

**The impact of bilingualism and parents' nationality on attitudes towards foreign
languages**

Ainokaisa Koivula

s1006881

A.Koivula@student.ru.nl

26.07.2021

Language and Communication Coaching

Primary supervisor: Gerrit Jan Kootstra

Table of contents

| | |
|--|----|
| Abstract | 2 |
| 1. Introduction | 2 |
| 1.1 Theoretical framework | 3 |
| 1.1.1 Second language acquisition | 4 |
| 1.1.2 Attitude in second language acquisition | 7 |
| 1.1.3 The role of parents in second language acquisition | 10 |
| 1.1.4 Second language learning in Finland | 11 |
| 1.2 Current study | 14 |
| 2. Methodology | 15 |
| 2.1 Design | 15 |
| 2.2 Materials | 16 |
| 2.3 Participants | 17 |
| 2.4 Procedure | 19 |
| 2.5 Analysis | 19 |
| 3. Results | 20 |
| 3.1 Is Age needed as a covariate? | 20 |
| 3.2 Linguistic background | 20 |
| 3.3 Languages spoken | 21 |
| 3.4 Nationality of parents | 22 |
| 4. Discussion | 24 |
| 4.1 Linguistic background | 24 |
| 4.2 Languages spoken | 25 |
| 4.3 Nationality of parents | 25 |
| 4.4 Contributions of the study | 26 |
| 4.5 Limitations and suggestions for further research | 27 |
| 4.6 General discussion | 27 |
| Conclusion | 28 |
| References | 29 |
| Appendix | 34 |

Abstract

Multiculturalism and globalization have led to a growing number of people studying foreign languages, even from a very young age. The number of bilinguals has increased all over the world. This raises a question of the differences between monolinguals and bilinguals. More specifically, the interest of the present study is whether an individual's linguistic background has an effect on their attitudes towards foreign languages. The study compares the attitudes of monolingual and bilingual children, who speak either Finnish and English or Finnish and French. In addition, this study aims to gain insight into the impact of parent's nationality on the child's attitude toward languages. The participants have either both parents native or one native parent and one parent foreign. In the study, 99 Finnish participants from ages 8-12 filled in an attitude and motivation questionnaire, concerning their attitudes toward foreign languages. Findings showed that linguistic background had an effect on a child's attitude towards foreign languages. Bilingual children showed a more positive attitude than the monolingual children did. A significant effect was also found in terms of parent's nationality. Children with one Finnish parent and one foreign parent were more positive towards learning foreign languages than children whose both parents were Finnish. The findings indicate that both linguistic backgrounds as well as the nationality of parents has a significant impact on the attitudes a child has towards foreign languages.

1. Introduction

Globalization and communication across borders have led to an increasing interest in learning foreign languages (Neeley, 2013). This has been emphasized by the European Union's language policy, which aims to respect linguistic diversity (Hériard, 2020). The teaching and learning of foreign languages has been promoted by the European Union, and they have set out the idea that by 2025, speaking two foreign languages would be the norm (Hériard, 2020). One consequence of this phenomenon is increasing linguistic and cultural diversity within schools (Yoshida, 2008). It has become more common to study a large range of different foreign languages. Increased mobility between countries for different reasons, such as, for tourism or for work, leads to the occasional need to use a foreign language in order to communicate with others. Combined with the rise of global communication technologies and information sophistication, second language acquisition is rising as contacts among internationals are increasing. As a result, bi- and multilingualism is expected to be of greater

As a result of internationalization, there are more bilinguals in the world than there are monolinguals (Hoff et al, 2012; Dörnyei, & Csizér, 2005). Bilinguals have been characterized as being people who use two or more languages in their everyday lives (Grosjean, 1998). Bilinguals, however, vary largely in their backgrounds and reasons for studying foreign languages. Some learners want to learn a second language to achieve a level

of proficiency that is comparable with their first language (Talamas, et al., 1999). A bilingual individual should be able to function in the second language at a level of linguistic complexity and conceptual ease similar to the ones in their first language. The languages can work separately in parallel, or the speakers can use all of their language skills flexibly (Pyykkö, 2017). Nevertheless, many children brought up in a bilingual environment will actually end up being dominant in one of the languages, depending in part on the language environments and their own individual preferences (Lieven, 2010). These children may comprehend both languages but have better production skills in one of them (Lieven, 2010). The ethnic and linguistic diversification of countries also emphasizes the social significance of bilingualism (Macnamara, 1967). In the current study, bilingual children are defined as children who speak two languages fluently. This includes children who have acquired two languages simultaneously from birth, as well as children who have learned one language at home and another one at school. In many countries, in order to survive socially, individuals are required to speak more than one language. Therefore, bilingualism is a relevant topic with an increasing need for research. There is a scientific interest in bilingual development because it tests the capacity of human language acquisition and it is a global social phenomenon (Oller & Eilers, 2002).

The aim of this paper is to study whether a child's linguistic background (monolingual vs. bilingual) has an impact on their attitude towards foreign languages. Focus is also put on the parent's nationality and its impact on the child's attitudes toward languages. The language development of bilingual children is still not fully understood as bilingualism has been argued to lead to multiple different outcomes (Hoff et al, 2012). It has been argued that children exposed to multiple languages will be confused (Hoff et al, 2012). Bilingual children may also have distributed knowledge, meaning that they could for example know words for something in one language and for other things in another language (Hoff, 2003). Therefore, their conceptual vocabulary is greater than their vocabulary in either of the languages they speak. On the other hand, exposure to multiple languages as a child has been seen to lead to positive outcomes such as improved communication, better sense of identity and a more diverse view of life and different cultures (Werker & Byers-Heinlein, 2008). Understanding language development and a child's attitude towards foreign languages is important because it might have an effect on an individual's ability to learn a foreign language and be able to communicate using it. An understanding of what foreign language learning includes is particularly relevant in a time where global mobility and communication across borders is a reality for many, whether in education, at work or in their private life (Enever, 2011). Foreign languages are more and more present in the everyday lives of most European citizens, which might also lead to an increasing interest to study and understand foreign languages. This study also focuses on the role of parents and, more specifically parent's nationality, on a child's attitude towards learning foreign languages. Previous research has found evidence on children adopting the attitudes of their parents to a great extent (Djigunovic, 2012). Understanding the impact of a parent's nationality is of importance because it sheds light on a child's language acquisition process and the parent's role in it.

1.1 Theoretical framework

The present section provides background to the field of second language learning and the involvement of attitude. The socio-educational model (Gardner, 1960), the monitor model (Krashen, 1982) and the social psychological model (Lambert, 1963) are discussed together with their implications for research on bilingual development. The orientation index (Gardner & Lambert, 1959) is discussed and explained. Following this, previous research on the parents' role in second language acquisition is discussed. Finally, the section ends with a discussion on the role of foreign languages in Finland.

1.1.1 Second language acquisition

The process of second language acquisition is complex and many different determinants have an effect on the outcome. The socio-educational model (Figure. 1) is concerned with the role of individual differences in second language acquisition (Gardner, 1960). The model claims that the language acquisition process involves a mutual interaction between the social milieu, individual differences, language acquisition contexts and outcomes. A central theme of the model is that the cultural context has an effect on second language acquisition. There might be beliefs in the community concerning the significance of learning the language. Certain communities may hold more positive views towards foreign languages in general, as well as specific foreign languages. Another theme is different types of individual differences, which consists of intelligence, language aptitude, motivation, and situational anxiety, which might have a direct influence on achievement. Each of these variables is important for second language acquisition, but the focus of the present study is on the motivation variable. Motivation refers to the effort and desire to learn a second language and may have an effect in determining how actively the individual works to acquire the language (Dörnyei, 1994). Attitudes involving other ethnic groups and the language learning situation are a part of the motivation variable. Another attitudinal structure is in the actual learning situation. The model implies that in the initial language learning situation, generalized attitudes developed in the home and environment may provide the initial motivational impulsion. This is followed by the exposure to the language learning situation, which tends to make these attitudes more salient. They are considered as non-linguistic outcomes which come into play following language learning experiences.

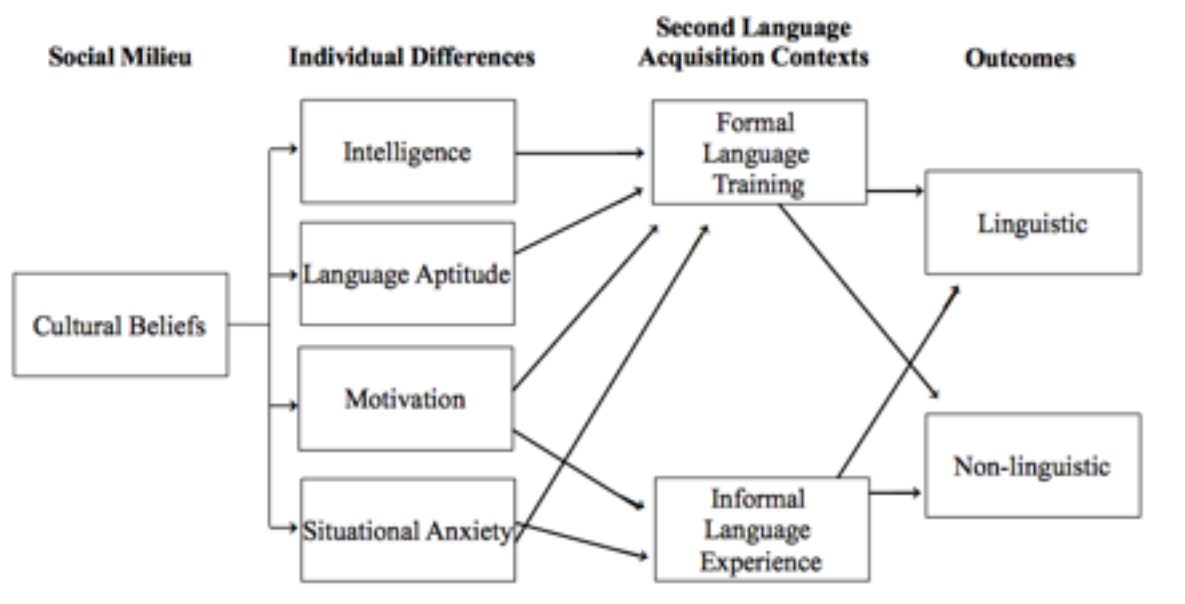


Figure 1. The socio-educational model capturing the role of individual differences in second language acquisition.

The model proposes that these four classes of individual difference variables influence how well individuals perform in a language learning situation (Gardner, 1960). Lastly, the model makes a distinction between formal and informal contexts in order to emphasize the different roles played by the individual difference variables in acquiring a second language. These two outcomes would occur differentially depending on experiences in both of the contexts. Linguistic outcomes refer to second language proficiency, whereas non-linguistic outcomes refer to attitudes and values that are developed from the experience. Therefore, this is a highly dynamic model which focuses on the interplay of different variables.

The socio-educational model has evolved in conjunction with research conducted to test aspects of it and the model is still undergoing change. Therefore, there are multiple versions of the model with slight differences (Taie & Afshari, 2015). One of the more recent versions is Gardner's socio-educational model from 2000. According to this version of the model, integrativeness, as well as attitudes toward the learning situation would be correlated and have an influence on an individual's motivation to learn a foreign language (Gardner, 2000). Motivation and language aptitude, on their part, would influence the final language achievement. If an individual shows high levels of integrativeness and positive attitudes towards the learning situation, but they are not connected to motivation, the variables will not have a high relation to language achievement. The same applies when an individual has high motivation, but it is not supported by high levels of integrativeness and positive attitudes toward the learning situation. Therefore, the emphasis of the model is on the connection between these three variables, which is also referred to as integrative motivation. By allowing changes in the model, it takes the dynamic nature of learning into account (Taie & Afshari, 2015). This is also one of the reasons why the socio-educational model is one of the most dominant and most commonly used models in the field of second language acquisition (Beckner et al., 2009). Another reason for its popularity is the association with the Aptitude/Motivation Test Battery (Beckner et al., 2009). This association ensures reliable assessments and therefore it can be easily used in research on the field.

Another model explaining language development is the monitor model (Krashen, 1982). The model posits there being two independent language systems, a conscious and a subconscious one. According to the model, both of them can be activated in any language use situation. In language situations with the monitor operating, the language user is paying attention to language form instead of the content and they consciously edit their language. An individual usually learns a second language very differently compared to learning their first language and monitored language behaviour is usually more common in second language learning situations (Krashen, 1982). The Monitor Hypothesis states that learners will use their internal monitor for greater accuracy when using a language (Entwistle, 2021). The monitor works as a sort of mental accuracy-checking device and it checks learners' output and makes sure that there is as little error as possible (Entwistle, 2021). When wishing to communicate more freely and naturally, the monitor is employed less, which leads to the meaning accuracy being sacrificed (Entwistle, 2021). The model is relevant in second language acquisition because of its implications for language behaviour. Based on the model, there is a distinction between language acquisition and language learning. The former refers to the subconscious system, whereas the latter refers to the conscious system. The model, therefore, implies that language acquisition is a subconscious process that is a result from active language use and language learning is a conscious process of learning language rules. This distinction explains the relative independence of language aptitude and attitudinal variables. Language aptitude is more involved with conscious language learning, while attitudes are primarily related to subconscious language acquisition. Language acquisition requires natural communication in the target language when speakers focus more on conveying a message and understanding than the form of their utterances (Gardner, 1985). On the other hand, language learning includes error correction and learning explicit rules (Gardner, 1985). They can be independent of each other, because they are involved in the two different aspects of language development.

A language learnt consists of conscious mental representations of the language's linguistic rules (Krashen, 1978). This is the result of either learning the language in a formal language learning situation or a self-study program of some sort (Krashen, 1978). According to the model, the development of language proficiency begins with language input (Gardner, 1985). Aptitude interacts with the intake and eases conscious language learning, while attitudes and motivation are most influential in unconscious language acquisition. Language learning is displayed in situations which allow language behaviour's conscious monitoring, such as tests. Language acquisition is mostly demonstrated in spontaneous language behaviour where the need for the monitor is not necessary. The monitor model is shown in Figure 2.

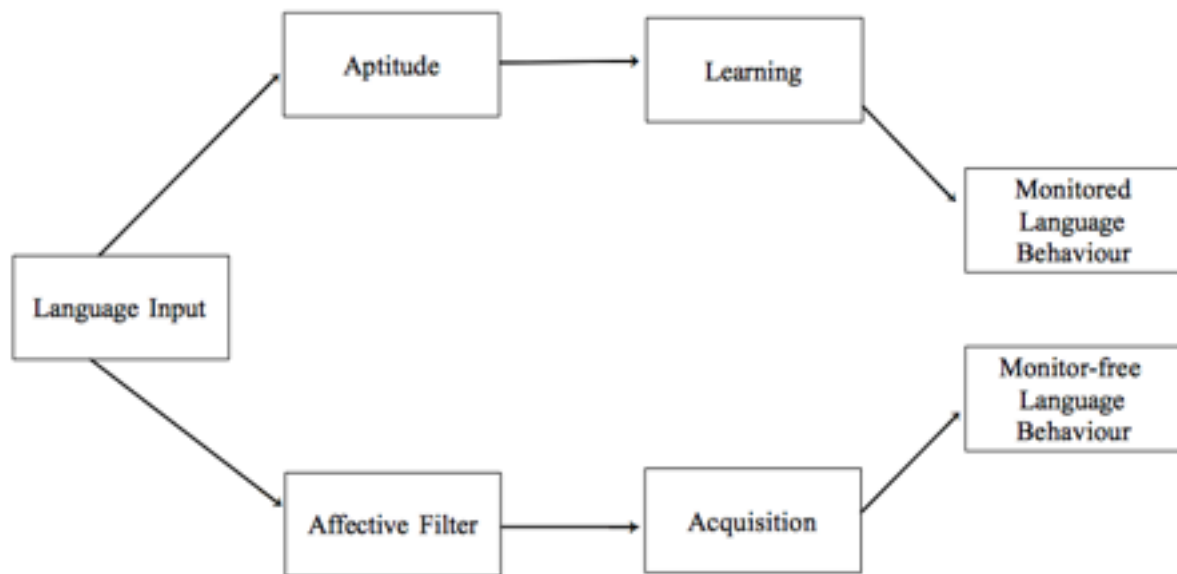


Figure 2. The monitor model explaining language development by two independent language systems.

Krashen argues that language is acquired only when it is understood through exposure to comprehensible input (Entwistle, 2021). According to him, language is not acquired through correction, speaking a language or through studying it (Entwistle, 2021). This shows a slightly outdated view on second language acquisition and a lack of evolution in the model. Nevertheless, the monitor model has had a big influence on the way languages are taught and it has led to numerous teaching methodologies. One of the most widely used ones is extensive reading (Entwistle, 2021). It is referred to as a way to learn a language through the reading of material in the foreign language. Reading material that is slightly below or barely above an individual's current language level is believed to expand the learners' lexical range. Nowadays, there are, however, many new and more modern ways to learn a foreign language. The role of extensive listening in language learning has become more widespread as it has become more accessible for example through podcasts and digital libraries. Combining extensive reading and extensive listening may lead to even better learning. Therefore, it is important that learning and teaching methods are open to change in order to find the most effective method.

The socio-educational model, as well as the monitor model, both involve attitude and motivation. The difference in these models, however, lies in the role attitude and motivation have in language acquisition. The monitor model argues that they help in facilitating the input of information, whereas the socio-educational model sees motivation as an instigator to action. Even though the processes differ, they both imply that attitudes and motivation will correlate with proficiency. Therefore, the assumption is that attitude does have a role in learning a foreign language. The present study focuses on the factors that might have an effect on a child's attitude toward studying foreign languages. Understanding the reasons behind an individual's attitude, gives a better understanding on how it can be influenced.

Second language acquisition is a complex process and is different for every individual based on multiple factors. It is affected by many linguistic, social, psycholinguistic, and intercultural factors and it involves obtaining the knowledge of speaking norms and cultural values as well as the language's grammar (Song, 2018). In addition to these factors, effective

cross-cultural communication requires a pragmatic and socio-contextual understanding of the target language along with linguistic knowledge (Song, 2018). Bilingual children commonly acquire two languages simultaneously, which is a different process than learning two languages at different times (Clyne, 1985). To many bilingual children, learning a second language is a relatively easy task faced at a young age early in their education or when a foreign language is being spoken at their home (Gardner, 1985). In some bilingual homes, more than one language is spoken in the home, so they automatically learn the languages. For some bilingual children, the language used primarily in the home is not the one that is used in school, which might lead to both of the languages being learnt (Gardner, 1985). Bilingual children have also been seen to acquire each language at a slower rate than in which monolinguals acquire their native language (Hoff et al, 2012). This means that bilingually developing children can acquire each of their languages at a slower pace and that skill level in a single language for bilingual and monolingual children is not the same indicator of ability. A bilingual child is most likely cognitively more able than his language skills would reflect (Hoff et al, 2012).

The opportunities for bilingual language acquisition are increasing due to a growing tolerance towards multilingualism and easier geographical mobility (Clyne, 1985; Hoff et al, 2012). This has led to a growing interest in bringing up children bilingually. Previous research on infants exposed to a bilingual environment have shown the existence of important similarities, but also significant differences in the way monolingual children and bilingual children solve the problem of language acquisition (Sebastian-Gallés, 2010). Learning and using two languages may have an effect on aspects of cognitive and neural development, which have an influence on how knowledge is acquired and used (Yoshida, 2008). Between a bilingual's two languages, the relationship is separation with code-switching from one language to another depending on context. Therefore, a consequence of bilingualism has been found in delayed language onset or reduced vocabulary (Sebastian-Gallés, 2010). In some cases, bilingualism may lead to problems in communication stemming from the difficulties in switching languages. It is also important to point out that bilingual language acquisition might not work (Clyne, 1985). There might be problems resulting from restricted contact with the language or limited motivation, for example (Clyne, 1985). Therefore, not all children who grow up in bilingual families become bilingual.

1.1.2 Attitude in second language acquisition

Attitude has been considered to be a central element in second language acquisition. In the current study, the term 'attitude' is used to refer to a mental and neural state of readiness that has been built by experience and leads to a directive or dynamic influence upon the individual's response to related situations (Gardner, 1985). If a student's attitudes are favourable in a language learning context, it is predicted that their language learning experience will be pleasant, and the students will be motivated to continue, because favourable attitudes tend to cause the experience to be perceived positively. If the attitudes are negative, however, the experiences will tend to be perceived unfavourably. Therefore, attitudes may act as an extralinguistic factor shaping a student's language development (Cherciov, 2013). It has been hypothesized that attitudes influence second language acquisition by motivating the individual to look for opportunities to learn the language

(Gardner, 1985). Attitude has been argued to be one of the most important factors determining the success of second language attainment (Dörnyei, & Csizér, 1998). In the beginning, attitude initiates learning and later is one of the main driving forces to continue the study process.

A study by Bartley (1969) demonstrated the connection between attitudes and motivation in the decision to drop out from a foreign language course. The findings showed that foreign language dropouts had significantly less positive attitudes, as well as, lower aptitude scores than those who elected to continue foreign language studies. Furthermore, attitude is believed to have a strong relation with a student's behaviour which is related to second language acquisition such as persistence in language study and classroom participation. Attitudes reflect an active involvement on the part of the student during the complete process of second language learning (Gardner, 1985). These findings indicate that attitudes are very strongly related to behavior.

It is also considered likely that the experience of learning a second language influences attitudes and motivation. Language study can have both linguistic and non-linguistic outcomes (Gardner, 1979). Attitude change has been seen as a direct consequence of becoming proficient in a second language (Lambert, 1963). The social psychological model (Figure 3.) by Lambert (1963) aims to capture the theory of bilingual development and self-identity modification. The central proposition is that the development of proficiency in a second language has implications for the individual's self-identity, and the individual's self-identity has implications for second language acquisition due to linguistic distinctiveness being a basic component of personal identity. The importance of linguistic distinctiveness originates early in the socialization process, initially through parents promoting this distinctiveness and later by schools reinforcing these perceptions. This results in language becoming an important part of the individual's self-identity. The model emphasizes the role of both cognitive factors as well as affective factors, such as attitudes, in second language acquisition. The model proposes that the extent to which an individual acquires a second language will depend upon attitudes toward the other community, orientation toward language learning, motivation, and aptitude. In the model, attitudes refer to any attitudinal reactions involving the other language community, orientation refers to the reasons for learning the language, and aptitude refers to cognitive abilities. The model argues that when developing proficiency in a second language, an individual may start experiencing changes in their self-perceptions. Additionally, it argues for the possibility of language acquisition having social implications on an individual.

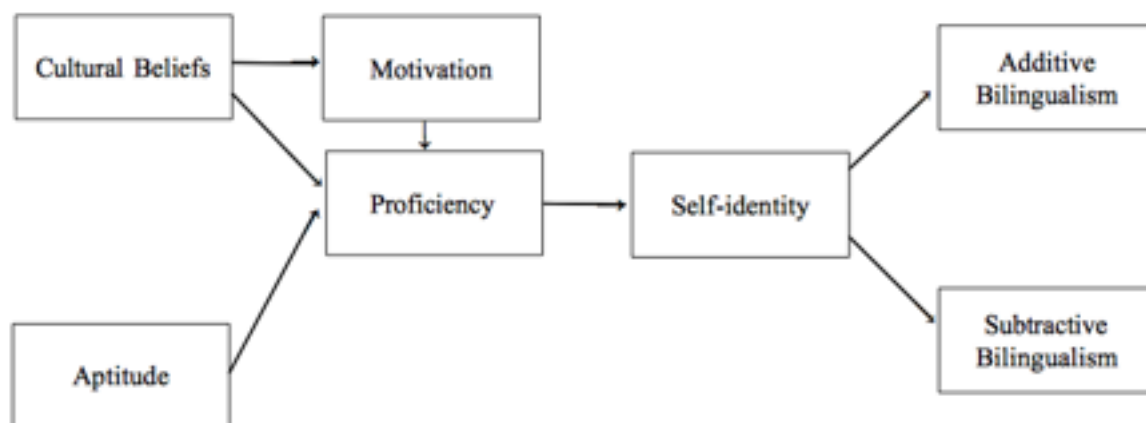


Figure 3. The social psychological model focusing on the theory of bilingual development and self-identity modification.

The orientation index was introduced by Gardner and Lambert in 1959. According to the index, students can be either integratively or instrumentally orientated. These orientations represent the goals for learning the second language. Integratively oriented students put more emphasis on conversing with varied people, or as a means to understand foreign people better. They were considered as being integratively oriented because they focused on interaction with members of the foreign community for social-emotional purposes with the aim to communicate with the other community. The instrumentally oriented students, however, emphasized that the reasons behind learning a foreign were based on it making them better educated and being useful in obtaining a job. Therefore, the focus in these instances is on practical and pragmatic reasons for learning the language. With the integrative orientation reflecting a positive non-ethnocentric approach to the foreign community, it could be more associated with attitudinal reactions toward the other language group and to the degree of motivation to learn the second language.

It is important to be aware and recognize attitude changes. Attitude might fluctuate, and a student's attitude toward a specific language or foreign languages in general can change over time (Oroujlou & Vahedi, 2011). Therefore, a student's negative attitudes can also be changed into positive ones (Lennartsson, 2008). This can be done, for example, by encouraging the students to set short-term goals, create situations which will lead to students feeling a sense of accomplishment, and by connecting the learning to the interests students have outside the class (Oroujlou & Vahedi, 2011).

The measure of attitudes towards learning a second language is believed to be, at least to some extent, related to achievement in language learning (Gardner, 1985). Recent language policy documents in the European Union support the idea of positive attitudes toward other languages and cultures being among the advantages of learning a foreign language at a young age (Enever, 2011). Attitude towards learning languages might also be the reason behind the differences in level of second language attainment in students. Attitudes are influenced by many factors in the learner's upbringing and environment (Gardner, 1985).

The present study aims to examine the role of attitudes in the process of learning foreign languages and to add to the existing research in the area.

As attitude is a factor that likely has an effect on language acquisition, it is important to understand which aspects lead to a positive attitude. The focus of this study is on the impact of a child's linguistic background and parent's nationality on attitude. Policymakers, teachers, and parents, to name a few, can benefit from having more knowledge on the factors behind a child's attitude toward foreign languages. For example, language teachers will be able to teach a language in a much more efficient way if they understand the relationship between attitude and language acquisition (Oroujlou & Vahedi, 2011).

1.1.3 The role of parents in second language acquisition

A multiplicity of factors are influencing attitudes of children for language acquisition (Gardner, 1985). Mediating agents include, for example, language teachers, classmates, and parents (Asgari & Mustapha, 2011). These are people who support, or from whom language learners seek for support, in the process of learning a language. The role of the parents has been argued to be crucial for children acquiring a second language (Gardner, 1985). Their role has an increasing importance as they are likely to have an effect on the attitudes their children have. Furthermore, this influences the attempt of the child to learn a secondary language and their development of proficiency (Gardner, 1985). Milner (1981) recognizes an identification process with the parents, in which children incorporate the value system of their parents. A desire to match the attitudes of their parents arises in the identification process as it makes the children appear more mature, searching for approval to be like them. Parents can influence a child's attitudes both in positive and negative ways (Bertram, 2006). Positive ways could include for example encouraging participation in foreign language exchange programmes or helping the child with their homework and making the studying experience more positive. Influencing a child's attitudes in a negative way could include for example looking down on other languages and cultures. In second language acquisition, the parents can play either an active or a passive role (Gardner, 1968). In an active role, the parents encourage their children to learn and reinforce the success recognized by the school. The passive role includes parents' attitudes toward the community of the foreign language.

Multiple studies have found significant relationships between the attitudes of parents and children toward learning foreign languages. In a study by Gardner (1960) the orientations of mothers and children tended to be uniform. Frequently, children who were integratively orientated had mothers who also expressed to have an integrative orientation, whereas the instrumentally orientated children had mothers who expressed an instrumental orientation. Another study demonstrated a relationship between parents' and children's orientations and attitudes (Gardner & Santos, 1970). Instrumentally orientated children who had parents expressing a similar orientation were more proficient in oral language skills than integratively oriented students. There were also significant correlations between the attitudes of a parent and a child. The most consistent pattern suggested is an association between parents' and children's general attitudes. This implies that the parents' passive role may have a stronger impact in the language learning context. Nevertheless, prior research has also found proof in favour of the impact of the parent having an active role. Colletta (1982) investigated the relationship between parental encouragement as perceived by parents and found that parental

encouragement reflects both active and passive roles. A recent study by Asgari and Mustapha (2011), focused on the impact of informal language learning environment, especially the role of parents, on a child's vocabulary learning strategies. The results showed that parents' views of the importance of a language are factors that elevate the process of vocabulary learning. This supports the belief that parents can endorse or hinder their child's second language acquisition by the means of their own attitudes and actions.

The connection between the parent's and the child's attitudes is a well-researched topic. The interest of the present study, however, is on whether the parents' nationalities have an effect on the child's attitudes toward foreign languages. If a child has at least one foreign parent, it is also likely that they have been exposed to a foreign language. Therefore, if this is the case, the expectation is that children with at least one foreign parent might have a more positive attitude toward foreign languages as they have likely been exposed to multiple languages. This might broaden their view on foreign languages and emphasize the importance of being able to understand foreign languages. Previous research has also found that contact with native speakers leads to more positive attitudes toward foreign language learning (Marschollek, 2002). This finding can also be related to the impact a parent's nationality has on a child. If a parent speaks a foreign language to a child, it might likely lead to positive attitudes toward foreign language learning. Foreign parents might also have more positive attitudes towards foreign languages themselves, which might lead to the child having similar, positive, attitudes. If the importance of studying foreign languages has been emphasized from a young age, a child might recognize the importance better.

Based on previous research, the role of parents appears to differ according to the age of the child (Lambert & Klineberg, 1967). Findings by Lambert and Klineberg (1967) showed that six-year-olds identify their parents as their major source of knowledge about different ethnicities, whereas 10- and 14-year-old children focused more on other factors such as television, books, and school. Parents are a primary source of attitudes toward ethnic groups for young children, but as the children grow, the role of the parents decreases.

In their study, Kosunen et al. (2016) investigated families' language and school choices in Finland. According to their results, at least the location and provision of schools has an influence on their language choices. Many parents are reluctant to change their child's local school even though it would not offer a large variety of language choices. According to the study, the socio-economic status of families is important for their willingness and ability to make language choices. The upper social classes are more positive for their children learning foreign languages in school and are more willing to change their child's local school due to the choice of language (Kosunen et al., 2016). In addition, parents' own language skills and experiences of language learning can be reflected in children's choices regarding studying languages.

1.1.4 Second language learning in Finland

The majority of EU citizens have their mother tongue as their official language (Eurobarometer, 2012). In addition, just over half of the citizens claim to know one other language, a quarter at least two, and ten percent at least three other languages. English is the most spoken foreign language. Even though the majority of Europeans do not define themselves as active language learners, they still believe that knowledge of a language other

than their mother tongue is useful. Similarly, the language skills of the population living in Finland have been studied by Niemi, Ruuskanen and Seppänen in 2014. 94% of the adult population reported speaking at least one foreign language in 2012, as is shown in Figure 4. The amount of people speaking foreign languages had risen by almost ten percent since 2006. Just over 80 percent of the Finnish people claimed to speak at least two foreign languages, and half of them claimed to speak at least three foreign languages (Niemi et al., 2014). However, it is important to note that the European and Finnish language proficiency patterns are not directly comparable, because the European pattern refers to language proficiency that can sustain conversation and the Finnish one refers to having at least some knowledge of a language.



Figure 4. Second language learning in Europe and in Finland. The amounts are presented in percentages.

Finland is officially a bilingual country, where Finnish and Swedish have a secure status as national languages (Pyykkö, 2017). In addition, Finland is committed to protect national minority languages, such as Sami language. Alongside official bilingualism, Finland is practically a multilingual country, where all language groups have the right to maintain and develop their own language. The most common foreign languages spoken by the adult population living in Finland are English and Swedish (Pyykkö, 2017). Next are the languages that have traditionally been studied a lot in Finland: German and French. The most common foreign languages studied in Finland are presented in Figure 5.

The study will be conducted in Finland, because it is a globally oriented multilingual society with an increasing number of bilingual children (Schwartz & Palviainen, 2016). The Finnish education system provides the students with a language repertoire of at least three languages, which are the mother tongue (Finnish), the second national language (Swedish) and one other language, which is usually English (Inha, 2015). Language learning is becoming even more centered around these three languages as almost 80% of Finns keep to these three languages (Inha, 2015). A common belief within the students is that learning a foreign language other than English is no longer as advantageous as it might have been

before. Recently the Finnish Government program, however, has entailed multiple key projects which aim to modernize Finnish education in terms of improving learning results, and providing students with skills responding to their future needs (Inha, 2015). A subtheme, that the Government Key Project for Languages has, is an aim to incorporate early language learning into Finnish education by offering pupils a wider range of languages and creating an encouraging attitude towards foreign language learning. By motivating students to learn many languages, the objective is for language learning to gain a valued status in Finland. The participants of the study are native speakers of Finnish, which is a group that has not received much attention in the area of second language acquisition.

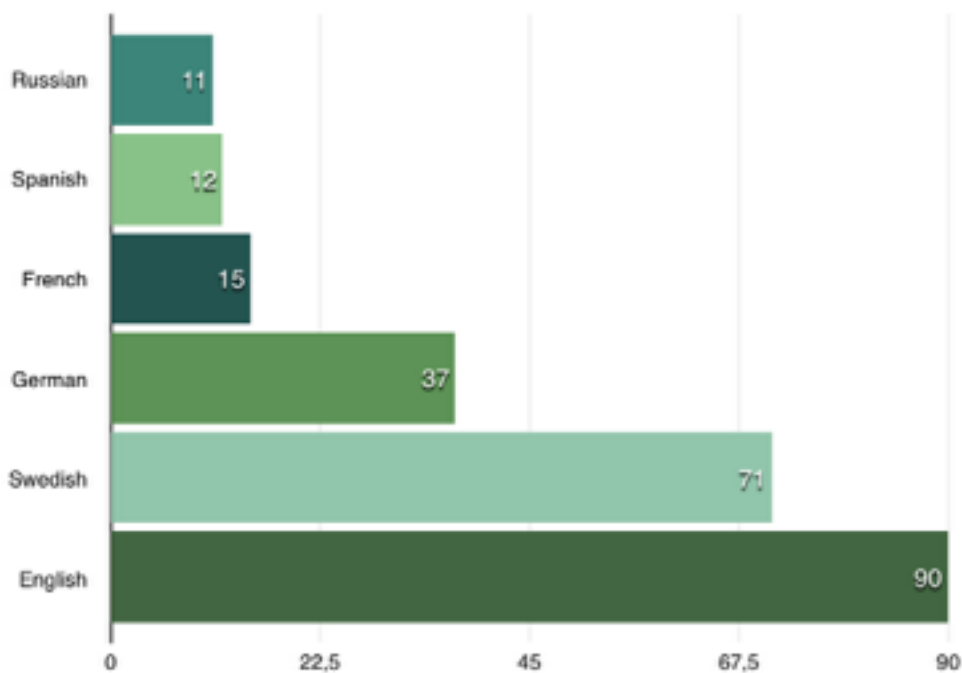


Figure 5. Foreign languages studied in Finland. The amounts are presented in percentages.

The use of English as a common language, lingua franca, has increased in the world as well as in Finland especially within the last decade (Takamäki, 2016). Finland is a country which is globalizing strongly together with the rest of the world, which has led to people of different nationalities being able to reach each other via the Internet (Takamäki, 2016). English is used by individuals, organizations, and nations more and more as a common tool for social and economical communication (Lehtonen, 2004). In addition, English is by far the most frequently studied foreign language in Finland with 99.4% of the students in lower secondary school choosing to study English as a foreign language (Tilastokeskus, 2012). The wide availability of English might also be the reason why especially young people have been found to use English widely and their attitude toward the English language is positive (Leppänen et al., 2009). Furthermore, in Finland, English is also considered a “third national language” due to its prevalence (Leppänen et al., 2011). Previous research has confirmed that motivation to study English was stronger than the motivation to study other foreign languages (Julkunen, 1998). English is more present in Finnish society than before due to

modernization, urbanization, internationalization and has therefore achieved a recognized status in the Finnish society (Iwaniec & Ullakonoja, 2016).

The number of French learners, in Finland, has decreased by a third since 2000 (Vipunen, 2019). Nevertheless, it has been considered to be one of the most useful languages to speak in Europe. French is one of the most widely used languages in the European Union which emphasizes its importance in Europe (Ammon, 2006). French language is also widely known for its importance as a language of diplomacy (Pyykkö, 2017). In 2019, it was the fifth most studied second language in Finland (Vipunen, 2019). French learning, however, is more common as a third or a fourth language for Finnish students. One reason for the decreased number of French learners is the status of the English language in Finland. It is a widely believed thought that English is spoken everywhere and there is no need to study other foreign languages (Leppänen et al., 2009). Another reason for the reducing amounts of French learners has been considered the difficulty of the language (Korpinen, 2017). Students would rather study an easier language in which it would be easier to become fluent in.

In Finland, immersion education in both English and French is offered. It is mainly intended for children of foreign families living either temporarily or permanently in Finland, as well as for children of Finnish families returning to Finland, as well as for children of Finnish families who want to attend English or French education for some other justified reason. In language immersion teaching, a foreign language is intentionally used in the child's environment, usually at school or kindergarten (Pyykkö, 2017). The language immersion is based on the idea that the child learns the language by hearing it in their environment and using it in real communication situations. It makes use of the period when the child learns languages particularly easily. This season ends for children between the ages of 6 and 13 (Pyykkö, 2017). In complete language immersion, the teacher consistently uses only the foreign language. A majority of the respondents of the current study attend schools where education in either English or French is offered.

Many local, regional, national, and personal factors have an influence on which languages are studied. At the national level, language learning is guided by, among other things, the existing legislation, the division of basic education lessons with language programs, and the basics of curricula (Kangasvieri et al., 2011). At the regional level, language choices are influenced at least by the financial situation of municipalities, long-term planning of language training, language provision and information on language learning opportunities (Kangasvieri et al., 2011). At the local level, language choices are influenced not only by the school's language offer but also by the teaching arrangements, the quality of teaching and the attitude of headmasters and study counselors towards language studies. In addition to regional and local factors, the role of parents is great in language choices, especially, in primary school. At the personal level, language choices are shaped by previous learning experiences, attitudes towards language and language learning in society, the surrounding area and the circle of friends, and the visibility of languages in popular and youth culture, for example (Pyykkö, 2017). The central role of English in the media supports young people's positive attitude towards English.

1.2 Current study

The focus of the study is in comparing monolingual and bilingual children on their attitudes towards foreign languages and language learning. The study will have Finnish-English bilinguals, Finnish-French bilinguals and Finnish monolinguals. An interest is in whether the languages spoken have an effect on the attitudes shown. These languages were chosen because of their different roles in the modern Finnish society. English is a very commonly used language both in and outside of the school environment. Moreover, it is studied by nearly all of the Finnish students due to its perceived importance and wide availability (Tilastokeskus, 2012). On the other hand, learning the French language is less common among Finnish students. The popularity and availability to study French has decreased in Finland (Vipunen, 2019). Therefore, it is expected that Finnish-English and Finnish-French bilinguals come from very different backgrounds and react to foreign languages in a different way.

A main point of interest in the present study is whether bilingual children are more likely and more motivated to study foreign languages than monolingual children. Understanding the impact bilingualism has on language attitudes is crucial, as it might provide useful insight on an individual's language development and its outcomes. The results could also be used in language teaching when understanding what the role of a child's linguistic background has on their attitude towards foreign languages. This leads to the research questions and hypothesis of the study:

RQ1: What is the effect of a child's linguistic background (monolingual vs. bilingual) on their attitude toward foreign languages?

Subquestion 1: Does the languages a child speaks (Finnish-English vs. Finnish-French) have an effect on their attitude toward foreign languages?

RQ2: Does the parent's nationality (both parents native or both parents foreign or one native parent and one parent foreign) have an impact on the child's attitudes toward foreign languages?

Hypothesis 1: Bilingual children have more positive attitudes toward learning foreign languages than monolingual children.

Hypothesis 2: Children with at least one foreign parent have more positive attitudes toward learning foreign languages than children with two native parents.

2. Methodology

In this part of the thesis, it will be explained which research strategy is chosen. The first section introduces the design of the study including the dependent and independent variables of the study. This is followed by the materials used. After that, the participants and their

sociolinguistic characteristics are introduced. The section closes with an analysis and by discussing the description and argumentation of the statistical analysis of the materials.

2.1 Design

The study used a 2x3 design with linguistic background (monolingual and bilingual) and the nationality of parents (both parents native or both parents foreign or one native parent and one parent foreign) as the independent variables. The dependent variable is attitude towards languages. The analytical model in Figure 6. shows the variables of the present study.

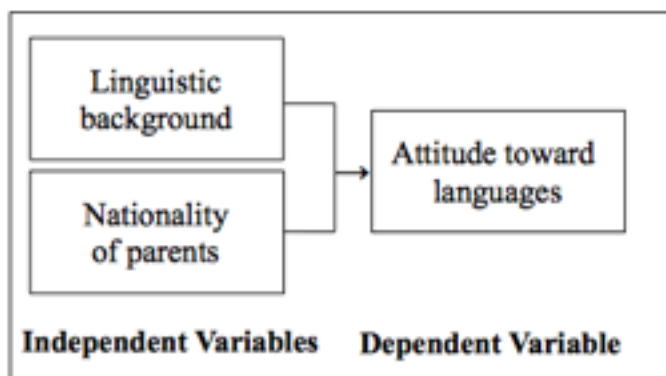


Figure 6. Analytical model showing the independent and dependent variables of the study.

A quantitative research approach was used to collect the data. In quantitative research the attention is put on numbers and figures (Daniel, 2016). Therefore, the use of a scientific method for data collection and analysis enables generalization (Daniel, 2016). This approach makes interaction made with one group generalizable.

2.2 Materials

Linguistic data was gathered by two instruments, the sociolinguistic questionnaire and the attitude and motivation questionnaire. The sociolinguistic questionnaire offers background information of the participants and an attitude and motivation questionnaire is used to seek information on participant's general attitude and motivation towards languages and language learning. The sociolinguistic questionnaire consisted of two sections. These sections are personal background information and linguistic background information. The first section included questions concerning the participants age, gender, and place of birth. The second section consisted of questions on the participants' linguistic background, such as their first language and other languages they have studied, as well as their proficiency in these languages. The items used to measure attitude towards languages were derived from Schmid and Dusseldorp (2010). The attitude and motivation questionnaire is based on the Attitude/Motivation Test Battery provided by Gardner (2004). These items were measured by using 7-point Likert scales. The questionnaire can be found in Appendix A. The advantage of using closed-question items is that it eliminates the problem of respondents' failing to focus on the

expected dimension, as their only task is to choose from a set of provided categories (Agheyisi & Fishman, 1970).

Reliability measures for the questionnaire were obtained with Cronbach's α , which measures the internal consistency of the items in a questionnaire. Attitude was measured with 37 7-point Likert scales (e.g., "I wish I could speak many foreign languages perfectly" anchored by "1 = strongly disagree, 7 = strongly agree"). The reliability of the 37 items measuring the attitude towards languages of the participant was good: $\alpha = .89$. The results can be found in Table 1.

Table 1. Reliability analysis of the attitude questionnaire: Cronbach's α

| <i>N items</i> | <i>min; max score</i> | <i>M</i> | <i>SD</i> | <i>Alpha</i> |
|----------------|-----------------------|----------|-----------|--------------|
| 37 | 3.35; 6.41 | 5.42 | 0.62 | .893 |

A question is meant to prompt a respondent to go through four key cognitive stages (Schwarz and Sudman, 1996). Firstly, the respondent should comprehend the question, which involves understanding the terms used in the question and the task that has to be performed in order to answer it. After that, information from the memory should be retrieved in order to answer the question. In the third stage, judgement about the information needed to answer the question has to be made. Finally, the response should be communicated, which may also involve editing the initial answer. When all of the four stages are performed, the respondent has employed an optimizing strategy in answering the question. However, if one or more stages are missing, the respondent has employed a satisficing strategy (Krosnick, 1991). This means that, instead of going through the full answering process, a respondent appeals to some other way to reach a response to a question. This can be for example choosing the first option on the list, or guessing the answers, which poses a threat to the reliability of a questionnaire. The satisficing strategy can be the result of a number of different factors, reflecting the characteristics of the question and the respondent, and the interaction between these. Therefore, it is crucial that the question is specifically designed for the target group. For example, if a question includes complex vocabulary that the respondent does not understand, satisfaction is more likely to occur.

Previous research studying children's attitudes often relied on data collected by the parents of the children (Bell, 2007). There is, however, evidence that children are able to provide more reliable information about themselves than adults who know them well are able to. Piaget's theory of child development (1929) implies that functions related to language, literacy and memory continue to develop throughout childhood and adolescence, which might have an effect on a young respondent's ability to answer a survey question well. Nevertheless, there is evidence that survey research with children from around age seven is feasible when the questionnaire is carefully adapted (Bell, 2007). This, however, represents only the average cognitive development and varies for every individual child due to inherited and socio-environmental factors (Borgers et al., 2000). The current questionnaire was designed for respondents from ages 8 to 12. The questions were constructed in a clear way that is easy to interpret by children. The questions were short and had straightforward syntax. This was done to increase the reliability of the answers and by enabling the respondents to use an optimizing strategy when answering the questions.

2.3 Participants

The sample consists of 99 monolingual and bilingual Finnish children at ages 8-12, who were recruited from Finnish primary schools. The participants were selected on the basis of their language backgrounds, their nationality, and their age. The aim was to find participants with similar backgrounds and characteristics excluding their linguistic background. Even though individual characteristics can never be completely the same, this ensured a certain level of homogeneity in terms of age and nationality.

Participants were either monolinguals or bilinguals. Of the participants, 28 were Finnish monolinguals, 49 were Finnish-English bilinguals, and 31 were Finnish-French bilinguals. The language background of a child was determined based on two questions in the questionnaire. The participants were asked to tell their native language, as well as languages spoken at home. Overall, the participants in the study had studied a total of six different foreign languages, including English, French, Swedish, Japanese, German and Russian.

The participants were asked about the nationality of their parents in order to investigate its impact on the child's attitudes towards foreign languages. A comparison was made between native and foreign parents. As the study took place in Finland, Finnish parents were considered native and parents from any other origin were considered foreign. The participants were asked whether both of their parents are Finnish, whether they have one Finnish and one foreign parent or whether both of their parents are foreign. From the participants 33.3% had one Finnish and one foreign parent. 66.7% of the participants indicated that both of their parents are Finnish. No participants indicated having only foreign parents. Therefore, the study examined the differences between children whose both parents are Finnish and children who have one Finnish and one foreign parent.

Some of the respondents did not answer all of the questions regarding their attitude toward foreign languages so their total attitude score could not be counted. Therefore, their responses were excluded from the data analyses. The analyses were conducted based on the data of 86 respondents in total.

The participants were quite evenly distributed in terms of their gender, with slightly more girls (47) than boys (36). Multiple participants identified themselves as not belonging to either of these gender categories (3). The mean age of the participants was 10.53 ($SD = 1.15$) and it varied between 8 and 12 years of age. Table 2. shows the sociolinguistic characteristics of the participants.

Table 2. Sociolinguistic characteristics of participants

| <i>Linguistic background</i> | <i>n</i> | Age | Age | Gender | Gender | Gender |
|------------------------------|----------|----------|-----------|----------|----------|--------|
| | | <i>M</i> | <i>SD</i> | <i>m</i> | <i>f</i> | other |
| Monolingual | 49 | 10.48 | 1.18 | 21 | 26 | 2 |

| | | | | | | |
|----------------------------------|----|-------|------|----|----|---|
| Finnish- English bilingual | 23 | 10.39 | 1.16 | 7 | 16 | 0 |
| Finnish- French bilingual | 14 | 10.80 | 1.06 | 8 | 5 | 1 |
| Total | 86 | 10.53 | 1.15 | 36 | 47 | 3 |

2.4 Procedure

Data collection started in early January 2021 and continued until March 2021. The participants were recruited from Finnish primary schools by contacting the headmaster of the school. All of the subjects participated voluntarily without any additional incentive. The participants were asked to fill in an online questionnaire. The questionnaire was offered in Finnish and in English. The participants were asked to fill in the questionnaire in the language that they were more fluent in. A majority of the participants filled in the questionnaire in Finnish (90), whereas only few completed it in English (9).

The questionnaire began with a short introduction explaining what the participants were expected to do and the participants were then asked to confirm by giving their consent to the use of the results. They were told that they had the opportunity to stop at any moment. After that, the participants answered questions regarding their attitude toward foreign languages and language learning. This was followed by questions on their background information. The participants were told that taking part in the experiment would take around 10 minutes, but that they could use as much time as needed to complete the questionnaire. The time ($M = 78.07$ min; $SD = 647.26$; Median = 7.15 min) used by the participants to fill in the questionnaire varied greatly. Once the experiment was finished, the participants were thanked for their participation.

2.5 Analysis

In the present study, the data was collected by sending out a questionnaire containing attitude scales. The questionnaire was filled in online in its entirety. This method ensured the possibility to receive a sufficient amount of data in a reliable manner. The participants are divided into groups based on their linguistic backgrounds, as well as the nationality of their parents. The groups' attitude towards foreign languages will be compared statistically. The dependent variable was calculated by 37 7-point Likert scales ($M = 5.42$, $SD = 0.62$). Some of the items were negatively phrased in order to provide more reliability in terms of measurement. The reverse structured items were transformed and recoded accordingly.

3. Results

In this section the results of the data acquisition will be presented, which will be used to answer the research questions. The main purpose of this study was to investigate the effects of an individual's linguistic background on their attitudes toward foreign languages. The focus was on 8-12-year-old children. In addition, this study aimed to investigate the role of the parent's nationality in the child's attitude towards learning languages. To be able to answer the research questions, three independent samples t-tests were conducted. Independent samples t-tests were used to compare the differences in means between the groups (monolinguals vs. bilinguals; Finnish-English vs. Finnish-French speakers; children whose both parents were Finnish vs. who have one Finnish and one foreign parent). In addition, a two-way ANOVA was conducted in order to investigate the combined influence of linguistic background and nationality of parents on attitude.

3.1 Is Age needed as a covariate?

All of the participants of the present study were between ages 8 and 12. A Pearson correlation coefficient was computed to assess the relationship between participant's age and attitude toward foreign languages. No correlation was found between the two variables, $r = -.204$, $N = 86$, $p = .059$. Participant's age did not appear to be associated with their attitude toward foreign languages. Age could therefore be excluded as a covariate.

3.2 Linguistic background

An independent-samples t-test was conducted in order to determine whether a child's linguistic background (monolingual vs. bilingual) had an effect on their attitude toward foreign languages. Linguistic background was found to have a significant main effect on attitude toward foreign languages; $t(84) = -2.13$, $p = .036$. As can be seen in Table 3, the multilinguals showed more positive attitudes towards languages than monolinguals. Thus, the effect of linguistic background is found significant.

Table 3. Means and standard deviations of attitude towards foreign languages in function of participant's linguistic background. Scores range from 1 (very negative) to 7 (very positive).

| Linguistic background | <i>n</i> | <i>M</i> | <i>SD</i> |
|-----------------------|----------|----------|-----------|
| Monolingual | 49 | 5.32 | 0.61 |
| Multilingual | 37 | 5.60 | 0.62 |
| Total | 86 | 5.44 | 0.63 |

3.3 Languages spoken

Within the group of multilingual children, an independent-samples t-test was conducted in order to determine whether the languages a multilingual child speaks (Finnish-English vs. Finnish-French) had an effect on their attitude toward foreign languages. The languages spoken were not found to have a significant main effect on attitude toward foreign languages; $t(35) = 0.03, p = .981$. The null hypothesis is accepted and it is assumed that the languages a child speaks does not have a significant effect on their attitudes towards foreign languages. The results can be found in Table 4.

Table 4. Means and standard deviations of attitude towards foreign languages as a function of the languages the multilingual participants speak. Scores range from 1 (very negative) to 7 (very positive).

| Languages spoken | <i>n</i> | <i>M</i> | <i>SD</i> |
|------------------|----------|----------|-----------|
| Finnish-English | 23 | 5.61 | 0.41 |
| Finnish-French | 14 | 5.60 | 0.40 |
| Total | 37 | 5.61 | 0.41 |

3.4 Nationality of parents

An independent-samples t-test was conducted in order to determine whether the nationality of the parents had an effect on a child's attitude towards learning languages. There was a significant difference in the scores for participants whose both parents were Finnish and for participants with one Finnish and one foreign parent: $t(65) = -2.08, p = .043$. These results indicate that nationality of parent's does have an effect on a child's attitude towards learning languages. Children with one Finnish and one foreign parent ($M=5.48, SD=0.28$) show more positive attitudes towards learning languages than children whose both parents are Finnish ($M=5.30, SD=0.09$). The means and standard deviations can be found in Table 5.

Table 5. Means and standard deviations for attitude towards learning languages in function of nationality of parents. Scores range from 1 (very negative) to 7 (very positive).

| Nationality of parents | <i>Monolingual</i> | <i>Multilingual</i> | <i>n</i> | <i>M</i> | <i>SD</i> |
|--|--------------------|---------------------|----------|----------|-----------|
| Both parents Finnish | 44 | 9 | 53 | 5.30 | 0.09 |
| One parent Finnish, one parent foreign | 5 | 28 | 33 | 5.48 | 0.28 |
| Total | 49 | 37 | 86 | 5.47 | 0.58 |

Significant differences were found in children's attitudes whose both parents were Finnish or who had one Finnish and one foreign parent. It must be noted, however, that the linguistic background of a child and the nationality of their parents is highly correlated in the collected data, which can be seen in Table 5. Nearly all monolinguals have indicated that both of their parents are Finnish, and a majority of the multilinguals have one Finnish and one foreign parent. The significant results may, therefore, be caused by the child's linguistic background instead of their parents' nationalities. Therefore, an additional analysis was conducted in order to understand the role a parent's nationality has on a child's attitude toward foreign languages. The interest was in comparing the attitudes of the multilingual group based on the nationality of their parents and languages spoken.

A two-way ANOVA with nationality of parents and languages spoken was conducted in order to determine whether there was a difference in the child's attitudes toward foreign languages. No significant main effect of nationality of parents on a child's attitude toward foreign languages was found ($F(1, 33) = .04, p = .837$). There was also no significant difference in mean attitude between Finnish-English and Finnish-French bilinguals ($F(1, 33) < 1$). In addition, there were no differences in mean attitude between multilingual children whose both parents were Finnish or multilingual children who had one Finnish and one foreign parent ($F(1, 33) < 1$). The results are presented in Table 6. There seems to be a trend, indicating that children who have one Finnish and one foreign parent would have a slightly more positive attitude towards foreign languages than children whose both parents are Finnish, but it does not reach statistical significance. This trend is shown in Figure 8.

Table 6. Means and standard deviations for attitude towards learning languages in multilingual children as a function of nationality of parents and languages spoken. Scores range from 1 (very negative) to 7 (very positive).

| Nationality of parents | Languages spoken | <i>n</i> | <i>M</i> | <i>SD</i> |
|------------------------|------------------|----------|----------|-----------|
|------------------------|------------------|----------|----------|-----------|

| | | | | |
|--|---------|----|------|------|
| Both parents Finnish | English | 7 | 5.35 | 0.96 |
| | French | 2 | 5.19 | 0.45 |
| | Total | 9 | 5.32 | 0.83 |
| One parent Finnish, one parent foreign | English | 16 | 5.72 | 0.51 |
| | French | 12 | 5.67 | 0.54 |
| | Total | 28 | 5.70 | 0.52 |
| Total | English | 23 | 5.61 | 0.68 |
| | French | 14 | 5.60 | 0.53 |
| | Total | 37 | 5.61 | 0.62 |

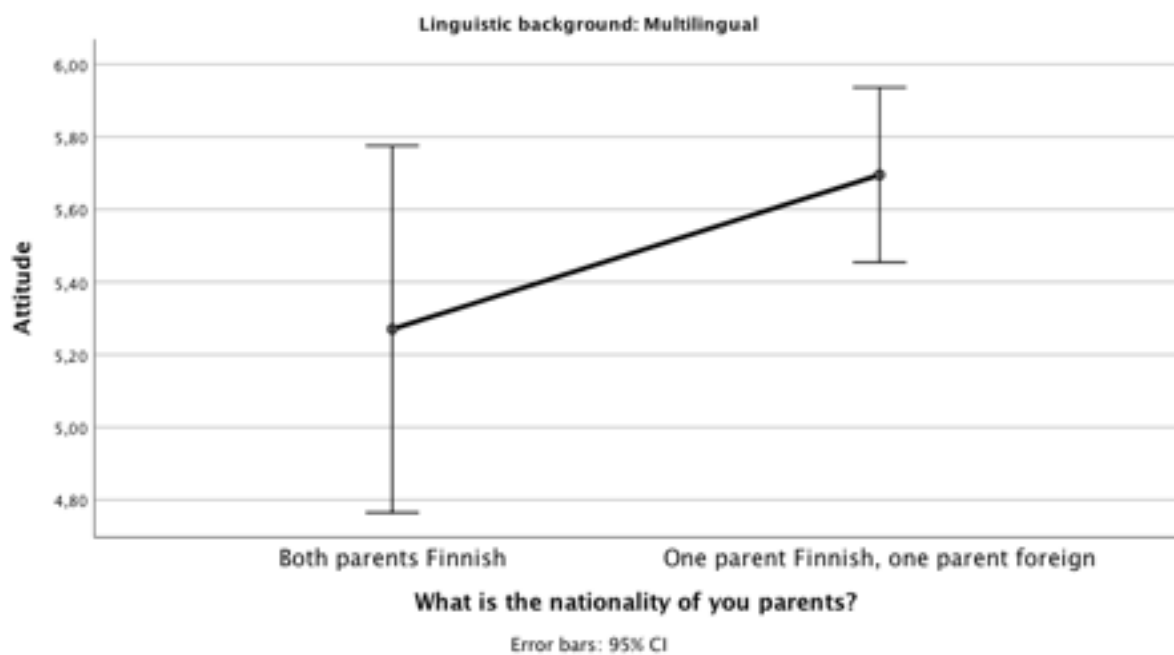


Figure 8. Attitude towards foreign languages in function of multilingual participant's parents' nationality (both parents Finnish vs. one parent Finnish, one parent foreign). Scores range from 1 (very negative) to 7 (very positive).

4. Discussion

This section summarizes and discusses the results of the study and aims to answer the research questions in a thorough manner. After this, the contributions of the study will be discussed and linked to real life. This is followed by considering some limitations of the current study that should be avoided in future research. The section ends with a general summary of the study.

Learning a second language is a complex process and individual differences will occur (Gardner, 1960). Based on previous research, attitudes toward learning foreign languages are believed to be related to how well the language is acquired (Cherciov, 2013). The role of linguistic background, however, has not been researched and its impact remains unclear. The aim of the present study was to investigate the individual differences between monolinguals and bilinguals. The focus was on the effect a child's linguistic background has on their attitude towards learning foreign languages, as well as the effect of the nationality of parents.

4.1 Linguistic background

In terms of attitude towards foreign languages, a child's linguistic background was found to have an impact. Bilingual children were found to have more positive attitudes toward learning foreign languages than monolingual children. This finding was expected as bilingual children are already familiar with speaking different languages and know that they are able to acquire a second language to a high level, which might lead to more positive attitudes toward foreign languages. It has been considered likely that the experience of learning a second language influences attitudes and attitude change has been seen as a direct consequence of becoming proficient in a second language (Gardner, 1979). It is unclear whether this also applies for bilingual children speaking two different languages but this assumption is made. In addition, the social psychological model proposed that the development of proficiency in a second language has implications for the individual's self-identity, which has implications for second language acquisition due to linguistic distinctiveness as it is a basic component of personal identity (Lambert, 1963). This could result in language becoming an important part of the individual's self-identity.

4.2 Languages spoken

Another finding was that the languages a participant spoke were not found to have a significant main effect on attitude toward foreign languages. The bilinguals who speak Finnish and English showed similar attitudes towards languages than bilinguals who speak Finnish and French. This implies that the language learning experience has been similar with the two bilingual groups. A difference in their attitudes was expected as English and French have a very different status in Finland (Inha, 2015). English is by far the most frequently studied foreign language in Finland and it has also been said to be a type of "third national

language” (Leppänen et al., 2011). This is because the use of English in Finland is so common. On the other hand, French is the fifth most studied second language in Finland even though it has been considered to be one of the most useful languages to speak in Europe (Vipunen, 2019). The two languages have a very different role in the Finnish society. With no difference in the attitudes towards languages the two bilinguals had, it is possible that the status of the language does not have an impact. This might be caused by the importance of the second language to the individual instead of the society. Even though a language is not the most commonly used in the whole society, an individual might use it very frequently and might find it very important.

4.3 Nationality of parents

Findings of the study showed that the children with one Finnish parent and one foreign parent might have been more positive towards learning foreign languages than children whose both parents were Finnish. Even though significant differences were found, the role of nationality of parents remains unclear. In the present study, the linguistic background of a child and the nationality of their parents is highly correlated in the data collected. Therefore, the significant results may be the result of the child’s linguistic background instead of their parents’ nationalities. Nevertheless, a trend indicating that children who have one Finnish and one foreign parent would have a slightly more positive attitude towards foreign languages than children whose both parents are Finnish, was found, even though it did not reach statistical significance. Therefore, it is assumed that the nationality of parents might have an effect on a child's attitude toward foreign languages. More research with a more balanced data should be done in order to verify the results of this study. The findings indicate that the nationality of parents does have an impact on their child’s attitude towards foreign languages. This may be the result of multiple things. This might be based on the participants being familiar and possibly interested in other ethnicities and learning about different cultures. Contact with native speakers has been found to be positively related to forming positive attitudes toward learning foreign languages (Marschollek, 2002). In addition, this might be caused by the real-time immersion and experience of foreignity. Foreign parents might also be more likely to play an active role compared to Finnish parents, and they might encourage their children to learn and reinforce the success recognized by the school (Gardner, 1968). Previous research also shows that children are likely to have similar attitudes towards foreign language and ethnicities as their parents (Gardner & Santos, 1970; Gardner, 1985). The findings of this study are in line with Gardner (1985) who argued that parents are in a crucial role in the language learning context. This may be due to the young age of the participants as based on prior research, it is expected that younger participants are more influenced by their parents’ attitudes than older participants (Lambert & Klineberg, 1967). Future research could study the attitude of slightly older participants.

4.4 Contributions of the study

Globalization has led to an increase in intercultural communication and foreign language learning. Therefore, studies on second language acquisition are crucial. The aim of this study was to gain insight into the impact of linguistic background and nationality of parents on a

child's attitudes towards languages, whereas prior research has focused more on attitudes towards a second language community (Gardner, 1985). Therefore, the current study was more focused on an educationally relevant attitude, whereas prior research has had its primary focus on a social aspect. Understanding the impact bilingualism has on language attitudes is important, as it might provide useful insight on an individual's language development.

Research dealing with the role of linguistic background on attitudes toward languages is quite scarce. There is still a great deal of research to be done on the topic. Lots of these studies were also carried out a long time ago. Back then foreign language learning as well as foreign language use was very different. Living abroad and multilingual societies were much more rare, which led to infrequent use of foreign languages. The importance of speaking foreign languages in the current day is very different. Globalization and technological development have made all languages very easily accessible (Mehotcheva, 2010). The use of authentic materials through the internet has also changed the nature of language learning. With the changes in language learning, more recent research is needed

The present study provides insight into the effects of parents' nationality that is in line with previous research (Milner, 1981; Gardner, 1979; Feenstra, 1967). It shows that the parents' nationality do, in fact, have an impact on a child's attitudes towards languages. Children with one Finnish and one foreign parent evaluated their attitudes towards learning foreign languages more positively than children whose both parents were Finnish. This finding strengthens the proposition that parents are a primary source of attitudes towards foreign languages, especially at a younger age. This can be strongly related to their willingness to study languages, as well as their willingness to communicate with people from other ethnicities. In comparison with previous studies about the effects of parents' nationality, the current study has yielded additional insights. The findings of this study suggest having only one foreign parent has an impact on a child's attitudes. Additionally, a child's linguistic background was found to have an impact on their attitude toward foreign languages. Bilingual children were found to be more positive toward learning foreign languages than the monolingual children were. This finding emphasizes the important role linguistic background has on a child's attitudes toward foreign languages.

The results of the study showed overall high attitude scores toward foreign languages. This indicates that studying foreign languages is seen as being important among the participants of the present study. These results are likely connected to globalization and the increasing need of knowing foreign languages (Neeley, 2013). The European Union's language policy, aiming to respect linguistic diversity has also led to linguistic and cultural diversity within schools (Hériard, 2020). This has also led to it becoming more common to study a large range of different foreign languages in schools. In order to compare the scores between countries, it would be interesting to perform this research on an international scale.

4.5 Limitations and suggestions for further research

The present study had a few limitations, which may have had an influence on the generalizability of its findings. The study examined the attitudes of Finnish children, and the findings of the study cannot necessarily be generalized to individuals from different countries

and with different native languages. Consequently, future studies could focus on the impact of non-native accents on employability with a wider geographical and cultural scope.

The study used a quantitative research approach which suffers from some limitations. With this type of research approach, the participants have very limited room to contribute to the study (Daniel, 2016). It is also highly difficult to measure people's opinions and attitudes, as the participants are not always able to evaluate their feelings correctly. Thus, research using qualitative and mixed methods about bilingualism are still needed.

Another potential limitation was the determination of a child's language background. It is possible that not all participants were able to correctly answer the questions with which the participants linguistic background was determined on. It was based on two regarding the participant's native language and languages spoken at home. However, it is important to note that these questions could have been perceived incorrectly. Not all of the participants might have been able to determine whether they are native in a certain language. In addition, they might have considered themselves speaking multiple different languages at home even though the use would only be occasional. This makes it difficult to determine if a child was bilingual or not. In future research, more focus should be put on determining the participants linguistic background.

The independent variables of the study were highly connected with each other, which makes it difficult to draw reliable conclusions. The linguistic background of a child and the nationality of their parents is highly correlated. A majority of the multilinguals of the study had one Finnish and one foreign parent, whereas nearly all monolinguals indicated that both their parents are Finnish. Therefore, it remains unclear whether both the linguistic background of a child, the nationality of parents, or both have a significant effect on the child's attitude towards foreign languages. To draw implications about linguistic background and the role of parents' nationality more research is needed. Additional research could verify there being a pattern with both of the variables or the significant results being coincidental.

The current research was heavily influenced by the coronavirus. At the time of the data collection, all of the Finnish schools were closed and had moved into distance learning. This made data collection very difficult and led to quite a small sample size. The rather small sample size hinders the generalizability of the study. Therefore, further studies are needed to verify the results.

4.6 General discussion

In general, a connection with the variables was expected to be found. The expectation was that better language knowledge would lead to higher motivation to learn foreign languages, which in turn would lead to better language acquisition and a better language knowledge. These actions were believed to reinforce themselves and all together create a pattern. Therefore, it was expected that the variables of the study are highly connected to each other and a child's linguistic background, as well as their parent's nationality may well have an impact on the child's attitude towards languages. Linguistic background and the impact of a parent's nationality were found to be significant.

Learning languages at a young age also adds to lifelong learning (Pyykkö, 2017). If an individual has ever learned the basic skills of language learning, it will be easier to learn more or new languages later. What is important is the thinking skills that come with learning a foreign language and a deeper understanding of different cultures (Pyykkö, 2017). The

challenge at the moment is that education is accumulating and is strongly influenced by socio-economic reasons. The unilateralization of language choices has taken place over a long period of time, even though attempts have been made to stop it with various projects (Pyykkö, 2017). Experiments and projects have raised language choices temporarily, but growth has generally not remained permanent. The time has therefore been committed to the activities when there has been separate funding, and after the end of the project, the activities have also ended.

Multiculturalism has led to more diverse language skills and an increase in foreign language studying. Although more and more people are studying languages, in Finland, language learning is unilateral, and most study only English in addition to their native languages (Pyykkö, 2017). Globalization and the importance of cross-cultural communication have led to English supremacy. A common language facilitates international interaction, but, on the other hand, it is also a threat to the survival of other smaller languages. Furthermore, a translation can never convey all the content of the original text. Nevertheless, English proficiency is a prerequisite for advancement in the global world (Takamäki, 2016). The importance of having diverse language skills has been partly ignored. Language skills are a societal factor affecting equality and the future and not just about language education. Language and languages are also central to strengthening an individual's general knowledge and civilization.

Conclusion

Foreign languages are present in the everyday lives of people in an increasing manner due to globalization. Therefore, bilingualism and attitude toward foreign languages are an important current topic. Research is needed in order to have more knowledge on the impact of linguistic background and parent's nationality on a child's attitude toward foreign languages. This study has shown that a child's linguistic background and nationality of parents affects a child's attitude toward foreign languages. Bilingual children have more positive attitudes toward foreign languages than monolingual children do. This pattern might be caused due to the familiarity with different languages and or an attitude change caused as a consequence of becoming proficient in a second language. Children with one foreign parent had more positive attitudes towards foreign languages than children whose both parents were Finnish. This gives great insight on the role of parents on a child's attitude. This might have been the result of an interest in other cultures and languages because they are in close contact with a foreign individual. Contact with native speakers could lead to a child forming more positive attitudes toward learning foreign languages. The languages a participant spoke were not found to have a significant main effect on attitude toward foreign languages. The bilinguals who speak Finnish and English showed similar attitudes towards languages than bilinguals who speak Finnish and French. Future studies should focus on a wider cultural scope and carefully consider the methodological limitations of this study, which might influence the results.

References

- Agheyisi, R., & Fishman, J. (1970). Language Attitude Studies: A Brief Survey of Methodological Approaches. *Anthropological Linguistics*, 12(5), 137-157. Retrieved July 26, 2021, from <http://www.jstor.org/stable/30029244>
- Allport, G. W. (1935). Attitudes. In *A Handbook of Social Psychology* (p. 798–844). Clark University Press.
- Ammon, U. (2006). Language conflicts in the European Union: On finding a politically acceptable and practicable solution for EU institutions that satisfies diverging interests. *International Journal of Applied Linguistics*, 16(3), 319-338.
- Asgari, A., & Mustapha, G. (2011). The influence of informal language learning environment (parents and home environment) on the vocabulary learning strategies. *English Language and Literature Studies*, 1(1), 7
- Bartley, D. E. (1969). A pilot study of aptitude and attitude factors in language dropout. *California Journal of Educational Research* 20, 48-55.
- Beckner, C., Blythe, R., Bybee, J., Christiansen, M., Croft, W., Ellis, N., Holland, J., Ke, J., Larsen-Freeman, D., & Schoenemann, T. (2009). Language is a complex adaptive system: position paper. *Language Learning*, 59(1) 1-26.
- Bell, A. (2007). Designing and testing questionnaires for children. *Journal of Research in Nursing*, 12(5), 461–469.
- Borgers, N., de Leeuw, E., & Hox, J. (2000). Children as Respondents in Survey Research: Cognitive Development and Response Quality 1. *Bulletin of Sociological Methodology/Bulletin de Méthodologie Sociologique*, 66(1), 60–75.
- Cherciov, M. (2013). Investigating the impact of attitude on first language attrition and second language acquisition from a Dynamic Systems Theory perspective. *International Journal of Bilingualism*, 17(6), 716–733.
- Clyne, M. (1985). Bilingual language acquisition and language separation. *Journal of Intercultural Studies*, 6(1), 41-48.
- Colletta, S. (1982). Community and parental influence: effects of student motivation and French second language proficiency. University of Ottawa, Canada.
- Daniel, E. (2016). The Usefulness of Qualitative and Quantitative Approaches and Methods in Researching Problem-Solving Ability in Science Education Curriculum. *Journal of Education and Practice*, 7, 91-100.
- Djigunovic, J. (2012). Attitudes and Motivation in Early Foreign Language Learning. *Center for Educational Policy Studies Journal*, 2, 55-74.
- Dörnyei, Z. (1994). Motivation and Motivating in the Foreign Language Classroom. *The Modern Language Journal*, 78(3), 273-284.

- Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language teaching research*, 2(3), 203-229.
- Dörnyei, Z., & Csizér, K. (2005). The effects of intercultural contact and tourism on language attitudes and language learning motivation. *Journal of language and social psychology*, 24(4), 327-357.
- Enever, J. (Ed.). (2011). ELLiE: Early language learning in Europe. London, England: The British Council.
- Entwistle, T. (2021). The Monitor Model: A Critique of Its Concepts and Impact. *16(2)*, 127.
- Gardner, R. (1960). Motivational variables in second language acquisition. McGill University, Montreal, Canada.
- Gardner, R. (1968). Attitudes and motivation: their role in second language acquisition. *TESOL Quarterly* 2(3), 141-50.
- Gardner, R. (1979). Social psychological aspects of second language acquisition. *Language and social psychology*.
- Gardner, R. (1985). Social psychology and second language learning. *The Social psychology of language*, 4(401).
- Gardner, R. (2000). Correlation, causation, motivation and second language acquisition. *Canadian Psychology*, 41(1), 10-24
- Gardner, R. (2004). Attitude/motivation test battery: International AMTB research project. *Canada: The University of Western Ontario*.
- Gardner, R. (2006). The socio-educational model of second language acquisition: a research paradigm. *Eurosla Yearbook*, 6(1), 237-260.
- Gardner, R., & Lambert, W. (1969). Motivational variables in second language acquisition. *Canadian Journal of Psychology* 13, 266-72.
- Gardner, R., & Santos, E. (1970). Motivational variables in second language acquisition: a Philippine investigation. Department of Psychology, University of Western Ontario, London, Canada.
- Grosjean, F. (1998). Studying bilinguals: Methodological and conceptual issues. *Bilingualism: Language and Cognition*, 1(2), 131-149.
- Hériard, P. (2020). Language policy. *European Parliament*.
- Hoff, E. (2003). Bookreview: language and literacy in bilingual children d. kimbrough oller and rebecca e. eilers (eds.) (2002). *International Journal of Bilingualism*, 7(1).

- Hoff, E., Core, C., Place, S., Rumiche, R., Señor, M., & Parra, M. (2012). Dual language exposure and early bilingual development. *Journal of child language*, 39(1), 1–27.
- Inha, K. (2015). Finland invests in early language learning. *Finnish National Agency for Education*.
- Iwaniec, J., & Ullakonoja, R. (2016). Polish and Finnish teenagers' motivation to learn English : the role of context. *European Journal of Applied Linguistics*, 4(2), 277-300.
- Julkunen, K. (1998). Vieraan kielen oppiminen: A2-kielen opiskelijoiden motivaatio ja kielen Valintaan vaikuttaneet tekijät. University of Joensuu.
- Kangasvieri, T., Miettinen, E., Kukkohovi, P., & Härmälä, M. (2011). Kielten tarjonta ja kielivalintojen perusteet perusopetuksessa. *Opetushallitus*.
- Korpinen, K. (2017). Miksi opiskella ranskaa? Kuinka ranskanopettajat kannustavat oppilaita valitsemaan ranskan kielen koulussa. *Kieli, koulutus ja yhteiskunta*, 8(1).
- Kosunen, S., Bernelius, V., Seppänen, P. & Porkka, M. (2016). Pupil admission to lower secondary schools and mechanisms of school segregation in urban Finland. *Urban Education*.
- Krashen, S. (1978). Individual variation in the use of the monitor. *Second language acquisition research: Issues and implications*, 175-183.
- Krashen, S. (1982). Principles and practice in second language acquisition. Oxford: Pergamon Press.
- Krosnick, J. (1991). Response strategies for coping with the cognitive demands of attitude measures in surveys. *Applied Cognitive Psychology*, 5(3), 213–236.
- Lambert, W. E. (1963). Psychological approaches to the study of language Part I: On learning, thinking and human abilities. *Modern Language Journal* 14, 114-21.
- Lambert, W. E., & Klineberg, O. (1967). Children's views of foreign people. New York: Appleton-Century-Crofts.
- Lehtonen, A. M. (2004). English in international company communication. The employees' views, attitudes and competences. University of Jyväskylä.
- Lennartsson, F. (2008). Students' motivation and attitudes towards learning a second language: British and Swedish students' points of view.
- Leppänen, S., Pitkänen-Huhta, A., Nikula, T., Kytölä, S., Törmäkangas, T., Nissinen, K., Kääntä, L., Räisänen, T., Laitinen, Pahta, P., M., Koskela, H., Lähdesmäki, S., & Jousmäki, H. (2009). National survey on the English language in Finland: Uses, meanings and attitudes. Helsinki.

- Leppänen, S., Pitkänen-Huhta, A., Nikula, T., Kytölä, S., Törmäkangas, T., Nissinen, K., Kääntä, L., Virkkula, T., Laitinen, M., Pahta, P., Jauni, H., Lähdesmäki, S., & Jousmäki, H. (2011). National survey on the English language in Finland: Uses, meanings and attitudes. University of Jyväskylä.
- Lieven, E. (2010). Bilingual language acquisition. *Human Development*, 53(5), 256–263.
- Macnamara, J. (1967). Bilingualism in the modern world. *Journal of Social Issues* 23, 1-7.
- Marschollek, A. (2002). *Kognitive und affektive Flexibilität durch fremde Sprachen: eine empirische Untersuchung in der Primarstufe*. [Cognitive and affective flexibility in foreign languages. Empirical study of first grade]. Münster: Lit.
- Milner, D. (1981). Racial prejudice. In J. Turner & H. Giles (Eds.), *Intergroup behaviour*, 102-143. Oxford: Blackwell.
- Mehotcheva, T. (2010). After the fiesta is over: foreign language attrition of Spanish in Dutch and German Erasmus students.
- Neeley, T. B. (2013). Language matters: Status loss and achieved status distinctions in global organizations. *Organization Science*, 24(2), 476-497.
- Niemi, H., Ruuskanen, T., & Seppänen, T. (2014). Osallistuminen aikuiskoulutukseen vuonna 2012. Helsinki: Tilastokeskus.
- Oroujlou, N., & Vahedi, M. (2011). Motivation, attitude, and language learning. *Procedia-Social and Behavioral Sciences*, 29, 994-1000.
- Piaget, J. (1929). The Child's Conception of the World. *Journal of Philosophical Studies*, 4(15), 422-424.
- Pyykkö, R. (2017). Monikielisyys vahvuudeksi. Selvitys Suomen kielivaroituksen tilasta ja tasosta. *Opetus- ja kulttuuriministeriön julkaisuja 2017*, 51.
- Schmid, M. S., & Dusseldorp, E. (2010). Quantitative analyses in a multivariate study of language attrition: The impact of extralinguistic factors. *Second Language Research* 26(1), 125-160.
- Schwartz, M. & Palviainen, Å. (2016). Twenty-first-century preschool bilingual education: facing advantages and challenges in cross-cultural contexts, *International Journal of Bilingual Education and Bilingualism*, 19(6), 603-613.
- Schwarz, N., & Sudman, S. (1996). Answering questions: Methodology for determining cognitive and communicative processes in survey research. *Jossey-Bass/Wiley*.
- Sebastian-Galles, N. (2010). Bilingual language acquisition: where does the difference lie? *Human Development*, 53(5), 245–255.

- Song, S. (2018). Second language acquisition as a mode-switching process : an empirical analysis of korean learners of english. *Palgrave Macmillan*.
- Taie, Masumeh & Afshari, Asghar. (2015). A critical review on the socio-educational model of SLA. *Theory and Practice in Language Studies*, 5, 605.
- Tilastokeskus [Statistics Finland]. 2012. Suurin osa peruskoululaisista opiskelee Englantia. Helsinki.
- Takamäki, T. (2016). The changing role of the English language in Finland : The role of English from the point of view of entrepreneurs in the metal industry in Southern Ostrobothnia. Jyväskylä.
- Talamas, A., Kroll, J., & Dufour, R. (1999). From form to meaning: Stages in the acquisition of second-language vocabulary. *Bilingualism: Language and Cognition*, 2(1), 45–58.
- Vipunen - opetushallinnon tilastopalvelu: Perusopetuksen 1-6 luokkien A-kielivalinnat.
Retrieved from: https://vipunen.fi/fi-fi/_layouts/15/xlviewer.aspx?id=/fi-fi/Raportit/Perusopetus%20-%20ainevalinnat%20-%20A-kieli%20-%201-6%20-%20koulutuksen%20j%C3%A4rjest%C3%A4j%C3%A4.xlsb
- Werker, J. F., & Byers-Heinlein, K. (2008). Bilingualism in infancy: first steps in perception and comprehension. *Trends in cognitive sciences*, 12(4), 144–151.
- Yoshida, H. (2008). The cognitive consequences of early bilingualism. *Zero to Three*, 29(2).

Appendix A. Questionnaire



English ▾

Introduction

Dear Participant,

Thank you for taking part in this study. You will be asked questions about your attitude towards languages and studying languages. Filling out the survey will take approximately 10 minutes.

Your data will be processed confidentially and anonymously. The research data collected during this study will be used for a Master's thesis

Your participation is voluntary. This means that you can withdraw your participation at any time during the research, without giving a reason. If you withdraw your participation, all data we have collected from you will be deleted permanently.

Thank you for your time!

I agree

I do not want to participate

Attitude

Following are a number of statements with which some people agree and others disagree. Please choose one alternative below each statement according to the amount of your agreement or disagreement with that item. Which one you choose indicates your own feeling. There is no right answer.

I wish I could speak many foreign languages perfectly

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

I don't pay much attention to the feedback I receive in my language class

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

Studying a foreign language is important because it will allow me to be more at ease with people who speak that language

| | | | | | | |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|

My language class is really a waste of time

| | | | | | | |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|

I would get nervous if I had to speak a foreign language to a tourist

| | | | | | | |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|

Studying foreign languages is not enjoyable

| | | | | | | |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|

Studying foreign languages is important because I will need it for my career

| | | | | | | |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|

I never feel quite sure of myself when I am speaking in a foreign language

| | | | | | | |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|

Knowing a foreign language isn't really an important goal in my life

| | | | | | | |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|

I feel very much at ease when I have to speak in a foreign language

| | | | | | | |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|

I would rather spend more time in my language class and less in other classes

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

I wish I could read newspapers and magazines in many foreign languages

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

My parents feel that it is very important for me to learn foreign languages

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

I feel confident when asked to speak in a foreign language

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

I really enjoy learning foreign languages

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

Studying foreign languages is important because it will allow me to meet and converse with more varied people

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

If it were up to me, I would spend all of my time learning foreign languages

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

Speaking in a foreign language anywhere makes me feel worried

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

I really have no interest in foreign languages

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

Studying foreign languages is important because it will make me more educated

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

It doesn't bother me at all to use foreign languages

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

Foreign languages are a very important part of the school programme

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

I want to learn a foreign language so well that it will become natural to me

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

It is not important for us to learn foreign languages

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

It worries me that other students in my class seem to speak foreign languages better than I do

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

If I planned to stay in another country, I would try to learn their language

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

My parents are very interested in everything I do in my language class

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

I don't understand why other students feel nervous about speaking foreign languages in class

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

I would feel uncomfortable speaking foreign languages anywhere outside the classroom

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

Most foreign languages sounds ugly and harsh

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

I really work hard to learn foreign languages

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

Studying foreign languages is important because it will make other people respect me more

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

I enjoy meeting people who speak foreign languages

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

I wish I were fluent in a foreign language

| | | | | | | |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|----------------------------------|-------------------|---------------------|-------------------|

I would rather see a TV program dubbed into our language than its own language with subtitles

| | | | | | | |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|

When I leave school, I will give up the study of languages because I am not interested in it

| | | | | | | |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|

My parents really encourage me to study foreign languages

| | | | | | | |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|

Background Variables participant

What is your age?

What is your gender

Male

Female

I would rather not say

 Other

Are you a native speaker of Finnish?

Yes

No

What is your mother tongue?

Finnish

English

French

Swedish

 Other, namely

Do you speak/study a foreign language

Yes

No

If so, which language

English

French

Swedish

Other, namely

What language(s) do you speak at home?

Finnish

English

French

Swedish

Other, namely

What is the nationality of you parents?

Both parents Finnish

One parent Finnish, one parent foreign

Both parents foreign

Appendix B. Plagiarism declaration

TAALWETENSCHAP

Teacher who will receive this document: Gerrit Jan Kootstra

Title of document: The impact of bilingualism and parent's nationality on attitudes toward foreign languages

Name of course: Master's thesis

Date of submission: 5.7.2021

The work submitted here is the sole responsibility of the undersigned, who has neither committed plagiarism nor colluded in its production.

Signed *Ainokaisa Koivula*

Name of student: Ainokaisa Koivula

Student number: s1006881