



Finnish Primary and Lower-Secondary Teacher Attitudes Towards Multilingualism and the *Oma Äidinkieli* Program

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A Case Study in the City of Vantaa

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Abstract: The current study is an exploration of Vantaa city primary and lower-secondary teacher attitudes towards multilingualism, as well as their attitudes towards the specific multilingual program the *oma äidinkieli* program. The *oma äidinkieli* program is a voluntary program which provides mother tongue instruction to pupils who speak a different language at home than the official languages of Finland, Finnish and Swedish. The aims of this study are to investigate and assess the attitudinal positioning of primary and lower-secondary teachers towards multilingualism and the *oma äidinkieli* program during a time when the number and concentration of foreign language speaking residents in Vantaa and the capital region of Finland is increasing, to increase the visibility of multilingualism and multilingual pupils, and to contribute to the study of teacher attitudes and multilingualism.

A total of 45 primary and lower-secondary teachers from the Finnish city of Vantaa completed a paper questionnaire designed to assess attitudes towards multilingualism and the *oma äidinkieli* program. Quantitative data was collected using Likert-scale questions and a direct approach to studying attitudes. Results were analysed using descriptive statistics.

Findings in this study indicate positive teacher attitudes towards both multilingualism and the *oma äidinkieli* program. This positive attitudinal positioning runs parallel to the approach to multilingualism prescribed in the Finnish National Core Curriculum for Basic Education. While encouraging that overall results indicate positive teacher attitudes towards multilingualism and the *oma äidinkieli* program, the frequency of negative and neutral responses to certain items, such as items regarding multilingual pupil's language development, may indicate possible gaps in teacher understandings regarding multilingual pupils and their development.

The overall positive attitudes of Finnish teachers are important because positive teacher attitudes towards multilingualism can positively affect the academic, linguistic, cultural, and identity development of multilingual pupils. Positive teacher attitudes towards the *oma äidinkieli* program are important because the program supports multilingual and multicultural development and supports the transition of foreign language speaking migrants into Finnish society. Also, as the *oma äidinkieli* program is a voluntary program for pupils, support from primary and lower-secondary teachers is needed in order for the program to be successful.

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1 Introduction

This thesis seeks to provide some insight into Vantaa primary and lower-secondary teacher attitudes towards multilingualism, and teacher attitudes towards the *oma äidinkieli* program, which is a specific program providing mother tongue instruction to foreign language speaking students in Finland. The Finnish National Core Curriculum for Basic Education prescribes an approach to multilingualism and multilingual students in the language used therein, namely that multilingualism is to be evaluated by personnel, including teachers, as being a positive resource (Finnish National Core Curriculum 2014). Teacher attitudes and language attitudes are of particular importance because teachers not only guide student learning in different subjects, but also can have an effect on the identities and identification and language attitudes of their students (Finnish National Core Curriculum 2014; Garrett 2010; Guardado 2018; Helot and O Laoire 2011). This research is being done during a time when the foreign language speaking population of Vantaa, which already has the highest concentration of foreign language speaking residents in Finland, is projected to increase three-fold in the coming years.

Research questions for this thesis are:

- What are Vantaa city primary and lower-secondary classroom teacher attitudes towards multilingualism?
- What are Vantaa city primary and lower-secondary classroom teacher attitudes towards the *oma äidinkieli* program?

A questionnaire was used to measure teacher attitudes. There is some overlap in research into “attitudes” and “ideologies.” I will be using the term attitude in this thesis based on definitions forwarded by Pater Garrett. Garrett defines an ideology as being “a patterned but naturalized set of assumptions and values about how the world works, a set which is associated with a particular social or cultural group.” (2010, 34). While attitudes can be influenced by and may be part of ideologies, Garrett defines an attitude as being “an evaluative orientation to a social object of some sort, whether it is a language, or a new government policy, etc. And, as a ‘disposition’, an attitude can be seen as having a degree of

stability that allows it to be identified.” (Garrett 2010, 20). Although this study may give a glimpse of language ideologies as they relate to patterned beliefs about language and multilingualism, the focus is on attitudes (evaluative orientations) towards the *oma äidinkieli* program and multilingualism (the social objects), specifically. The term attitude is therefore used in this thesis.

The questionnaire used in this study was modeled after the research instrument used in the Garrity et al. (2018) study and employed a direct approach to studying attitudes, as described by Garrett (2003, 2010). Vantaa city classroom teachers were asked to complete the questionnaire comprised of 10 background and demographic questions, 9 questions measuring attitudes towards multilingualism employing a 5-point Likert scale, and 9 questions measuring attitudes towards the *oma äidinkieli* program also employing a 5-point Likert scale. Attitudes were analyzed using descriptive statistics, employing frequency counts and mean calculations.

Issues relating to immigration and globalization are present in Finland, including issues relating to the integration of foreign language speaking immigrants into Finnish society. This issue is important currently because Finland’s foreign language speaking population is increasing (Statistics Finland 2019). The effects of globalization are explored by Jan Blommaert et al. (2005). While citing multiple other authors, they state,

Globalization results in increased cultural contact and conflict, increased linguistic diversity and tension, resulting in quotidian and formal public challenges to inherited Western assumptions about linguistic uniformity, cultural homogeneity, and national membership (Heller and Martin-Jones, 2000; see Appadurai, 1990, Bauman, 1998, Castells, 1996 for general discussions). Such tensions and conflicts must now be worked out in a context of increasing social and economic inequality, in which minority status, diaspora identity, and social class conditions interact to form the dynamic ‘immigrant problem’ found in most states in Western Europe and North America (Gal, 1989, Rampton, 1995). (Blommaert et al. 2005, 201).

As noted by Blommaert et al., globalization and immigration result in tension. One outcome of this tension is the adoption of an “immigrant problem” mentality, or “nativist” mentality

by some. Part of this mentality, or attitude, can involve the view that speaking a language other than the dominant language as being a negative, harmful thing.

The Helsinki/Uusimaa region, of which the cities of Helsinki, Espoo, and Vantaa are a part of, has the highest concentration of foreign language speaking residents in Finland (Statistics Finland 2019). While gross numbers of foreign language speaking residents may be higher in Helsinki and Espoo, approximately 100,000 and 50,000 respectively, the city of Vantaa has the highest concentration of foreign language speaking residents in Finland with a 19% concentration and approximately 40,000 foreign language speaking persons gross. And looking to the future, Vantaa's foreign language speaking population is projected to triple by 2035 (Statistics Finland 2019; Yle 2019). This makes the city of Vantaa a particularly important locus in terms of understanding language attitudes towards multilingualism and multilingual people in Finland.

Children's social sphere, from 1st grade through the end of secondary school, consists largely of the school environment. Along with family members, teachers have a large influence on student language attitudes (National Core Curriculum 2014; Garrett 2010; Guardado 2018; Helot and O Laoire 2011). As affirming diverse student identities, including those students who are multilingual, is a goal of education in Finland as stated in the National Core Curriculum for Basic Education, studying teacher language attitudes and attitudes towards multilingualism is then critical because teachers along with parents serve as examples and prototypes upon which children model their own language attitudes (National Core Curriculum 2014; Garrett 2010; Helot and O Laoire 2011; Tarnanen and Palviainen 2018). Also, it is with teachers, at least in part, that students enact their own identities. Studying teacher language attitudes is of particular importance for those students whose identities are in part defined, whether it be a self-imposed definition, socially imposed definition (such as by governmental/educational institutions of a country), or some combination of the two, as being "multilingual."

Colin Baker defines bilingualism as the ability to use more than one language (2000). Here Baker is referring to named varieties of language, such as "Finnish," "Swedish" or "English." Weber and Horner describe multilingualism as being "verbal repertoires consisting of more than one variety (whether language or dialect)." (2018, 4). I do not use the term "bilingual" due to limiting connotations of two languages with this term. Also, as criteria used for pupils

to qualify for *oma äidinkieli* classes does not provide any proficiency requirements, I will be using the term “multilingualism” in a broad sense to mean people who speak more than one named language, at varying levels of proficiency within the context of this thesis. I will be using the term “multilingual” to encompass all who speak one or more named languages at home in addition to the dominant, official languages in Finland.

While research since as long ago as the 1960’s has overwhelmingly pointed towards the benefits of multilingualism (for example: Peal and Lambert 1962; Baker 2000, 2011; Bialystok and Martin 2004; Bialystock and Craik 2009; Garcia 2008, 2018; Cummins 2000; Spinu and Muscalu 2020; Horner and Weber 2018), the funding and continuance of multilingual education and heritage language programs, such as the *oma äidinkieli* program, have not always encountered support. Relatively recent examples, such as 1998’s proposition 227 in California, which essentially eliminated bilingual and multilingual classes from public schools in California and was in effect until it was repealed in 2016, as well as the elimination of bilingual programs in New York as investigated by Menken (2015), demonstrate the real possibility of the discontinuation of multilingual programs. This possibility is also present in Finland, as noted in a recent article in Yle News which reported on discussions happening in the Finnish city of Jyväskylä concerning the possibility of cutting the *oma äidinkieli* program, a multilingual program, due to budget concerns (Richardson et al 2020).

The subsequent sections of this thesis are as follows: chapter two will begin with a focus on definitions and connections between language, attitudes, language attitudes, and identity/identification. Next definitions and issues relating to multilingualism, and multilingualism in the Finnish context, including the *oma äidinkieli* program, are explored. Chapter three describes the data and methodology used in this study. Chapter four consists of results and analysis of the current study. Chapter five presents a discussion and conclusions based on previous research and the data collected in this study. Implications and opportunities for further research are discussed.

2 Literature Review

2.1 Language, Language Attitudes, and Identification

2.11 Language

How teachers understand and define language will affect their attitudes towards multilingualism and multilingual pupils. Understandings and definitions of language have shifted in recent years, in part because our world has become more globalized and interconnected.

The functionalist perspective of language views language as a tool which users employ in order to communicate meaning. The functionalist view stresses the social nature of language and how social dimensions contribute to how language creates meaning. Meaning in language is always and necessarily created through social interaction. Also, there is a stress on how language is constantly changing and that users of language are constantly shifting and changing language in order suit their own specific and communicative needs, which happens in particular and varying communicative contexts. Scholars such Blommaert (2010, 2014), Alim et al. (2009) and Pennycook (2007, 2010) argue against notions of language and meaning being fixed and rational. Pennycook (2010) contrasts two different approaches to understanding language when he states,

The formalist approach, which over the last century has staked out strong territory in the work of de Saussure, Chomsky and the slew of formal grammars that have followed in the wake of this work, can be seen as part of an intellectual tradition that goes back through Kant, Descartes, Port Royal grammarians and ultimately to Platonic conceptualizations of ideal form. Here language exists as an abstraction outside its use; it is rational, organized and cognitive. The other tradition, which can be traced back via Bourdieu, Volo š inov and Vico to Aristotelian notions of practical reason, stresses practice, use, empiricism and language as a social activity; language is social, habitual, performative and variable. (135).

Bialystock and Craik (2009) expand the argument against notions of language being strictly rational, organized and cognitive when it is stated that, based on research completed, it has become evident that language acquisition is “finely tuned” to the child’s environment and social surroundings while they grow up and develop their (multiple) language skills and abilities.

It is from the perspective of language being a tool that is manipulated by the user, of language being chaotic and always shifting, and of language being socially dependent and sensitive to contextual variables that this thesis attempts to approach the topics presented herein. An understanding of language from this perspective has implications of how people, including teachers, might view multilingualism and phenomena commonly encountered in multilingual pupils, such as language-mixing, codeswitching, styling etc. From this perspective, the phenomena mentioned is viewed as natural way for (multilingual) pupils to express themselves and communicate, as opposed to a bad habit that somehow interferes with the acquisition of a particular language. An understanding of language from this perspective might encourage a more positive attitude towards multilingualism and multilingual pupils.

2.12 Attitudes and Language Attitudes

Within the context of this thesis, the term “attitude” is being used to refer to “an evaluative orientation to a social object of some sort” (Garrett 2010, 34). Attitudes have generally been viewed as being comprised of three main components: the cognitive, the affective, and the behavioral spheres.

While attitudes involve cognition, affect, and behavior, the way in which these components are all connected and interact is complex, not always consistent, and an area of much debate. There are many examples of people thinking (cognition) about a certain topic a certain way, but their feelings (affect) and behaviors with regard to the topic are seemingly not consistent with their thoughts. An example used by Garrett involves how a person might think that going to the dentist is a sensible, good thing to do, but their feelings about going to the dentist may not be as positive, and they might cancel an appointment with a dentist because of these feelings, which would seemingly be a contradictory behavior to their, at the very least, cognitive attitude towards going to the dentist (Garrett 2010).

The Theory of Reasoned Action offers a possibility of understanding why behaviors at times might not be in alignment with the cognitive or affective dimensions of attitudes. This theory focuses on behavioral intention instead of behavior. Garrett explains that there are two main determinants considered in this theory, namely that people have attitudes towards the behavior itself which these attitudes are affected by beliefs relating to consequences or outcomes of the behavior, and secondly that people also consider how others will judge them if they participate in the behavior which depends also on how concerned a person is about how others might judge them (Garrett 2010).

There are examples of the various components of attitudes not being in alignment, however, authors such as Garrett (2003, 2010) explain that there is a general consensus in the field that there is some connection between and amongst these three different component parts of attitudes.

Attitudes are learned, created, expressed, and spread through language. Guardado (2018) states that it is through language that culture is passed on and is therefore a major contributor to the “shaping of the worldview of individuals and communities” (1). Language and attitudes are then inextricably linked, and it is through language that society and people both teach and learn attitudes and values. Sherif (1967) states, “When we talk about attitudes, we are talking about what a person has learned in the process of becoming a member of a family, a member of a group, and of society that makes him react to his social world in a consistent and characteristic way, instead of a transitory and haphazard way.” (Sherif 1967, 2). Teachers then, being representatives of society in some ways for pupils, play a large role in how pupils learn to become members of and integrate into society, and then also play a large role in the creation of attitudes in pupils.

The relationship between language and attitudes is not a simple one-way relationship; language affects attitudes, while at the same time attitudes affect language. Regarding this, Garrett states,

Attitudes also play a role in both the reception and the production of language. Language attitudes and the socio-cultural norms that they relate to are an integral part of our communicative competence (Hymes 1971), so in terms of

our everyday use of language, language attitudes would be expected not only to influence our reactions to other language users around us, but also to help us anticipate others' responses to our own language use and so influence the language choices that we make as we communicate. (2010, 21).

The creation of attitudes, and language attitudes then, result from a dialogical interaction between individual and society. Language attitudes influence the way in which people communicate with others, influencing, for example which language is used, or which register is used.

The study of language attitudes is related to the study of language ideologies. Garrett (2010) defines an ideology as being, "...a patterned but naturalised set of assumptions and values about how the world works, a set which is associated with a particular social or cultural group." (35). Language ideologies might be viewed as being comprised of, in part, multiple language attitudes. Garrett also discusses how the study of language attitudes can be seen as being one way of studying language ideologies when he states, "Language attitudes research can arguably be seen... as one set of methodological options for studying language ideologies." (Garrett 2010, 35).

Garrett (2010) explains that the study of language ideology "has become an important concept for understanding the politics of language in multilingual situations, in such areas as social inclusion and exclusion" (34). The attitudes and patterned beliefs one holds with regards to language and multilingualism, Garret argues, is important for understanding issues relating to social inclusion and exclusion, such as successful integration of multilingual pupils and immigrants into a society, such as the Finnish society.

Specifically regarding language ideology and multilingual pupils, Guardado (2018) states that language ideologies and attitudes of those people that a multilingual child is in contact with, teachers and parents for example, will have a great effect on that child's multilingual development. Guardado (2018) refers to this contact that a multilingual child has while growing up as "language socialization." This concept of language socialization relates to what Baker (2000) refers to as "language experience." Baker states that, "Continuity in minority language experience from early childhood through the teenage years is important if that minority language is to survive through to early adulthood." (2000, 65). If maintaining a

child's mother-language is a goal of society and/or governmental institutions, as is stated in the Finnish National Core Curriculum for Basic Education, then, as per Guardado and Baker, the way in which these children are socialized and what kinds of language attitudes and ideologies they are exposed to, particularly in "early childhood through the teenage years" (Baker 2000, 65) is of paramount concern. It is in these years that children spend a large portion of their time in schools, and therefore teachers, along with parents, can be some of the largest influences on children's attitudes, and language attitudes.

2.13 Identity and Identification

Language is involved in the creation of identity, as argued by social-constructivist perspectives (Vygotsky 1978). Authors such as Helot and O'Laoire (2011) explain that when people communicate using language, they are not just exchanging or communicating information. Communicating using language is more complicated than that. An individual is also enacting their own identity when they communicate using language. The language they choose to use in a specific communicative situation, the vocabulary they choose to use, the register they choose to use, all are language choices that the speaker can use to enact identity. The enactment of identity is then also reliant on some interaction with others (is a social product), as it requires the use of language in some way.

Alim et al. (2009) also examine the ways in which language and identification are intertwined, stating that current perspectives in the field argue for us to "shift our focus from identity (which suggests a set of fixed categories) to 'identification as an ongoing social and political process'." (Alim et al. 2009, 10). This perspective then views identity as a process, which people are continuously enacting, which is dependent on the medium of language to both construct and express, as a process that always involves interaction between the individual and society, and as a process where issues of power, politics, and the social spheres are inextricably entwined. As identity is a constant process, the term "identification" is used, which indicates the on-going process aspect, as opposed to "identity," which implies fixed categories.

It is through language and language choices all pupils, including multilingual pupils, enact their own identification. This act of identification importantly is a "discursive product" as

noted by Helot and O'Laoire (2011), which is dependent on interaction of multiple parties or people (is a social activity), through the medium of language.

Pupils enact identification in the classroom and in school, and it is in the classroom and school that a teacher ultimately holds power and, consciously or unconsciously, communicates (directly or indirectly) what is acceptable and what it is not. This act of identification will happen in all classrooms, and not just the language classroom. Therefore, the attitudes and perspectives of all teachers relating to language are important, and it is of importance then that all teachers reflect on and consider their own attitudes towards things such as multilingualism and multilingual pupils. Tarnanen and Palvanen, (2018) echo Helot and O'Laoire (2011) in stating that teachers play an essential role in supporting and promoting multilingualism, noting that all teachers, not just language teachers, hold evaluative orientations and patterned beliefs with regards to language and the role of language in learning, as well as the role on language in social situations. It is then important for all teachers to consider their own language attitudes and ideologies, as being aware of one's own beliefs is important because teachers have the opportunity to support multilingual pupils in both their multilingual language development, as well as in their multilingual identity.

Multiple studies point to the importance of the mother tongue and affirmation of multilingual identity for the successful integration of foreign language speaking immigrants into a new society. Helot and O'Laoire (2011) state that

The self-concept also functions as a cognitive structure which helps make sense of new experiences in unfamiliar context by '... linking new experiences to old ones and thereby provides for stability rather than change' (Hormuth, 1990: 167). Migrants' languages can thus provide a mechanism for self-construal and help to promote stability in situations of change. (157 - 158).

Helot and O'Laoire (2011) also address the importance of language with regards to the successful integration of migrants into a new society. They state that "(Re)constructing one's sense of self as a migrant thus is not just a matter of picking up where one left off before migrating. Bi/multilingual proficiencies equip individuals with the ability to balance the dual needs of maintaining cultural roots and acculturation." (157). It is for these reasons that,

particularly for multilingual pupils, language attitudes and language ideologies of teachers are extremely important and should be considered.

2.2 Multilingualism

2.2.1 Definitions and Background Information

The term multilingual is being used in this thesis based on the definition forwarded by Weber and Horner (2018), who define multilingualism as “...verbal repertoires consisting of more than one variety (whether language or dialect).” (2018, 4). This term and definition are being used for their broad scope and ability to encompass the largest portion of pupils, including those involved in the *oma äidinkieli*, or mother tongue program in Finland. Using this definition of multilingualism also allows for those labeled as bilingual and plurilingual to be included under this definition, and therefore allows research relating to bilingualism and plurilingualism to be included as well.

According to Baker, bilingualism is the ability to use more than one language and can be considered on the individual or group level (2011). While citing other authors, Baker lists different dimensions affecting the categorization of bilinguals (or multilinguals). These dimensions include age, ability, balance of the two (or more) languages, development (ascending or recessive language development), context in which the language is acquired (ie school, home etc), and if the bilingualism is circumstantial (not a choice) or elective (a choice) (Baker 2011). All these variables can affect if and how a person may be labeled as being bilingual. Why a person might be labeled bilingual is another question.

Baker notes that the decision to label a person bilingual (or multilingual) depends on the purpose of the categorization (Baker 2011). One factor that can affect this includes, for example, the level of proficiency of the user. To illustrate this point, Baker uses the example of a government using a minimalist definition of bilingualism in order to increase the number of those defined as bilingual because of a desire to tout the success of a language revitalization program. In contrast, an assimilationist and suppressive government may wish to use a maximalist definition (only those with “native-like” control of two or more languages) in order to reduce the number of those defined as bilingual (2011). The intentions and goals of the organizations or people in power affect how and if individuals or groups are labeled as being bilingual or multilingual.

2.22 Positives and Negatives of Multilingualism

Research has overwhelmingly pointed towards benefits of multilingualism. Benefits of multilingualism for individuals mentioned in peer reviewed studies include: greater metacognitive and metalinguistic awareness (Haukås 2015), greater ability to recognize phonetic difference (Mohr 2018), greater mental flexibility (Baker 2000; Mohr 2018), enhancement of executive function (Bialystok and Martin 2004; Mohr 2018), economic advantages and a wider job portfolio (Baker 2000), “wider cultural experience and possibly greater tolerance of difference and less racism” (Baker 2000, 4), greater cultural sensitivity (Baker 2000; Mohr 2018), as well as possible “..mitigation of cognitive decline in older age and contribut(ions) to cognitive reserve, which in turn may postpone Alzheimer’s disease.” (Bialystock and Martin 2004, 326).

Challenges or negatives of multilingualism largely relate to negative perspectives which have persisted in different ways over time. For some time, some thought that multilingualism was a negative, as multilingual children must learn more than just one set of vocabulary, grammar etc. This type of perspective was challenged by researchers, such as Peal and Lambert (1962), who found that bilingual students outperformed monolingual students in nearly all of the tests administered, including test related to nonverbal intelligence (Bialystock et al. 2009; Peal and Lambert 1962). While research has indicated that, “Bilingual language acquisition is as effortless, efficient, and successful as monolingual acquisition.” (Bialystock et al. 2009, 90), misconceptions such as the thought that multilingual or bilingual language acquisition would likely result in the child not developing a strong proficiency in any of the languages being learned (such as the concern I have heard in Finland of children becoming ‘*puolikielinen*,’ (or ‘half-language’)) have remained present.

Another misconception regarding multilingualism is that the two (or more) language systems are somehow completely separate in the brain. This has been disproved by multiple studies and there is consensus that languages are at some basic level connected in the brain of a multilingual person (Baker 2000; 2011). In fact, authors such as Jim Cummins (2000) have shown the two (or more) language systems instead seem to be connected in many ways in the brain. According to Cummins, this connection of multiple languages in the brain results in what he refers to as “transference.” It is through transference that languages work together in

the brain in some ways to help a multilingual person learn, understand, and communicate with others.

Some research has indicated that multilinguals have delayed response times when compared to their monolingual counterparts. Bialystock et al. (2009) explain, while referencing the interconnectedness of the language systems in the multilinguals brain, that “One possibility is that the interacting systems are set in motion because the joint activation of the two languages for a bilingual creates a problem not experienced by monolinguals—namely, the need to select from the target system in the context of compelling and active alternatives.” (Bialystock et al. 2009, 91). The multilingual brain then may take a bit longer to respond to a question, for example, as the brain of multilingual must make decisions about which language to use when giving an answer, which is not a task that a monolingual brain needs to complete.

While research does point to many benefits and few drawbacks of multilingualism, it is important to note that, as explained by Haukås (2015),

Multilingualism does not automatically enhance further language learning; for example, when learners are not literate in their home language, when learners are not aware of the benefits of multilingualism and ‘when children are not encouraged in the school situation to rely on their different languages and language knowledge as positive resources’ (Moore, 2006, p. 136), multilingualism may not provide an advantage. In fact, the general view within the field seems to be that learning multiple languages is best enhanced when learners are encouraged to become aware of and use their pre-existing linguistic and language learning knowledge. (Haukås 2015, 17).

If multilingualism is to be beneficial, as research indicates it is and can be, it is then important that the multilingual student is encouraged in school, by teachers for example, to use and develop their different linguistic resources.

2.3 Multilingualism in Finland

Finnish governmental institutions, including the Finnish National Agency for Education, have recognized and addressed the increase of immigrants and foreign language speaking residents and citizens in Finland. The Finnish National Agency for Education lays out goals and objectives for education in Finland in the Finnish National Core Curriculum. The Finnish government has adopted a multicultural approach to immigration, and as such grants rights to minority and minority language speaking residents and citizens.

The Finnish National Core Curriculum is used to steer practices and attitudes of teachers, in part towards a goal to achieve a multicultural society, as is the implementation of multilingual and multicultural programs in schools. One such program is the *oma äidinkieli* program, or mother tongue program. This program provides students who speak a foreign language (a language other than the national languages in Finland of Finnish and Swedish) as their mother tongue with instruction in their own mother tongue. Students who attend *oma äidinkieli* classes are provided with two hours of instruction per week in their own mother tongue. The classes happen, generally, either before the student's school day starts, or after the student's school day has ended. The *oma äidinkieli* program is one way that local municipalities in Finland are able to provide opportunities to develop and support foreign language speaking students' language skills and multilingual/multicultural identity development.

2.31 EU and Finnish National Policies Towards Multilingualism

Finland joined the EU in 1995. EU documents set out an explicit approach to multilingualism. The approach dictated by the EU is to view multilingualism and multiculturalism as a positive resource to be developed. Language policy in Finland does adhere to the policies and objectives set out in EU policy. Finland is a constitutionally multilingual country, with official languages being both Finnish and Swedish. Finland has, through the Language Act, guaranteed the right to one's own language. Linguistic rights are considered to be basic human rights in Finland, and that perspective is present in Finnish legislation.

2.32 Multilingualism and the Finnish National Core Curriculum for Basic Education

The Finnish government and the Finnish National Core Curriculum for Basic Education embrace a multicultural and multilingual approach to immigrants and foreign language speaking residents and citizens. The Finnish National Core Curriculum for Basic Education lays out goals and an approach to education in Finland while addressing and acknowledging the presence of issues relating to immigration, such as linguistic and cultural diversity (National Core Curriculum 2014).

The Finnish National Core Curriculum for Basic education states that personnel members, including teachers, should take on evaluative positions towards linguistic and cultural diversity as being fundamental rights of children and students, and that linguistic and cultural diversity are to be viewed as positive resources in the classroom (National Core Curriculum 2014).

2.33 The *Oma Äidinkieli* Program in Finland, and in the City of Vantaa

The integration of foreign language speaking immigrants into Finnish society, as in any society, can be and is a challenge. Finland has a multicultural approach as is stated in EU policy, the Finnish Constitution, as well as in the Finnish National Core Curriculum for Basic Education. The dual need of acquisition and fluency in the official and dominant languages, Finnish and Swedish in Finland, along with demonstrating the acceptance and valuing of multiple cultures and languages through the administration of multilingual and multicultural programs can be a difficult balance to strike. Along with programs which assist and support immigrant and multilingual pupils with the acquisition of Finnish or Swedish language skills, the Finnish school system also has multiple programs which are intended to support and encourage multicultural and multilingual pupils' development in their own mother tongue, while supporting and guaranteeing the linguistic rights of minority and foreign language speaking pupils. One such program is the *oma äidinkieli* program, or mother tongue program.

The *oma äidinkieli* program provides pupils who speak a language other than Finnish, Swedish, or Sami as a mother tongue with instruction in their own mother tongue. Instruction for *oma äidinkieli* classes can also be provided to pupils who have developed foreign

language skills abroad, or in some other way at home. There are no requirements relating to the pupils' proficiency or fluency in the foreign language in order to qualify to participate in *oma äidinkieli* classes. Each municipality can create an *oma äidinkieli* class for any given foreign language, provided there are at least four (4) pupils who have signed up to participate in that particular language class. Municipalities receive separate funding for *oma äidinkieli* instruction from the State. Qualifying pupils are provided with two (2) hours of instruction per week. The *oma äidinkieli* program is considered supplementary to the Finnish National Core Curriculum for Basic Education, and attendance is therefore not required of pupils.

Objectives and assessment criteria for *oma äidinkieli* classes were last laid out in the 2014 Finnish National Core Curriculum. Objectives communicated in the curriculum for instruction in *oma äidinkieli* classes fall under the categories of grades 1-2, grades 3-6, and grades 7 – 9. A definition of what an assessment of 'Good knowledge and skills' means for the assessment of a pupil at the end of grade 6 is provided, and also at the end of grade 9 (National Core Curriculum for Basic Education 2014).

The city of Vantaa has the largest concentration of foreign language speaking residents in Finland and has a large population of foreign language speaking students in Vantaa city schools. The city of Vantaa provides *oma äidinkieli* instruction to pupils who qualify in over 30 different languages. Pupils are able to sign up for *oma äidinkieli* classes by filling out a form and returning it to the school.

3 Method and Data

3.1 Methodological Choices and Reliability

A questionnaire was used to measure teacher attitudes towards multilingualism and the *oma äidinkieli* program in this study, as questionnaires are viewed as being “one of the most natural ways of gathering information” (Dörnyei and Taguchi 2009, 1) and the use of questionnaires is a prevalent data collection method in the social sciences, in attitudinal research, and in applied linguistics specifically (Garrett 2003; 2010). The questionnaire used in this study is included in the appendix of this thesis.

The research instrument in this study was modeled after the instrument used by Garrity et al. in their 2018 study, “Beliefs About Bilingualism, Bilingual Education, and Dual Language Development of Early Childhood Preservice Teachers Raised in a Prop 227 Environment.” Using an instrument which uses the term “bilingualism” was deemed appropriate and relevant due to definitions of multilingualism used within the context of this thesis and also because the Finnish school system considers *oma äidinkieli* students to be bilingual. Garrity et al. explain that

Sixteen questions assessing beliefs about bilingualism and dual language development were developed following a review of the pertinent literature related to bilingualism in infancy and early childhood, drawing heavily from the work of Espinosa (2008, 2013), Goldenberg (2008), and Hakuta, Butler, and Witt (2009). Five questions related to linguistic ideology (Kroskrity, 2004) were also included to assess students’ beliefs about bilingual education. (Garrity et al. 2018, 182).

The nine items in the questionnaire scale measuring attitudes towards multilingualism used in this study were taken directly from the Garrity et al. (2018) questionnaire. Where the Garrity et al. instrument uses the term “bilingual,” the instrument in this study uses the term “bi/multilingual.”

The nine items used to measure attitudes towards the *oma äidinkieli* program in section three of this questionnaire were created by the author after a review of literature relating to L1

language instruction and multilingualism (for example, see Baker 2000; 2011, Cummins 2000, Tarnanen et al. 2017), as well as looking to reword items used in the Garrity et al. (2018) questionnaire, but looking to specify the *oma äidinkieli* program instead of speaking generally about bi/multilingualism. An example of rewording an item from the Garrity et al. scale and specifying the *oma äidinkieli* program would be comparing item 13 in section two, which comes directly from the Garrity et al. questionnaire. Item 13 on the instrument states, “Learning two or more languages simultaneously puts children at risk for having delayed and possibly impaired language development,” and item 24 in section three, which rewords item 13 from the Garrity et al instrument and specifies the *oma äidinkieli* program when it states, “Pupils who attend *oma äidinkieli* classes will not learn Finnish properly.”

The questionnaire in this study consisted of three sections: section one being ten background and demographic questions which were multiple choice answers, some of which contained open-ended questions to gain more specific information (for example, item 2: Do you teach a foreign language? If yes, which language?). Background information questions relating to gender and age were not collected as that information was deemed immaterial to the study in question. Section two being nine questions using a five-point Likert scale measuring attitudes towards multilingualism, and section three being nine questions using a five-point Likert scale measuring attitudes towards the *oma äidinkieli* program. In sections two and three, respondents were asked to rate their agreement with statements, ranging from 1 “strongly agree” to 5 “strongly disagree.” As such, a score of 1 indicates the most positive attitude towards multilingualism and the *oma äidinkieli* program, a score of 3 indicates a neutral attitude, and a score of 5 will indicate the most negative attitudes towards multilingualism and the *oma äidinkieli* program. A five-point Likert scale was used in this study as this was the scale used in the research instrument the current study is based upon (Garrity et al. 2018), and because a five-point Likert scale allows for more nuanced responses and therefore interpretation of data than, for example, a three-point Likert scale. A five-point Likert scale does allow the option of collapsing into a three-point scale for simplified data analysis, much as Garrity et al. (2018) do in their analysis in their study.

As described by Garrett (2003, 2010), a direct approach to studying language attitudes was employed in this study. Respondents were made aware the study was about attitudes towards multilingualism and the *oma äidinkieli* program and were asked direct questions about their attitudes towards issues relating to multilingualism, multilingual language development, and

the *oma äidinkieli* program. This was done because the research instrument this study is based upon (Garrity et al. 2018) employs a direct approach to studying language attitudes, and also in the interest of validity and applicability of the items included as they relate to attitudes towards multilingualism and the *oma äidinkieli* program.

The questionnaire and items therein were translated from English into Finnish by Riikka Schultz and were checked for accuracy by my seminar group and thesis supervisor. Adjustments were made to translations into Finnish based on feedback from seminar group members and the thesis supervisor. The survey was piloted with three teachers in Vantaa schools and revisions were completed based on feedback received prior to administering the questionnaire.

The questionnaire was administered one-to-one on the spot, as well as one-to-one take-away, as some teachers did not have time to complete the survey at the time I asked them if they would complete the questionnaire. This was done with the thought that teachers might be more likely to complete the survey if they were asked in-person, as opposed to through an email or electronic message of some sort. The questionnaire took on average five to ten minutes for respondents to complete.

Teachers were given the option to complete the English language survey, or the Finnish language survey. This option was given in the interest the validity of responses, and of ensuring teachers understood what was being asked and what statements they were being asked with which to either “agree” or “disagree.” All teachers (n=45) chose to complete the survey in Finnish. Respondents were given the GDPR form, or privacy notice (see appendix), and informed of their rights and that their responses would be used for research purposes for this thesis prior to completing the questionnaire.

Relating to internal consistency calculations for section two of the questionnaire regarding attitudes towards multilingualism, which used items taken directly from the Garrity et al (2018) study: Garrity et al. state, “The survey had acceptable internal consistency, with a Cronbach alpha coefficient of .787.” (Garrity et al. 2018, 183). A Cronbach alpha calculation was not possible to perform on the scale created by the author used in section three regarding attitudes towards the *oma äidinkieli* program due to the size of the sample obtained. Reliability and consistency of the scale created by the author was considered qualitatively

using literature relating to attitudinal research and the component parts of attitudes (Garrett 2010) and all items on the scale were considered to relate to either cognitive, affective, or behavioral dimensions of attitudes, or behavioral intentions with regards to the *oma äidinkieli* program (the social object for the scale). Therefore, results from this study should be interpreted with caution.

Data was collected and transcribed into Microsoft Excel 2013. Frequency count measurements were taken for background and demographic questions. Descriptive statistics were used to interpret and analyze data collected. Mean calculations were conducted for individual items on both scales, as well as for each scale in its entirety. Frequency count and mean calculations were conducted using Microsoft Excel 2013. Sum variables were created for both scales (multilingual scale in section 2, and *oma äidinkieli* scale in section 3). Items from both scales which were negatively worded were reverse scored.

The instrument also included space at the end of the questionnaire for participants to write any thoughts or comments about issues raised in the questionnaire. These responses were collected and will be discussed later in this thesis.

3.2 Information about Participants

Primary and lower-secondary teachers from 6 Finnish language schools (4 primary schools, 1 combination primary/lower-secondary school, and 1 lower-secondary school) in the city of Vantaa were asked to complete a physical paper questionnaire while in the teachers' room, or in their own classrooms.

The total number of respondents for this study was 45 (n=45). Information regarding gender and age were not collected, as literature and research reviewed by the author did not focus on correlations between age and/or gender and attitudes towards multilingualism, therefore information regarding age and gender were not collected in this study. Also, the privacy of the respondents influenced the decision to not collect information on age and gender. Data was collected between January 25th and February 26th 2021.

Demographic and background information of participants is as follows: 22/45 participants are classroom teachers, 6/45 are special education teachers, 1/45 is a teacher's assistant, 10/45

are subject teachers (teachers teaching particular subjects, many times, but not always, at the lower-secondary and secondary level in schools, such as math, language, religion, and or physical education teachers, for example), and 5/45 are ‘other’ than the previous categories. Those who marked ‘other’ wrote that they are different types of special education teachers, physical education teachers, or after school program teachers (dealing with sports and physical education). It should be noted that it was possible for some participants to give multiple answers to a single question, therefore certain participants may be included in multiple categories (for example, a participant may be both a classroom teacher and a subject teacher – religion teacher, and also a teacher may teach multiple levels of classes, and therefore is included in both the 1-3 grade level teaching as well as the 4-6 grade level teaching categories – the total number of participants therefore may add up to more than 45). Figure 1 is a visual representation of the distribution of teacher categories.

Figure 1

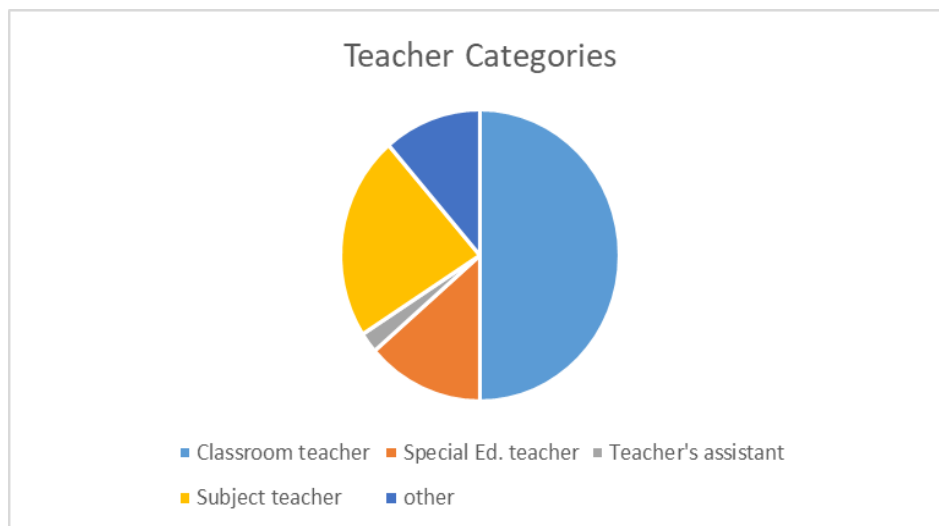


Figure 1: A visual representation of the distribution of teacher categories in the population sampled.

Of teachers surveyed, 28/45 participants teach a foreign language, and 22/28 who teach a foreign language taught English. The remaining 2/28 teach German, Swedish, and Finnish (as a foreign/2nd language).

23/45 participants teach grades 1-3, 23/45 participants teach grades 4-6, and 12/45 participants teach grades 7-9. Figure 2 displays the distribution of grades taught.

Figure 2

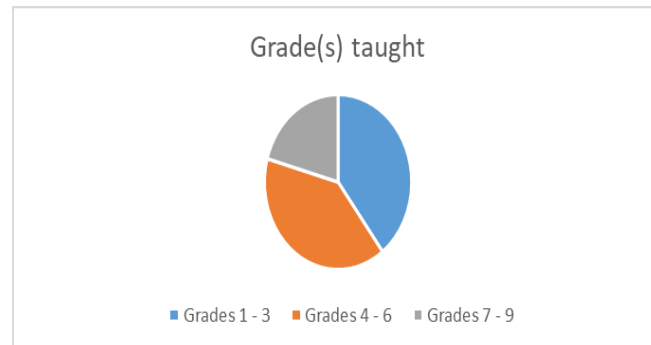


Figure 2: A visual representation of the distribution of grades taught by respondents in this study.

15/45 participants have taught for 0-5 years, 8/45 participants have taught for 6-10 years, 9/45 have taught for 11-15 years, and 13/45 participants have taught for more than 16 years. Figure 3 displays the distribution of years of teaching experience.

Figure 3

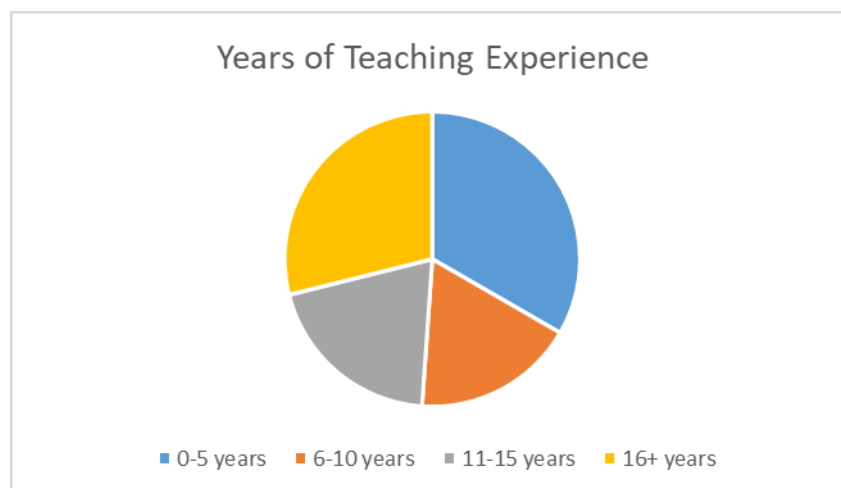


Figure 3: A visual representation of the distribution of years of teaching experience of the respondents in this study.

Of the teachers surveyed, 12/45 participants have 1-10 pupils on average in their class that they teach, 17/45 participants have 11-20 pupils on average in their class, 16/45 have 21-30 pupils on average in their class. No participants have 31 or more pupils on average in their class. Figure 4 displays the distribution of average number of students in classrooms.

Figure 4

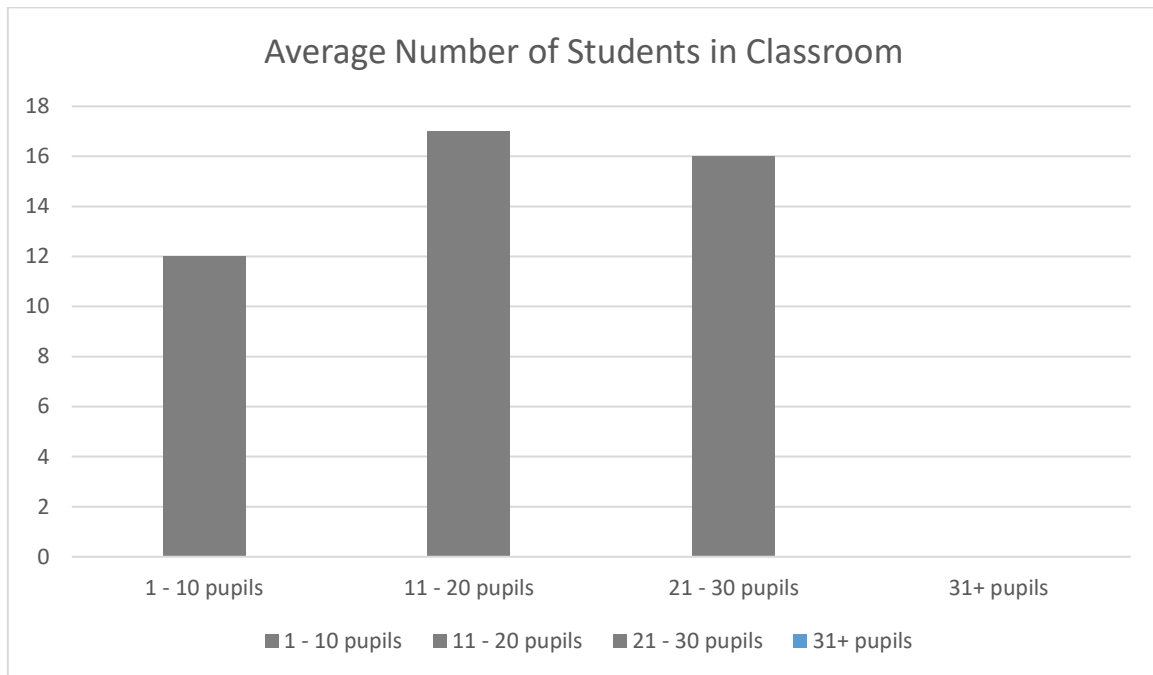


Figure 4: A visual representation of the number of students in the classrooms belonging to respondents in this study.

Of teachers surveyed, 39/45 participants speak more than one language. 11/45 participants have lived in another country a year or more. 7/45 participants identified as being “bi or multilingual.” 17/45 participants have received formal training or education about bilingualism or multilingualism. 43/45 participants indicated that they know which students they teach qualify for *oma äidinkieli* instruction. Figure 5 displays the distribution of positive and negative answers for the items listed above.

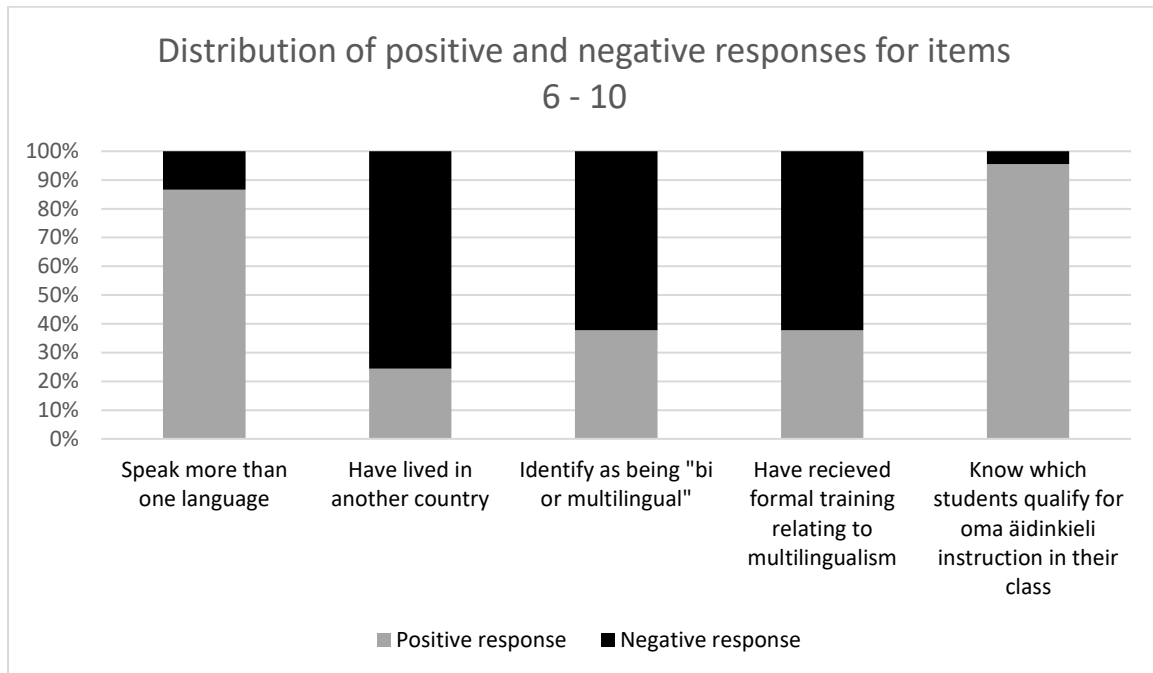
Figure 5

Figure 5: A visual representation of the distribution of positive and negative responses for items 6 – 10 by respondents in this study.

Due to the size of the sample in this study, and the fact that the randomness of the sample cannot be verified, the sample in this study cannot be considered representative of the population.

3.3 Limitations

Limitations of the current study involve multiple areas. The size of the sample ($n=45$) is not large enough to conduct Cronbach alpha calculations, which results in the reliance on the Cronbach alpha calculations conducted in the study upon which this study is modeled (Garrity et al 2018). Also, the randomness of the sample cannot be confirmed, and the sample can therefore not be confirmed to be representative. The reliability and validity of the results must therefore be interpreted with caution.

With regards to reliability and validity, the possibility of acquiesce bias should be considered with regards to results reported. I am an *oma äidinkieli* teacher for the city of Vantaa and was administering a questionnaire which employed a direct approach to studying language attitudes, and a direct approach to studying teacher attitudes towards the *oma äidinkieli* program. This context should be considered when interpreting results.

It is due to these limitations and concerns that the current study is being labeled a case study.

3.4 Ethical Considerations

Ethical considerations were taken into consideration in the research design and construction of the research instrument, as well as in the administration of the research instrument. Feedback was received from thesis seminar cohorts at the University of Helsinki, as well as from the thesis supervisor. The research instrument was modeled on an instrument used by professional researchers whose results were published in peer-reviewed journals (Garrity et al 2018). Permission was gained from principals of the schools that participated in the study, and by the City of Vantaa prior to asking teachers to complete the questionnaire. The largest concern regarding ethics was dealing with privacy issues. Participants were given the GDPR form (see attachments) and informed verbally and in writing that by completing the questionnaire, they were giving their consent to having their answers used in this research project and thesis prior to their completing the questionnaire. There were no direct identifiers included in the questionnaire. Data collection and storage was conducted in accordance with the GDPR.

4 Results and Analysis

4.1 Attitudes Towards Multilingualism

Attitudes towards multilingualism were measured using questionnaire which employed a five-point Likert scale, with a 1 being the most positive, a score of 3 being neutral, and 5 being the most negative. Negatively worded items were reversed scored. The total mean measurement for all participants (n=45) for the scale measuring attitudes towards multilingualism was 1.95, which indicates a positive attitude towards multilingualism. The overall attitudinal positioning of teachers towards multilingualism does then seem to be congruent with EU policy, Finnish national policy, and the Finnish National Core Curriculum. Included below in figure 6 is a box plot graph showing the mean score for the scale measuring attitudes towards multilingualism, as well as the range.

Figure 6

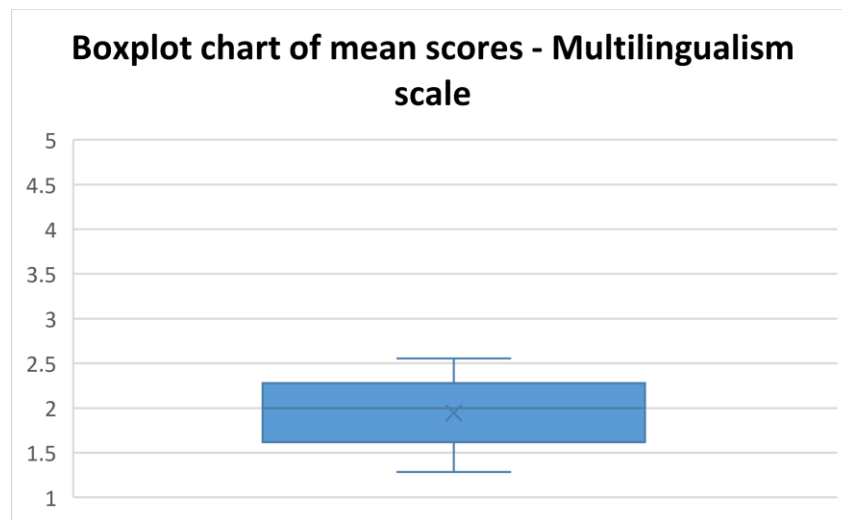


Figure 6: Boxplot of multilingualism scale

A visual representation of the range and mean of teacher attitudes towards multilingualism. A lower score indicates a more positive attitude.

Mean score calculations were also made for each individual item on the questionnaire. A graph representing the mean score for each individual item is presented in figure 7.

Figure 7

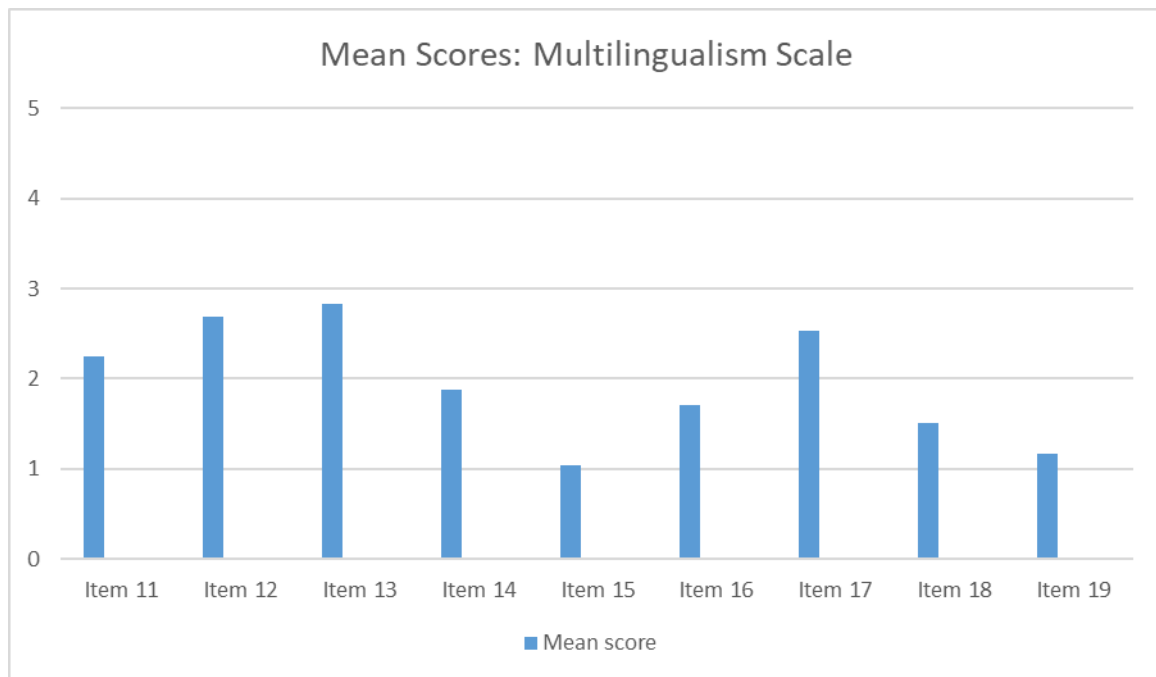


Figure 7: Mean score calculation for individual items on the multilingualism scale.

A visual representation of the mean score for each individual item on the multilingualism scale. A lower score indicates a more positive attitude.

The first item on the scale measuring attitudes towards multilingualism was item 11. Item 11 states “Children who are fluent in two or more languages possess certain cognitive advantages in comparison to children who are fluent in one language.” This item had a mean score of 2.25, indicating a positive attitude and agreement with the statement.

Item 12 states “Bi/multilingual children are better at problem solving, demonstrate greater creativity, and have more tolerant attitudes towards members of another culture.” Item 12 had a mean score of 2.69, indicating general agreement and positive attitudes towards the statement. Multiple respondents made written comments about item 12 in the space provided on the questionnaire. Item 12 had the second highest score of all the items on the scale measuring multilingualism, and the language used in the item was taken directly from the

Garrity et al. (2018) research instrument (aside from the changing of the term “bilingual,” which was used on the Garrity et al. (2018) instrument to the term “bi/multilingual” in the current study). Of concern for the respondents was the grouping of these statements or benefits together. Some took issue with the grouping together of problem-solving abilities, with creativity, and how tolerant of other cultures multilingual children may or may not be. While not confirmed through interviews with those participants who made comments about the grouping of the three different areas presented by item 12, it is possible that those who took issue with the grouping of the three areas together might believe that some of the areas presented are true, while others are not. All areas presented in item 12 have been demonstrated to be true through research, for example multilingual children being better at problem solving (Bialystock and Craik 2009), multilingual children having greater creativity (Bialystock and Craik 2009, Baker 2011), and multilingual children being more tolerant towards members of another culture (Baker 2000; 2011). This is an area where further investigation might yield a better understanding of how aware teachers are of the different areas, such as problem-solving skills, creativity, and tolerance, for which multilingualism provides benefits.

Item 13 was negatively worded and therefore reverse scored. Item 13 states “Learning two or more languages simultaneously puts children at risk for having delayed and possibly impaired language development” and the language used was taken directly from the Garrity et al. (2018) instrument. Item 13 received a positive score, though it was the closest to neutral (3) on the entire scale measuring attitudes towards multilingualism with a mean score of 2.83. This item relates in many ways to negative perspectives and attitudes towards multilingualism discussed in the literature review section of this thesis, as well as the Finnish concept of “*puoli kielinen*” (or “half-language”) that was also mentioned in the literature review section of this thesis. This negative perspective towards multilingualism is based, in part, on the thought that a developing child has a limited amount of space in their brain, and that additional input, such as learning a second language, could interfere with the child’s development in the first, dominant, or desired language skills and proficiency. As noted, research has proven that learning two or more languages at the same time does not present a risk for a child’s language development. This is not to say that there are not multilingual children who have difficulties with language and language development. Importantly, the cause of language difficulties in multilingual children, as also with their monolingual counterparts, has not been clearly identified by research. Some research points towards some

combination of genetic and social factors, but research has made clear that multilingualism is not the cause of difficulties or impaired language development in multilingual children (Martin 2009). This being the case, the fact that 28.9%, or 13/45 respondents chose to either “Agree” or “Strongly Agree” with the statement in item 13. The finding that some teachers in Finland view the use of and development of other languages besides the dominant, official languages as potentially detrimental is also a finding in a study completed by Tarnanen et al. (2017). Of the 13 respondents who chose to “Agree” or “Strongly agree” with the statement in item 13, 11/13 did not identify as being bi or multilingual, while at the same time 10/13 indicated that they spoke more than one language. 6/13 of the respondents who agreed or strongly agreed stated that they had received formal training and/or education relating to bi/multilingualism. Also, 24.4%, or 11/45 respondents chose to “Neither agree or disagree” with the statement in item 13 is of some concern and indicates there is a gap in understanding for at least a portion of the population of teachers, and indicates a gap in understanding of as much as half of the teachers surveyed in this study.

Item 14 was negatively worded and was therefore reverse scored. Item 14 states “Learning two or more languages simultaneously at an early age causes children to feel culturally and socially out of place as they do not know which culture to identify with.” and the language used was taken directly from the Garrity et al. (2018) instrument. Item 14 had a mean score of 1.88, indicating disagreement with the statement and a positive attitude towards multilingualism. It is of interest comparing the mean score of item 13 with the score of item 14, as both statements refer to the idea that learning two or more languages at the same time might somehow interfere with a child’s development (language development in item 13, and cultural and social development in item 14) in some way. 1/45 respondents chose to “Agree” with the statement, and 7/45 respondents chose to “Neither agree nor disagree” with the statement in item 14. Significance and correlation measurements were not possible to calculate in this case study, but further investigation into teacher perspectives regarding the advantages or disadvantages of multilingualism as it relates to language development compared to the advantages or disadvantages of multilingualism with regards to social and cultural issues might help illuminate the possible discrepancy in understanding.

Item 15, which states “High levels of bi/multilingualism can lead to practical, career related advantages” received the most positive result on this scale, with a mean score of 1.04, indicating agreement with the statement and positive attitudes towards multilingualism.

Teachers clearly see multilingualism as a positive resource, particularly in the context of “practical” and “career related” issues.

Item 16 was negatively worded and was therefore reverse scored. Item 16 states “Young children who are bi/multilingual will not be able to separate their two languages, meaning they will not know which language to use, when interacting with new people in their community.” Item 16 received a mean score of 1.70, indicating disagreement with the statement and therefore positive attitudes towards multilingualism. This is again interesting to compare the score of item 16 with the score from item 13. Teachers seem to be possibly more aware that multilingualism does not negatively affect or interfere with a child’s social development (as specified in items 14 and 16). While in the minority in this case study, there are some teachers (28.8% of respondents, or 13/45 in this case study) that do believe that multilingualism can negatively affect or interfere with a child’s language development, as specified in item 13.

Item 17 states “Children who are bi/multilingual tend to be more culturally sensitive and can take on the perspective of others.” Item 17 had a mean score of 2.53, indicating teachers generally agreed with the statement, and then indicates a positive attitude towards multilingualism.

Item 18 states “It is necessary to maintain a child's primary language and culture.” Item 18 had a mean score of 1.51, indicating agreement with the statement.

Item 19 was negatively worded and was therefore reverse scored. Item 19 states “It is a waste of taxpayer's and parent's money to pay for mother-tongue language programs” and had a mean score of 1.17. This indicates disagreement with the statement and therefore positive attitudes towards multilingualism and the funding of multilingual programs generally.

To conclude, results in this study indicate teacher attitudes towards multilingualism are positive with the overall mean score being 1.95. However, there do appear to be some possible gaps in knowledge or understanding about multilingualism in the population studied, as is evident from the number of negative responses to item 13 in particular, as well as item 12.

4.2 Attitudes Towards the *Oma Äidinkieli* Program

Studying teacher attitudes towards multilingualism is narrow in scope, but it might be argued that the study of teacher attitudes towards the *oma äidinkieli* program, a specific program in Finland that supports the linguistic and cultural development of immigrant and multilingual students in their mother tongue, is even more narrow in scope. This section will present findings relating to the measurement of Vantaa city primary and lower-secondary teacher attitudes towards the *oma äidinkieli* program, specifically.

Mean measurement for all participants (n=45) on the scale measuring teacher attitudes towards the *oma äidinkieli* program was 1.35, which indicates a positive attitude towards the *oma äidinkieli* program. A visual representation of the mean score and the range of mean scores is included below in figure 8. Many of the items and the language in the scale used to measure teacher attitudes towards the *oma äidinkieli* program were taken directly from the Garrity et al (2018) instrument, but some language was changed in order to specify attitudes towards the *oma äidinkieli* program, as opposed to bi or multilingualism in general.

Figure 8

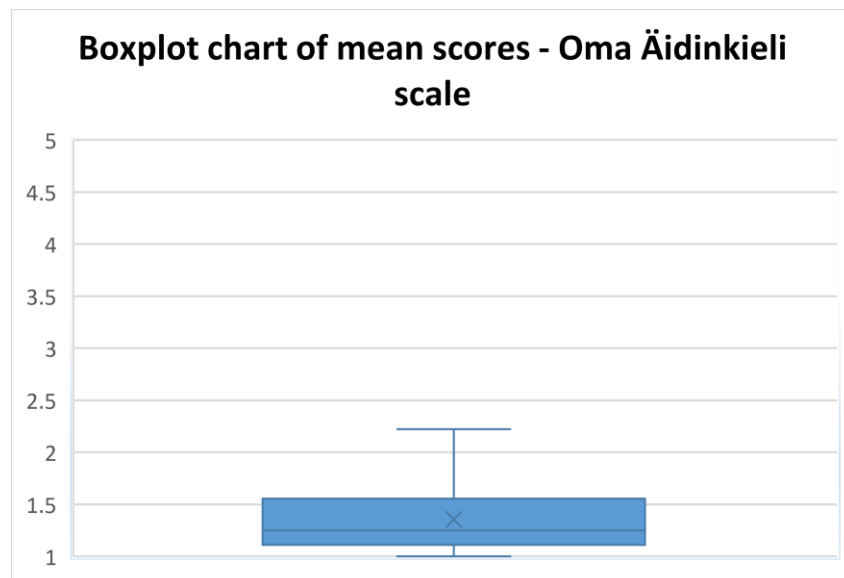


Figure 8: Boxplot of Oma Äidinkieli scale

A visual representation of representation of the range and mean of teacher attitudes towards multilingualism. A lower score indicates a more positive attitude.

Mean scores were calculated for each individual item on the scale measuring attitudes towards the *oma äidinkieli* program, and a graph representing mean score calculations for each individual item for the *oma äidinkieli* scale is presented in figure 9.

Figure 9

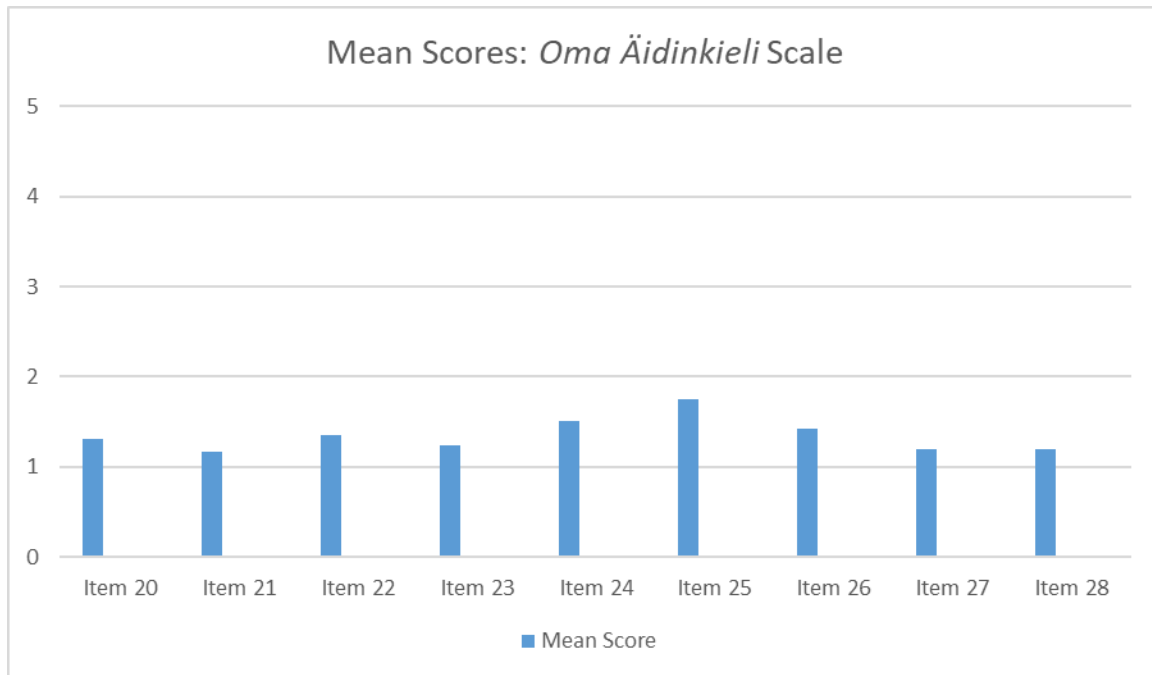


Figure 9: Mean score calculation for individual items on the oma äidinkieli scale.

A visual representation of the mean score for each individual item on the oma äidinkieli scale. A lower score indicates a more positive attitude.

The first item on the scale measuring attitudes towards the *oma äidinkieli* program was item 20. Item 20 states “Pupils gain important skills and knowledge from oma äidinkieli classes.” Item 20 had a mean score of 1.31, indicating agreement with the statement and a positive attitude towards the *oma äidinkieli* program.

Item 21, which states “Teachers should encourage qualifying pupils to attend *oma äidinkieli* classes,” received the most positive result on this scale with a mean score of 1.17. This indicates agreement with the statement and a positive attitude towards the *oma äidinkieli*

program. It should be noted that the language of item 21 uses the word “should,” so then measures behavioral intent, as discussed in the literature review section of this thesis. Therefore, this item is not necessarily measuring actual behavior (if the teachers actually do encourage students in practice).

Item 22, which states “Teachers should discuss issues about pupils with their *oma äidinkieli* teachers, when appropriate” received a positive result with a mean score of 1.35. Item 22 was designed based on a review of literature related to the level of communication and collaboration that happens between classroom teachers and *oma äidinkieli* teachers in Finland. The results in this study are interesting, considering previous research conducted by Tarnanen et al. (2017) indicated that Finnish classroom teachers generally do not communicate or interact with OÄK teachers. The Theory of Reasoned action might give some insight as why that is, or at least the concept/distinction between behavioral intent vs actual behavior. This item asks about behavioral intent (word “*should*” in the item), and does not ask about if teachers actually do discuss issues with OÄK teachers.

Item 23 states “Cities and municipalities in Finland should offer the *oma äidinkieli* program to pupils.” Item 23 had a mean score of 1.24, indicating agreement with the statement and a positive attitude towards the *oma äidinkieli* program. This item was based on item 19 from the scale measuring attitudes towards multilingualism, which states “It is a waste of taxpayer's and parent's money to pay for mother-tongue language programs.” Item 23 specifies the *oma äidinkieli* program, as opposed to speaking generally of “mother-tongue language programs” as item 19 does.

Item 24 was negatively worded and was therefore reverse scored. Item 24 states “Pupils who attend *oma äidinkieli* classes will not learn Finnish properly.” Item 24 was based on item 13 from the scale measuring teacher attitudes towards multilingualism, which states “Learning two or more languages simultaneously puts children at risk for having delayed and possibly impaired language development.” Item 24 had a mean score of 1.51, indicating disagreement with the statement, and therefore a positive attitude towards the *oma äidinkieli* program. Again, correlation and significance calculations were not completed, but further research might be possible regarding the comparison of results from item 13 which received a mean score of 2.83 in this study, while item 24 received a mean score of 1.51. Acquiesce bias might be considered regarding the difference in scores between item 24 and item 13, or this

difference in attitudes may indicate good faith in *oma äidinkieli* teachers, or it may indicate a gap in understanding about what is taught in *oma äidinkieli* classes, or something else entirely. This is an area where further research might help in better understanding the possible misunderstanding regarding the positives and negatives of children learning two or more languages at the same time and what is done in *oma äidinkieli* classe.

The language of item 25, which states “If a pupil learns a concept in *oma äidinkieli* class, for example concepts relating to how plants grow, that knowledge transfers to their understanding in Finnish” was based on a review of literature relating to multilingual student development and the multilingual brain. Authors such as Cummins (2000) have demonstrated that information that is learned in one language “transfers” to understandings in a second language. An example of what Cummins (2000) refers to as “transference” might be if a multilingual student learns about the scientific concept of what the water-cycle is (evaporation – condensation – precipitation – collection (in rivers/lakes/oceans)) in the Finnish language, that student also understands the concept in the English language. That student might not have the vocabulary skills in English to express and communicate the concept of the water-cycle, but the concept is understood; the multilingual student does not lose the understanding of the concept when they speak or think in English. The language used in item 25 is also based on the current understanding that languages are not separated in the brain of the multilingual person, but instead the multiple languages seem to be part of an “integrated system” (Cummins 2000; Bialystock and Craik 2009) . Item 25 received a positive result with a mean score of 1.75. While the mean score for this item indicates positive attitudes, this item received the highest, or closest to neutral score on the *oma äidinkieli* scale. 1/45 (2%) respondents chose “Disagree Strongly” for this item, while 6/45 (13.3%) respondents chose to “Neither” agree or disagree with the statement. As only one respondent chose to “Disagree Strongly,” there is a possibility that the statement was misread. This may be an area where teacher education and training might help teachers better understand current perspectives of language and the minds of the multilingual students. Further research confirming or refuting any teacher misunderstandings relating to the integration of multiple language systems in the brains of multilingual students, and any possible teacher misunderstandings relating to phenomena such as “transference” (Cummins 2000) may be possible.

Item 26 states “Pupils’ social and emotional well-being is supported by oma äidinkieli classes.” and was based on the language used in item 14 from the multilingualism scale. Item 26 had a mean score of 1.42, indicating agreement with the statement and therefore a positive attitude towards the *oma äidinkieli* program.

Item 27 states “Oma äidinkieli classes are important for pupils’ identity development.” The language of item 27 is based on the understanding of language and identity being part of the same whole as discussed in the literature review section in this thesis, and also as discussed in the Finnish National Core Curriculum for Basic Education. Item 27 had a mean score of 1.20, indicating agreement with the statement and therefore a positive attitude towards the *oma äidinkieli* program.

Item 28 states “It is beneficial for pupils to attend oma äidinkieli classes.” and is a direct measure of attitudes towards the *oma äidinkieli* program. Item 28 had a mean score of 1.2, indicating agreement with the statement and therefore a positive attitude towards the *oma äidinkieli* program.

To conclude, this study indicates teacher attitudes towards the *oma äidinkieli* program are positive with an overall mean score of 1.35 for the entire scale. This positive attitudinal positioning of classroom teachers is important if the *oma äidinkieli* program, which does not require attendance and is considered supplemental to the National Core Curriculum, is to be successful. While correlation and significance calculations were not possible in this study, further investigation may shed light on issues relating to teacher understanding of multilingual student development, particularly with regards to language development of multilingual students, as referenced in item 24 which had a mean score of 1.51, and which was also referenced in item 13 which received a mean score of 2.83.

5 Conclusion

The research questions in this study sought to investigate primary and lower-secondary Finnish teacher attitudes towards both multilingualism, and towards the *oma äidinkieli* program. Results indicate that teachers have positive attitudes towards both multilingualism and towards the *oma äidinkieli* program. Results in this study are limited due to the number of respondents (45) and are limited due to Cronbach alpha calculations not being possible to complete.

The positive attitudes towards multilingualism found in this study show congruency between stated objectives in the Finnish National Core Curriculum for Basic Education and the attitudes of teachers in the schools. However, this study did indicate that there may be certain areas where Vantaa city teachers, and possibly teachers in general, might benefit from further training or education regarding multilingualism. In particular, further education or training may help with issues relating to if learning two or more languages at the same time can impair or impede the acquisition of language, as discussed in item 13, as well as the multiple areas that multilingualism can provide benefits for, such as in the areas of problem-solving skills, creativity, and greater tolerance towards members of other cultures, as was discussed in item 12.

I did find it interesting that so many teachers answered that they do speak a foreign language (39/45 teachers), but fewer identified as being bi/multilingual (7/45). This an area which might merit further investigation. This finding may indicate the way that some teachers define multilingualism may involve variables besides simply the ability to speak more than one language. Further research questions might include: How do Finnish school teachers define “multilingualism”? According to Finnish teachers, what level of proficiency is required to be labeled multilingual? According to Finnish teachers, does an additional language have to be acquired at a young age in order to be labeled multilingual? Does the additional language acquired have to be acquired at home, as opposed to school? To go further, this observation may also indicate in some ways how teachers define and understand language more generally. Further research might investigate how it is that Finnish school teachers understand and define language as well.

Pupils who have acquired or have begun to acquire a language while living abroad, as well as pupils who speak another language at home or have spoken the foreign language (a language other than Finnish or Swedish) from birth are allowed to attend *oma äidinkieli* classes. As the *oma äidinkieli* program is a program for multilingual students, it can be argued that the law defines multilingualism, and defines multilingualism as the ability to speak/read/write/understand a foreign language (languages other than Finnish or Swedish) with no real proficiency requirements overtly stated. Also, it can be argued that the time of acquisition of the foreign language may take place from birth, or can take place later in life, such as when living abroad. Further research may help in understanding how Finnish teachers define what it means to be “multilingual” and compare that definition to the requirements set forth to providing programs such as the *oma äidinkieli* program, as well as compared to definitions provided in policy documents such as the Finnish National Core Curriculum for Basic Education.

The lack of requirements for level of proficiency and the open language used when explaining which students can participate in *oma äidinkieli* classes results in the possibility (and likelihood) of there being a huge range in terms of pupils’ linguistic development and ability in their mother tongue within a single classroom. This, however, is not much different as what the situation can be like for classroom teachers who teach in Finnish or Swedish. There is certain to be a large range of student ability and proficiency in the Finnish or Swedish language that some classroom teachers must adjust to and teach all at the same time.

The positive attitudes towards *oma äidinkieli* program found in this study show that the program is valued by classroom teachers. This is important because *oma äidinkieli* classes are optional. *Oma äidinkieli* classes are a way for the school to support multilingual students in their language, cultural, and identity development. The supplemental nature of *oma äidinkieli* classes presents specific challenges to teachers of *oma äidinkieli*, such as getting students to attend class, or attend regularly. This study did not investigate the actual number of students who attend *oma äidinkieli* classes as compared to the number who qualify, but that would be interesting to know. This study did ask teachers if they felt that teachers should encourage students to attend OÄK classes but did not ask if they in fact did encourage students to attend. This could then also be an area for further investigation. Also, further investigation and comparison regarding teachers attitudes towards specific named languages, for example teacher attitudes towards English, Russian, Estonian, Somali, or Arabic may be of interest.

Current geo-political events, such as the events in Ukraine, may make the study of attitudes towards specific languages more pertinent.

The involvement of classroom teachers and a “whole school approach” (de Jong 2020, 12), such as encouraging diverse and varied language use in the classroom, making multilingualism and multiculturalism visible in the school, as well as encouraging students to attend *oma äidinkieli* classes, is of great importance for supporting multilingual students and the *oma äidinkieli* program. Making *oma äidinkieli* classes obligatory would surely require additional funding and create a logistical nightmare trying to organize schedules for all the different students in all the different schools. Therefore, as *oma äidinkieli* classes are optional, the support, attitudinal positioning, and involvement of classroom teachers is extremely important for the success of the program. Additional research regarding the attitudes of school principals and administrators towards multilingualism and the *oma äidinkieli* program may also be in order, as the support of multilingual students and programs also depends greatly on the support of those in power.

Classroom teachers are extremely important with regards to all students, but particularly in the case of multilingual students. It is important to consider how they understand what language is and then what kind of language policy they might have in their classroom, because even if they do not consider these things, they communicate things to students about what is natural/acceptable through their words and actions. What teachers communicate (consciously or unconsciously) about what is natural and acceptable with regards to language has implications with regards to the creation of student attitudes and identification.

One way to encourage teachers to reflect on their attitudes towards and understandings of language and multilingualism is through training and education. This study found that 37.8% (17/45) of the teachers surveyed had received formal training or education about multilingualism. As noted by Helot and O’Laoire (2011), despite the focus on multilingualism and the benefits it provides in governmental documents such as at the EU and national level in Finland, the area of teacher education and training with regards to multilingualism may be lacking sufficient attention.

How teachers understand language will affect their attitudes and will affect their behaviors in the classroom when issues relating to language and language policy arise. Issues relating to

language arise in all classrooms, not just language classrooms, particularly where there are multilingual students present. Multilingualism is already a big issue in education in Finland and will only become a bigger issue in years to come. If multilingualism is to be advantageous as outlined in EU and Finnish governmental documents and in the Finnish National Core Curriculum for Basic Education, all teachers, not just language teachers, will need to communicate and demonstrate to students that multilingualism is a positive asset. As Weber and Horner (2018) state, “If our primary concern is helping all children achieve educational success, education – both mainstream and complementary – needs to respect, to include and to build upon all the children’s linguistic resources, whether heritage languages, ...immigrant minority languages... or non-standard varieties.” (5). In order to ensure all teachers understand and reflect on the advantages of multilingualism, they must be educated and trained. Additionally, encouraging and providing opportunities for classroom teachers and teachers of multilingual programs, such as the *oma äidinkieli* program, to communicate and collaborate might also provide opportunities for all teachers to reflect on multilingualism.

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Appendix A

**DATA PROTECTION NOTICE FOR
SCIENTIFIC RESEARCH
General Data Protection Regulation of the EU
Articles 12–14
Date: [25.01.2021]**

Information on the processing of personal data in the research project entitled *Finnish Classroom Teachers' Attitudes Towards Bilingualism and the Oma Äidinkieli Program*

The research project entitled *Finnish Classroom Teachers' Attitudes Towards Bilingualism and the Oma Äidinkieli Program* involves processing of personal data. The purpose of this data protection notice is to provide information on the personal data to be processed, from where they are obtained and how they are used. Detailed information on the rights of data subjects will be provided at the end of this notice.

Your participation in the research project and provision of personal data are voluntary. If you do not wish to participate in the project or you wish to withdraw from it, you can do so without negative consequences.

1. Data Controller and contact person

Contact person in matters concerning the research project:

Name: Stephen Schultz

Faculty/department/unit: Humanities / Master's of English Studies

Address: Kalastajanpolku 1 A20, 00560 Helsinki

Phone: 045 161 6505

Email: Stephen.schultz@helsinki.fi

2. Description of the research project and the purpose of processing personal data

The research project aims to investigate Finnish classroom teachers' attitudes towards bilingualism and also, attitudes towards the oma äidinkieli program. Respondents will be asked to check a box which best represents their own personal situation, background, and personal views. Background and demographic information about respondents, such as that described in section 5, is used to try to determine if certain demographics are more likely to answer questions regarding attitudes in certain way. Data will be collected on a paper questionnaire, and then input into computer programs and processed and analyzed

through computer software, such as Microsoft excel.

3. Personal data included in the research data

No direct identifiers are collected, nor stored, in the questionnaire. Questions involving length of time teaching, grade level a respondent teaches, average number of students in a respondent's class they teach, if a respondent has lived in another country, if a respondent considers oneself bi or multilingual, if a respondent speaks more than one language, and the amount of training about bi or multilingualism a respondent has completed are all asked in the questionnaire.

4. Sources of personal data

Data will be collected from classroom teachers working in City of Vantaa schools.

5. Sensitive personal data

No special categories of personal data (i.e., sensitive data), as defined in Article 9 of the GDPR, will be processed in this research.

6. Lawful basis for processing personal data

Personal data are processed on the following basis (Article 6(1) of the GDPR):

- Task carried out in the public interest:
 - Scientific or historical research purposes or statistical purposes
 - Archiving of research material and cultural heritage material
- Consent by the research subject
- Compliance with a legal obligation to which the controller is subject
- Legitimate interests pursued by the controller or by a third party
 - Specify the legitimate interest:

If the processing of personal data is based on the research subject's consent, he or she can withdraw that consent at any time. The withdrawal of consent does not affect the lawfulness of processing based on consent before its withdrawal.

7. Recipients of data

Data will not be transferred or disclosed to parties outside the UH research group.

8. Transfer of data to countries outside the European Economic Area

Data will not be transferred to countries outside the European Economic Area.

9. Automated decision-making

The research project involves no automated decision-making that has a significant effect on data subjects.

10. Protection of personal data

Personal data included in the research dataset will be processed and kept protected so that only those who need the data can access them.

The data processed in data systems will be protected using the following:

- Username and password
- Registration/log of use
- Access control
- Encryption
- Two-factor identification
- Other, please specify:

Physical material (e.g., data in paper form or other tangible form) will be protected using the following: Data of a physical nature will be stored in a locked cupboard in the home of the principal investigator.

Processing direct identifiers:

- The controller collects the personal data without direct identifiers.
- Direct identifiers will be removed during the analysis stage and kept separate from the analysed research data.
- The data will be analysed using direct identifiers, because (give grounds for preserving the direct identifiers):

11. Duration of the processing of personal data in this research project:

While no direct personal data is collected in this questionnaire, data (participant responses) will be processed and maintained until the final submission and acceptance of the thesis work.

12. Processing of personal data when the research project ends

- The research data will be deleted
- The research data will be kept for the purposes of validating or replicating the results of this research project:
 - without identifiers identifiers included
- The research data will be kept for later, compatible scientific research in accordance with the requirements of the GDPR:
 - without identifiers identifiers included

The storage of the research data is based on Article 5(1)(b) and (e) of the GDPR. Before the data can be used for other research, the controller will ensure that the new use is compatible with the initial purpose in accordance with the requirements of the GDPR.

Data subjects will receive a new data protection notice on the new use of the research data, unless the controller can no longer identify the subjects from the data.

In addition, the data subjects will not be informed of the new research if delivering this information to them is impossible or involves a disproportionate effort or renders impossible or seriously impairs the achievement of the research objectives (Article 14(5)(b) of the GDPR).

Where and for how long will the data be stored:

13. Rights of data subjects and derogations from those rights

The contact person in matters related to research subjects' rights is the person stated in section 2 of this notice.

Rights of data subjects

Under the General Data Protection Regulation, data subjects have the following rights:

- Right of access to their data
- Right to rectification of their data
- Right to the erasure of their data and to be forgotten
- Right to the restriction of processing of their data
- Right to data portability
- Right to object to the processing of their data
- Right not to be subject to automated decision-making

However, data subjects cannot exercise all their rights in all circumstances. The circumstances are affected by, for example, the legal basis for processing personal data.

Further information on the rights of data subjects in various circumstances can be found on the website of the Data Protection Ombudsman: <https://tietosuoja.fi/en/what-rights-do-data-subjects-have-in-different-situations>.

If data subjects cannot be identified

If the processing of personal data for research purposes does not require the identification of the data subject and if the controller is unable to identify the data subject, the right to access, rectify, erase and restrict the use of personal data, as well as any notification obligations and the right to data portability do not apply unless the data subject provides additional data enabling their identification (Article 11 of the GDPR).

Derogations from rights

The General Data Protection Regulation and the Finnish Data Protection Act enable derogations from certain rights of data subjects if personal data are processed for the purposes of scientific research and the rights are likely to render impossible or seriously impair the achievement of the research purposes.

The need for derogations from the rights of data subjects will always be assessed on a case-by-case basis.

Right to appeal

If you consider that the processing of your personal data has been carried out in breach of data protection laws, you have the right to appeal to the Office of the Data Protection Ombudsman.

Contact details:

Office of the Data Protection Ombudsman

Street address: Ratapihantie 9, 6th floor, 00520 Helsinki

Postal address: PO Box 800, 00521 Helsinki

Phone (switchboard): 029 56 66700

Fax: 029 56 66735

Email: tietosuoja(at)om.fi

Appendix B
Questionnaire

My name is Stephen Schultz. I am an oma äidinkieli teacher for the city of Vantaa, and I am completing a Master's thesis at the University of Helsinki. If you choose to complete this voluntary survey, your answers to the following 28 questions will be used to measure teacher attitudes towards bi/multilingualism and the oma äidinkieli program. The oma äidinkieli program provides pupils who speak a mother language other than Finnish or Swedish with instruction in their own mother language. All answers provided are anonymous. There are no wrong answers. If you have any questions or are interested in results, my contact is Stephen.schultz@helsinki.fi. This survey should take about 10 minutes to complete. Thank you for your answers and for your time!

Part I: Background Information

For each of the following statements and questions, please circle the answer(s) which best applies to you.

1. I am a:
 - a. Classroom teacher
 - b. Special needs teacher
 - c. Teacher's aid
 - d. Subject teacher – Which subject(s)?

 - e. Other – Please write what your position is:

2. I teach a foreign language.
 - a. Yes - Which language(s)?

 - b. No

3. What grade(s) do you teach?
 - a. Grades 1 -3
 - b. Grades 4-6
 - c. Grades 7-9

4. How many years have you been teaching?
 - a. 0 – 5 years
 - b. 6 – 10 years
 - c. 11 – 15 years
 - d. 16+ years

Part I: Background Information cont.

For each of the following statements and questions, please circle the answer(s) which best applies to you.

5. What is the average number of students in your class?
 - a. 1 -10 students
 - b. 11 – 20 students
 - c. 21 – 30 students
 - d. 31+ students

6. I speak more than one language.
 - a. Yes
 - b. No

7. I have lived in another country for 1 year or more.
 - a. Yes
 - b. No

8. I am bi/multilingual.
 - a. Yes
 - b. No

9. I have received formal training and/or education about bilingualism or multilingualism.
 - a. Yes
 - b. No

10. I know which students in my class(es) qualify for oma äidinkieli classes.
 - a. Yes
 - b. No

Part II: Attitudes Towards Bi/Multilingualism

For each of the following statements, please mark the box with the answer which best applies to you and your thinking.

Statement	Strongly agree	Agree	Neither	Disagree	Strongly disagree
11. Children who are fluent in two or more languages possess certain cognitive advantages in comparison to children who are fluent in one language.					
12. Bi/multilingual children are better at problem solving, demonstrate greater creativity, and have more tolerant attitudes towards members of another culture.					
13. Learning two or more languages simultaneously puts children at risk for having delayed and possibly impaired language development.					
14. Learning two or more languages simultaneously at an early age causes children to feel culturally and socially out of place as they do not know which culture to identify with.					
15. High levels of bi/multilingualism can lead to practical, career related advantages.					
16. Young children who are bi/multilingual will not be able to separate their two languages, meaning they will not know which language to use, when interacting with new people in their community.					
17. Children who are bi/multilingual tend to be more culturally sensitive and can take on the perspective of others.					
18. It is necessary to maintain a child's primary language and culture.					
19. It is a waste of taxpayer's and parent's money to pay for mother-tongue language programs.					

Part III: Attitudes Towards The Oma Äidinkieli Program

For each of the following statements, please mark the box with the answer which best applies to you and your thinking.

Statement	Strongly agree	Agree	Neither	Disagree	Strongly disagree
20. Pupils gain important skills and knowledge from oma äidinkieli classes.					
21. Teachers should encourage qualifying pupils to attend oma äidinkieli classes.					
22. Teachers should discuss issues about pupils with their oma äidinkieli teachers, when appropriate.					
23. Cities and municipalities in Finland should offer the oma äidinkieli program to pupils.					
24. Pupils who attend oma äidinkieli classes will not learn Finnish properly.					
25. If a pupil learns a concept in oma äidinkieli class, for example concepts relating to how plants grow, that knowledge transfers to their understandings in Finnish.					
26. Pupils' social and emotional well-being is supported by oma äidinkieli classes.					
27. Oma äidinkieli classes are important for pupils' identity development.					
28. It is beneficial for pupils to attend oma äidinkieli classes.					

If you would like to write any additional thoughts or comments about issues raised in this survey, I would welcome them. Please feel free to use the space provided below. Thank you again for your thought and time completing this survey!

Appendix C

Nimeni on Stephen Schultz. Toimin oman äidinkielen opettajan Vantaan kaupungilla ja teen pro gradu –tutkielmaa Helsingin yliopistossa. Tämä vapaaehtoinen 28 kohdan kysely mittaa opettajien asenteita kaksi- ja monikielisyyttä sekä oman äidinkielen opetusta kohtaan. Oman äidinkielen opetusta tarjotaan oppilaille, joiden äidinkieli on jokin muu kuin suomi tai ruotsi. Kaikki vastaukset ovat anonyymeja. Vääriä vastauksia ei ole. Jos sinulle herää kysymyksiä tai olet kiinnostunut tutkielman tuloksista, voit ottaa yhteyttä sähköpostitse Stephen.schultz@helsinki.fi. Kyselyyn vastaaminen vie noin 10 minuuttia. Kiitokset vastauksistasi ja ajastasi!

Osa I: Taustatiedot

Valitse seuraavista kysymyksistä ja väittämistä itseäsi parhaiten kuvaava vaihtoehto.

1. Olen:
 - a. Luokanopettaja
 - b. Erityisopettaja
 - c. Kouluavustaja
 - d. Aineenopettaja – opetettavat aineet: _____
 - e. Muu – mikä? _____

2. Opetan vierasta kieltä.
 - a. Kyllä – Mitä kieltä/kieliä?

 - b. En.

3. Mitä luokka-astetta/luokka-asteita opetat?
 - a. Luokat 1-3
 - b. Luokat 4-6
 - c. Luokat 7-9

4. Kuinka monta vuotta olet toiminut opettajana?
 - a. 0-5 vuotta
 - b. 6-10 vuotta
 - c. 11-15 vuotta
 - d. \geq 16 vuotta

Osa I: Taustatiedot jatkuu

Valitse seuraavista kysymyksistä ja väittämistä itseäsi parhaiten kuvaava vaihtoehto.

5. Kuinka paljon opetusryhmässäsi on keskimäärin oppilaita?
 - a. 1-10 oppilasta
 - b. 11-20 oppilasta
 - c. 21-30 oppilasta
 - d. ≥ 31 oppilasta

6. Puhun useampaa kuin yhtä kieltä.
 - a. Kyllä
 - b. Ei

7. Olen asunut ulkomailla vuoden ajan tai kauemmin.
 - a. Kyllä
 - b. Ei

8. Olen kaksikielinen/monikielinen.
 - a. Kyllä
 - b. Ei

9. Olen saanut koulutusta kaksikielisyydestä/monikielisyydestä.
 - a. Kyllä
 - b. Ei

10. Tiedän, ketkä oppilaistani ovat oikeutettuja oman äidinkielen opetukseen.
 - a. Kyllä
 - b. Ei

Osa II: Asenteet kaksi-/monikielisyyttä kohtaan

Valitse seuraavista väittämistä omia ajatuksiasi parhaiten kuvaava vaihtoehto.

Väittämä	Täysin samaa mieltä	Jokseenkin samaa mieltä	Ei samaa eikä eri mieltä	Jokseenkin eri mieltä	Täysin eri mieltä
11. Kaksi- tai monikielisillä oppilailla on tiettyjä kognitiivisia etuja yksikielisiin oppilaisiin verrattuna.					
12. Kaksi- ja monikieliset lapset ovat parempia ongelmanratkaisussa, ovat luovempia ja heillä on positiivisemmat asenteet eri kulttuurien edustajia kohtaan.					
13. Kahden tai useamman kielen yhtäaikainen oppiminen lisää viivästyneen tai mahdollisesti huonomman kielitaidon kehittymisen riskiä.					
14. Kahden tai useamman kielen yhtäaikainen oppiminen varhaisessa iässä johtaa kulttuurisen ja sosiaalisen juurettömyyden tunteeseen, kun lapsi ei tiedä kumpaan kulttuuriryhmään samaistua.					
15. Sujuvasta/äidinkielenomaisesta kaksi- tai monikielisyydestä voi olla käytännön hyötyä työelämässä.					
16. Kaksi- tai monikieliset lapset eivät pysty erottamaan osaamiaan kieliä toisistaan, minkä vuoksi he eivät tiedä, millä kielellä kommunikoida uusien ihmisten kanssa.					
17. Kaksi- tai monikieliset lapset ovat usein kulttuurisesti sensitiivisempiä ja pystyvät asettumaan muiden asemaan.					
18. Lapsen ensisijaisen kielen ja kulttuurin tukeminen on tärkeää.					
19. Kotikielen ja oman äidinkielen opetuksen järjestäminen on veronmaksajien ja vanhempien rahojen tuhlausta.					

Osa III: Asenteet oma äidinkielen opetusta kohtaan

Valitse seuraavista väittämistä omia ajatuksiasi parhaiten kuvaava vaihtoehto.

Väittämä	Täysin samaa mieltä	Jokseenkin samaa mieltä	Ei samaa eikä eri mieltä	Jokseenkin eri mieltä	Täysin eri mieltä
20. Oppilaat oppivat tärkeitä taitoja ja tietoja oman äidinkielen tunneilla.					
21. Opettajien tulisi kannustaa oman äidinkielen opetukseen oikeutettuja oppilaita osallistumaan ko. opetukseen.					
22. Opettajien tulisi tarvittaessa keskustella oppilaisiin liittyvistä asioista oman äidinkielen opettajan kanssa.					
23. Kaupunkien ja kuntien tulisi tarjota oman äidinkielen opetusta oppilaille.					
24. Oman äidinkielen opetukseen osallistuvat oppilaat eivät opi kunnolla suomen kieltä.					
25. Oman äidinkielen tunnilla opitut konseptit, esimerkiksi kasvien kasvamiseen liittyvät ilmiöt, siirtyvät myös oppilaan suomenkieliseen ymmärrykseen.					
26. Oman äidinkielen opetus tukee oppilaiden sosiaalista ja emotionaalista hyvinvointia.					
27. Oman äidinkielen opetus on tärkeää oppilaiden identiteetin kehittymisen kannalta.					
28. Oman äidinkielen opetukseen osallistuminen on oppilaille hyödyllistä.					

Jos sinulle heräsi ajatuksia tai kommentteja kyselyn aihepiiriin liittyen, voit kirjoittaa ne tähän. Kiitokset vaivannäöstäsi!