opinion” for those respondents who chose *Swedish*.
1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

This group will need to know Swedish	Total respondents	Occupation					p
	n=1451	1	2	3	4	5	
	%	n=73	n=400	n=339	n=87	n=380	
	%	%	%	%	%	%	
a. Children (under 12 yrs)	17.9	28.2	15.8	20.4	21.5	17.5	0.094
b. Young people	52.0	42.2	50.7	60.0	53.6	47.9	0.006
c. People of working age	45.6	30.5	48.6	53.8	51.5	31.3	< 0.001
d. Elderly people	13.9	15.5	15.0	15.4	14.0	8.2	0.023
e. Immigrants	9.0	9.6	8.7	7.9	14.7	8.0	0.336
f. Politicians	81.1	74.0	77.6	86.6	86.6	78.9	0.005
g. Entrepreneurs	48.4	43.8	42.5	53.1	59.7	46.1	0.007
h. Academics	52.6	41.9	49.6	54.3	64.8	56.7	0.014
i. Healthcare and social welfare workers	70.5	65.1	73.5	73.7	73.0	63.3	0.007
j. Journalists	72.8	59.0	73.4	77.8	78.2	72.2	0.014
k. Workers in building and construction	16.2	12.4	10.6	19.1	29.2	14.7	< 0.001
l. Industrial workers	17.4	10.1	11.4	20.5	32.1	16.4	< 0.001
m. Public officials and authorities (e.g. the police)	80.0	79.7	78.9	81.8	88.2	76.9	0.144
n. workers in the service sector	72.3	68.8	72.8	75.0	75.4	69.7	0.493

Table 43.3.1. Gender distribution in question 43: “Choose from the 3 languages below the ones that the groups indicated will need to know in 20 years’ time, in your opinion” for those respondents who chose *English*.

This group will need to know English	Total respondents	Gender		p
	n=1451	Male	Female	
	%	n=721	n=730	
	%	%	%	
a. Children (under 12 yrs)	42.1	39.7	44.5	0.064
b. Young people	93.9	92.5	95.3	0.030
c. People of working age	86.6	84.3	88.8	0.012
d. Elderly people	24.3	22.2	26.4	0.061
e. Immigrants	78.5	75.5	81.4	0.006
f. Politicians	96.9	96.5	97.3	0.354
g. Entrepreneurs	87.9	88.0	87.8	0.908
h. Academics	95.0	94.2	95.9	0.135
i. Healthcare and social welfare workers	85.6	81.7	89.4	< 0.001
j. Journalists	93.7	92.7	94.7	0.130
k. Workers in building and construction	48.1	45.1	51.0	0.023
l. Industrial workers	54.1	53.1	55.1	0.431
m. Public officials and authorities (e.g. the police)	95.5	94.6	96.5	0.075
n. Workers in the service sector	93.2	91.5	94.9	0.010

Table 43.3.2. Age group distribution in question 43: “Choose from the 3 languages below the ones that the groups indicated will need to know in 20 years’ time, in your opinion” for those respondents who chose *English*.

This group will need to know English	Total respondents	Age				p
	n=1451	15–24 n=232	25–44 n=510	45–64 n=545	65–79 n=164	
	%	%	%	%	%	
a. Children (under 12 yrs)	42.1	34.5	41.9	45.6	42.3	0.043
b. Young people	93.9	94.2	96.4	92.2	91.2	0.014
c. People of working age	86.6	92.2	91.2	83.1	76.0	< 0.001
d. Elderly people	24.3	32.1	26.2	19.4	23.8	0.001
e. Immigrants	78.5	86.6	82.6	73.5	70.9	< 0.001
f. Politicians	96.9	99.0	97.9	96.5	92.2	< 0.001
g. Entrepreneurs	87.9	93.6	87.1	86.5	87.2	0.037
h. Academics	95.0	94.1	95.3	96.2	91.7	0.126
i. Healthcare and social welfare workers	85.6	92.7	86.3	83.6	79.7	0.001
j. Journalists	93.7	94.7	92.6	94.9	91.5	0.250
k. Workers in building and construction	48.1	54.1	51.4	44.4	41.1	0.008
l. Industrial workers	54.1	61.6	55.8	50.2	51.2	0.022
m. Public officials and authorities (e.g. the police)	95.5	97.0	96.6	95.3	91.2	0.021
n. Workers in the service sector	93.2	94.8	92.8	93.8	90.6	0.363

Table 43.3.3. Residential area distribution in question 43: “Choose from the 3 languages below the ones that the groups indicated will need to know in 20 years’ time, in your opinion” for those respondents who chose *English*.

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

This group will need to know English	Total respondents	Area				p
	n=1451	1 n=623	2 n=314	3 n=248	4 n=266	
	%	%	%	%	%	
a. Children (under 12 yrs)	42.1	41.9	41.5	40.5	44.9	0.758
b. Young people	93.9	95.3	92.0	92.3	94.3	0.146
c. People of working age	86.6	89.5	85.0	81.7	86.2	0.015
d. Elderly people	24.3	27.0	23.6	23.9	19.3	0.101
e. Immigrants	78.5	81.5	76.6	77.0	75.1	0.101
f. Politicians	96.9	97.1	97.4	96.7	96.2	0.853
g. Entrepreneurs	87.9	89.2	88.5	83.8	88.1	0.172
h. Academics	95.0	96.5	95.2	94.4	92.1	0.050
i. Healthcare and social welfare workers	85.6	87.0	86.3	82.9	83.9	0.348
j. Journalists	93.7	93.9	94.3	92.3	93.7	0.779
k. Workers in building and construction	48.1	47.4	49.5	44.7	51.1	0.475
l. Industrial workers	54.1	54.8	55.2	49.3	55.7	0.418
m. Public officials and authorities (e.g. the police)	95.5	96.6	95.9	94.1	93.9	0.194
n. Workers in the service sector	93.2	93.8	93.0	90.4	94.9	0.196

Table 43.3.4 Educational distribution in question 43: “Choose from the 3 languages below the ones that the groups indicated will need to know in 20 years’ time, in your opinion” for those respondents who chose *English*.

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

This group will need to know English	Total respondents n=1451	Education					p
		1	2	3	4	5	
		n=155	n=249	n=666	n=147	n=220	
	%	%	%	%	%	%	
a. Children (under 12 yrs)	42.1	39.2	40.4	42.8	35.6	49.0	0.100
b. Young people	93.9	94.2	93.0	94.4	91.2	95.6	0.446
c. People of working age	86.6	81.4	86.9	86.5	87.3	92.3	0.040
d. Elderly people	24.3	21.2	27.0	22.2	27.3	28.6	0.180
e. Immigrants	78.5	75.7	76.1	78.7	80.9	82.2	0.433
f. Politicians	96.9	96.2	96.1	96.8	99.7	98.4	0.171
g. Entrepreneurs	87.9	90.1	91.0	87.0	84.0	89.4	0.194
h. Academics	95.0	90.0	94.3	95.9	94.8	97.7	0.010
i. Healthcare and social welfare workers	85.6	87.2	87.8	84.4	81.2	90.4	0.073
j. Journalists	93.7	95.0	94.5	93.9	93.5	92.4	0.846
k. Workers in building and construction	48.1	46.4	54.7	47.5	42.2	48.2	0.150
l. Industrial workers	54.1	56.1	61.5	51.9	50.6	54.4	0.100
m. Public officials and authorities (e.g. the police)	95.5	94.6	95.6	95.8	96.8	96.6	0.856
n. Workers in the service sector	93.2	91.0	94.4	93.7	92.8	94.5	0.660

Table 43.3.5. Gender distribution in question 43: “Choose from the 3 languages below the ones that the groups indicated will need to know in 20 years’ time, in your opinion” for those respondents who chose *English*.

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

This group will need to know English	Total respondents n=1451	Occupation					p
		1	2	3	4	5	
		n=73	n=400	n=339	n=87	n=380	
	%	%	%	%	%	%	
a. Children (under 12 yrs)	42.1	49.2	43.5	42.4	46.2	39.0	0.424
b. Young people	93.9	92.7	94.7	95.4	92.6	93.1	0.638
c. People of working age	86.6	91.0	88.3	88.2	86.6	80.6	0.008
d. Elderly people	24.3	25.9	26.2	26.7	19.6	18.3	0.038
e. Immigrants	78.5	86.5	77.9	82.4	79.9	71.4	0.002
f. Politicians	96.9	100.0	96.6	98.1	96.9	95.0	0.097
g. Entrepreneurs	87.9	92.5	85.6	90.9	82.9	87.2	0.079
h. Academics	95.0	97.3	96.5	95.9	94.4	92.8	0.108
i. Healthcare and social welfare workers	85.6	83.8	86.4	88.8	86.5	79.6	0.010
j. Journalists	93.7	94.8	93.6	94.9	93.1	93.1	0.868
k. Workers in building and construction	48.1	34.9	49.1	48.5	52.6	45.9	0.168
l. Industrial workers	54.1	51.4	53.1	52.5	55.7	53.1	0.985
m. Public officials and authorities (e.g. the police)	95.5	93.9	97.0	96.1	96.7	93.9	0.251
n. Workers in the service sector	93.2	95.4	94.3	95.6	92.6	90.1	0.034

Table 44.1. Gender distribution in question 44: “In 20 years’ time, what other foreign language do you think could compete with English for the status of the most important international language in Finland?”

	Total respondents	Gender		p
		Male	Female	
		n=745	n=750	
	n=1495			
	%	%	%	
1. Russian	23.1	25.7	20.5	0.011
2. German	20.6	22.1	19.1	
3. French	8.9	6.9	10.8	
4. Swedish	6.5	5.9	7.1	
5. Spanish	4.9	3.8	5.9	
6. Chinese	2.6	2.5	2.6	
7. Some other language	1.1	1.4	0.8	
No response	32.4	31.6	33.2	

A language was included in the category of *some other language* if the percentage was under 1 percent.

Table 44.2. Age group distribution in question 44: “In 20 years’ time, what other foreign language do you think could compete with English for the status of the most important international language in Finland?”

	Total respondents	Age				p
		15–24	25–44	45–64	65–79	
		n=233	n=519	n=566	n=178	
	n=1495					
	%	%	%	%	%	
1. Russian	23.1	19.2	21.4	27.1	20.8	0.016
2. German	20.6	21.2	22.4	18.2	22.1	
3. French	8.9	12.0	6.9	9.3	9.3	
4. Swedish	6.5	9.8	6.0	5.8	5.6	
5. Spanish	4.9	6.2	5.9	4.0	2.5	
6. Chinese	2.6	4.3	2.6	2.3	0.9	
7. Some other language	1.1	2.0	0.8	1.2	0.4	
No response	32.4	25.3	34.0	32.0	38.3	

A language was included in the category of *some other language* if the percentage was under 1 percent.

Table 44.3. Residential area distribution in question 44: “In 20 years’ time, what other foreign language do you think could compete with English for the status of the most important international language in Finland?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents	Area				p
		1	2	3	4	
		n=1495 %	n=640 %	n=322 %	n=254 %	
1. Russian	23.1	22.8	24.1	22.1	23.5	< 0.001
2. German	20.6	16.1	23.1	28.3	21.0	
3. French	8.9	10.2	9.5	6.8	7.0	
4. Swedish	6.5	6.4	7.7	7.0	5.0	
5. Spanish	4.9	7.9	1.5	2.1	4.4	
6. Chinese	2.6	3.9	1.1	1.4	2.1	
7. Some other language	1.1	1.4	0.8	0.4	1.2	
No response	32.4	31.3	32.2	31.9	35.8	

A language was included in the category of *some other language* if the percentage was under 1 percent.**Table 44.4.** Educational distribution in question 44: “In 20 years’ time, what other foreign language do you think could compete with English for the status of the most important international language in Finland?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents	Education					p
		1	2	3	4	5	
		n=1495 %	n=167 %	n=250 %	n=680 %	n=148 %	
1. Russian	23.1	20.3	22.7	24.2	22.9	24.9	0.001
2. German	20.6	23.9	25.5	20.2	27.7	10.9	
3. French	8.9	9.0	8.6	9.6	8.1	8.3	
4. Swedish	6.5	6.7	7.8	6.5	4.6	6.9	
5. Spanish	4.9	0.2	3.9	5.5	3.4	8.4	
6. Chinese	2.6	1.0	2.5	3.1	0.8	3.6	
7. Some other language	1.1	0	2.4	1.1	1.8	0.2	
No response	32.4	38.8	26.6	29.9	30.7	37.0	

A language was included in the category of *some other language* if the percentage was under 1 percent.

Table 44.5. Occupation distribution in question 44: “In 20 years’ time, what other foreign language do you think could compete with English for the status of the most important international language in Finland?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents	Occupation					p
		1	2	3	4	5	
		n=1495 %	n=77 %	n=403 %	n=344 %	n=88 %	
1. Russian	23.1	21.7	27.1	20.7	16.2	25.9	0.003
2. German	20.6	10.7	16.0	25.2	30.0	18.6	
3. French	8.9	13.1	7.2	9.5	7.8	8.4	
4. Swedish	6.5	6.3	4.7	6.4	12.2	6.9	
5. Spanish	4.9	1.5	6.9	6.2	3.6	3.1	
6. Chinese	2.6	3.1	2.5	1.8	4.2	1.7	
7. Some other language	1.1	0	1.3	0.6	0	1.8	
No response	32.4	43.5	34.3	29.4	25.9	33.6	

A language was included in the category of *some other language* if the percentage was under 1 percent.

Table 45a.1. Gender distribution in question 45a: “In 20 years’ time, do you believe that Finns will have become outsiders in certain areas if they do not know English?”

	Total respondents	Gender		p
		Male	Female	
		n=725	n=731	
	n=1456			
	%	%	%	
1. Yes	64.7	64.4	65.0	0.014
2. No	18.1	20.5	15.7	
3. No opinion	17.2	15.1	19.3	

Table 45a.2. Age group distribution in question 45a: “In 20 years’ time, do you believe that Finns will have become outsiders in certain areas if they do not know English?”

	Total respondents	Age				p
		15–24	25–44	45–64	65–79	
		n=231	n=519	n=542	n=165	
	n=1456					
	%	%	%	%	%	
1. Yes	64.7	64.3	71.8	61.0	55.2	0.001
2. No	18.1	16.3	15.0	20.3	22.9	
3. No opinion	17.2	19.4	13.2	18.7	21.9	

Table 45a.3. Residential area distribution in question 45a: “In 20 years’ time, do you believe that Finns will have become outsiders in certain areas if they do not know English?”

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Total respondents	Area				p
		1	2	3	4	
		n=630	n=312	n=246	n=268	
	n=1456					
	%	%	%	%	%	
1. Yes	64.7	72.8	61.5	60.1	53.8	< 0.001
2. No	18.1	13.6	19.6	24.3	21.0	
3. No opinion	17.2	13.6	18.9	15.5	25.3	

Table 45a.4. Educational distribution in question 45a: “In 20 years’ time, do you believe that Finns will have become outsiders in certain areas if they do not know English?”

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Total respondents	Education					p
		1	2	3	4	5	
		n=1456	n=156	n=246	n=673	n=148	
	%	%	%	%	%	%	
1. Yes	64.7	45.8	56.6	63.5	71.8	87.1	< 0.001
2. No	18.1	23.9	19.9	19.7	14.3	8.9	
3. No opinion	17.2	30.3	23.5	16.8	13.9	4.0	

Table 45a.5. Occupation distribution in question 45a: “In 20 years’ time, do you believe that Finns will have become outsiders in certain areas if they do not know English?”

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Total respondents	Occupation					p
		1	2	3	4	5	
		n=1456	n=74	n=400	n=333	n=86	
	%	%	%	%	%	%	
1. Yes	64.7	75.0	76.9	65.5	57.9	51.8	< 0.001
2. No	18.1	18.4	12.6	16.8	16.9	24.8	
3. No opinion	17.2	6.6	10.5	17.7	25.2	23.4	

Table 45b.1. Gender distribution in question 45b: “If Finns do not know English in 20 years’ time, in what areas will they have become outsiders?” The question was directed to those respondents who answered yes in question 45a (65 % of total respondents).

	Respondents who think Finns will become outsiders n=942 %	Gender			p
		Male	Female		
		n=467 %	n=475 %		
1. Up-to-date information	55.6	57.1	54.2	0.360	
2. Services provided on the internet and in the entertainment media (e.g. television)	72.3	72.9	71.6	0.643	
3. International interaction	85.9	86.5	85.3	0.597	
4. Educational opportunities	66.1	65.7	66.5	0.806	
5. The possibility of getting a job	77.4	77.8	77.0	0.771	
6. Opportunities offered by travel	72.1	73.2	71.0	0.447	

Table 45b.2. Age group distribution in question 45b: “If Finns do not know English in 20 years’ time, in what areas will they have become outsiders?” The question was directed to those respondents who answered yes in question 45a (65 % of total respondents).

	Respondents who think Finns will become outsiders n=942 %	Age				p
		15–24	25–44	45–64	65–79	
		n=148 %	n=372 %	n=330 %	n=91 %	
1. Up-to-date information	55.6	54.6	56.1	56.1	53.9	0.970
2. Services provided on the internet and in the entertainment media (e.g. television)	72.3	79.2	72.4	71.4	63.4	0.063
3. International interaction	85.9	86.3	88.2	85.4	77.5	0.073
4. Educational opportunities	66.1	64.9	65.5	66.0	70.5	0.815
5. The possibility of getting a job	77.4	81.8	83.1	70.9	70.7	< 0.001
6. Opportunities offered by travel	72.1	73.9	72.7	70.4	72.8	0.854

Table 45b.3. Residential area distribution in question 45b: “If Finns do not know English in 20 years’ time, in what areas will they have become outsiders?” The question was directed to those respondents who answered yes in question 45a (65 % of total respondents).

1: city with over 50 000 inhabitants, 2: town with less than 50 000 inhabitants, 3: rural centre, 4: countryside.

	Respondents who think Finns will become outsiders n=942 %	Area				p
		1	2	3	4	
		n=458 %	n=192 %	n=148 %	n=144 %	
1. Up-to-date information	55.6	58.5	53.3	50.7	54.7	0.321
2. Services provided on the internet and in the entertainment media (e.g. television)	72.3	75.8	67.5	70.3	69.4	0.117
3. International interaction	85.9	86.3	86.3	84.5	85.4	0.946
4. Educational opportunities	66.1	67.4	65.4	63.2	65.9	0.814
5. The possibility of getting a job	77.4	80.2	73.1	75.1	76.9	0.210
6. Opportunities offered by travel	72.1	70.8	72.4	69.0	79.2	0.194

Table 45b.4. Educational distribution in question 45b: “If Finns do not know English in 20 years’ time, in what areas will they have become outsiders?” The question was directed to those respondents who answered yes in question 45a (65 % of total respondents).

1: Primary school (grades 1-6 in the Finnish system), 2: Lower secondary school (grades 7-9/10 in the Finnish system), 3: Upper secondary school, upper secondary school graduate or vocational education graduate, 4: Polytechnic degree, 5: University degree.

	Respondents who think Finns will become outsiders n=942 %	Education					p
		1	2	3	4	5	
		n=72 %	n=139 %	n=427 %	n=106 %	n=194 %	
1. Up-to-date information	55.6	46.2	47.1	54.4	63.5	63.6	0.006
2. Services provided on the internet and in the entertainment media (e.g. television)	72.3	63.4	68.6	72.4	73.6	77.7	0.151
3. International interaction	85.9	69.3	79.3	88.1	90.6	89.9	< 0.001
4. Educational opportunities	66.1	63.0	58.8	69.8	64.6	65.4	0.177
5. The possibility of getting a job	77.4	64.0	71.8	77.8	85.1	81.9	0.003
6. Opportunities offered by travel	72.1	68.8	69.7	74.5	65.7	73.8	0.345

Table 45b.5. Occupation distribution in question 45b: “If Finns do not know English in 20 years’ time, in what areas will they have become outsiders?” The question was directed to those respondents who answered yes in question 45a (65 % of total respondents).

1: Managers, 2: Experts, 3: Office and customer service workers, 4: Healthcare workers, 5: Manual workers.

	Respondents who think Finns will become outsiders	Occupation					p
		1	2	3	4	5	
		n=942	n=56	n=307	n=218	n=50	
	%	%	%	%	%		
1. Up-to-date information	55.6	63.1	58.8	51.6	53.3	56.5	0.415
2. Services provided on the internet and in the entertainment media (e.g. television)	72.3	82.8	75.4	69.2	66.4	69.1	0.111
3. International interaction	85.9	95.0	88.3	83.8	90.0	82.8	0.078
4. Educational opportunities	66.1	71.8	68.2	63.3	57.3	66.5	0.419
5. The possibility of getting a job	77.4	83.6	78.9	80.0	66.4	74.2	0.033
6. Opportunities offered by travel	72.1	80.7	72.0	65.7	68.6	78.1	0.035

*Is English needed in Finland?
What do Finns think about English?
Where and how is English used in contemporary Finland?*

Dear Sir or Madam,

English is present in Finns' lives in many ways. However, there has been very little research into Finns' experiences with English and their opinions about it. By filling in this questionnaire you have the opportunity to share your views and experiences of the English language. This questionnaire is addressed to all Finns, not only to those who know English. For an accurate general view, it is of the utmost importance that you respond to this questionnaire whether you know English well, poorly, or not at all. All responses are equally important.

Background

This survey is being carried out by a research team in the University of Jyväskylä. The survey is part of a larger research project, *English in Finland*, aimed at providing new information about the meanings and functions of English in Finnish society. The team is part of the Centre of Excellence for Variation, Contacts and Change in English, which is run by the universities of Helsinki and Jyväskylä and funded by the Academy of Finland. Statistics Finland is responsible for the data collection. You are one of three thousand Finns aged 15–74 randomly* selected for the study.

The survey results, which will be published in 2008, will help us understand the language situation in Finland. The results will be of use in discussing and deciding national education and language policy issues.

Confidentiality

All data will be treated as confidential by Statistics Finland. Any information that can be used to identify individual respondents will be removed before the data are handed over to the researchers in the University of Jyväskylä. The data will be processed and analysed statistically, and individual responses will not be identifiable from the results.

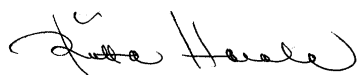
Returning the questionnaire

Please return the completed form in the accompanying envelope to Statistics Finland by September 21, 2007.

Further information

More information about the survey can be found on our website at www.jyu.fi/varieng, where the survey's findings will also be published. Any questions about the study can be sent to the research team via e-mail (varieng@campus.jyu.fi). Further information also from Professor Sirpa Leppänen, tel. (014) 260 1210. Questions about data collection can be addressed to Outi Stenbäck at Statistics Finland, tel. (09) 1734 2517, e-mail: outi.stenback@tilastokeskus.fi

Thanking you in advance for your co-operation.



Riitta Harala
Director, Social Statistics
Statistics Finland



Sirpa Leppänen
Professor
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Department of Languages/
Centre of Excellence for the Study of
Variation, Contacts and Change in English

* Sample selected from Statistics Finland's database of the Finnish population

STUDY ON ENGLISH IN FINLAND 2007

BACKGROUND INFORMATION

1. What is your gender?

- 1 Male
2 Female

2. What is your year of birth?

Year 19 _____

3. Where did you spend most of your childhood and adolescence?

- 1 In the metropolitan area (Helsinki, Espoo, Vantaa, Kauniainen)
2 In another city of over 100,000 inhabitants (Tampere, Turku, Oulu)
3 In a city of 50,000–100,000 inhabitants
4 In a smaller town
5 In a very small town or village
6 Elsewhere in the countryside

LANGUAGES IN YOUR LIFE

4. What is your mother tongue?

- 1 Finnish
2 Swedish
3 Sámi
4 Estonian
5 Russian
6 Other, what?

5. Does any member of your family have a different mother tongue from yours?

- 1 If yes, what?

2 No

6a. Do you consider yourself to be:

- 1 Monolingual → MOVE ON TO QUESTION 7a.
2 Bilingual
3 Multilingual

6b. If you consider yourself to be bi- or multilingual, what are the factors that have contributed to this situation?

You can choose several options.

- 1 Parents
2 Relationship
3 Living abroad
4 Education
5 Work
6 Hobbies
7 Friends
8 Travel
9 Other factors, what?

7a. Was your basic education provided in your mother tongue?

- 1 Yes → MOVE ON TO QUESTION 8.
2 No

7b. What was the language of your basic education?

You can choose several options.

- 1 English
2 German
3 French
4 Spanish
5 Italian
6 Russian
7 Estonian
8 Sámi
9 Swedish
10 Finnish
11 Other, what?

8. How often do you travel abroad (including both work and leisure travels)?

- 1 At least once a month
2 A few times per year
3 A few times over a five-year period
4 Less frequently than that
5 Never

9a. Have you lived abroad continuously for three months or longer?

- 1 No → MOVE ON TO QUESTION 10.
 2 Yes

9b. Mark on the grid below at most five countries (excluding Finland) where you have lived continuously for three months or longer, how long your stay was, the reason for the stay, and the language you used most while there.

Circle the correct option in the case of reason for stay.

Country:	Length of stay:		Reason for stay:			Language you used the most:
	years	months	1 = studies	2 = work	3 = other	
	_ _	_ _	1	2	3	
	_ _	_ _	1	2	3	
	_ _	_ _	1	2	3	
	_ _	_ _	1	2	3	
	_ _	_ _	1	2	3	

10. Mark on grid below what languages – excluding your mother tongue – you have studied at different stages and in different places.

Please consider even minor learning as studying. If you have not studied languages at a certain stage or institution, leave the line in question empty.

I HAVE NOT STUDIED LANGUAGES → MOVE ON TO QUESTION 11.

	1	2	3	4	5	6	7	8	9
	English	French	German	Russian	Spanish	Italian	Swedish	Finnish	Other, what?
a) Before school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Compulsory education (7–16yrs.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Upper secondary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Vocational education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Polytechnic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Adult education courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Folk high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Courses provided by your employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Language courses abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Self-study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Mark on the grid below what languages – excluding your mother tongue – you use and where you use them.

Choose from items a–f those instances where you use foreign languages.

Please consider even minor occasions of speaking, reading and writing as language use.

I DO NOT USE OTHER LANGUAGES THAN MY MOTHER TONGUE → MOVE ON TO QUESTION 12.

	1	2	3	4	5	6	7	8	9
	English	French	German	Russian	Spanish	Italian	Swedish	Finnish	Other, what?
a) At work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) At school or in my studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) At home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) With hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) With friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) While travelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. What languages, excluding Finnish and Swedish, do you see or hear in your surroundings, for instance at home, outside home, at your workplace, or in educational institutions?

You can choose several options.

- 1 I see or hear foreign languages in my surroundings, but I do not recognize what languages they are.
- 2 English
- 3 French
- 4 German
- 5 Russian
- 6 Spanish
- 7 Italian
- 8 Sámi
- 9 Estonian
- 10 Chinese
- 11 Japanese
- 12 Other, what? _____

ENGLISH IN YOUR LIFE

13. How important is English to you personally?

- 1 Very important
- 2 Moderately important
- 3 Not very important
- 4 Not important at all
- 5 No opinion

14a. Where do you see or hear English?

In each line choose either one of the options.

If you do not go to the place in question, leave the line empty.

I DO NOT RECOGNISE WHICH OF THE LANGUAGES I SEE OR HEAR IS ENGLISH → MOVE ON TO QUESTION 16.

	1	2
	I see/ hear it	I do not see/hear it
a) At my place of work	<input type="checkbox"/>	<input type="checkbox"/>
b) At my place of study	<input type="checkbox"/>	<input type="checkbox"/>
c) In the street	<input type="checkbox"/>	<input type="checkbox"/>
d) In offices (e.g. Kela = The Social Insurance Institution of Finland, the tax office)	<input type="checkbox"/>	<input type="checkbox"/>
e) In banks, post offices, insurance agencies	<input type="checkbox"/>	<input type="checkbox"/>
f) In shops, stores	<input type="checkbox"/>	<input type="checkbox"/>
g) In restaurants, cafés	<input type="checkbox"/>	<input type="checkbox"/>
h) In hospitals, health centers, clinics	<input type="checkbox"/>	<input type="checkbox"/>
i) In libraries	<input type="checkbox"/>	<input type="checkbox"/>
j) In places where I go for my hobbies	<input type="checkbox"/>	<input type="checkbox"/>
k) In church	<input type="checkbox"/>	<input type="checkbox"/>
l) At home	<input type="checkbox"/>	<input type="checkbox"/>
m) In recreational places	<input type="checkbox"/>	<input type="checkbox"/>
n) In public transport	<input type="checkbox"/>	<input type="checkbox"/>

14b. In which of the above mentioned places do you see or hear English the most?

Choose the three most common places and enter the relevant letters in the three boxes.

____ | ____ | ____ |

15a. English is spoken in a different way in different countries. Which of the following language variety appeals to you the most?

Choose only one option.

I DO NOT RECOGNISE DIFFERENT WAYS OF SPEAKING ENGLISH
→ MOVE ON TO QUESTION 16.

- 1 British English
- 2 American English
- 3 Australian English
- 4 Irish English
- 5 Canadian English
- 6 Indian English
- 7 Finnish English
- 8 Other, what? _____
- 9 No opinion

15b. Which of the above ways of speaking English appeals to you the least?

Mark down the number of the option.

_____ |

16. What is your opinion about the fact that some Finnish children attend English-speaking schools in Finland?

- 1 Very positive
- 2 Moderately positive
- 3 Moderately negative
- 4 Very negative
- 5 No opinion

17. What is your opinion about the fact that some Finnish companies use English as the company's internal language?

- 1 Very positive
- 2 Moderately positive
- 3 Moderately negative
- 4 Very negative
- 5 No opinion

18a. How do you feel, when you hear a famous Finn speaking English poorly on the TV or on the radio?

Choose the one option that best describes your feelings.

Do you feel:

- 1 Admiration for a good effort
- 2 Pride in having better language skills yourself
- 3 Amusement
- 4 Sympathy
- 5 Irritation
- 6 Embarrassment on behalf of Finns
- 7 No feeling at all

18b. How do you feel when you hear a famous Finn speaking English on TV or on the radio fluently but with a Finnish accent?

Choose the one option that best describes your feelings.

Do you feel:

- 1 Pride in Finns
- 2 Pride in having better language skills yourself
- 3 Admiration for the speaker
- 4 Amusement
- 5 Sympathy
- 6 Irritation
- 7 Inferiority at having worse language skills yourself
- 8 Embarrassment on behalf of Finns
- 9 No feeling at all

18c. How do you feel when you hear a famous Finn speaking English on the TV or on the radio fluently, like a native speaker of English?

Choose the one option that best describes your feelings.

Do you feel:

- 1 Pride in Finns
- 2 Admiration for the speaker
- 3 Amusement
- 4 Irritation
- 5 Inferiority at having worse language skills yourself
- 6 Embarrassment on behalf of Finns
- 7 No feeling at all

19. What follows are statements about the importance of English in Finland.

Respond to each statement, giving your initial reaction.
Please answer all items a–o.

	1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	5 No feeling at all
a) Young people must know English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) People of working age must know English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Elderly people must know English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The spread of English in Finland is a threat to our own languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The spread of English in Finland is a threat to Finnish culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Finns travelling abroad must know English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Finns can be international without knowing English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) It is important for the development of a multicultural society that everybody should be able to speak English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Finns must know other languages in addition to English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) For Finns, the mother tongue is more useful than English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) English is more useful to Finns than Swedish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) The English language enriches our native languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) English skills are overrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Social services (e.g. healthcare services) must be offered in English as well as in Finnish and Swedish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) All companies in Finland must offer services also in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Following are statements about English as a global language.

Respond to each statement, giving your initial reaction.
Please answer all items a–h.

	1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	5 No feeling at all
a) English is displacing other languages in the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) English skills should become more common in the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The set of values that comes with English is destroying other cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) English is spreading the market economy and materialistic values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) English is the language of advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) English skills add to mutual understanding on a global level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) To be up-to-date, people must be able to function in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) People with English skills are more tolerant than those who cannot speak English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STUDYING AND KNOWING ENGLISH

21. Estimate how long you have studied English altogether.

Study is understood here as any form of institutional education and self-study.

- 1 I have not studied English at all
 2 Less than a year
 3 1–2 years
 4 3–5 years
 5 6–10 years
 6 11–15 years
 7 More than 15 years

22. How do you evaluate your skills in English according to the options below?

Please answer all items a–d.

	1 Fluently	2 Fairly fluently	3 Moderately	4 With difficulty	5 Only a few words	6 Not at all
a) I speak English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I write English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I read English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I understand spoken English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IF YOU ANSWERED "NOT AT ALL" TO ALL ITEMS IN QUESTION 22 → MOVE ON TO QUESTION 36.

23. How would you describe your English skills?

Please answer all items a–f.

	1 Yes	2 No	3 No opinion
a) I feel that I know English as well as a native speaker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I feel that I know English better than Finns on average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I feel that I know English well enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I am proud of my English skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I am ashamed of my English skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I want to learn more English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. In which kind of situations do you feel your English skills are inadequate?

You can choose several options

- 1 When reading in English
 2 When writing in English
 3 In situations which require listening comprehension (e.g. on the telephone)
 4 When discussing with native speakers of English
 5 When discussing with non-native speakers of English
 6 When in situations that require knowledge of specialist terminology or jargon
 7 When travelling abroad
 8 In all kinds of situations
 9 Elsewhere, where? _____
 10 I do not feel that my English skills are inadequate in any situation

25. Finns learn English in both English lessons and everyday contexts, for instance at work or in their leisure activities. Where have you learned your English?

Choose only one answer.

- 1 Only in English lessons
 - 2 Mainly in English lessons
 - 3 In English lessons and elsewhere, equally
 - 4 Mainly outside the classroom
 - 5 Only outside the classroom
 - 6 No opinion
-

USES OF ENGLISH

Please think about how and in what situations you listen to, read, speak or write English in your free time and at work. Please consider even minor occasions of using English, for example using individual words.

26. Where do you use English the most?

Choose only one answer.

- 1 At school or in my studies
 - 2 In my free time
 - 3 At work
 - 4 I do not use English
-

27. In your free time, how often do you listen to English:

Please answer all items a–d.

	1	2	3	4	5
	Almost daily	About once a week	About once a month	Less frequently	Never
a) Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Speech in subtitled films or television programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Speech programmes on the radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Films or television programmes without subtitles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. In your free time, do you read in English:

Please answer all items a–h.

	1	2	3	4	5
	Almost daily	About once a week	About once a month	Less frequently	Never
a) Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Magazines (general interest/hobbies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Comics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Nonfiction/professional literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Manuals and product descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) E-mails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Web pages (webzines, home pages)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. In your free time, do you write in English:

Please answer all items a–f.

	1	2	3	4	5
	Almost daily	About once a week	About once a month	Less frequently	Never
a) Letters, post cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Stories, poems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Text messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Notes or other short messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) E-mails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) On the internet (e.g. weblogs, discussion forums)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. In your free time, do you speak English:

Please answer all items a–e.

	1	2	3	4	5
	Almost daily	About once a week	About once a month	Less frequently	Never
a) With your Finnish-speaking [or for Swedish speakers Swedish-speaking] friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) With your non-Finnish-speaking [or for Swedish speakers non-Swedish-speaking] friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) With tourists in Finland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) When expressing negative feelings (such as when swearing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) When expressing positive feelings (such as love)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. The following concerns the use of the internet and playing electronic games in your free time.

Which of these do you do in English:

Please answer all items a–h.

	1	2	3	4	5
	Almost daily	About once a week	About once a month	Less frequently	Never
a) Searching information (e.g. Google)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Reading newspapers on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Ordering products or using services on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Having spoken discussions over the internet (via e.g. Skype)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Having written discussions over the internet (via e.g. Messenger or IRC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Following discussion forums or weblogs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Playing internet-based games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Playing computer or console games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IF YOU ARE NOT WORKING → MOVE ON TO QUESTION 33.

32. The following concerns your use of English while you are working. Do you use English in your current job for:

Please answer all items a–n.

	1 Almost daily	2 About once a week	3 About once a month	4 Less fre- quently	5 Never
a) Reading manuals and product descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Reading nonfiction and professional literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Reading e-mails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Reading web pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Reading documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Searching information (e.g. Google)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Listening to presentations or lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Writing e-mails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Writing documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Speaking with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Speaking in meetings and negotiations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Speaking with clients and partners on the phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Speaking with clients and partners face to face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Giving presentations or lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. What is your opinion of the following statements concerning your use of English?

Please record your initial reaction.

Please answer all items a–e.

	1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	5 No opini- on
a) Using English is as natural to me as using my mother tongue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I always use English when I have an opportunity to do so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I use English only when it is absolutely necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) When using English it is important for me to sound fluent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Using English is easier with native speakers than with non-native speakers of English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. For which of the following reasons do you use English:

Please consider even minor occasions of speaking, reading and writing.

Please answer all items a–h.

	1 Almost daily	2 About once a week	3 About once a month	4 Less frequently	5 Never
a) To communicate with people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) To learn it better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) For the fun of it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) When there are no other alternatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) For searching information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) For my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) For my studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) In leisure activities and among friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Compare yourself as a speaker of English and as a speaker of your mother tongue, and choose those statements that best describe you as a speaker of English.

You can choose several options.

When I speak English I:

- a) need to search for the proper words
- b) gesticulate more with my hands
- c) use more facial expressions
- d) use utterances such as yeah, mmm, uhuh more
- e) speak slower
- f) am quieter
- g) am more talkative
- h) use less humour
- i) feel like an outsider
- j) feel more stupid
- k) feel smarter
- l) feel less capable
- m) am the same as I am when I use my mother tongue

ENGLISH ALONGSIDE THE MOTHER TONGUE

36. Occasionally both Finnish and English are used in the same conversation. What follows is an imaginary example of a conversation between a married couple:

Siiri: Heippa *han!* Miten meni työpäivä?

Seppo: Ihan *ookoo, tänks. Bisnekset* sujuu ihan hyvin ja muutenkin on positiivinen *fiilis*, entäs sulla?

Siiri: Joo, ihan *jees* mullakin, mitä nyt jouduin tekemään ylitöitä *about* tunnin ja joudun vielä tänä iltana kirjoittamaan pari *mailia*. *By the way*, muistathan, että Samilla on tänään futistreenit ja Tomilla sali-bandyharkat? Mä oon menossa *aerobicciin* kuudelta niin sun pitäis viedä pojat.

Seppo: Ou nou, nohdin *totaalisesti!* Ehdin jo sopia *miitingin* Tarmon kanssa niistä juhlista.

Miten me nyt *organisoidaan* tää homma?

Siiri: Sun on nyt pakko *priorisoida*, kumpi on tärkeämpää. Tehdäänkö *kompromissi*, että mä heitän pojat ja sä käyt hakemassa, onkse *okei?*

Seppo: *Jess*, ihan hyvä *diili*.

Translation:

Siiri: Hi *honey!* How was your day?

Seppo: *OK, thanks. Business* is fine and things *feel* good otherwise, how about you?

Siiri: Yeah *OK* for me as well, only that I had to work *about* an hour overtime and I still have to write a couple of *e-mails* tonight. *By the way*, you do remember that Sami has his football practice and Tomi his floorball practice today, don't you? I have my *aerobics* class at six, so you need to take the boys.

Seppo: Oh no, I *totally* forgot! I've already fixed a *meeting* with Tarmo about the party.

How are we going to *organise* this?

Siiri: You'll have to *prioritise* which is more important. How about a *compromise*? I'll take the boys and you pick them up, is that *OK*?

Seppo: Yes, sounds like a good *deal*.

a) Do you think the conversation is comprehensible?

- 1 Totally comprehensible
- 2 Fairly comprehensible
- 3 Not at all comprehensible

b) How do you react to such language use?

- 1 Very positively
- 2 Fairly positively
- 3 Rather negatively
- 4 Very negatively
- 5 No opinion

**IF YOU NEITHER SPEAK NOR WRITE ENGLISH OR ENGLISH IS YOUR MOTHER TONGUE
→ MOVE ON TO QUESTION 40.**

37. How often do you mix your mother tongue and English when:

	1	2	3	4
	Often	Occa- sionally	Rarely	Never

- | | | | | |
|-------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Speaking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IF YOU DO NOT MIX YOUR MOTHER TONGUE AND ENGLISH WHEN SPEAKING OR WRITING → MOVE ON TO QUESTION 40.

38. With whom are you speaking or writing when you mix your mother tongue and English?

Leave the line unmarked if the particular option does not suit you (e.g. if you have no children). If you both speak and write, tick both boxes.

	1	2	3
	I speak	I write	I neither speak nor write

- | | | | |
|-----------------------------------|--------------------------|--------------------------|--------------------------|
| a) my partner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) my children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) relatives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) fellow hobbyists | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) workmates | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) schoolmates or fellow students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) someone else, who? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

39. Why do you mix your mother tongue and English when speaking or writing?

Choose the options that suit you and tick either one of the boxes or both.

	1 When speaking	2 When writing
a) I will not be understood otherwise	<input type="checkbox"/>	<input type="checkbox"/>
b) Finding another suitable expression is difficult	<input type="checkbox"/>	<input type="checkbox"/>
c) I use professional or specialist terminology	<input type="checkbox"/>	<input type="checkbox"/>
d) The people I interact with do the same	<input type="checkbox"/>	<input type="checkbox"/>
e) It is a good way to create an effect	<input type="checkbox"/>	<input type="checkbox"/>
f) I do not even notice that I am doing it	<input type="checkbox"/>	<input type="checkbox"/>

THE FUTURE OF ENGLISH IN FINLAND

40. In 20 years' time, how likely is it that English will be one of the official languages of Finland?

- 1 Very likely
- 2 Fairly likely
- 3 Rather unlikely
- 4 Very unlikely
- 5 No opinion

41. In 20 years' time, what kind of status could English have in Finland?

Please answer all items a–h according to your initial reaction.

	1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	5 No opinion
a) The importance of English in Finland will have diminished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The importance of English in Finland will have increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) All Finns will need to know English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) There will be more English lessons in basic education than now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Theoretical subjects (such as biology, physics, history) will be taught in English more than today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Vocational and academic education in Finland will be given only in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Films and television series will not be subtitled, because people will know English so well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) English will be more visible in the urban Finnish environment than it is now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42a. Do you believe that in 20 years' time, there will be social domains in Finland where English will be used more than Finnish?

- 1 Yes
 2 No
 3 No opinion

} → MOVE ON TO QUESTION 43.

42b. In 20 years' time, in which of the following domains in Finland do you believe English will be used more than Finnish?

You can choose several options.

- 1 Business and financial life
 2 Science (e.g. natural sciences, medicine)
 3 Education
 4 Communications
 5 Literature (Finnish authors writing in English)
 6 Finnish rock and pop music
 7 Finnish web pages
 8 The subcultures and leisure activities of Finnish young people

43. Choose from the 3 languages below the ones that the groups indicated will need to know in 20 years' time, in your opinion.

Please answer all items a–n.

You can choose multiple options for each group of people.

	1 Finnish	2 Swedish	3 English
a) Children (under 12 yrs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) People of working age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Elderly people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Immigrants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Politicians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Entrepreneurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Academics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Healthcare and social welfare workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Journalists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Workers in building and construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Industrial workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Public officials and authorities (e.g. the police)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Workers in the service sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

44. In 20 years' time, what other foreign language do you think could compete with English for the status of the most important international language in Finland? Enter only one language.

45a. In 20 years' time, do you believe that Finns will have become outsiders in certain areas if they do not know English?

1 Yes

2 No

3 No opinion

→ MOVE ON TO QUESTION 46.

45b. If Finns do not know English in 20 years' time, in what areas will they have become outsiders? You can choose several options.

1 Up-to-date information (information is mediated through other channels)

2 Services provided on the internet and in the entertainment media (e.g. television)

3 International interaction

4 Educational opportunities

5 The possibility of getting a job

6 Opportunities offered by travel

7 No opinion

EDUCATION AND PROFESSION

46. Which of the options below indicate the highest level of education you have completed?

1 Primary school (grades 1–6 in the Finnish system)

2 Lower secondary school (grades 7–9/10 in the Finnish system)

3 Upper secondary school, upper secondary school graduate or vocational education graduate

4 Polytechnic degree

5 University degree

IF YOU HAVE NOT WORKED AT ALL → MOVE ON TO QUESTION 48.

47a. Which occupational group do you belong to or did you belong to when you were working?

Experts means people whose duties require studies in either polytechnic or university.

1 **Executives and civil servants,**
e.g. mayor, leader of organisation, school principal

2 **Experts in natural sciences and technology,**
e.g. consultant in information technology, architect, building contractor

3 **Experts in agriculture and forestry,**
e.g. agronomist, forester

4 **Experts in healthcare,**
e.g. doctor, nurse, pharmacist

5 **Teachers and other experts in education,**
e.g. professor, lecturer, kindergarten teacher

6 **Experts in other fields,**
Experts in law, civil service, libraries, archiving and museums, business, social, humanistic or religious fields as well as journalists, artists and athletes

7 **Office workers,**
e.g. secretaries, salary clerks, office workers in logistics and storage

8 **Workers in customer service, service and sales personnel,**
e.g. workers in hotels, restaurants and institutional catering, libraries, post office etc. workers, personal assistants

9 **Healthcare workers,**
Workers in healthcare and social welfare (e.g. practical nurse, nursery nurse, head of residential home)

10 **Farmers, forest workers etc.**
e.g. farmers, fur farmers, forest rangers

11 **Mine and quarry workers, construction workers**

12 **Industrial workers and craftsmen, and maintenance and repair workers**

13 **Hauliers and drivers, freight workers and workers in water traffic**

14 **Workers in janitorial services, sanitation and waste disposal**

15 **Security field**
the police, armed forces, emergency services, security

16 **In case none of the options above describes your profession, please indicate your occupational title:**

47b. How often does or did your work entail customer service?

1 Constantly

2 Almost daily

3 Almost every week

4 Almost every month

5 Less frequently

6 Never

48. How many people belong to your household including yourself?

| | |

49. If you add up your household income, how much is the monthly net income (income after taxation)?

If you do not know the exact figure, please give an estimate.

- 1 Less than 1 000 € per month
- 2 1 000 € - 1 999 € per month
- 3 2 000 € - 2 999 € per month
- 4 At least 3 000 € per month

If you have anything else in mind that you feel is important and/or relevant to this survey, please feel free to write it down here.

THANK YOU FOR YOUR RESPONSE!