FINNISH STUDENTS' USES OF AND ATTITUDES TOWARDS ENGLISH ON FACEBOOK

Master's Thesis
Jenni Valppu

JYVÄSKYLÄN YLIOPISTO

Tiivistelmä – Abstract

Monet sosiaalisen median sovellukset ovat saavuttaneet maailmanlaajuisen suosion ja niistä on tullut tärkeä osa etenkin nuorten jokapäiväistä elämää. Englantia käytetään sosiaalisessa mediassa paljon ja erityisesti kielitaitoiset suomalaiset näyttävät pitävän englantia luonnollisena osana internetissä tapahtuvaa kommunikointia. On muodostunut uusia kielenkäyttötapoja ja -oletuksia, mitkä vaikuttavat myös kieliasenteisiin. Kieliasenteet puolestaan vaikuttavat ihmisten kanssakäymiseen ja suhtautumiseen toisiinsa sekä motivoivat kielten opiskeluun.

Tässä tutkimuksessa pyrin selvittämään syitä siihen, miksi suomalaiset opiskelijat käyttävät englantia Facebookissa, millaisia funktioita englannin kielellä mahdollisesti on ja millaisia asenteita opiskelijoilla on englannin käyttöä kohtaan juuri Facebookissa. Tarkoitus oli verrata kahta eri opiskelijaryhmää, englannin kielen ja terveydenhoitoalan opiskelijoita, ja tutkia onko heidän englannin käyttötavoissa ja asenteissa merkittäviä eroja. Tutkimukseni aineisto kerättiin elektronisen kyselylomakkeen avulla tammi-helmikuussa 2013. Kysely sisälsi ensisijaisesti monivalinta- ja Likert asteikkoon pohjautuvia kysymyksiä, jotka analysoitiin määrällisesti. Avoimien kysymysten vastaukset analysoitiin laadullisesti.

Kyselyn perusteella selvisi, että opiskelijoiden kieliasenteet vaikuttavat englannin kielen käyttöön Facebookissa. Lisäksi voitiin todeta, että englannin opiskelijoiden ja terveydenhoitoalan opiskelijoiden englannin kielen käyttötavat poikkesivat toisistaan jonkin verran, kun taas heidän asenteensa englantia kohtaan olivat samankaltaisempia. Englannin opiskelijat raportoivat käyttävänsä englantia spontaanimmin ja monipuolisemmin kuin terveydenhoitoalan opiskelijat. Asenteet englantia kohtaan olivat pääasiassa myönteisiä kummassakin opiskelijaryhmässä, sillä englannin käytön koettiin olevan käytännöllistä ja normaalia. Se, miten englannin kielen käyttöön suhtauduttiin, riippui kuitenkin vahvasti siitä, kuka englantia käytti ja millaisessa tilanteessa. Englannilla ei ollut selkeitä funktioita, mutta suurimmalla osalla opiskelijoista näytti olevan Facebook-ystäviä, jotka eivät puhu suomea, ja joille viesti suunnattiin siksi englanniksi. Lisäksi koodinvaihtoa pidettiin luonnollisena ja osa opiskelijoista raportoi käyttävänsä englanninkielisiä sanoja tai sanontoja suomen seassa luodakseen hauskempia tai osuvampia päivityksiä.

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1 INTRODUCTION

English has long been considered to be the language of the Internet. In a study made by W3 Tech (2012), at the beginning of year 2012, 56,1% of Internet content was reported to be in English. The presence, or as some people would argue, the dominance of English is even more evident in the social networking sites favoured by young people, such as blogs, Facebook, Twitter and Instagram. For example, code-switching has become a common practice among bloggers. People write blogs both in their first language and in English, mixing words and expressions from both languages in order to reach a wider audience. On Instagram and Twitter, photos and Tweets are uploaded with special keywords called "hashtags", which are usually written in English. All in all, English can also be claimed to be the language of social networking sites, not only the language of the Internet.

As nowadays people lead media-centered lives, reading and commenting posts on Facebook, Twitter or on different blogs have become everyday activities for many of us. Particularly young people use different kinds of social networking sites daily. New technologies have made it possible to update and share one's location, thoughts and photos in seconds from nearly anywhere in the world to an online profile created on a social networking site.

Facebook, as a global social networking site, creates opportunities for using English language. Most Finnish young people know English rather well as English has been taught in Finnish schools already from the 1960s (Leppänen et al. 2011). Today, young people are connected to the wider world daily through the Internet, and new ways and assumptions of using and mixing Finnish and English have evolved in this new interactive, global online environment. Furthermore, as English is strongly present and often used by Finns on Facebook, it can have an effect on language attitudes, and vice versa. As for language attitudes, they can affect, for instance, how willing people are to use and study a language, and how they perceive and communicate with each other. Language use, on the other hand, reflects the social norms and expectations people have. All in all, since Facebook has become a part of young peoples' everyday lives, it is important to examine what kind of implications it has for their language use and attitudes.

The present study examines Finnish students' uses of and attitudes towards English on Facebook. The aim is to find out why they use English and what kind of attitudes they have developed towards using English on Facebook. The study is primarily quantitative and the data is collected through an online questionnaire containing different types of questions. It also includes four open-ended questions that are interpreted through a qualitative content analysis. The purpose is to compare two different groups of students, nursing students from a polytechnic and English students from a university, and examine if there are any differences in their uses of and attitudes towards English. The groups share many features as they are all students, belong to the same age group and probably have somewhat similar worldviews. However, English students are more likely to need English in their future working life. It will thus be interesting to discover what kind of similarities and differences these student groups have in their uses of and attitudes towards English on Facebook. In addition, Finland serves as an interesting context for the study since English has long been considered as important for Finnish people and, today, English is present in many different contexts within Finland (Leppänen et al. 2011).

As a user of Facebook, I became interested in studying the relationship between Facebook and the English language since I know many Finnish people who like to use English on Facebook, as well as those who seem to be annoyed from the use of English. Secondly, I have taken part in various discussions about how people think Facebook should be used and how some people have broken the underlying rules of appropriate language behaviour on Facebook. Thirdly, even though research on social media is increasing rapidly, I have found very few studies that would concentrate on language use and attitudes towards the use of English on Facebook. Thus, there seems to be a research gap to fill.

Furthermore, I conducted a preliminary research on the functions of and attitudes towards English on Facebook in 2012 as my Bachelor's thesis (Valppu 2012). Even though code-switching was not directly addressed in the study, it proved to be rather a common feature of language use on Facebook since many participants reported to use English words and expressions occasionally with Finnish as they were asked in which situations they generally use English. Since the current study examines similarly the uses of English on Facebook, the concept of code-switching is expected to occur in the participants' answers.

The present study is structured in the following way. In order to situate the study within the global and national context, Chapter 2 will firstly discuss the definition and history of social networking sites and the concept of Facebook more thoroughly. Secondly, it will examine the role of English in Finland, starting from the global spread of English and moving on to discuss the uses of English in Finland, focusing on young people. Chapter 3 serves as a theoretical background of the study and examines the construction of language attitudes, research on language attitudes and attitudes towards English in Finland. It will also briefly introduce the concept of code-switching and the sociolinguistic approach to code-switching that the study draws on. The research questions, data, methodology and methods of analysis will be presented in Chapter 4. Chapter 5 will present and discuss the results of the study in the light of the theoretical background and previous studies. Finally, Chapter 6 will provide a summary of findings, the potential limitations of the study and suggestions for further research.

2 SITUATING THE STUDY: THE CONCEPT OF FACEBOOK AND ENGLISH IN FINLAND

This chapter will be divided into two sections that will situate the study by clarifying the research object, Facebook, and the context of the study, Finland. The first section will discuss social networking sites, the concept of Facebook and Facebook's history and nature as an online community. The second part will discuss English in Finland. It will firstly introduce different models that explain the global spread of English and move on to examine the history and uses of English in Finland, as well as Finnish young people's relation to the English language.

2.1 Social networking sites and Facebook

Recently, a great deal of studies has been made on Facebook, for example, about identity construction, speech acts in status updates and the social capital of Facebook (e.g. Zhao et al. 2008, Carr et al. 2012, Ellison et al. 2007). As it is a new and popular medium of interpersonal and mass communication, it is an interesting context for new research, extending previous research results in many different fields that can be connected to Facebook, for example, business economics, communication, computer sciences and social sciences. Yet, there is very little research on languages and language behaviour on Facebook. Furthermore, I have not found any research that would focus on how and why people choose to use English on Facebook instead of their native language, and what kind of an effect it may have on their language skills, attitudes and communicative practices outside Facebook. In the following, I will examine the concept of social networking sites and Facebook, starting from different definitions and history and moving on to more current issues. I will also discuss Facebook's nature as an online community and introduce some studies that have been conducted on Facebook.

2.1.1 The history and definition of social networking sites

The term 'social networking site' is often used in public discussions and it is sometimes used interchangeably with the term 'social network site' or 'social media'. Boyd and Ellison (2008: 2) choose to use the term 'social network site' since it is broader in the

sense that it covers a variety of different sites, not only those used for establishing new relationships as the term networking suggests. Beer (2008: 519) suggests, however, keeping the term 'social networking site' when describing sites that are mainly used for networking, and using a more common umbrella term 'Web 2.0' to cover different user-generated applications. Under the term Web 2.0 it would then be possible to distinguish the growing variety of user-generated applications from each other, such as wikis, folksonomies and social networking sites, since the increasing number of research about these different sites is demanding more detailed descriptions, not broader ones (Beer 2008: 519). This study will use the term social networking site as it concentrates on Facebook that is mainly a networking site.

Social networking sites started to bloom after the creation of SixDegrees.com in 1997 (Boyd and Ellison 2008: 214). From 1997 to 2000 several social networking sites were launched and after 2001 sites for business networking started to appear as well, such as Ryze.com (Boyd and Ellison 2008: 215). TheFaceBook (later Facebook), a social networking site for students, was launched in 2004 (Baron 2008: 81). It quickly became widely popular among colleges and universities and in 2006 it was made available worldwide for anyone (Baron 2008: 81). By June 2006, Facebook had 15 million visitors per month (Baron 2008: 97). According to Facebook's own statistics (Facebook 2013) in December 2012 it had more than a billion monthly active users and approximately 618 million daily active users.

Boyd and Ellison (2008: 211) define social networking sites as having three functions. First, they allow individuals to create a public or semi-public profile within the site. Second, they make individuals' social network visible by creating a list of members of the site with whom the user has a connection. According to Boyd and Ellison (2008: 211), on many social networking sites, for example on Facebook, users are mainly interacting with people they already have some sort of an offline relationship. The relationship is made visible by becoming friends, contacts or followers within the site. However, for instance on LinkedIn and Viadeo.com, the connections are based more on professional interests than offline relationships. Third, social networking sites allow users to examine other people's lists of connections (Boyd and Ellison 2008: 211). The display of connections is a prominent feature on social networking sites since the users can find connecting points with each other through the public display. Yet, for instance on Facebook, it is now possible to hide the public display of one's friends. The features

of Boyd and Ellison's (2008) functions of social networking sites vary greatly from site to site.

Facebook is a typical social networking site. A user starts by creating a public or private profile, which enables them to interact with other members of the site. Users have to ask for permission from other users in order to become friends and view each other's profiles, in case the profile is private. People use their real names and they can add basic information to their profile, such as hometown, age, gender and marital status. In addition, they can select the interface of Facebook which is currently available in 50 different languages (Facebook 2013). Also an increasing number of companies, organisations and celebrities have a public Facebook page and users can either subscribe to their page or like their page in order to follow their updates. To form a status update, users can write on their "wall" what is in their mind, where they are and what they are doing. Photos, links as well as a specific location with a map can also be attached. Furthermore, users' friends can be "tagged" to the status update, which means that the update will include the friend's name and link to their Facebook profile. In addition, people can post pictures and videos, comment on other people's posts, chat with friends online, send private messages and share links to webpages. Every time a user posts something, they can select to whom they show the post and decide which language they will be using. Through these features, Facebook provides its members opportunities for interaction, cultural production, self-expression and learning.

Social networking sites are increasingly used and exploited not only by marketers but also in socializing, journalism, teaching and at work. Furthermore, many corporations have started to invest money in social networking sites (Boyd and Ellison 2008: 219). Different sites have huge potential for different organisations and businesses as they reach millions of people worldwide and they are used for different purposes. For instance, Facebook is mainly used for connecting with friends, LinkedIn and Viadeo.com for academic and professional purposes and several others for dating purposes. Also smaller groups that have specific interests or worldviews can be created within the different sites and, therefore, for example marketing can be directed for very specific audiences. In addition, many blogging services have social networking attributes, for example LiveJournal, and blogs are often created around a specific topic. Diverse fashion, education and health blogs create new opportunities for organizations varying from business to education.

The fact that almost all new mobile phones have direct access to social networking sites is another example of how widely spread a phenomena social networking sites are. People can update their location and thoughts to different sites in seconds from nearly anywhere via mobile phone. In a short period of time, social networking sites have changed the nature of the internet use and have become a part of daily life through mobile devices that enable to be always online.

Social networking sites' privacy issues have been a public concern recently as many young users do not seem to be aware that their profiles may be public. The profiles may be visible to anyone and searchable through search engines on the default settings. Many sites have privacy controls through which users can limit the visibility of their profiles. Furthermore, it is not clear which privacy laws are applicable to the information posted on the profiles (Boyd and Ellison 2008). For example, Julkisen sanan liitto, The Council For Mass Media In Finland, has recently had to deal with concerns about the publicity of Facebook status updates since journalists have used them in newspapers without permission. The council has now confirmed that journalists can use Facebook status updates as sources of information, similarly to any other source (JSN 2012). As with any other source, the journalists have to follow The Guidelines for Journalists which provide detailed instructions on privacy, publicity and fact-checking. Having examined the history, definitions and some current issues of social networking sites and Facebook, I will now move on to discuss Facebook's nature as an online community.

2.1.2 Facebook as an online community

Facebook is an online community where identities are constructed through creation of one's own profile and in interaction with others. There are different definitions of online communities. According to Wilson and Peterson (2002), the nature of communication medium in online communities differs from traditional communities. An online community is not based on face-to-face communication or on a shared location and history. Nevertheless, its members have different roles, a shared purpose or interest, and assumptions and rules they follow in their interactions, similarly to traditional communities.

To elaborate the notion of different roles in an online community, Ip and Wagner's (2008) definition of different types of blog users is insightful. Ip and Wagner (2008:

245) identify four different types of users: habitual users, active users, personal users and lurkers. Habitual or enthusiastic users are intense and regular in their blogging. They spend hours posting stories and commenting others' posts in different blogs. Active users are regular users but not as enthusiastic as habitual users. They post when they feel they actually have something to share. Personal users limit their audiences and post only personal stories. Lurkers rarely post their own stories, even though they are active in reading others' posts. According to Ip and Wagner (2008: 246) these user preferences depend on one's social and independent needs, for example, active users may want to have an active and large social network around them. These roles could be also used to describe Facebook users since blogging and Facebooking share many features. Posting photos and stories, and commenting other people's activities either privately or publicly, is possible in both blogs and on Facebook. Thus, it can be argued that different users on Facebook have different preferences on how to use the application depending on what kind of a role they have taken.

Henri and Pudelko (2003) describe different types of virtual communities more closely. They state that "community of interest" refers to a community whose members have a common interest and the communication is based on that shared interest (Henri and Pudelko 2003: 478). "Community of practice", which is often used in sociolinguistics, is a community whose members already belong to a community, for example, because of a shared social or professional occupation (Henri and Pudelko 2003: 483). Through a community of practice they develop a collective identity to enrich their life. According to this definition, Facebook could be described as a community of practice since the users who become friends generally know each other before, or at least have mutual friends or acquaintances, and want to maintain the relationship through Facebook. Boyd and Ellison (2008: 219) note that social networking sites have given a new organization structure to online communities since social networking sites are established around people and personal networks, not necessarily around interests and topics. However, as mentioned earlier, there are different sites, for instance, for professional and dating purposes and smaller interest groups can be created within different sites.

Facebook could also be described as an imagined community. According to Anderson (1991: 5-7) a nation is socially constructed and people can only imagine themselves as belonging to the nation. There is not and cannot be interpersonal communication between all members of a nation. It exists as long as its members feel a part of it.

Similarly, Facebook gives a sense of companionship. Many people affirm their relationships by becoming friends on Facebook even though their purpose was not to actively interact on Facebook. Thus, it could be argued that the connections on Facebook are for the most part imaginary. Also Acquisti and Gross (2006: 38-39) state that Facebook networks resemble imagined communities as the members can easily find connecting points between each other. In addition, all members can search for and even read most other profiles, which fosters the experience of a community.

Even though this study does not examine identities per se, as they belong to yet another vast field of study, it is important to point out a core issue on identity construction in online communities regarding language choice. According to Wilson and Peterson (2002: 457) online interaction spaces provide an opportunity for new constructions of identity. On Facebook, people can write whatever they want to, in whichever language they choose to. By selecting which topics they write about, how they form their phrases, and to whom they show particular posts, they are able to create an identity that pleases them. Language choice can be an important part of boosting and creating the ideal image. Baron (2008: 100) points to a study made about Facebook in 2005 where a participant explained that a Facebook profile is an ideal image of who the person would like to be. Regarding the present study, identity creation may be an underlying reason for using English instead of Finnish. However, this claim needs to be justified with further research specifically about identity construction on Facebook as the present study will concentrate on respondents' self-reported uses of and attitudes towards the use of English.

2.1.3 Previous studies on Facebook

As mentioned in the beginning of Chapter 2.1, Facebook has slowly gained an increasing amount of researchers' attention since it has become an important communication and marketing tool for companies, organizations and private individuals, having millions of daily users worldwide. Yet, there is unfortunately very little research available on language use and behaviour on Facebook. Next, I will introduce the few studies on Facebook that I have found relevant considering the current study. Firstly, I will introduce studies that examine students' use of Facebook generally and the social experiences related to the use of Facebook. Secondly, I will present two

different studies on language use and behaviour on social networking sites. I will also briefly present the findings of my Bachelor's thesis (Valppu 2012).

Ellison et al. (2007) investigated college students' use of Facebook and its relation to social capital (N=286). On average, the daily time spent on Facebook varied from 10 to 30 minutes and the friendships on Facebook based mostly on some sort of existing relationships. In addition, Facebook was found to enrich students' social life when they entered the student life since it helped to maintain existing relationships and strengthen new and more temporary acquaintances. Such connections can be advantageous, for example, regarding job opportunities in the students' future. Ellison et al. (2007: 1165) therefore argue that social networking does not damage offline relationships, as early research on virtual communities claimed, but can actually support such relationships positively. However, as the study focused merely on college students' use of Facebook, the social experiences of using Facebook may be different within other groups of people and cannot be generalised.

Pempek et al. (2009) examined college students' social networking experiences on Facebook (N=92). They found that, first of all, the participants used Facebook primarily to maintain social relationships. Only 9% used Facebook for finding new friends. Secondly, the communication style was mainly one-to-many. Communication was preferably done in public, on one's wall. Thirdly, the content of the posted messages was most often humorous or "catching up". However, the participants spent more time observing the content of messages posted by their friends than posting or sending private messages, which is referred to as "online lurking" (Pempek et al. 2009: 235). Regarding identity expression, the display of media preferences, such as favourite music and movies, was thought to be an important marker of identity (Pempek et al. 2009: 233). Furthermore, the amount of time spent on Facebook varied from 0 to 165 minutes according to the day, the average being 30 minutes per day. Thus, some of the results were somewhat similar to Ellison et al.'s (2007) findings. All in all, the results demonstrate that Facebook's use was integrated into the students' lives and gives them opportunities for interaction and self-expression.

In relation to the content of status updates, Carr et al. (2012) made a content analysis of 204 status updates in order to investigate how language is constructed in social networking sites (N=46). First of all, almost 60% of the messages in status updates

included expressive speech acts, in which the sender expressed an emotion towards an object, for example, "hoping that tonight will be amazing". Secondly, 39% of the messages contained assertive speech acts that were aimed at the viewer to form an impression or belief, for instance, "having a barbeque with friends". Thirdly, 21% of the messages contained some form of humour. Carr et al. (2012) bring up theories of interpersonal communication that explain that people are predisposed to use humour in interactive communication situations, assertive speech acts in order to build their identity and expressive speech acts in interpersonal communication situations. In addition, according to Carr et al. (2012) Facebook messages allow the users to communicate to both interpersonal and mass audiences. On the one hand, the messages are interactive in nature as the users' friends can comment on them. On the other hand, at the time of Carr et al.'s (2012) data collection in 2008, they were also publicly searchable. Regardless of the possible publicity, the study showed that people construct messages on Facebook more to interpersonal than mass audiences. Since status messages are no more publicly searchable, their content is now most likely more varied and influenced by the possibility to hide status updates from certain friends.

Anurit et al.'s (2011) research is somewhat more similar to the present study as it concentrates on language use. They investigated the influences of social networking sites on the use of Thai language. The purpose was to examine the uses of Thai netspeak (also E-Thai), which is a combination of English and Thai increasingly used in social networking sites, as it is seen as more effective and quickly typed than the official Thai language. The qualitative study consisted of face-to-face in-depth interviews and observation of the messages created by the users of Facebook and Twitter (N=21).

The findings demonstrate that English was implemented in Thai netspeak in various ways. For example, English abbreviations, such as "thks" and "lol", were used and some English words had different meanings than originally. "Key", for instance, means "entry". There were no specific purposes for which Thai netspeak was used. It was used solely because it was thought to be convenient and easy to understand. In addition, the participants did not assume that the limitations of specific software, such as using a mobile phone, affected the language use. Regarding the future, the participants believed that the use of Thai netspeak will increase since it is useful and the number of people using social networking sites will increase. In addition, they felt that the official Thai language would become more distorted.

On the basis of the study, it can be argued that social networking sites may foster certain ways of communicating and using languages, in this case, the combination of English and Thai. However, more research should be done to establish this. In addition, according to Anurit et al. (2011: 115) English has had a valuable role and influence on Thai society already from the beginning of the 20th century and it has carried with important social and cultural changes. They point out that English is taught in Thai schools and it has influenced the Thai language already before the Internet era. As a result, people are probably accustomed to English influences and, therefore, they choose to use English as it is convenient in the context of social networking.

Recently published study by Cunliffe et al. (2013) is yet more interesting in relation to the current study. Cunliffe et al. (2013) studied young bilinguals language behaviour in social networking sites. They examined language choice and behaviour, and attitudes towards using the Welsh language on Facebook. The participants (N=200) were 13 to 18 years old bilingual (Welsh and English) pupils. The study was conducted as an online survey which was followed-up by focus group discussions.

First of all, the results show that Facebook was an important part of young people's social lives, especially in maintaining their social networks (Cunliffe et al. 2013: 346). Secondly, the medium of Facebook did not influence the language behaviour, but the different elements of Facebook indirectly influenced the language choice (Cunliffe et al. 2013: 353-355). For example, the language of status updates was often different from that of profile information. Status updates could be directed to a smaller Welsh speaking audience, whereas profile information was aimed at the entire social network, most of which spoke English. The effect of audience on language choice was quite significant, but also complex (Cunliffe et al. 2013: 350).

The main finding was, however, that there appeared to be a close relationship between language use on Facebook and language use offline. For example, if Welsh was used at home, within the offline community or with friends outside school, it was also used on Facebook. If a pupil lived in an English or bilingual community, they most often used English on Facebook. Cunliffe et al. (2013: 345) reason this by explaining that the relationship between the English and Welsh language is unequal since the pupils who used both languages orally, most often changed to English on Facebook. All in all, it was argued that online language behaviour reflects the wider language context in the

real world and cannot be examined in isolation (Cunliffe et al. 2013: 349). It seems that research on online language behaviour may provide significant insights into the wider language context as well.

Valppu (2012) examined the functions of and attitudes towards the use of English on Facebook. The participants (N=142) were English language and organizational communication students and their average age was 24. The data was gathered through an online questionnaire. The results demonstrate that English was regarded as an internal component of Facebook since most respondents reported to encounter English every time they logged into Facebook and the majority of the participants also posted in English, at least occasionally. Most participants used English in order to create more interesting and entertaining updates and to create solidarity among friends who speak different languages. In addition, even though the study did not directly address code-switching, the concept of mixing Finnish and English came up in the participants' answers. Mixing Finnish and English was considered as rather normal on Facebook and many participants argued to mix English words or expressions with Finnish. Furthermore, even though attitudes towards English use were mainly positive, the respondents often described situations where English use was irritating or strange, and regarded negatively.

There are, as of now, few studies focusing on language use and behaviour on Facebook and the previously introduced studies provide only basic descriptive information about the use of social networking sites by young people. Further studies are needed to provide wider understanding on language use on Facebook. In addition, Facebook is constantly changing as some features are updated and others removed. Thus, the ways to use Facebook and the experiences relating to it change accordingly. For instance, status updates and photos can now be hidden from particular friends, which undoubtedly influences the content users decide to post.

To sum up, the studies suggest that Facebook is indeed an important part of young peoples' social life. According to them, Facebook is primarily used to keep in touch with offline friends and to express one's thoughts, often with humour. There is some evidence that Facebook can foster particular ways of communicating, which is an important issue for future research. On the other hand, language use on Facebook cannot be understood in isolation from the wider offline context as it reflects the

language behaviour in the real world. For example, in their study, Anurit et al. (2011) point out that English has had an important role in Thai society through education and the positive changes it has provided, which explains Thai people's willingness to implement English so widely in the context of social networking sites. The next chapter will elaborate the role of English in Finnish society as it may help to understand the language use by Finns on Facebook.

2.2 English in Finland

The present study will examine uses of English on Facebook as experienced by Finnish students and, therefore, it extends the study on uses and functions of English in Finland by investigating them in a relatively new interactive environment. This section will start with a discussion on English as a global language and how English use in Finland can be regarded through different models that explain the spread of English. Secondly, the uses of English in Finland will be discussed and findings of previous studies on English in Finland will be reviewed. Lastly, the section will examine English language's relation to Finnish young people.

2.2.1 The global spread of English

Kachru's well-known model of three concentric circles of English explains the global spread of English (Kachru et al. 2006). First of all, the model consists of an inner circle, which refers to countries where English is the native language and where the norms of English have been created. Secondly, the outer circle consists of regions where English is used as a lingua franca. In these regions, English language is norm developing. Lastly, the expanding circle refers to countries where English has no official status but is used in international communication, and is therefore norm accepting. According to the model, Finland would be situated in the expanding circle.

However, the model has some weaknesses, especially when trying to define today's global English and, for example, the context of Finland. Many alternative models have been developed as Kachru's model has been thought to depend too strongly on geography, history and there are many groups that do not fit any of the circles. For instance, English in Finland could be seen more and more as a second language and as a lingua franca within Finland. Most Finnish people are proficient in English and they

encounter English every day as it is strongly present everywhere from the streets and commerce to higher education and working life. Furthermore, in many situations Finnish people choose to use English for different stylistic reasons in accordance with the context or social situation (see Chapter 2.2.2). Also Leppänen (2007: 149) stresses that Finland can no more been seen to belong strictly to the expanding circle. She states that Finland belongs more to "a series of overlapping circles in which English manifests itself and spreads in distinctive ways" (Leppänen 2007: 149). Thus, Kachru's model fails to describe the use of English by Finnish people.

Many alternative models of the global spread of English have been developed. For example, Modiano (1999: 25) designed a centripetal model that is based on the fluency of a speaker. The center of Modiano's model consists of people who speak English as an international language, proficient native and non-native speakers. It does not include those who speak English with a strong accent or dialect since they can have different communication problems in international contexts. The next circle comprises of speakers who are native or second language English speakers. The third circle refers to English language learners, and the fourth circle to those who do not know English. Yet, problems arise when trying to define who is a proficient international speaker. In addition to Modiano's model of English, terms such as Euro-English and Nordic-English have been suggested to represent more detailed variations and speakers of English (McArthur 2003). It is difficult to draw lines between different types of English speakers as English is so vastly spread and used for different purposes. Having discussed the global spread of English, the next chapter will examine how English is used in Finland.

2.2.2 Uses of English in Finland: from education to private life

Most Finnish young people have learnt English at primary and secondary school. In the 1960s English studies were initiated at primary school level with the Finnish basic education reform (Leppänen et al. 2011). Now foreign language teaching starts already during third grade in Finnish primary schools, and most children choose English. In 2000, 87,6% of primary school children started their foreign language studies with English and in 2000-01 98% of secondary school pupils studied English (Taavitsainen and Pahta 2003: 6). English has a dominant role in higher education as well. Many courses in universities are taught in English and many students choose to write their

dissertation in English. For example, in the University of Helsinki, all dissertations in the faculty of medicine were written in English in 2002 (Taavitsainen and Pahta 2008: 31).

In addition to the importance of English in the Finnish education system, English terms are used in the working life of many Finns. Some Nordic companies have chosen English to be their official language and many professional terms and jargons are in English, for example, the IT jargon (Taavitsainen and Pahta 2003: 5). English language is brought to companies by the increase in international relations and trade, but many Finnish companies have English names even if they concentrated on domestic markets. For example, several fitness centres, hairdresser and barber's shops have English names (Taavitsainen and Pahta 2003: 8).

After joining the EU in 1995, there have been many cultural and societal changes that contribute to the use of English in Finland (Taavitsainen and Pahta 2008: 28). Finns are exposed to English daily via media, due to Anglo-American popular culture's prevalence and popularity. For example, most television shows and movies are in English with Finnish subtitles and much of popular music in Finland originates from Anglo-American cultures. Also some Finnish newspapers use English in their announcements, columns and job advertisements (Taavitsainen and Pahta 2008: 34). Furthermore, a more creative use of English has grown lately. According to Taavitsainen and Pahta (2008: 34), English words, expressions, puns and wordplay are rather frequently used in Finnish commercial advertisements. They note that also different hybrids of Finnish and English that can only be understood by Finnish speakers have become common. The American influences started to appear in advertising as early as the 1960s when Finland was developing into a consumer society (Taavitsainen and Pahta 2008: 34). Consequently, apart from education, English is most frequently seen and heard in commercial contexts rather than in institutional contexts, such as offices, churches, libraries or hospitals (Leppänen et al. 2011: 88).

Leppänen et al. (2011) conducted a nationwide study on the functions of English in Finland. They examined Finnish people's English skills in general, and their different uses of and attitudes towards English. Next, I will introduce Leppänen et al.'s (2011) findings in relation to Finns' uses of English.

On the whole, Finns' most often stated reasons for using English were to search information (39%), because it is fun (34%), to communicate with people (32%), and to learn it better (31%) (Leppänen et al. 2011: 121). 52% of all participants claimed to use English most in their free time (Leppänen et al. 2011: 106). In addition, half of the total participants used English weekly to search for information on the Internet. All in all, the participants indicated to read more English than write or speak it, which suggests that they use more passive language skills than active language skills, such as speaking or writing.

In Leppänen et al.'s (2011) study, the youngest (15-24 and 25-44) and oldest (45–64 and 65–79) age groups' uses of English were rather different from one another. The youngest age groups stated that they used English on a daily basis whereas the older age groups saw English more as a foreign language and did not actively use it. 41% of the 15-24 age group indicated that using English is as natural to them as using their mother tongue (Leppänen et al. 2011: 119). One reason for the difference is that more than half of the participants in the oldest age group had not studied English at all, in contrast with the youngest age groups who had studied English 6-15 years. The youngest age group was also the most active group in writing different texts in English, expressing negative feelings and speaking in English with Finnish or Swedish speaking friends. This suggests that younger Finns know English better, are more used to using it and, therefore, they are able to use English more often in different contexts than older Finns, who are not as competent with the language. Furthermore, the findings indicate that the use of English is at a turning point in Finland as the age groups move forward and the differences between the age groups will decrease.

Comparing the use of English by occupation revealed some differences between healthcare workers and managers or experts. Approximately 60% of managers, experts and participants with a university or polytechnic degree stated that they used English in their work at least once a week. In contrast, only 16% of healthcare workers noted that they used English on a weekly basis. Furthermore, managers indicated to have most self-confidence in speaking English whereas healthcare workers had the lowest self-confidence (Leppänen et al. 2011:124). Healthcare workers indicated to use English because it is fun rather than to search for information (Leppänen et al. 2011: 122). To explain the differences, Leppänen et al. (2011: 61) argue that there is a correlation between the encounters with foreign languages and the level of education. Thus, the

highly educated managers and experts confront foreign languages more often than healthcare workers or manual workers. For this reason, I became interested in examining if healthcare students encounter and use less foreign languages compared to a student group in the university already at the time of their studies.

2.2.3 English and the young people

Since Finnish young people are quite active users of English and their English skills are better than those of older age groups (Leppänen et al. 2011), it is necessary to examine the use of English by young people more thoroughly. As discussed earlier, different media and education contribute to the extent young people encounter and learn to use English.

Leppänen (2007) conducted a study on how English is adapted into the youth language in Finland. The study demonstrates how young people use English in various contexts in internal communication within Finland. Leppänen (2007) examined four different youthscapes: a game event, hip-hop lyrics, fan fiction and a blog. The findings show that English is implemented into Finnish youth language in different ways depending on the context and functions. In the game event, English was used occasionally as some specialized English words were used in order to interact with other players. In hip-hop lyrics, more extensive language mixing was used in order to create a special hip-hop style. In fan fiction, deliberate code-switching of Finnish and English was used, and the blog was almost completely written in English. The study shows that English is indeed a communicative resource for young people in Finland. Many past-time activities allow young people to use English and create local meanings with English. All in all, Leppänen (2007: 167) argues that English allows young people to express themselves, construct their identity and feel belonging to a community, or to the wider world.

Thus, young Finns use English in their free time activities, which are increasingly connected to the new media or to the wider world via Internet, to a degree that is seen as appropriate in a particular context. Consequently, young Finns have become quite skilful with the English language as they learn it also outside the school. According to Leppänen and Piirainen-Marsh (2009: 280) the discourses found in gaming-events and fan fiction suggest that young people are active, playful and critical in creating local meanings with English. They use repetition, imitation and re-modification of the language patterns used and heard for example in a game to make sense of and create

translocal meanings within the English speaking new media. These past-time activities are significant sources for informal learning since the patterns can be exploited and used later in other communicative contexts (Leppänen and Piirainen-Marsh 2009: 281). This kind of creative use of English demonstrates how English has become more than a foreign language for Finnish young people.

The studies introduced in Chapter 2.2 demonstrate that young Finns have relatively good English skills and they are used to encountering and using English in different situations in their free time. Furthermore, the examples show that Finnish people use English for stylistic purposes in many contexts. However, there seems to be a gap between the young and old in relation to their uses of English: young Finns use English daily and regard it as natural, whereas older Finns use less English and tend to see it more as a foreign language. Furthermore, Leppänen et al. (2011: 61) argued that the higher level of education one has, the more they encounter and use foreign languages. The next chapter will discuss language attitudes since attitudes towards a language influence the willingness and motivation to use and learn the language.

3 LANGUAGE ATTITUDES AND CODE-SWITCHING

In the first part of this chapter, I will examine how language attitudes are constructed and what kind of functions and meanings they have. Furthermore, I will examine how research on language attitudes has evolved and introduce Leppänen et al.'s (2011) findings on attitudes towards English in Finland, focusing on attitudes of young people. In the second part of the chapter, I will discuss code-switching and the sociological functions of code-switching. They will be discussed rather briefly since attitudes are the main focus of the study. Yet, I decided to include some theoretical aspects of code-switching in the study because of Valppu's (2012) findings on the functions of English on Facebook, which suggest that the concept of code-switching is likely occur in the data (see Chapter 3.2).

3.1 Language attitudes

Cargile et al. (1994: 211) describe the study of language attitudes as "an attempt to understand people's processing of, and disposition towards, various situated language and communicative behaviours and the subsequent treatment extended to the users of

such forms". To understand the study of language attitudes, first one has to understand what language attitudes are.

In general, attitudes consist of feelings, thoughts and prepositions (Kalaja and Hyrkstedt 1998: 346). People are often unconscious of attitudes since they are not usually directly expressed (Garrett 2010: 1). Attitudes can also be seen as structures in people's minds, which affect speaker evaluation, communication strategies and behaviours. Language attitudes, in contrast, are attitudes towards different languages or regional or social varieties of a language, or speakers of these varieties (Kalaja 1999: 46). Consequently, using a certain language on Facebook can affect how people perceive and communicate with each other. Language attitudes can also have an effect on people's motivation and willingness to learn and speak a language. In addition, society and changes in society can have an effect on how language is used, which is reflected to attitudes. Since Facebook is a new, popular and originally English medium, it most likely has some influence on language use and attitudes. All in all, language attitudes are significant factors in the process of communication and behaviour related to it.

Attitudes are often discussed with three elements: cognition, affect and behaviour (Garrett 2010: 23). Attitudes are cognitive as they consist of beliefs about the social reality. For example, a certain variety of language may be associated with a low social class. Attitudes are affective since they include either positive or negative emotions. For example, one may disapprove a certain way of speaking. Furthermore, attitudes predict behaviour and reactions towards an object. If one has a positive attitude towards a linguistic community, they are more inclined to get to know the members of the community. It seems problematic to view attitudes as containing all the elements. Garrett (2010: 23) remarks that these elements should preferably be seen as triggering attitudes, not equalling them as attitudes.

Furthermore, Garrett (2010: 24) points out that the position of the elements has received criticism recently since it is difficult to connect the elements and they are not always in agreement. According to Garrett (2010: 25) much of the discussion has been over the link between behaviour and attitudes. It is arguable that negative attitudes inevitably lead to negative behaviour, or vice versa. Some people may assume that if one behaves in a hostile way towards a group of people, they have also negative attitudes towards that group of people. However, there can be many intervening factors between attitudes

and behaviour. Garrett (2010: 28) points out that behaviour lies within people's actual and perceived control, and the intended behaviour may depart from the actual behaviour due to different intervening factors. Both external factors (such as facilities and other people) and internal factors (personal skills and abilities) have an effect on the control (Garrett 2010: 28). Thus, Garrett (2010: 28) argues that the connection between behaviour and attitudes varies in accordance with "the complexity of domains in which language is used".

Attitudes are learned through one's personal experiences and social surroundings (Garrett 2010: 22). Media, parents and friends can reinforce language attitudes. For example, television shows may present French speakers as having distinct characteristics, or parents may disapprove certain way of speaking. According to Garrett (2010), on the one hand, learning of attitudes may be observational, such as seeing people act in a certain way and witnessing the results of those actions. On the other hand, the learning may be instrumental, such as examining the consequences of certain attitudes and whether they will be rewarded or not. For example, a foreign language teacher may give a better evaluation to a pupil if he or she shows a positive attitude towards the foreign language.

Attitudes can be seen to help people to make sense of the complex social world, to reduce uncertainty and to protect one's value system. According to Garrett (2010:21) language attitudes help people to predict others' reactions to their language use and, therefore, influence how people communicate. For example, a student in a job interview may want to appear more experienced and intelligent and use words that he or she would not normally use. Furthermore, Cargile et al. (1994: 221) propose that attitudes, together with beliefs and stereotypes, create and protect differentiations between ingroups and outgroups and, therefore, work as social collective functions.

Cargile et al. (1994) examined the multidimensional nature of attitudes as they introduced a "process model of language attitudes" which describes contextual factors that affect speaker evaluations. They argued that language attitudes influence, and are influenced by, various factors in a repetitive manner. Consequently, they cannot be seen as singular or static units (Cargile et al. 1994: 215). The influencing factors include, first of all, a speaker's and listener's goals and moods. According to Cargile et al. (1994: 219) a positive mood may foster positive evaluations through recalling positive

memories, whereas a negative mood may lead to more negative evaluations. Secondly, perceived cultural factors, such as historical relationships between certain groups, influence language attitudes (Cargile et al. 1994: 226). Thirdly, the interpersonal history between a speaker and listener can have an effect on language attitudes (Cargile et al. 1994: 223). The better people know each other, the less language attitudes need to be used in interaction to predict each other's behaviour. Lastly, the immediate surroundings can affect language attitudes (Cargile et al. 1994: 225). For example, slow and simple speech would be positively evaluated in educational settings with small children, whereas slow speech in a professional context would be negatively evaluated. According to Cargile et al. (1994) the different factors can affect the salience and consequences of language attitudes and lead to different evaluative reactions. Thus, the study of language attitudes should take into account the social situations, relationships and macro-social factors in the context of a language attitude.

Overall, language attitudes can be classified in many ways. According to Gardner (1985: 41) classifications can be made between educational and social attitudes, in terms of attitudes' relevance to success in second language learning and on a scale between specificity and generality. Gardner (1985) discusses two different attitude measures that have been widely investigated in relation to achievement in second language learning: attitudes towards learning a second language and attitudes towards the second language community. Gardner (1985: 60) argues that both types of attitudes are influenced by environmental and subjective factors, such as age and sex, whereas they are separate from intelligence or language aptitude. Even though the results vary, there is some evidence that favourable attitudes towards learning the second language more often correlate with achievement than favourable attitudes towards the second language community (Gardner 1985: 41). The present study will measure social attitudes and attitudes towards the second/foreign language community, and focus quite specifically on attitudes as experienced on Facebook.

Indeed, the definitions of language attitudes are rather multifaceted. Different researchers focus on different features of language attitudes and view the concept of language attitudes from different perspectives. Classification of attitudes may help to focus and explain the motivation for the research on language attitudes. Furthermore, the research on language attitudes should also consider contextual factors that may influence attitudes before drawing on any conclusions. Since attitudes are such hidden

constructs, it is difficult to investigate them directly. The following section will examine how research on language attitudes has developed.

3.1.2 The historical developments of research on language attitudes

Research on language attitudes started to increase in the 1960s when Lambert et al. (1960) conducted a study on language attitudes. According to Kalaja (1999:47), during the last decades, the descriptions of language attitudes have been shaped by the mentalist view. The mentalist view sees attitudes as an internal state which has been caused by a stimulus, and which can predict future behaviour. In relation to language attitudes, the stimuli can be for example speech or writing. The mentalist view seems to be rather straightforward compared to the complexity of language attitudes.

As attitudes consist of feelings and predispositions, they cannot be measured directly. Thus, different indirect measuring methods have been developed. The early research on language attitudes used matched-guised technique as their research method (Kalaja 1999: 50). The participants listened on a recorded tape with examples of different dialects or varieties of a language by different speakers. The purpose was to evaluate the type of a speech, not the speaker, and, therefore, there were two different samples from each speaker in a random order. Next, the participants were asked to rate the different examples of speech according to a scale, for example, "intelligent_ _ _ _ _unintelligent", or "honest_ _ _ _dishonest". The technique has now been criticized for being too limited because the scales and questions are pre-determined by the researcher and the participants cannot justify their answers. Furthermore, it is difficult to apply the results into situations in the real-life (Kalaja and Hyrkstedt 1998: 346).

Different rating scales have later been developed to measure attitudes more effectively. According to Dörnyei (2009: 27) Likert scale is the most commonly used scaling method in second language research. Likert scales consist of statements that express a positive or negative attitude towards an object. The object can be for example a group of people, a language or a concept. The respondents can either agree or disagree with the statements by selecting one of the response options ranging from "strongly agree" to "strongly disagree". Neutral statement options do not work since the statements should evoke evaluative responses in order to measure the underlying attitudes or opinions that the respondents have towards the object (Dörnyei 2009: 27-28). Semantic differential scales are somewhat similar to Likert scales. In semantic differential scales, the

respondents have to mark their answers to a continuum between two extremes, such as difficult – easy, beautiful – ugly, which means there is less reading for the respondent and less statements to construct for the researcher (Dörnyei 2009: 30). Rating scales are therefore easy to answer and easy to construct. However, as discussed in the previous section, attitudes can have many dimensions and a single rating scale does not necessarily reveal the complexity of attitudes. To allow for the complexity of attitudes, the current study combines Likert scales with open-ended and multiple-choice questions.

Kalaja and Hyrkstedt (1998: 348) point out that there has been a shift of attention in research on attitudes, which is referred to as social constructionism. In social constructionism, language is seen to construct the world through everyday actions and attitudes are seen as linguistic actions, which always depend on the context. Consequently, attitudes are also flexible (Kalaja and Hyrkstedt 1998: 346). For example, if a person sees writing in English on Facebook by their Finnish friend, a negative reaction can arise. On the other hand, the person can have a positive reaction to English if a tourist speaks it on the streets. Social constructionism contradicts with the mentalist view since attitudes are seen as flexible units rather than static. The current study investigates attitudes more through the social constructionist than the mentalist perspective since it recognizes that attitudes towards using English on Facebook are context-specific and the results are not necessarily applicable to any other context.

Kalaja (1999: 63) states that the preferred research method within social constructionism is discourse analysis. For example, in a study by Kalaja and Hyrkstedt (1998) discourse analysis is used to analyse young Finns' written responses to a letter-to-the-Editor that argued against the use of English in Finland. The responses were interpreted considering the main arguments in the original letter and coded as having either a favourable or unfavourable attitude towards use of English in Finland. Next, different interpretative repertoires, such as realist or fatalist repertoire, were created and identified through finding different patterns and functions in the letters. Discourse analysis can be effective and produce new insights into attitudes, as did Hyrkstedt and Kalaja's (1998) study, since it demonstrated that attitudes are variable as the respondents used various different repertoires to support their arguments. However, discourse analysis requires a great deal of interpretation from the researcher and different researchers can interpret the same data differently, which can produce different

results. Furthermore, in relation to the current study, acquiring status updates, comments and discussions from the users of Facebook for discourse analysis would have brought up many ethical concerns and, therefore, discourse analysis was not chosen as the method of the study. In addition, it would have been difficult to examine the differences between the student groups' uses of and attitudes towards English through discourse analysis.

3.1.3 Attitudes towards English in Finland

Turning now to examine the research on attitudes towards English in Finland, it could be said that positive attitudes towards English are dominant, as can already be seen from the various functions English has in the Finnish society. As discussed in Chapter 2.2, many Finnish people use English at school and work and encounter it in different contexts in their free time. In the following, I will examine Leppänen et al.'s (2011) findings on attitudes towards English in Finland.

Leppänen et al. (2011) investigated language attitudes through different Likert scale questions. The findings suggest that the youngest age groups, from the ages of 15–24 and 25–44, have indeed positive attitudes towards English. First of all, they are of the opinion that everyone should know English and society should function also in English. Secondly, they most often agreed with the following statements: "English skills should become more common in the world", "English skills add to mutual understanding on a global level", "to be up-to-date, people must be able to function in English" (Leppänen et al. 2011: 86). Almost 80% of the 15-24 age group saw English as at least moderately important in their lives (Leppänen et al. 2011: 65).

According to Leppänen et al. (2011) Finnish young people's attitudes toward mixing Finnish and English are also more positive than other age groups' attitudes. 41% of the 15–24 age group indicated that they mixed English and Finnish often in their speech (Leppänen et al. 2011: 132). Leppänen et al. (2011:119) state that young people mix Finnish and English unnoticed. They use code-switching for stylistic purposes and for self-expression. According to Taavitsainen and Pahta (2008: 29), code-switching of Finnish and English is today often heard in face-to-face conversations with friends or acquaintances in the street. Young people learn English at school but also pick up words from media and games and mix them into Finnish (Taavitsainen and Pahta 2008: 29). It shows that English is increasingly adapted also to the everyday language in the private

sphere and especially young people are used to switching between Finnish and English. (Chapter 3.2 will discuss the definition and meaning of code-switching in more detail.)

Additionally, most participants, regardless of their age, did not see English as a threat to Finnish or Swedish, or to Finnish culture (Leppänen et al. 2011: 91). More than half of the respondents thought that English actually influenced Finnish language and culture positively. Furthermore, almost all respondents (97%) agreed with the statement "young people must know English" and 90% felt that English skills "enhance mutual understanding on a global scale" (Leppänen et al. 2011: 80, 91). Knowing English seems to be regarded as a necessary skill for today's young people and people believe it will not undermine the Finnish language or culture.

Almost in every section of Leppänen et al.'s (2011) research, the youngest age groups stand out as they are more positive towards English than others, and also put their skills to use most often. For example, only 21% of the 15-44 age group agreed with the statement "English skills are overrated" whereas 48% of the 45-79 age group agreed with the same statement. For this reason, I became interested in studying more young people's uses of and attitudes towards English. Furthermore, since the use of English on the Internet was found to be most common among the youngest respondents, I decided to examine the use of English on Facebook since it has become such a popular past-time activity for young people.

3.2 Code-switching

Using or mixing two different languages has become a common practice in social networking sites. Furthermore, Leppänen et al.'s (2011:119) findings show that Finnish young people use code-switching unnoticed. Also Taavitsainen and Pahta (2008: 29) noted that code-switching is frequently heard in face-to-face discussions in Finland. In addition, code-switching of Finnish and English proved to be rather a significant feature of language use on Facebook according to my Bachelor's thesis (Valppu 2012) even though it was not directly addressed in the study. Most of the participants who did not generally use English on Facebook pointed out that they sometimes use English words or sayings along with Finnish. For these reasons, code-switching is expected to occur in the data of the present study, even though it will not investigate code-switching per se.

The purpose is to examine if the participants' responses include the concept of code-switching and reflect the participants' attitudes towards it.

Overall, code-switching is a vast field of study and researchers have defined it in different ways according to their own perspective (e.g. Milroy and Muysken 1995; Myers-Scotton 1993; Gardner-Chloros 1991). The history and disputes around the definitions of code-switching are not essential regarding the topic of the present study. However, this section will provide a brief discussion on the definitions of code-switching and present some relevant research on code-switching. It will also introduce the sociological functions of code-switching in order to clarify the concept, within the framework of the current study.

3.2.1 Definition and meaning

Code-switching has been a popular research area for several decades and it is studied from different linguistic perspectives. According to Boztepe (2003), in the early research, code-switching was thought to occur randomly. Later many have agreed that it is mostly rule-governed as it was found to occur at definite switching points (Boztepe 2003: 5). However, researchers of code-switching disagree with the definition of code-switching and they use different terms, such as code-switching, code-mixing, borrowing and code-alternation, in accordance with their own theoretical perspective. Furthermore, researchers disagree on what code-switching actually covers. For example, Milroy and Muysken (1995: 7) define code-switching as using two or more languages in the same discussion. In the definition by Myers-Scotton (1993: 1), code-switching can occur between different linguistic varieties. According to Gardner-Chloros (2009), code-switching can occur also between different dialects of a language. Even though there is some variation and disagreements, the same idea, using two or more different languages or variations of a language in a discourse or sentence, seems to underlie all definitions.

Code-switching is often discussed with borrowing. It can be argued that borrowing differs from code-switching since it takes a lexical item from a language and integrates it into the linguistic context where it is used. Nevertheless, it is problematic to draw the line between code-switching and borrowing since languages change through time. Various researchers have tried to make a distinction between the two concepts, yet the results remain speculative. For example, Poplack (1980, as cited in Boztepe 2003: 6) suggests that if a lexical item is syntactically, morphologically and phonologically

integrated into the main language, it is a loanword (borrowing). Thus, code-switching could be seen as more spontaneous. According to Boztepe (2003) today most researchers in the field of code-switching view code-switching and borrowing as processes in the same continuum and, therefore, the differentiation is not very crucial.

Milroy and Muysken (1995: 8) define different forms of code-switching. Intra-sentential refers to switching codes within a sentence, in contrast with inter-sentential, which means switching codes between sentences. Also tag-switching, emblematic switching or extra-sentential switching are used. Tag-switching is used to refer to an attachment of a tag to an utterance (Milroy and Muysken 1995: 8). The current study is however more interested in the functions and meaning of code-switching, as experienced by the participants, than in the various forms of code-switching. In addition, to acquire accurate information on the forms of code-switching used on Facebook, the data should consist of students' posted messages and status updates rather than their self-reported practices.

Considering code-switching in an online environment, Fung and Carter (2007) examined English-Cantonese e-discourse through a group of bilingual university students interacting online through ICQ (I Seek You), which is an interpersonal chat program within Internet Relay Chat (IRC). They found out that code-switching was used to express in-group identity and a dual cultural identity, midway between East and West. In addition, they argued that the language used in ICQ, a hybrid of English and Cantonese, was highly dynamic and creative. For example, some Cantonese words might be creatively transformed into English in order to form a more descriptive expression (Fung and Carter 2007: 353). Also Garrett (2010: 12) points out that code-switching may be used to mark one's social identity and belonging to a community. The sociolinguistic approach to code-switching investigates these kinds of social meanings.

3.2.2 The sociolinguistic approach to code-switching

There are two different approaches to code-switching. As mentioned earlier, the sociolinguistic approach focuses on the social meanings that are created in code-switching and tries to explain its discourse functions (Boztepe 2003: 3). The structural approach, on the other hand, concentrates on the grammatical aspects of code-switching and aims at identifying underlying morphosyntactic patterns (Boztepe 2003: 3). The current study will be more interested in the sociolinguistic view to code-switching.

Thus, taking the sociolinguistic approach, code-switching has a social and communicative purpose. For example, it can be used to create solidarity, maintain relationships between people who speak different languages, and to achieve a certain goal in conversation. According to Blom and Gumperz (1972: 424-425) there are two patterns of code-switching. In situational code-switching, the speaker wants to be appropriate and switches languages in accordance with the change of the situation. In metaphorical code-switching, the speaker switches codes to create a special communicative effect. Furthermore, Blom and Gumperz (1972) propose that the setting, social situation and social event presumably influence the choice of code. In addition to situational and metaphorical code-switching, conversational-analytic approach to code-switching focuses on the sequence and turns of the conversation, and how the members achieve local interpretations (Wei 1998). The meaning is always communicated as a part of the interactive process and cannot be taken out of the context (Wei 1998: 162).

The markedness-theory by Myers-Scotton (1993, as cited in Wei 1998:158) explains the social functions of code-switching more thoroughly. When speakers do not know which the preferred language in a social situation is, they practise code-switching in order to decide which the preferred language choice is. Thus, the markedness-theory proposes that in a specific context, one kind of language behaviour can be regarded as normal and appropriate, and therefore unmarked. By contrast, other kind of language behaviour can be regarded as exceptional and against the norms, and it is therefore marked language behaviour. For example, children who grow up in bilingual families regard code-switching as the unmarked choice. This study will seek to find out what the participants view as unmarked and marked language behaviour on Facebook.

4 THE PRESENT STUDY

The present study is mainly quantitative, as it is based on an online questionnaire containing primarily multiple-choice and Likert scale questions, and the results will be interpreted through statistical analysis. However, the questionnaire includes also four open-ended questions that will be interpreted through a qualitative analysis. In this chapter, I will explain how the study proceeds based on the theory introduced in the previous chapters. Firstly, I will present the research questions and aims of the study. Secondly, the data will be introduced. Thirdly, I will describe the methodology I chose for gathering the data and reasons for choosing it. Lastly, there will be discussion on the methods of analysis.

4.1 Aim and research questions

The aim of the present study is to examine the uses of English and attitudes towards English on Facebook. The participant group consists of English language students and nursing students. By distributing an online questionnaire for the participants, I intend to find answers to the following questions through students' own perceptions.

1. What are the reasons for Finnish students' use of English on Facebook?
2. Are there different functions for which English is used?
    *   Does code-switching between Finnish and English occur in the students' responses?
3. What attitudes do the students have towards the use of English on Facebook?
4. Are there any differences in the uses of and attitudes towards English between English students and nursing students?

Firstly, respondents are asked to specify their reasons for using English on Facebook. Questions such as "what do you write in English" and "when do you choose to write in English" reveal also different functions for which English is used. In addition, the concept of code-switching will hopefully be brought up by the participants, as was shown by Valppu (2012). Furthermore, the answers to these questions reveal the role of English on Facebook as well as in the students' lives.

Additionally, the intention is to examine attitudes towards using English on Facebook and if the attitudes influence the use of English on Facebook. For this reason, Likert scale questions are used as they are commonly used in the research of attitudes. The Likert scale questions consist of different statements about the reasons to use English and about those who use English on Facebook. Through the answers for these questions, the questionnaire also reveals what kind of a status English has among the participant groups. In addition, it is noted if the participants' responses reflect their attitudes towards code-switching as code-switching is expected to occur in the responses. Lastly, the differences in the uses of and attitudes towards English between nursing students and English students are compared, and reasons for the possible differences are discussed.

4.2 Data

The data were collected through an online questionnaire (see Appendix 2). The link to the online questionnaire was sent to English language students from a university in January 2013 through the student union mailing list. In addition, after receiving a research permit from a polytechnic, the questionnaire was sent to nursing students in February 2013 through the polytechnics' mailing list. Schools' mailing lists were chosen as the way to contact potential participants, as they proved to be an effective way in reaching students in my Bachelor's thesis (Valppu 2012). In total, there were 143 respondents, of which 79 were English language students and 64 nursing students. The questionnaire was in Finnish to ensure that students could understand all of the questions as well as answer the open-ended questions more freely and easily in their mother tongue. As such, they did not have to think about the grammar or structures of the language, instead they could concentrate on expressing their thoughts and opinions.

There are several reasons for choosing nursing students and English students to be the participants of the study. Firstly, I wanted students to be my informants since they are active Facebookers. According to Ellison et al.'s (2007) study, 90% of college students used Facebook. It was therefore assumed that students would have enough experiences of using and interacting on Facebook in order to participate in my study. Secondly, students studying in a polytechnic or in a university have studied English at school for several years since the teaching of English starts already in the third grade in Finland.

Thirdly, students are often surrounded by influences of Anglo-American popular culture in their free time. Fourthly, English students are naturally interested in the English language, use it in their studies and will also need it in their future careers. Nursing students, on the other hand, do not need so much English in their studies or in their future, and have not studied English as intensively as English language students. Thus, it was hypothesized that these two groups of students may have quite different views on the English language. However, as both groups are Finnish, belong to the same age group and live a student life, they probably have somewhat similar interests and worldviews. Due to the hypothesised similarities in their lifestyles, the participants form interesting comparison groups should any contradictions arise.

4.3 Questionnaire as a data gathering method

I chose to use an online questionnaire as a method for this study. It is, first of all, a natural choice since the study examines an online environment, Facebook, and the participant group consists of students, who are connected to the Internet on a daily basis. Secondly, previous studies on language attitudes have often used questionnaires with Likert scale statements successfully (Baker 1992: 17). Thirdly, as the current study will rely on students' own perceptions and examines respondents' attitudes and opinions, it is useful that the participants can fill in the questionnaire whenever and wherever they want, without distractions from a researcher or the setting. In addition, an online questionnaire is easier and faster to distribute and fill in, and reaches more participants than a questionnaire distributed on paper.

According to Dörnyei (2009: 5), questionnaires can produce factual, behavioural and attitudinal data about the respondent. In addition, they are efficient as they save time, effort and financial resources (Dörnyei 2009: 6). They can contain closed-ended questions, open-ended questions, rating scales, multiple-choice items and different variations of these. Combining different question types and providing simple questions with natural language, clear instructions and a well-organized structure make questionnaires effective, versatile and reliable (Dörnyei 2009).

However, there are some limitations with questionnaires. Dörnyei (2009: 7-9) warns that the respondents can fail to remember something correctly or give answers that are

socially more acceptable, either consciously or unconsciously. Due to human nature and the transparency of questions in a questionnaire, the respondents may guess the desired or more acceptable answer and respond accordingly, instead of relying on their actual experiences or feelings. In addition, people are more likely to agree if they are uncertain of their answer and to overgeneralize their positivity or negativity on a topic (Dörnyei 2009: 9). The researcher has usually no chances to check that the answers are correct and whether the questionnaire is taken seriously since most questionnaires are distributed without direct contact between the researcher and respondents. Thus, Dörnyei (2009: 8) emphasizes that the results represent what the respondents report to believe or feel, not their actual beliefs or emotions.

Questionnaires produce data that is most suitable for quantitative and statistical analysis. My objective is to examine the use of English and attitudes mainly quantitatively as two different groups of students are compared. In addition, asking for long responses in questionnaires is ineffective since the questions need to be simple so that all respondents understand and have enough time and patience to answer them (Dörnyei 2009). However, open-ended questions with some restrictions in the end of a questionnaire can be advantageous as they give an insight to the range of different responses and can produce answers that the researcher did not anticipate (Dörnyei 2009). Thus, four open-ended questions were included in the questionnaire to let the respondents answer more freely and to give the study also a qualitative perspective.

In addition to using the guidelines for constructing an effective and reliable questionnaire presented by Dörnyei (2009: 127-130), I used my previous knowledge on distributing and analysing a questionnaire in order to create the questionnaire for the present study. I had used an online questionnaire to gather the data for my Bachelor's thesis (Valppu 2012), and I used it as a basis to improve the present questionnaire and to add some points to fit the present research questions. I mainly kept the Likert scale statements that had least "I don't know answers" and clarified or left out the questions that had received vague answers. The questionnaire was also piloted prior to the actual data collection in order to find out possible deficiencies. The piloting was made with the help of my fellow students and I received quite a few useful comments on how to improve the questionnaire, for example, to make the wording of the questions more understandable and clear, which I took into account.

The questionnaire (see Appendix 2) contained multiple-choice questions about the participants' background, open-ended questions considering the functions and uses of English, and Likert scale questions regarding attitudes. In the first set of multiple-choice questions the respondents were asked to specify their age, gender and field of study. Next, they were asked to estimate the average time they spent daily on Facebook and specify reasons why they used Facebook. They were also asked to evaluate their English skills, specify where they usually used English and how often they read or wrote in English on Facebook. After the background questions, the questionnaire included two open-ended questions. The first inquired what kind of topics the respondents chose to write in English. The second asked the respondents to describe the situations where they encountered English on Facebook even if they did not personally use it.

In order to be able to measure attitudes, the last part of the questionnaire included two questions based on Likert scale. Firstly, the themes that proved to be most relevant and interesting in relation to uses of English on Facebook in Valppu's (2012) study were applied to the questionnaire. Secondly, as Dörnyei (2009) recommended, neutral statements were avoided and, therefore, the statements were intentionally somewhat opinionated, some positive and others negative, to make the respondents think of their opinions. Thirdly, some of the statements had a similar kind of underlying theme, so that the analysis would be easier as the statements having the same theme could be grouped together and the answers for them could further support each other.

In the first Likert scale question, the participants could agree or disagree with eleven different statements regarding the reasons for using English on Facebook. The Likert scale questions' answering scales were from 1 to 5 (1=strongly disagree, 2=disagree, 3=I do not know, 4=agree, 5=strongly agree). The option "I do not know" was included in the statements since some participants may not use English at all. After the first Likert scale statements, there was an open-ended question where the respondents could write freely about the reasons why they chose or chose not to use English on Facebook, in case the statements raised further thoughts. Furthermore, the respondents who did not use English could state their reasons in the open-ended question. The second Likert scale question included ten different statements considering people who use English on Facebook and inquired the participants' thoughts on them. Also after the second Likert scale question, there was an open-ended question where the respondents could write

freely about their thoughts and opinions about those people who use English on Facebook. The purpose of the open-ended questions was to acquire more qualitative self-reported data in addition to the quantitative data.

By combining different types of questions and including open-ended questions about the most relevant questions, it was made sure that the questionnaire was versatile and took answers that were not necessarily anticipated into consideration. To keep the participants interested, the simpler and more factual multiple-choice questions were placed at first and the Likert scale and open-ended questions last, as they required more thought and effort from the participants.

4.4 Methods of analysis

The data was analysed both quantitatively and qualitatively, and a comparative view between the participant groups was present throughout the analysis. The background questions and Likert scale questions were analysed quantitatively through SPSS program. I used a website, FreeOnlineSurveys.com, for creating and distributing the questionnaire, which summarized the answers automatically and displayed them with the help of tables and percentages. The open-ended questions were analysed qualitatively with the help of content analysis.

The quantitative results were coded through SPSS program to get more statistical information. First of all, frequencies and mean values were calculated. Secondly, Pearson Chi-square test for each statement was calculated in order to find out if the student groups' answers were statistically different from each other. If the value x^2 was less than 0,05, there was a statistical difference between the groups' answers (Ranta et al. 1991: 136). The lower the value, the more significant difference there was between the groups. Prerequisites for the validity of the Pearson Chi-square test are that the maximum of 20% of the expected counts are less than five and that all the expected counts are one or greater (Ranta et al. 1991: 142). There is an indication in the table if the prerequisites do not hold and the Pearson Chi-square test is invalid (see Appendix 1 for tables).

Qualitative content analysis was applied in the interpretation of the open-ended

questions. Tuomi and Sarajärvi (2009: 92) describe four steps in the conduction of content analysis. Firstly, the researcher decides what is interesting and relevant in the data, keeping the research questions in mind. Secondly, the data is coded and the interesting material separated from the rest. Thirdly, the separated material is organized into themes or categories, whichever type of classification is suitable considering the study. Lastly, the researcher writes a summary of the findings.

In this case, there were two ways to classify the responses, according to the purpose of the question. Firstly, the responses for the question that aimed at revealing attitudes were divided into positive, neutral and negative categories. In order to compare the two different student groups, the answers were also divided according to the student group. Later in the analysis, it was noted that a fourth category could be formed since a number of answers had both a positive and negative side. For example, a participant could state that it is totally acceptable to use English on Facebook but then they would continue that it is annoying if a Finn uses English with Finnish friends. A category of contemplative answers was therefore created. Secondly, a word-frequency count was used for the questions concerning reasons for and functions of the use of English. Most often mentioned words were separated and grouped accordingly. For instance, answers including words such as "anything" and "a variety of topics" were grouped together. Furthermore, the answers from the nursing students were separated from the answers of the English students for comparison. The differences and similarities between the participant groups' answers were analysed on a general level. Since the purpose was to do qualitative analysis on the open-ended questions and to focus on reporting and analysing the respondents' answers, only some rough percentages of the most frequent categories and groups of answers were calculated.

5 RESULTS AND DISCUSSION

The aim of the study was, first of all, to find out why the respondents use English on Facebook. Secondly, the intention was to examine if English has different functions for which it is used and whether the concept of code-switching occurs in the responses. Thirdly, the purpose was to examine what kind of attitudes the respondents have towards using English and, lastly, if there are any differences in the uses of and attitudes towards English between two different groups of Finnish students. In this chapter, the results will be presented and discussed in the light of previous studies and theoretical background, concentrating on responses to one question at a time in the same order that they were placed in the questionnaire (see Appendix 2).

Thus, the chapter will start with an overview of the respondents' background and the general features of using Facebook. Secondly, it will discuss the uses of English and how strongly English is present on Facebook according to the participants. Thirdly, the chapter will examine the reasons for and functions of using English. It will examine the answers for the first Likert scale question, after which it will move on to discuss students' self-reported reasons for the use of English. Lastly, the attitudes towards English will be discussed in accordance with the second Likert scale question and also with the students' self-reported opinions. A comparative view between the English students and nursing students will be present throughout the analysis and discussion.

5.1 Background information and students' use of Facebook

There were 143 responses in total, of which 79 were English students and 64 health and social care students. 56,3% of the health and social care students were nursing students, 26,6% midwife students and 17,2% health care students. Since the majority studied nursing, I will refer to the whole health and social care group as nursing students in order to be clear and consistent. The average age of the English students was 24 and the nursing students 22. The whole respondent group was female dominant, 93,8% of the nursing students and 86,1% of the English language students were women, which reflects the unequal gender distribution in the fields of healthcare and English language (see Table 1). The majority of both student groups used Facebook over 30 minutes per day and the division of answers between the student groups was rather equal (see Table

2).

Table 1. The gender distribution among the student groups

		Gender		Total
		Female	Male	
Group	English students	68 (86,1%)	11 (13,9%)	79 (100,0%)
	Nursing students	60 (93,8%)	4 (6,2%)	64 (100,0%)
Total		128 (89,5%)	15 (10,5%)	143 (100,0%)

Table 2. The time spent on Facebook per day

		Estimate the time you spend on Facebook per day.					Total
		0-15 min	15-30 min	30-45 min	45-60 min	over 60 min	
Group	English students	10 (12,7%)	16 (20,3%)	14 (17,7%)	14 (17,7%)	25 (31,6%)	79 (100,0%)
	Nursing students	9 (14,1%)	13 (20,3%)	13 (20,3%)	15 (23,4%)	14 (21,9%)	64 (100,0%)
Total		19	29	27	29	39	143

The nursing students (N=64) evaluated their English skills mainly as good (46.9%) or intermediate (32.8%), whereas the English students (N=79), quite naturally, evaluated their English skills as excellent (87.3%) or good (12.70%). In relation to the use of English in their everyday life, 59.4% of the nursing students indicated that they used English only when they needed to, whereas the same amount of the English students stated that they used English on a daily basis. Additionally, 35.4% of the English students indicated that they read or wrote in English every time they logged into Facebook, whereas only 7.8% of the nursing students stated the same. These results already confirm the presumption of the English students having more fluent English skills and being more active English users than the nursing students.

The two student groups used Facebook for similar purposes (see Table 3). The proportion of answers was almost identical between the student groups. The majority used Facebook to keep in touch with former friends or those living far away (85,9%), to

send private messages (62,0%), to pass time (66,2%), and to observe others' posts and photos (73,9%). Only 9,9% of the total 143 participants chose the option "to update my own profile". Also the participants of Pempek et al.'s (2009: 235) study spent more time observing the posts by others than posting or sending private messages themselves. This phenomenon is defined as online lurking (see also Ip and Wagner 2008), and it seems to be a popular practice among the participants of the current study as well. Only one of the total 143 participants remarked that they used Facebook for finding new friends. Similarly, meeting new friends was rarely indicated as a reason to use Facebook in Pempek et al.'s (2009: 232) and Ellison et al.'s (2007) studies. A couple of nursing students added that they used Facebook to do school work and to communicate with their student group and a couple of English students mentioned to use Facebook to chat in a private group or to organize an event.

Table 3. The purposes of using Facebook

| | What do you use Facebook for? You can choose multiple options. | | | | | |
| | Total | | Nursing students | | English students | |
	N	Percent	N	Percent	N	Percent
Finding new friends	1	0,7%	0	0,0%	1	0,3%
Keeping in touch with former friends or those living far away	122	85,3%	49	21,6%	73	21,4%
Chatting and commenting	75	52,4%	29	12,6%	46	13,5%
Observing others' posts and photos	105	73,4%	41	17,7%	64	18,8%
Passing time	94	65,7%	39	16,9%	55	16,1%
Being up-to-date	46	32,2%	23	10,0%	23	6,7%
Updating my own profile	14	9,8%	1	0,4%	13	3,8%
Playing games	15	10,5%	9	3,9%	6	1,8%
Sending private messages	88	61,5%	35	15,2%	53	15,5%
Other	12	8,3%	5	2,2%	7	2,1%
Total	143	100,0%	64	100,0%	79	100,0%

5.2 The uses of English on Facebook

The first open-ended question inquired what kind of comments and updates the respondents choose to write in English on Facebook and if they can describe some

typical topics. The purpose of this question was to find out different uses of English and acquire more insightful answers than "I use English because I have English speaking friends" in order to bring up possible functions that English has. Four of the English students and five of the nursing students had not answered the question and, therefore, the total number of respondents for this question was 134 (N=134) of which 75 were English students and 59 nursing students.

Firstly, about 70% of the English students and 40% of the nursing students stated that they write about everyday topics in English, which are aimed at their English speaking friends. They indicated that they wrote about "anything, commonplace, catching up, normal topics". Most of them stressed that they updated in English when they thought that the topic is interesting or meaningful for their friends who do not understand Finnish, or when they commented on someone else's update that was written in English. Similarly, Cunliffe et al. (2013: 350) pointed out that the audience has an important but also a complex role when bilinguals determine which language to use in their status updates. Cunliffe et al. (2013: 350) argue that bilingual Facebook users do not want to exclude any members of their online social network and, therefore, they decide to use both languages, or the language which is more widely understood. However, if they are fluent in both languages, the choice of language is even more complex, influenced by the sender, the intended message, the audience and perhaps by some subconscious factors (Cunliffe et al. 2013: 350-351). Even though the participants of the current study are not bilinguals, at least in its traditional definition, it seems that the intended message, its relation and meaning to the participants' online social network, to the audience, is an essential factor in determining which language to use.

However, there is a small difference between English students' and nursing students' responses. English students described that they wrote about "anything that comes to mind" and "a variety of topics" more often than nursing students, who mainly reported that they wrote "catching up" in English. In addition, English students pointed out more often that they used English when they thought something was more natural, funnier or easier to express in English than in Finnish. This indicates that the English students are more confident users of English and can use it effortlessly.

An interesting issue emerges from the answers to this question. There was a group of respondents, 16% of English students and 23% of nursing students, who stated that they

did not use English very often. Some of them reasoned that they did not have so many foreign friends. However, they all pointed out that they sometimes used single English words, sayings, song lyrics, poems, short phrases, aphorisms, or quoted an English source along with Finnish. Some respondents explained that for example different sayings or Internet memes are difficult to translate into Finnish. In addition, humour or trickiness was mentioned quite often as a reason to include English in a post. The following quotes are typical answers within this group. The first quote is from a nursing student and the second from an English language student.

> (1) "[Kirjoitan] Lyriikoita, yleisiä sanontoja, joille ei ole suoraa suomenkielistä vastinetta tai tuntuu tilanteeseen suomenkielistä vastinetta sopivammalta."
> *" [I write] Lyrics, sayings, which don't have a Finnish equivalent or which feel more suitable in a situation than their Finnish equivalent."*

> (2) "[Kirjoitan] Fraaseja ja lausahduksia, lyhyitä ilmauksia jotka suomeksi kuulostaisivat hassuilta/oudoilta."
> *"[I write] phrases and sayings, short expressions that would sound silly/strange in Finnish."*

The English students stated that particular phrases may come to their mind in English and it is therefore natural to write them in English. They also gave examples of the words they used along with Finnish, such as "what", "sure" and "oh really". The words given as examples seem to refer to the concept of tag-switching (Milroy and Muysken 1995: 8). Also many of the nursing students explained that they write usually something short and simple in English. All in all, as the findings of Valppu's (2012) study suggested, there was a group of students, both nursing and English students, who mixed English words or phrases with Finnish even though they rarely otherwise used English.

Approximately 10% of the English students and 30% of the nursing students wrote that they did not use English on Facebook. They did not specify reasons for not using English. In the previous question, 9,2% of the total 64 nursing students stated that they never read or write in English on Facebook. It therefore seems that quite a significant amount of the nursing students do not actively employ English on Facebook.

In general, the English students gave longer answers as they more often described their topics and also reasons for using English, even though it was not specifically asked in this question, as the following example demonstrates:

(3) "Saatan mielialasta riippuen kirjoittaa statuspäivityksen englanniksi. Päivitykset ovat mistä aiheesta milloinkin."
"Depending on my mood I can write a status update in English. The updates are about anything."

The nursing students' answers were simpler and they did not give many examples of words or topics they used, as the following quote shows:

(4) "Jotain tosi yksinkertaista"
"Something very simple".

Taking the background of the English students into account, the difference illustrates that the English students are more interested in the topic of English on Facebook and they seem to have been more engaged in answering the questionnaire than the nursing students.

In relation to the uses of English, the findings suggest that the English students are more active users of English and more comfortable with English than the nursing students. The English students reported to use English more variedly and spontaneously. In addition, they were more descriptive in their responses and showed more interest towards the topic, English use on Facebook. In comparison, a larger proportion of nursing students used merely English words or short phrases along with Finnish or did not use English at all on Facebook. A possible explanation for this might be that the degree to which English is used is influenced by the level of one's English skills and the amount of international contacts one has. Most nursing students reported that they did not use English because they had many English-speaking friends (see Section 5.4). In addition, in Cunliffe et al.'s (2013: 352) study there was a connection between the confidence in the written second language of a bilingual pupil and the extent to which they used the second language on Facebook.

Regarding the functions of English, the results indicate that English is used in accordance with the social context in both student groups. Furthermore, the intended message and the audience influence in which language the participants write. If one has foreign friends whose updates they want to comment on, the language is English. If one updates something that concerns friends that do not speak Finnish, the update is written in English. Also Cunliffe et al. (2013: 355) found that messages on Facebook may be directed only to certain Facebook friends, which influences the language choice. In

general, therefore, it seems that English is used to create solidarity among friends who speak different languages and the students are considerate in relation to language use on Facebook.

Overall, the students did not generally give particular topics that they would choose to write in English. As far as the English students are considered, English appears to be embedded into their life and used similarly as Finnish. Many claimed that English words or phrases come automatically to their mind. Thus, it can be argued that the language choice is influenced by intuitive factors, at least for the students who are fluent English speakers. As mentioned before, also Cunliffe et al. (2013: 350) stress that fluent bilinguals' language choice is highly complex. Furthermore, Cunliffe et al. (2013) state that the online language behaviour reflects the wider language context. This suggests that English is used because the students know English, and it is all around. As Leppänen (2007) points out, young people use English rather creatively in various contexts within Finland. Taken these points into account, it seems natural that young Finns use English on Facebook since many of them use and encounter English also outside Facebook.

However, the pursuit of humour, trickiness and accuracy were themes that often came up in the responses of both student groups. The students felt that the humour, trickiness or accuracy of some phrases may be lost in translation. Also Pempek et al. (2009) and Carr et al. (2012) found that humor is a common theme in status updates. The findings suggest that for the participants of the current study humor in status updates is connected to the use of English. It seems that young Finns know many puns and funny phrases in English and want to use them in English in order to be accurate.

As expected, some students reported to code-switch between Finnish and English. Even those students, who mentioned to use English rarely, pointed out that they sometimes used short English phrases along with Finnish. This finding suggests that code-switching between Finnish and English is regarded as a normal part of language behaviour on Facebook. According to the markedness-theory by Myers-Scotton (Wei 1998:158), one could therefore argue that a degree of code-switching is unmarked language behaviour on Facebook. Also quite a few nursing students, who used less English overall, claimed that it is natural to use sayings or short phrases in English because they can be difficult to translate into Finnish. Leppänen et al. (2011:119) noted

that Finnish young people's attitudes towards mixing Finnish and English are more positive than other age groups' attitudes, which may foster the willingness to use code-switching on Facebook. Further research should be done to understand the meaning and purpose of code-switching on Facebook more clearly. For instance, examining status updates in more detail could provide more definite evidence on which forms of code-switching are used and why. This study is merely interested to know if students report to use code-switching, similarly as they did in Valppu's (2012) study, and if their attitudes towards code-switching emerge from the answers. As demonstrated, code-switching did come up in the students' responses.

5.3 The presence of English on Facebook

The second open-ended question inquired where the respondents encountered English on Facebook, even if they would not personally use it. There were 79 responses from English language students and 63 responses from nursing students. The aim was to reveal more uses of English than gained in the previous question and take also those who do not use English into consideration. In addition, the purpose was to get an insight into how strongly English language is present on Facebook according to the students' experiences and whether they orient to it being used.

English was reported to be present in various different situations on Facebook. In this case, the answers were rather similar in both student groups. Firstly, almost all respondents in both student groups stated that they have friends who are not Finnish or speak different languages and they used English in their updates. Secondly, the respondents mentioned that their friends post links to photos, videos or news articles on different sites that are in English. Thirdly, they stated that the pages or people they followed or liked posted in English. Fourthly, also commercials on Facebook were in English. Lastly, a few participants pointed out that they see English in the games they play on Facebook. In addition, 25,31% of the English language students and 7,93% of the nursing students stated that they use the English language interface as it is easier, more original or better than the Finnish language interface. Only 4,76% of the nursing students stated that they rarely encounter English on Facebook.

This suggests, first of all, that the students' networks are international as they all seem

to have some sort of foreign contacts who post in English. A few English students explained that they have been on an exchange and therefore have many foreign friends. Furthermore, English seems to be integrated into the use of Facebook. It is strongly present everywhere, from people's personal posts to commercial and institutional pages, and many respondents had chosen to use the Facebook application in English, which again may foster the inclination to use English. Even though the users would not personally have the English interface, they, nevertheless, seem to encounter it in different contexts within Facebook and to be quite aware of it.

5.4 Reasons for and functions of using English on Facebook

The first Likert scale question aimed at identifying different reasons for using English and bringing up most likely functions of English (see Appendix 1, Tables 4 and 5). It comprised of eleven statements including reasons for using English on Facebook. It inquired "why do you use English on Facebook?". Next, I will analyse the responses according to statements that relate to each other and discuss the results.

The first two statements "some things are funnier to express in English" and "some things are more suitable to express in English" inquired if the respondents regarded English as an expressive tool. The Pearson Chi-square for the statements was 0,000, which suggests that there is a significant statistical difference between the groups' answers (see Appendix 1, Tables 4 and 5).

The English students were clearly of the opinion that many things are more suitable or funnier to express in English, whereas the nursing students' opinions were more divided. 74,69% of the English students agreed strongly or somewhat with the statement "some things are funnier to express in English", and 79,75% agreed with the statement "some things are more suitable if they are expressed in English". Also the nursing students more often agreed than disagreed, even though not as clearly as the English students, and quite many of them chose the answer "I don't know". 50% of the nursing students agreed strongly or somewhat with the statement "some things are funnier to express in English", in contrast with the 31,25% who disagreed. In addition, 64,07% agreed strongly or somewhat with the statement "some things are more suitable to express in English", in contrast with the 23,44% who disagreed. The responses suggest

that most of the students know English so well that they may encounter ideas that they think are best expressed in English, even most of the nursing students, who evaluated their English skills mainly as good or intermediate.

In relation to the third statement "English sounds better than Finnish", more respondents from both groups disagreed than agreed. The Pearson Chi-square for the statement was 0,155, which means that there is no statistical difference between the student groups' answers. 58,23% of the English students and 46,87% of the nursing students disagreed. On the other hand, 34,38% of the nursing students and 29,12%, of the English students agreed with the statement. In addition, rather a high amount, 18,75%, of the nursing students chose "I don't know" as their answer. Some of the nursing students may find English more exotic than the English students as they do not hear or use it daily. On the other hand, English students' may agree with the statement because they obviously have some sort of a passion for the English language since they have decided to study it at the academic level. Nevertheless, it can be argued that most of the respondents value Finnish and do not necessarily regard English as a superior language, similarly as Leppänen et al. (2011) found in their nationwide study.

75,95% of the English students agreed strongly or somewhat that they used English "because it is easy and natural" whereas the nursing students mostly disagreed (42,19%) or chose the option of "I don't know" (28,13%). In relation to Pearson Chi-square, the value is 0,000, which suggests also a statistically significant difference between the student groups' answers. This confirms the earlier suggestion that nursing students may not be as comfortable with English as the English students. English students definitely seem to be confident users of English. On the contrary, many nursing students agreed that using English may be more suitable or funnier in particular situations. The nursing students may have had difficulties in evaluating and reasoning their English uses since they are probably not as used to it as the English students.

The statements "because I use English similarly in my speech", "because English is a part of my everyday life" and "because I have many friends who don't speak Finnish" were aimed at showing how internationally oriented the respondents were and how strongly English was present in their lives, and if that promoted the use of English on Facebook. The difference between the two student groups' responses is rather obvious. The English students most often agreed with the statements whereas the nursing

students disagreed. Only 28,13% of the nursing students agreed with the statement "because English is a part of my everyday life". In contrast, a clear majority, 82,28%, of the English students agreed with the same statement. In addition, 62,03% of the English students agreed strongly or somewhat with the statement "because I use English similarly in my speech", whereas 64,07% of the nursing students disagreed strongly or somewhat. Based on the earlier answers it is not surprising that the English students use more English in their speech and view English more as a part of their life, which is then reflected to their language behaviour on Facebook. This finding also supports Cunliffe et al.'s (2013) argument that the online language behaviour reflects the language behaviour in the real world.

As demonstrated earlier, English is not used solely to create solidarity among friends who speak different languages, but also to pursuit humour, trickiness or accuracy. Probably therefore 53,13% of the nursing students and 29,11% of the English students disagreed strongly or somewhat with the statement "because I have many friends who don't speak Finnish". The nursing students, who reported to use less English overall and to code-switch more than the English students, seem to use English for different reasons than the English students since they appear to have fewer friends who speak other languages than Finnish. The English students use it more to communicate with people and as a way of life whereas the nursing students use English to be more humorous or accurate. Also Leppänen et al. (2011) found that healthcare workers used English for different reasons than managers or experts and the finding was thought to relate to the level of education. It seems that there are differences in the uses of English between nursing students from a polytechnic and English students from a university already at the time of their studies.

The results illustrate that Facebook is not necessarily viewed as a suitable place for practicing or showing-off one's English skills. The statement "because I want to show I know English" aimed at showing if English was used because it was regarded as impressive. Both of the student groups clearly disagreed with the statement, 89,06% of the nursing students and 82,27% of the English students. The use of English on Facebook is thus not considered to cause admiration. Additionally, 50% of the nursing students and 63,29% of the English students disagreed strongly or somewhat with the statement "because I want to practice my English skills", in contrast with the 26,58% of

the English students and 35,94% of the nursing students who agreed. A respondent explains in the open-ended question as follows:

> (5) "Ehkä englannintaidon harjoittamiseen olisi parempiakin keinoja ja paikkoja."
> *"Maybe there would be better ways and places to practice English skills."*

The intention of the statements "because English belongs to Facebook" and "because I have used to using English on the Internet" was to show if the students regard English as the language of the Internet. The statement "because English belongs to Facebook" was apparently somewhat difficult a question than other questions for the respondent groups as little over 20% of both groups had chosen the option "I don't know". However, rather surprisingly, 54,69% of the nursing students and 48,10% of the English students disagreed strongly or somewhat. Even though the majority of students seem to acknowledge the presence of English on Facebook and use it to some extent, English is not self-evidently the only language choice on Facebook.

Furthermore, the nursing students were not quite as used to using English on the Internet as the English students. 43,75% of the nursing students and, in contrast, 63,29% of the English students agreed strongly or somewhat with the statement "because I have used to using English on the Internet". The English students need to use international online databases and to search for information in English in their studies, which may be one reason for their adjustment to the use of English online. All in all, there seems to be space for also other languages than English on Facebook even though it is commonly used on the Internet.

To sum up the findings of the first Likert scale question, English is, first of all, used to be funnier or more suitable for the international audience. Both student groups appeared to have so good English skills that they sometimes encounter ideas that are better expressed in English than in Finnish. Secondly, it was found unusual to use English on Facebook in order to practice or show-off one's English skills. Thirdly, it was argued that the students actually value Finnish since English was not considered to be superior to Finnish. Additionally, it has to be noted that 9,2% of the total 64 nursing students previously stated that they never read or write in English on Facebook and therefore quite many of the nursing students chose the option "I don't know" as their answer in this Likert scale question.

Regarding the differences between the student groups, the English students were found to be more confident users of English than the nursing students and to view English clearly as a part of their life. For instance, over half of the English students reported to have many friends who speak other languages than Finnish and to use English similarly in their speech, which promoted the use of English on Facebook. The nursing students, on the other hand, most often disagreed to use English because they had many friends who speak other languages than Finnish or because they used English similarly in their speech. This suggests that the reasons behind the use of English are somewhat different between the student groups.

Considering English as the language of the Internet and thus promoting the use of English also on Facebook, the English students were somewhat more accustomed to using English online than the nursing students. On the other hand, quite many respondents from both student groups were uncertain to determine if English actually belonged to Facebook. Surprisingly, about half of them disagreed, which suggests that English is not automatically regarded as the language of Facebook. Next, I will move on to present and discuss the findings of the open-ended question "Why do you use English on Facebook?" as its purpose was to give the participants another chance to elaborate the reasons why they decided to use English on Facebook.

5.4.1 Self-reported reasons for using English

The open-ended question was placed after the Likert scale question in order to provide the respondents an opportunity to write about further thoughts that the first Likert scale question had possibly raised or had not taken into account. About half of the total number of respondents, 33 of the nursing students and 36 of the English students, responded to this question.

Again, the nursing students' answers were rather short and concise compared to the English students' answers. They mostly stated that simply because they have foreign friends they use English. The English students, on the other hand, reasoned their English use more extensively. Words such as natural, more suitable, funnier, and everyday life came up in the English students' answers, similarly as in the responses for the question inquiring the topics that the respondents generally wrote in English. As one respondent described, English words solely "slip out in between Finnish sentences". It definitely

seems that English is more deeply rooted in the English students' life and they can use it effortlessly and are more interested in it. The following quote is a typical answer from an English student:

> (6) "Ei sitä niinkään yleensä mieti. Toisten kavereiden kanssa se [englanti] tulee automaattisesti lingua francana, toisinaan sen vaan ujuttaa mukaan vähän huomaamattaan. …"
> *"Usually, you don't actually think about it. With some friends it [English] is used automatically as a lingua franca, and at other times you just slip it in, without actually taking notice of it."*

The main reason for not using English was that the majority of the respondents' Facebook friends were Finnish speaking and therefore English use was seen as unnecessary and it would have felt strange to use English with Finnish speaking friends. The following quote is a typical response from a nursing student:

> (7) "En käytä englantia, koska minulla ei ole ulkomaisia ystäviä, enkä tunne tarvetta korostaa sanomisiani englannin kielellä. Ehkä tulevaisuudessa käytän englantia enemmän mikäli saan ystäviä muista maista."
> *"I don't use English because I don't have foreign friends and I don't feel a need to accentuate my sayings with English. Maybe I will use more English in the future if I make friends from different countries."*

The respondents who generally did not use English regarded mixing English with Finnish as an expressive tool, as the previous quote demonstrates. Also an English student explains as follows:

> (8) "Suurin osa ystävistäni puhuu suomea, joten englannin käyttö tuntuisi turhalta brassailulta ja kehuskelulta. "hei kattokaa, mäkin osaan englantia!"…"
> *"Most of my friends speak Finnish so using English would feel unnecessary bragging and boasting. "Hey look, I can also speak English!"…"*

This is clearly connected to the previous responses in which a group of students stated that they did not have many foreign friends but they could still sometimes use English words and phrases along with Finnish. It appears that some respondents regard this kind of code-switching somewhat negatively, as an effort to be cooler and to show-off, and therefore they try to avoid it.

A few students seem to experience some sort of social pressure in relation to using English. A couple of nursing students pointed out that they do not know English very

well and they avoid using it as they might make mistakes. A nursing student explains as follows:

> (9) "Aina en välttämättä käytä vaikka haluaisin, koska pelkään tekeväni kielioppivirheitä ja muut nauravat minulle"
> *"I don't always use (English) even though I would want to because I'm afraid of making grammar mistakes and others will laugh at me".*

One can argue that this is a reflection of the Finnish school system's traditional approach to emphasize grammar in foreign language teaching. According to Cunliffe et al. (2013) the second language is usually the language of instruction at school and, therefore, it may be considered more important to write well in the second language than in one's mother tongue, which can influence the language behaviour on Facebook.

The English students did not give this kind of responses at all, probably since they have studied more English and become more confident users of English than the nursing students. They were more concerned whether others would see them as arrogant with using too much English, and a few English students gave rather contradictory responses. First, they stated that they try to avoid using too much English so that they would not appear as boastful, or that they dislike using English because it is everywhere. However, they continued that, on the other hand, English words sometimes come out naturally and are more suitable in some situations. An English student contemplates as follows:

> (10) "Yritän välttää turhaa kielten sekoittamista, tai semmoisia päivityksiä, jotka saattaisivat vaikuttaa siltä että haluan vain pröystäillä kielitaidolla. Kuitenkin joskus englanti on vain osuvampi vaihtoehto ja silloin myös käytän sitä."
> *"I try to avoid unnecessary mixing of languages, or updates that would give an impression that I just want to show-off my language skills. However, sometimes English is just a better language choice and then I will also use it."*

This suggests that the English students are aware of the underlying rules of language behaviour on Facebook and acknowledge that using too much English may be regarded negatively. On the other hand, they know English so well that they sometimes think it is merely a more useful or suitable language choice even though some may regard it as boastful.

The answers for this question already reflect the participants' attitudes towards the use of English on Facebook and the use of English seems to be influenced by attitudes. There is a group of students who perceive code-switching between Finnish and English

somewhat negatively if it is practiced in order to be more expressive and not because of foreign friends. In addition, the findings indicate that the extent to which English is used is influenced by attitudes since many English students claimed to regulate their use of English so that they would not be regarded as boastful. The following chapter will present and discuss the findings of the second Likert scale and open-ended question which aimed at revealing attitudes more explicitly than the question discussed in this chapter.

5.5 Attitudes towards using English on Facebook

The second Likert scale question intended to reveal attitudes towards using English on Facebook. The question "what do you think of those who use English on Facebook" included ten different statements with which the students had to agree or disagree (see Appendix 1, Tables 6 and 7). Overall, the responses from the two groups appear quite similar. Yet, a few more nursing students seem to maintain more negative attitudes towards the use of English.

None of the English students strongly agreed with the statement "I don't understand why they use English if their mother tongue is Finnish", whereas about one fifth of the nursing students agreed strongly or somewhat. 82,28% of the English students and 67,19% of the nursing students disagreed strongly or somewhat with the statement. Even though there seems to be a small group of nursing students who do not understand why a Finn uses English on Facebook, most respondents in both groups reported to understand the use of English in the context of social networking.

The next statements aimed at showing if the respondents viewed the use of English as a threat to Finnish. The statement "they value English over Finnish" was apparently a difficult question for the respondents since about one fifth of the nursing students and one fourth of the English students chose the option "I don't know". 51,57% of the nursing students and 46,84% of the English students disagreed either strongly or somewhat. The students are probably cautious to evaluate other people's perceptions of English. In addition, the English students clearly disagreed (86,08%) with the statement "Finnish people use too much English" and none of them strongly agreed with the statement. 7,81% of the nursing students strongly agreed with the statement but the

majority, 67,19%, however disagreed. The Pearson Chi-square value 0,038 shows that there is a statistical difference between the student groups' responses regarding the statement "Finnish people use too much English". According to Leppänen et al. (2011) Finns believe in the Finnish language's vitality and strength, and do not think it is threatened by foreign influences similarly as other languages may be. Particularly the English students in this study seem to have a similar conception.

The users of English are most often regarded as international and not merely showing-off their language skills. Only about 20% of both groups disagreed with the statement "they are international persons". It was, nevertheless, a difficult question for the respondents since about 20% of both student groups chose the option "I don't know". The respondents may find it demanding to evaluate other people's motives for the use of English, as pointed out previously with the statement "they value English over Finnish". In addition, 63,3% of the English students and 59,4% of the nursing students disagreed with the statement "they want to show-off their language skills". Only 2,5% of the English students and 6,25% of the nursing students strongly agreed with the statement. The Pearson Chi-square value 0,812 demonstrates that there is no statistical difference between the answers of the student groups. English is probably regarded as a good communicative strategy in the global social networking environment, not as trivializing Finnish or boosting one's internationality.

The groups' opinions were divided rather similarly also in relation to the statement "they motivate me to learn English better". Even though quite a number of students chose the option "I don't know" (20,31% of the nursing students and 25,32% of the English students), it is apparent that most respondents disagreed than agreed with the statement. The users of English on Facebook arguably do not inspire the respondents to learn more English. This can be connected to the answers in the previous Likert scale question where most respondents did not view Facebook as a place for practicing their English skills. Even though the students would not use English in order to practice their skills per se, most of them still encounter English or use it for other purposes and that creates opportunities for learning, outside the classroom.

It could be argued that the English students have somewhat more consistent positive attitudes towards English than the nursing students. On the other hand, the majority of both student groups had positive attitudes towards English on Facebook. Firstly, 77,22%

of the English students and 70,31% of the nursing students agreed strongly or somewhat with the statement "it is great that some people know English and use it also on Facebook". Secondly, 72,15% of the English students and 62,51% of the nursing students agreed strongly or somewhat with the statement "it is natural". Thirdly, 77,22% of the English students and 53,13% of the nursing students agreed with the statement "using English along with Finnish is a part of everyday life". The Pearson Chi-square value 0,003 suggests that there is yet a statistical difference between the student groups' responses regarding the statement "using English along with Finnish is a part of everyday life". It also has to be noted that approximately one fifth of the nursing students chose the option "I don't know" in these three statements. This probably reflects their unfamiliarity of the topic and difficulties in evaluating the uses of English as they may not use and encounter English as much as the English students. Nevertheless, the attitudes towards English use seem to be generally somewhat positive in both student groups.

What is more surprising, little over 10% of the English students disagreed somewhat with the three statements. Taken the previous answers and their background into consideration, one would have presumed that only a few English students had disagreed. It could be argued that some of the English students may see Facebook as unnatural context for using English and they prefer to use it abroad and to communicate with people in real life. Furthermore, as previously mentioned, the English students are aware that some people may regard negatively if they use too much English.

All in all, the responses from the two groups are quite similar and mainly neutral or positive in nature. According to Leppänen et al.'s study (2011: 162) Finnish people in general regard English skills as important, practical and necessary in international communication. The following quote from a nursing student reflects this kind of an attitude towards English:

> (11) "Suomalaisen kansallisvelvollisuus on osata englantia, edes ruotsilla ei ole niin väliä. …"
> *"It's a national duty for a Finn to know English, even Swedish is not as important. …"*

Furthermore, Leppänen et al.'s (2011) findings show that young Finns have the most positive attitudes towards English. However, the results of the current study demonstrate

that there is a small group of students, mostly nursing students, who have more negative opinions on the use of English on Facebook. As an example, 20,31% of the nursing students agreed that Finns use too much English and that the use of English is irritating. Furthermore, 15,19% of the English students agreed to the same statement, which is even more surprising considering their mostly English-positive responses for the previous questions. It can be regarded as somewhat unusual to find young Finns expressing strongly negative opinions on English use, even more so in the context of global social networking. The finding may be more connected to the context of language use, to Facebook as an online community, and it does not automatically signify that these students have hostile attitudes towards using English per se.

To sum up the results for the second Likert scale question, on the whole, the answers displayed a favourable attitude towards using English and the users of English on Facebook. The majority of both student groups perceived the use of English on Facebook as understandable, though uninspiring to learn more English. Furthermore, the users of English were thought to be international, not merely showing-off their language skills or valuing English over Finnish. Nevertheless, the English students saw the use of English more often as natural and a part of everyday life. Arguably, there was a small group of nursing students who clearly had more negative attitudes towards the use of English. Additionally, it was rather surprising that approximately 10% of the English students and as much as 20% of the nursing students viewed the use of English as irritating and unnatural on Facebook. Nevertheless, taking into account the answers for the previous question, it can be argued that the irritation is caused by contextual or interpersonal factors since Facebook is an online community whose members have a shared knowledge and history of language behaviour.

5.5.1 Self-reported opinions on the use of English

Similarly as the previously discussed Likert scale question, the last open-ended question inquired what kind of thoughts the respondents had about those who used English on Facebook. The question intended to reveal attitudes towards using English, to elaborate the Likert scale responses and to give the students an opportunity to write about further thoughts that the Likert scale question might have raised. 25 of the nursing students and 43 of the English students responded to this question.

It was presupposed that most students would express neutral or positive opinions in this question considering the results for previous questions. Surprisingly, only 37,20% of the English students and 56% of the nursing students who responded had clearly a neutral or positive attitude. They stated that English use is understandable, natural and suitable, and they do not mind if someone wants to use English. The following quote is an example of a positive response:

> (12) "Englanti on osa nuorten jokapäiväistä elämää muutenkin, joten en näe syytä, miksi sitä ei käyttäisi myös sosiaalisessa mediassa."
> *"English is a part of young people's life so I don't see any reason for not using it also in the social media."*

A possible explanation for this might be that those having a more positive attitude did not think they have to reason their answers in more detail and answer to this question since positive responses may be regarded more acceptably. On the other hand, those who took a more critical or negative stance in the Likert scale questions may have thought that they needed to justify their view, since one can argue that negative opinions on English are quite unusual in Finland, particularly among young people and even more so among students of English. This may be a reason why there are clearly less positive responses, especially from the English students, than would be assumed based on the answers for the previous questions.

The majority of respondents, particularly the English students, gave rather speculative and ambiguous answers. Based on their answers, it seemed that the English students had put effort into responding and were interested in the topic. Most typical answer regarded English use natural in some situations and irritating in others. The respondents often indicated that using English with Finnish speaking friends or overtly using English all the time regardless of the situation is strange and absurd. Again, quite a few respondents stated that English use was boastful if the person did not have many foreign friends and used English as a way to be more expressive or cooler. Some people also admitted that certain persons' English use was solely more irritating than others', which is probably connected to the interpersonal history between the users. It appears that the perceived positivity or negativity of using English depends heavily on the person and on the social context. The following quotes demonstrate this:

> (13) "…ihmettelen, kun sellaiset kaverit, joilla ei juurikaan ole ulkomaalaisia

kavereita Facebookissa, päivittävät englanniksi. Se on mielestäni outoa ja vähän kehuskelevaa."
"I don't understand why the friends who don't really have foreign friends on Facebook still update in English. I think it's weird and a bit showing-off."

(14) "Joistakin suomalaisista tietää että he yrittävät olla cooleja ja esitellä [englannin] taitojaan."
"You know that some Finns try to be cool and show off their [English] skills."

However, even though these answers included a negative tone, they also included the following phrase in some way: "using English is natural and suitable in some situations, but not if…". Only few respondents maintained that Finnish people should value their native language and use more Finnish. The majority of these answers merely defined both positive and negative situations of using English.

Furthermore, as mentioned before, the irritation that is caused by certain kind of English use on Facebook does not necessarily imply that one is irritated by the use of English per se or in some other context. As Kalaja and Hyrkstedt (1998: 346) pointed out, attitudes can be flexible. Some attitudes may be more superficial and dynamic, and others more enduring (Garrett 2010: 29-30). In addition, Cargile et al. (1994) described a number of contextual factors which influence language attitudes such as social situations, relationships and macro-social factors. It definitely seems that language attitudes on Facebook are influenced by different contextual factors and are heavily dependent on the individual and the social situation, which explains why there were more negative answers in the previous Likert scale question than expected.

Surprisingly, incorrect use of English came up in the responses often and it was perceived rather negatively. One could presume that grammar mistakes are not regarded negatively in such a relaxed environment as Facebook. Yet, 18,60% of the English students and 8% of the nursing students stated that it is annoying, embarrassing or amusing if someone writes bad English and makes grammar mistakes, as the following quote shows:

(15) "…On mukava lukea hyvää englantia, mutta perusvirheitä sisältävät englanninkieliset tekstit eivät jostain syystä miellytä. Jotenkin tuntuu, että pitäydy suomen kielessä, jollet oikeasti osaa ilmaista asiaasi englanniksi. …"
"It is nice to read good English but writings with basic grammar mistakes are not appealing to me for some reason. It feels like you should stick to Finnish if

you can't really express yourself in English. …"

This shows that some respondents dislike if someone uses English incorrectly and view it rather negatively. Thus, unfortunately, the nursing students who admitted that they are afraid of making grammar mistakes and use less English than they would like to (see Chapter 5.4.1), seem to be aware of this kind of a view. It definitely seems to be important to write well in English.

To further explain the ambiguous answers for this question, Wilson and Peterson's (2002) account of online communities is helpful. Wilson and Peterson (2002: 459) note that online groups form speech communities in which the members share communicative practices, beliefs and norms as the communication would be hampered otherwise. Also Seargeant et al. (2012), who investigated Thai-English social network interactions, found that a sense of community identity is created through a set of shared language practices and context-specific utterances, which indicate a shared cultural space. They argue that perhaps due to the semi-public nature of communication in social networking sites, which refers to the public display of status updates, the community identity is reproduced by the exchanges of the group (Seargeant et al. 2012: 528). The findings of the current study suggest that there is this kind of shared knowledge and rules that underlie the use of English by Finns on Facebook. The members of Facebook read several status updates and comments daily and they have formed a picture of a typical status update or a Facebook conversation in their mind. The respondents were sometimes irritated and some had rather negative attitudes towards the use of English but, however, they explained that the irritation depends on the situation and the person who uses English. A person may break the underlying norms, for example, by using too much English in interaction with Finnish speakers or by using English without clearly being connected to an international network.

To conclude, there were, first of all, less positive answers than the previous findings suggested. It was argued that perhaps the participants having positive or neutral attitudes towards the use of English did not feel a need to further explain their opinions since the question was optional. Consequently, the majority of responses for this question were somewhat obscure and contained accounts of situations in which the use of English was regarded positively and, on the other hand, negatively. It seemed that the perceived positivity or negativity of using English is dependent on the person using

English and on the social context, as well as on the grammatical correctness. Furthermore, based on theories of online communities, it was proposed that users of Facebook have mutual knowledge on language practices and norms that govern the extent to which Finns can use English. The participants seemed to be aware of situations in which the use of English is appropriate and, on the contrary, inappropriate. However, the possible underlying rules of language use and behaviour on Facebook should be investigated more carefully through different theories of online communities. Overall, these findings show that language attitudes have an effect on how people relate to and communicate with each other on Facebook. The next chapter will move on to sum up the most important findings regarding the research questions.

6 CONCLUSION

The objective of the present study was, first of all, to find out reasons why Finnish students use English on Facebook. Secondly, the purpose was to examine what kind of functions English has on Facebook and the concept code-switching was expected to occur in the responses. Thirdly, the study aimed at revealing students' attitudes towards the use of English on Facebook. Furthermore, two different student groups, nursing students and English students, were chosen as participant groups and the intention was to compare their uses of and attitudes towards the use of English on Facebook. The study relied on the participants' self-reported data that was gathered through an online questionnaire. Next, I will summarize the findings of the study, discuss the potential limitations of the study and provide suggestions for further research.

The reasons to use English and the functions of English on Facebook were intertwined in the students' responses. The students found it difficult to describe definite topics they most likely wrote in English. Overall, English was used in accordance with the social situation in both student groups. Almost all participants seemed to be internationally connected and use English because they had English-speaking friends. The audience and the intended message's relation and meaning to the participants' online social network were found to be essential factors in determining which language to use. Similarly, Cunliffe et al.'s (2013) study revealed that the audience, the intended message and the sender influence bilinguals' decision of which language to use on Facebook. Furthermore, at least for the English students, English appeared to be embedded into their life and was sometimes used unnoticed. This suggests that English can be used merely because the students know English and it is a part of their life. Also Cunliffe et al. (2013) point out that the online language behaviour is a reflection of the wider language context.

Furthermore, as expected, code-switching between Finnish and English occurred in the participants' responses. The students felt that humour, trickiness or accuracy of some phrases or words may be lost in translation and, therefore, they reported to write some phrases and words occasionally in English. Likewise, Pempek et al. (2009) and Carr et al. (2012) found that humour is a common feature in status updates. Code-switching of Finnish and English was thought to be natural in the context of Facebook since even those students who reported to use English rarely, mostly nursing students, argued that

they sometimes used English words or phrases alongside with Finnish. Also the findings of my Bachelor's thesis (Valppu 2012) suggested that code-switching between Finnish and English is rather common on Facebook. However, the results of the present study showed that a group of students had clearly negative attitudes towards code-switching if it was practiced in order to be more expressive and not because of foreign friends.

Regarding the differences between the two student groups, the English students used English more to communicate with people on a daily basis whereas the nursing students used English occasionally or with Finnish, to be more humorous or accurate. The English students were found to be more confident users of English and use it effortlessly since they reported to use English more variedly and spontaneously. They were also more descriptive in their responses and showed more interest towards the topic than the nursing students. Thus, as anticipated, there was some difference between the student groups' uses of English and the reasons to use English. Based on the implications of Cunliffe et al.'s (2013) study, it was suggested that perhaps there is a link between the confidence in English and the extent to which it is used on Facebook since the nursing students used less English and evaluated their English skills as lower than the English students. In addition, a few nursing students admitted to be afraid of using English as they might make grammar mistakes. Regardless of the different reasons to use English, English was used to a degree that was seen as appropriate, taken into account the social context, individual purposes and English skills.

The student groups' attitudes were found to be more similar to each other than their uses of English, as the majority of both student groups displayed rather positive attitudes towards the use of English. It was perceived as reasonable to use English and the users of English were thought to be international. A few more English students, however, saw it as natural and a part of everyday life than nursing students. In general, the use of English was not regarded as a threat to Finnish and neither the users of English to value English over Finnish. This finding is consistent with Leppänen et al.'s (2011: 159) findings which showed that Finns believe in the strength of their own languages (Finnish and Swedish) and are quite positively interested in other languages.

Interestingly, in contrast to the generally positive outlook towards the use of English, there was a small group of students, mostly nursing students but also some English students, who viewed the use of English as irritating and unnatural. The respondents explained that the use of English is heavily dependent on the person and the social

context or situation. The use of English was sometimes regarded negatively, as an unnecessary, expressive tool or as an effort to show-off one's language skills or internationality. It was reported that a user of English needs to have enough English speaking friends and, as a Finn, it is not appropriate to use English excessively or with other Finnish speakers. Cargile et al. (1994) argued that a number of contextual factors can influence language attitudes, for example, social situations, relationships and macro-social factors. The findings of the current study indicate that different contextual and even personal factors do influence the perceived positivity or negativity of the use of English.

It was also argued that the users of Facebook share a set of underlying rules of language behaviour that govern the extent to which Finns can use English. The respondents who frequently used English seemed to be aware of the extent to which it is seen as appropriate since some explained that they limit the use of English in certain situations so that they would not be regarded as boastful. On the other hand, a few nursing students reported to write less English than they would like to since they acknowledged that grammar mistakes can be ridiculed, as they were according to some of the responses. Thus, it seemed that, as Wilson and Peterson (2002: 459) noted, online groups such as Facebook constitute speech communities in which the members share communicative practices, beliefs and norms that influence, for instance, the language choices and the degree to which a language is used.

There were a few shortcomings in the study. The participant group was heavily female dominant as the chosen student groups were from rather female dominant fields. The results could be completely different with more male students in the participant groups. The participant groups were also limited to two particular groups of students and the results cannot be generalised to cover all Finnish students. In addition, the data of the study was collected through an online questionnaire which relied on the respondents' own perceptions and the respondents might have given biased answers or inaccurate information for different reasons. Furthermore, there were few similar studies available for comparison and as background material.

Further studies are needed to address the language use and behaviour on Facebook since the current study raised a number of questions. Future research could rely on observed data, acquired directly from Facebook, which could provide different results than the self-reported data of the present study. For example, carrying out a content analysis of

Finnish young people's status updates and examining the proportion of English in the messages, as well as in the following comments, would provide a greater degree of accuracy on the amount of English used on Facebook. However, acquiring posted material from private individuals would bring up a number of ethical concerns. Furthermore, attitudes towards English and the extent to which English is used on different social networking sites could be examined in a wider context with a larger and more diverse participant group, and in comparison with the uses of and attitudes towards English in everyday life to see how they reflect and influence each other. Also code-switching and its functions on social networking sites could be examined in more detail as the current study found out that code-switching is rather commonly used on Facebook. As the findings of the present study indicate, language use on Facebook can influence the way people communicate and perceive each other.

When the study was initiated, there were hardly any studies concentrating on language use, behaviour or attitudes on Facebook available. During the research process, I have received a number of interested inquiries on when the study will be published and where to read it. It seems that people are interested in the possible impacts of social networking as it has become a part of everyday life. Fortunately, the number of studies addressing language behaviour on social media has now slowly increased, and researchers in general have become more interested in the implications, possibilities and even dangers it can pose for the individual, society and the world at large.

Because of the lack of similar studies for comparison and the small scale of the study, the findings of the current study should be considered as preliminary and generalisations cannot be made. However, the study has provided interesting insights into the uses of and attitudes towards the use of English on Facebook, as experienced by Finnish students. It has demonstrated that the use of English on Facebook is influenced by language attitudes. It has also shown that there are differences between nursing students' and English students' uses of English on Facebook, whereas their attitudes towards the use of English are more similar to each other. Hopefully, the study works as an inspiration for future research on language use and behaviour on different social networking sites so that more comparisons and applicable conclusions can be made.

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APPENDIX 1 Tables 4-7

Table 4. Distribution of the nursing students' answers to the question *"Why do you use English on Facebook?"*

	1 Strongly agree	2 Somewhat agree	3 I don't know	4 Somewhat disagree	5 Strongly disagree	Average score	x^2
Because many things are funnier to express in English.	8 (12.50%)	**24 (37.50%)**	12 (18.75%)	9 (14.06%)	11 (17.19%)	2.86 / 5(57.20%)	0.000
Because many things are more suitable to express in English.	10 (15.63%)	**31 (48.44%)**	8 (12.50%)	5 (7.81%)	10 (15.63%)	2.59 / 5(51.80%)	0.000
Because English sounds better than Finnish.	2 (3.13%)	**20 (31.25%)**	12 (18.75%)	17 (26.56%)	13 (20.31%)	3.30 / 5(66.00%)	0.155
Because it is natural and easy.	3 (4.69%)	16 (25.00%)	**18 (28.13%)**	14 (21.88%)	13 (20.31%)	3.28 / 5(65.60%)	0.000
Because I use English similarly in my speech.	2 (3.13%)	12 (18.75%)	9 (14.06%)	18 (28.13%)	**23 (35.94%)**	3.75 / 5(75.00%)	0.000
Because English is a part of my everyday life.	6 (9.38%)	12 (18.75%)	7 (10.94%)	**20 (31.25%)**	19 (29.69%)	3.53 / 5(70.60%)	0.000
Because I want to practice my English skills.	6 (9.38%)	**17 (26.56%)**	9 (14.06%)	16 (25.00%)	16 (25.00%)	3.30 / 5(66.00%)	0.623
Because I want to show I know English.	0 (0.00%)	4 (6.25%)	3 (4.69%)	20 (31.25%)	**37 (57.81%)**	4.41 / 5(88.20%)	0.669*
Because English belongs to Facebook.	2 (3.13%)	13 (20.31%)	14 (21.88%)	17 (26.56%)	**18 (28.13%)**	3.56 / 5(71.20%)	0.868
Because I have used to using English on the Internet.	7 (10.94%)	**21 (32.81%)**	4 (6.25%)	17 (26.56%)	15 (23.44%)	3.19 / 5(63.80%)	0.034
Because I have many friends who can't speak Finnish.	8 (12.50%)	16 (25.00%)	6 (9.38%)	16 (25.00%)	**18 (28.13%)**	3.31 / 5(66.20%)	0.011

*Value is invalid

Table 5. Distribution of the English students' answers to the question *"Why do you use English on Facebook?"*

	1 Strongly agree	2 Somewhat agree	3 I don't know	4 Somewhat disagree	5 Strongly disagree	Average score	x^2
Because many things are funnier to express in English.	27 (34.18%)	**32 (40.51%)**	1 (1.27%)	16 (20.25%)	3 (3.80%)	2.19 / 5(43.80%)	0.000
Because many things are more suitable to express in English.	**39 (49.37%)**	24 (30.38%)	4 (5.06%)	8 (10.13%)	4 (5.06%)	1.91 / 5(38.20%)	0.000
Because English sounds better than Finnish.	8 (10.13%)	15 (18.99%)	10 (12.66%)	**29 (36.71%)**	17 (21.52%)	3.41 / 5(68.20%)	0.155
Because it is natural and easy.	20 (25.32%)	**40 (50.63%)**	8 (10.13%)	10 (12.66%)	1 (1.27%)	2.14 / 5(42.80%)	0.000
Because I use English similarly in my speech.	22 (27.85%)	**27 (34.18%)**	4 (5.06%)	20 (25.32%)	6 (7.59%)	2.51 / 5(50.20%)	0.000
Because English is a part of my everyday life.	**34 (43.04%)**	31 (39.24%)	2 (2.53%)	11 (13.92%)	1 (1.27%)	1.91 / 5(38.20%)	0.000
Because I want to practice my English skills.	6 (7.59%)	15 (18.99%)	8 (10.13%)	24 (30.38%)	**26 (32.91%)**	3.62 / 5(72.40%)	0.623
Because I want to show I know English.	1 (1.27%)	5 (6.33%)	8 (10.13%)	23 (29.11%)	**42 (53.16%)**	4.27 / 5(85.40%)	0.669*
Because English belongs to Facebook.	3 (3.80%)	**21 (26.58%)**	17 (21.52%)	**21 (26.58%)**	17 (21.52%)	3.35 / 5(67.00%)	0.868
Because I have used to using English on the Internet.	20 (25.32%)	**30 (37.97%)**	8 (10.13%)	13 (16.46%)	8 (10.13%)	2.48 / 5(49.60%)	0.034
Because I have many friends who can't speak Finnish.	**27 (34.18%)**	22 (27.85%)	7 (8.86%)	14 (17.72%)	9 (11.39%)	2.44 / 5(48.80%)	0.011

*Value is invalid

Table 6. The distribution of nursing students' answers to the question *"What do you think of those who use English on Facebook?"*

	1 Strongly agree	2 Somewhat agree	3 I don't know	4 Somewhat disagree	5 Strongly disagree	Average score	x^2
I don't understand why they use English if their mother tongue is Finnish.	3 (4.69%)	12 (18.75%)	6 (9.38%)	**26 (40.63%)**	17 (26.56%)	3.66 / 5(73.20%)	0.016*
They want to show-off their language skills.	4 (6.25%)	17 (26.56%)	5 (7.81%)	**19 (29.69%)**	**19 (29.69%)**	3.50 / 5(70.00%)	0.812
They value English over Finnish.	0 (0.00%)	**19 (29.69%)**	12 (18.75%)	**19 (29.69%)**	14 (21.88%)	3.44 / 5(68.80%)	0.454*
The use of English irritates me.	1 (1.56%)	12 (18.75%)	5 (7.81%)	20 (31.25%)	**26 (40.63%)**	3.91 / 5(78.20%)	0.814*
Finnish people use too much English.	5 (7.81%)	8 (12.50%)	8 (12.50%)	16 (25.00%)	**27 (42.19%)**	3.81 / 5(76.20%)	0.038
It is great that some people know English and use it also on Facebook.	12 (18.75%)	**33 (51.56%)**	12 (18.75%)	6 (9.38%)	1 (1.56%)	2.23 / 5(44.60%)	0.374*
They motivate me to learn English better.	1 (1.56%)	17 (26.56%)	13 (20.31%)	**20 (31.25%)**	13 (20.31%)	3.42 / 5(68.40%)	0.083*
They are international persons.	2 (3.13%)	**32 (50.00%)**	11 (17.19%)	15 (23.44%)	4 (6.25%)	2.80 / 5(56.00%)	0.275*
It is natural.	6 (9.38%)	**34 (53.13%)**	12 (18.75%)	10 (15.63%)	2 (3.13%)	2.50 / 5(50.00%)	0.014
Using English along with Finnish is a part of everyday life.	6 (9.38%)	**28 (43.75%)**	13 (20.31%)	12 (18.75%)	5 (7.81%)	2.72 / 5(54.40%)	0.003

*Value is invalid

Table 7. The distribution of English students' answers to the question *"What do you think of those who use English on Facebook?"*

	1 Strongly agree	2 Somewhat agree	3 I don't know	4 Somewhat disagree	5 Strongly disagree	Average score	x^2
I don't understand why they use English if their mother tongue is Finnish.	0 (0.00%)	13 (16.46%)	1 (1.27%)	29 (36.71%)	**36 (45.57%)**	4.11 / 5(82.20%)	0.016*
They want to show-off their language skills.	2 (2.53%)	19 (24.05%)	8 (10.13%)	**26 (32.91%)**	24 (30.38%)	3.65 / 5(73.00%)	0.812
They value English over Finnish.	2 (2.53%)	**20 (25.32%)**	**20 (25.32%)**	17 (21.52%)	**20 (25.32%)**	3.42 / 5(68.40%)	0.454*
The use of English irritates me.	2 (2.53%)	10 (12.66%)	5 (6.33%)	24 (30.38%)	**38 (48.10%)**	4.09 / 5(81.80%)	0.814*
Finnish people use too much English.	0 (0.00%)	5 (6.33%)	6 (7.59%)	25 (31.65%)	**43 (54.43%)**	4.34 / 5(86.80%)	0.038
It is great that some people know English and use it also on Facebook.	22 (27.85%)	**39 (49.37%)**	15 (18.99%)	3 (3.80%)	0 (0.00%)	1.99 / 5(39.80%)	0.374*
They motivate me to learn English better.	1 (1.27%)	11 (13.92%)	20 (25.32%)	17 (21.52%)	**30 (37.97%)**	3.81 / 5(76.20%)	0.083*
They are international persons.	9 (11.39%)	**36 (45.57%)**	17 (21.52%)	15 (18.99%)	2 (2.53%)	2.56 / 5(51.20%)	0.275*
It is natural.	27 (34.18%)	**30 (37.97%)**	12 (15.19%)	9 (11.39%)	1 (1.27%)	2.08 / 5(41.60%)	0.014
Using English along with Finnish is a part of everyday life.	25 (31.65%)	**36 (45.57%)**	5 (6.33%)	11 (13.92%)	2 (2.53%)	2.10 / 5(42.00%)	0.003

*Value is invalid

APPENDIX 2 The online questionnaire

Englannin kieli Facebookissa

Teen tutkimusta Jyväskylän yliopiston kielten laitoksella ja pyytäisin sinua vastaamaan kyselyyni englannin kielen käytöstä Facebookissa. Antamiasi tietoja tullaan käyttämään täysin nimettöminä tutkimuksessani.

- *1

Ikä?

[   ]

- *2

Sukupuoli?

  ◻ Nainen

  ◻ Mies

- *3

Mitä opiskelet ja missä?

[   ]

- *4

Arvioi kuinka paljon keskimäärin käytät Facebookia päivässä:

  ◻ 0-15 minuuttia

  ◻ 15-30 minuuttia

  ◻ 30-45 minuuttia

  ◻ 45-60 minuuttia

  ◻ yli 60 minuuttia

- *5

Mihin pääasiassa käytät Facebookia? Voit valita useamman.

  ☐ Uusien ystävien löytämiseen.

  ☐ Pitääkseni yhteyttä entisiin tai kauempana asuviin ystäviin.

☐ Chattailyyn ja muiden päivitysten kommentointiin.

☐ Muiden kuvien ja päivitysten selailuun.

☐ Ajankuluksi.

☐ Pysyn sen avulla ajan tasalla mm. uutisista ja tapahtumista.

☐ Oman profiilin päivittämiseen.

☐ Pelien pelailuun.

☐ Yksityisviestien lähettämiseen.

Muuhun (Mihin?): [   ]

- *6

Valitse parhaiten englannin kielitaitojasi kuvaava väittämä:

○ Osaan englantia erinomaisesti.

○ Osaan englantia hyvin.

○ Osaan englantia tyydyttävästi.

○ Selviän perustilanteista.

○ En osaa englantia juuri ollenkaan.

- *7

Valitse väittämä, joka kuvaa parhaiten englannin kielen käyttöäsi.

○ Käytän englantia lähes päivittäin.

○ Käytän englantia lähinnä koulussa.

○ Käytän englantia lähinnä vapaa-ajalla tai kavereiden kanssa.

○ Käytän englantia vain kun tarve vaatii.

- *8

Kuinka usein kirjoitat tai luet englanniksi Facebookissa?

○ Joka kerta, kun olen kirjautunut sisään.

○ Melko usein.

○ Silloin tällöin.

○ Harvoin.

⬜ En koskaan.

- *9

Jos kirjoitat päivityksiä tai kommentteja englanniksi, mitä yleensä kirjoitat? Mistä aiheista?

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- *10

Vaikka et itse kirjoittaisi päivityksiä tai kommentteja englanniksi, millaisissa tilanteissa kohtaat englantia Facebookissa?

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- *11

Vastaa allaoleviin väittämiin klikkaamalla mielipidettäsi parhaiten vastaavaa numeroa.

Miksi käytät englantia Facebookissa?

	1 täysin samaa mieltä	2 osittain samaa mieltä	3 en osaa sanoa	4 osittain eri mieltä	5 täysin eri mieltä
Koska monia asioita on hauskempi ilmaista englanniksi.	⬜	⬜	⬜	⬜	⬜
Koska monia asioita on osuvampaa ilmaista englanniksi.	⬜	⬜	⬜	⬜	⬜
Koska englanti kuulostaa paremmalta kuin suomi.	⬜	⬜	⬜	⬜	⬜
Koska se on helppoa ja luontevaa.	⬜	⬜	⬜	⬜	⬜
Koska käytän englantia samalla tavalla myös puheessani.	⬜	⬜	⬜	⬜	⬜
Koska englanti on osa jokapäiväistä elämääni.	⬜	⬜	⬜	⬜	⬜
Koska haluan harjoitella englannin kielen taitojani.	⬜	⬜	⬜	⬜	⬜
Koska haluan näyttää osaavani englantia.	⬜	⬜	⬜	⬜	⬜
Koska englanti kuuluu Facebookiin.	⬜	⬜	⬜	⬜	⬜

	1	2	3	4	5
Koska olen tottunut käyttämään englantia internetissä.	☐	☐	☐	☐	☐
Koska minulla on paljon ystäviä, jotka eivät osaa suomea.	☐	☐	☐	☐	☐

- 12

Tässä voit kertoa omin sanoin miksi käytät tai et käytä englantia Facebookissa.
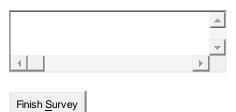
[text input box]

- *13 Mitä ajattelet niistä, jotka käyttävät englantia Facebookissa?

	1 täysin samaa mieltä	2 osittain samaa mieltä	3 en osaa sanoa	4 osittain eri mieltä	5 täysin eri mieltä
En ymmärrä miksi he käyttävät englantia, jos heidän äidinkielensä on suomi.	☐	☐	☐	☐	☐
He haluavat kehuskella kielitaidoillaan.	☐	☐	☐	☐	☐
He arvostavat englannin kieltä enemmän kuin suomea.	☐	☐	☐	☐	☐
Englannin kielen käyttö ärsyttää minua.	☐	☐	☐	☐	☐
Suomalaiset käyttävät liikaa englantia.	☐	☐	☐	☐	☐
On hienoa, että jotkut osaavat englantia ja käyttävät sitä myös Facebookissa.	☐	☐	☐	☐	☐
He innostavat minuakin opettelemaan kieltä paremmin.	☐	☐	☐	☐	☐
He ovat kansainvälisiä persoonia.	☐	☐	☐	☐	☐
Se on ihan luonnollista.	☐	☐	☐	☐	☐
Englannin kielen käyttö suomen seassa on muutenkin arkipäiväistä.	☐	☐	☐	☐	☐

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Tässä voit kertoa omin sanoin mitä mieltä olet englannin kielen käytöstä Facebookissa.

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