

**IDOLS AND PEEVES – POSITIVE AND NEGATIVE
ROLEMODELS FOR FINNISH YOUNGSTERS
LEARNING ENGLISH**

**Jyväskylän yliopisto
Kieli- ja viestintätieteiden laitos**

Pro gradu -tutkielma

2022

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JYVÄSKYLÄN YLIOPISTO

TIIVISTELMÄ

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Työn nimi IDOLS AND PEEVES – POSITIVE AND NEGATIVE ROLEMODELS FOR FINNISH YOUNGSTERS LEARNING ENGLISH	
Oppiaine Englanti	Työn laji Pro gradu -tutkielma
Aika (pvm.) 22.5.2022	Sivumäärä 78
Tiivistelmä – Abstract	
<p>Nuoreen englannin kielenoppijaan vaikuttaa merkittävästi se, ketä hän ihailee tai inhoaa. Toisen kielen oppiminen määrittyy usean eri tekijän ja tason kautta, mutta motivaatio lienee niistä merkittävin. Nuoruus on muutenkin herkkää aikaa identiteetin ja minuuden luomisen kannalta, mutta myös kieliminän sekä kohdekielen käyttäjän identiteetin luomisessa. Lisäksi ulkopuoliset tekijät, kuten vertaiset ja koti- ja kouluympäristöt vaikuttavat paljon, sekä positiivisesti että negatiivisesti, siihen kuinka osaaminen ja kielellinen kompetenssi kehittyvät. Roolimallit voivat vaikuttaa toisen kielen oppimiseen joko positiivisesti tai negatiivisesti. Toisen kielen oppimismotivaatiota ja kieliasteita on yleisesti tutkittu aika paljon (ks. esimerkiksi Al-Hoorie & MacIntyre, 2020 ja Dörnyei, 2001), mutta tutkimus nimenomaan positiivista ja negatiivista roolimalleista Suomessa uupuu. Kieliasteita Suomessa sekä toisen kielen oppimismotivaatiota ovat tutkineet aiemmin muun muassa Kalaja j& Dufva (2005) sekä Kalaja & Hyrkstedt (2000).</p> <p>Tämä tutkimus pyrkii selvittämään, ketä tai mitä nuo positiiviset ja negatiiviset roolimallit nuorilla kielenoppijoilla Suomessa ovat. Roolimalleihin viitataan termeillä <i>idolit</i>, ”idols” ja inhokit, ”<i>peeves</i>”. Aineistonkeruumenetelmänä käytettiin kirjallista kyselyä, ja aineisto analysoitiin sekä kvantitatiivisin että kvalitatiivisin metodein. Yhteensä 126 suomalaista oppilasta kolmesta eri koulusta ja kahdelta eri luokka-asteelta osallistui tutkimukseen vuonna 2014. Tulosten avulla voidaan esimerkiksi kehittää oppimateriaaleja vastaamaan paremmin oppilaiden mielenkiinnonkohteita. Koska tutkimusta positiivisista ja negatiivisista roolimalleista englannin opiskelussa Suomessa ei ole aiemmin tehty, on sille käyttöä myös ylipäätään opetusmenetelmien kehittämisessä.</p>	
Asiasanat second language learning, role model, motivation, media, identity, peer	
Säilytyspaikka Jyväskylän yliopiston kirjasto	

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1 INTRODUCTION

The present study is going to investigate who and what kind of characters have a positive impact on Finnish youngsters learning English and therefore motivate them, and, on the other hand, who are those that have a negative effect on pupils' language learning and therefore demotivate them and even hinder the learning process. In addition to linguistic role models, I am also studying the effect these models have on pupils' group identity and language attitudes. Previously, motivation in second language learning and language attitudes in Finland have been studied, for example, by Kalaja and Dufva (2005). I conducted a narrower study on role models in learning English as my Bachelor's Thesis in 2010 (Pekkarinen, 2010). However, a more concise and recent study on finding out positive and negative role models in learning English in Finland was lacking.

As a hypothesis, I expect these role models to rise from two rather different yet close worlds to youngsters, these being significantly different from each other. On one hand, role models play a central role by contributing in forming the linguistic self but also, identity in a peer group. Firstly, what immediately comes to mind when asked about idols and peeves, is media in all its various forms. Tv-series, movies, music, and the overall culture of idolizing celebrities, are undeniably an important and visible part of youngsters' lives in ever growing amounts these days. Moreover, particularly for boys, the importance of video games in the Internet and game consoles have an irreplaceably important role in motivating young learners of the English language instrumentally. Even though a certain pupil would not be studying the language at school lessons, he or she could easily spend hours after hours hooked to a game that requires growing knowledge of vocabulary, comprehension skills, and even communication skills in English.

Further, a current issue in youngsters' everyday lives and English usage is all the social media. Facebook, TikTok, and Instagram, among others, have created a whole new space and need for identity construction. Following certain kind of people, giving certain kind of information about yourself and belonging to certain kinds of groups worldwide have a special role in creating status these days. Noteworthy, the global social media is practically governed by the English language. Also the youngsters in Finland belong to these global English-speaking communities and act as their members, creating new kinds of sociocultural identities. Surely, they admire certain codes in the Internet language and avoid others. Furthermore, linking and sharing one's favourites, for instance,

in music or films, in social media is very common. Therefore, I expect young people's idols and peeves to be recognized in social media contexts as well.

Secondly, in addition to these mass media factors affecting young people's interest in and attitudes to English, an evident role in learning falls into home and school environments and the people acting there. Naturally, and hopefully, teachers always have an impact that is intentional in getting the pupils interested in learning, but moreover, I daresay that each student also has a close relative, a friend or an acquaintance who is admirably fluent in English and has positive reactions to it, and, in contrast, a person who has had difficulties in learning English and/or negative reactions to it. These people have an inevitable and a natural effect on pupils' attitudes toward and motivation in learning the language. Taking the peer impact into account, friends and classmates form a tight and close group in youngsters' lives. Understandably, they then share mutual interests, for example, favourite actors and musical artists, which can, as a matter of fact, play a central role in forming one's young self.

To conclude, studying the characters involved in pupils' learning and in their motivation to learn, helps us to recognize and understand the youngsters' point of view in studying and learning English as a second language. Second language learning is a multi-faceted process, which numerous different factors have an impact on – motivation unquestionably being one of the most significant. The youth is a delicate age considering forming of identity and the self, as well as forming the language self. In addition, learning environment with family members, peers and teachers has a great effect – either positive or negative – on how the competence in learning will develop. Moreover, the role of media in creating idols these days is of huge importance and growing constantly. Idols and celebrities are modern day heroes, and they surely have an impact on people in general, let alone to youngsters to whom much of the media is directed. By surveying the images that is conveyed of the English language to pupils firstly, via media, and secondly, via close life circles such as family, friends, and school, and finally, via social media, it is possible to bring learning and teaching English closer to young learners and even make it a part of their everyday life. For instance, teaching materials can be improved and updated according to pupils' clear interests.

Concisely, the main questions of this study can be listed as follows:

1. Whom do Finnish youngsters look up to or look down on as users of English today?
2. Which varieties of English are favoured and admired, which disliked and hated?

In Section 2, I will introduce some focal background studies carried out earlier on the themes discussed. The key terms motivation and demotivation are explained, as well as the construction of the language self. Moreover, in order to shed some light on to the environment young people are living in, the effects of media on young people and phenomena arising from those are revised in the Section 2.

Further, I will introduce the present study in the Section 3. The aims of the study are the study methods are described, as well as the data collection and the participants. As the study is based on the questionnaire survey, also composing the questionnaire is introduced. In the Section 4, the findings are processed by the categories. Finally, in the sections 5 and 6, the results are combined and summarized, and further discussed and compared to the previous study.

2 MOTIVATION, LINGUISTIC ROLE MODELS, CONSTRUCTION OF IDENTITY IN SECOND LANGUAGE LEARNING

2.1 Second language learning: motivation and language attitudes

Who a learner looks up to or looks down on as a model of using the second language has a great impact on his or her learning. Second language acquisition may get a boost when a learner finds an idol, whereas a model who arouses highly negative emotions may hinder learning. In a way linguistic idols and peeves determine the borders within which a learner aims at acquiring and using the language – “definitely like this” and “certainly not like that”. These kinds of models are particularly important for young people and their learning as their everyday lives are filled with characters of social media or popular culture that are either very strongly looked up to or looked down on, often depending on the common opinions of the group of peers. Consequently, second language acquisition of a young person, particularly in the form of learning motivation, as well as construction of his or her identity, are deeply affected by idols and non-idols they face in the present media-dominated world.

Linguistic attitudes, which refer to attitudes that people have towards a language or its social or regional variants and its users (Kalaja and Hyrkstedt 2000: 369), and motivation in second language learning have been studied rather thoroughly. According to Lightbown and Spada (1993: 39), motivation can be defined by two factors: learners’ communicative needs and their attitudes towards the second language community. Therefore, when a learner has positive attitudes towards the speakers of the language, he or she is willing to be more and more in contact with them. Lightbown and Spada (1993: 40) also note that since a learner’s identity is closely related with the way of speaking as learning a language involves adopting identity markers of another cultural group, depending on the attitudes, learning a second language can be either a source of enrichment or a source of resentment.

Dörnyei (2001: 65-66) also remarks that being motivated in learning the second language, a learner must take on a host of behavioural and cognitive features of another sociocultural community, which is why, according to Dörnyei, learning and teaching a foreign language in a school is not a socially

neutral field. In addition, Ho (2006: 218) refers to *instrumentalism* when describing sociocultural aspects of motivation in second language learning. She argues that the aim of learning and teaching a second language is not merely training and educating the learner only to language, use or even meaning, but also, an adequate level of confidence to meet strangers in the outside world (Ho 2006: 218). To conclude, young learners are affected in a deep, mental level by the culture of the second language, and moreover, motivated by this culture.

2.1.1 Iterations from positive psychology

In order to deepen the previous points and aspects of motivation and learning, *PERMA studies* of the positive psychology need to be applied to the multiplicity of the phenomena. As introduced in Al-Hoorie & MacIntyre (2020: 18), Seligman's PERMA framework is a theory linked to wellbeing, stating that it comprises of positive emotion, engagement, relationships, meaning and accomplishment. Al-Hoorie & MacIntyre examine Gardner's *integrative motivation* and *socio-educational model* (SE) in relation to positive psychology and find relations in between them.

Gardner's socio-educational model includes both formal school environments as well as more informal social environments as places where emotional and contextual aspects affect learning (Al-Hoorie & MacIntyre, 2020:20). Moreover, language anxiety and personal identity processes have their impact on learning. According to Al-Hoorie and MacIntyre (2020: 20), language anxiety is referred to as a specific sort of anxiety arising in language acquisition contexts, for example, a stressful learning situation. Understandably, this anxiety hinders the language learner's willingness to use the target language (Al-Hoorie & MacIntyre, 2020: 20).

Positive psychology is a relatively new field of psychology that seeks to concentrate on what reinforces our wellbeing and strength, instead of often more common concentration on weakness and treating disorders. The three foundations of the field are positive subjective experiences, positive individual traits and positive institution, which can be described as, for instance, happiness and gratitude, personal strengths and school and home environments (Al-Hoorie & MacIntyre, 2020: 20). Acknowledging that these factors are intertwined and affect second language acquisition, has recently directed research towards recognizing the effect of positive emotions in learning (Al-Hoorie & MacIntyre, 2020: 20.)

Al-Hoorie & MacIntyre (2020: 21) illustrate the perspectives significantly similar by Gardner and Seligman: both the SE model and PERMA framework rely on factors leading to success in learning. One key factor arising from them both is ‘persistence’, supported by *integrative motivation facilities*, which means that to succeed, a learner needs to entail good motivation and positive attitudes towards the target language and its users for flexible and positive orientation (Al-Hoorie & MacIntyre, 2020: 20). Therefore, a learner with these traits is ‘integratively motivated’, which again adds up to persistence and improves proficiency (Al-Hoorie & MacIntyre, 2020: 20).

Consequently, it is not merely the inner or outer factors that either reinforce or hinder second language learning, but rather, it is important to understand that both of them do. These notions are essential to recognize and support also in school and home environments – pupils need to be encouraged in their interests and their strengths need to be noted. In addition, it is crucial to realise that both positive and negative atmospheres in both environments have an impact on pupils’ language learning. Thus, when pupils find idols amongst the target language group, they should be encouraged to keep on immersing themselves in those – and definitely not be criticized about them. Considering the present study, the SE model and PERMA approach show that parents and teachers should not diminish or belittle the sources young learners have for their linguistic idols outside learning materials at school. Instead, they should show interest towards them and reinforce pupils’ spontaneous urge.

2.1.2 Demotivation

Dörnyei (2001: 142) describes demotivation as various negative influences cancelling out existing motivation. He introduces “demotives” as being negative counterparts of “motives” in a sense that motives increase an action tendency whereas demotives decrease it (Dörnyei 2001: 142). Interestingly, considering the case of demotivation further, Gardner and Lambert (1972: 140) also note that negative stereotypes of the users of a foreign language definitely hinder, or even sabotage, learning the language and also the aims of teaching that language, given that these perceptions are accepted by the majority of students or pupils in the class. This view further highlights the fact that linguistic attitudes, whether positive or negative, determine the chances of learning when being shared by the peer group of learners.

As for studies in Finland, Muhonen (2004) has studied the factors demotivating Finnish pupils in learning English as a second language. The study involved written data from 86 9th graders (15-year-

olds) and it revealed that the demotivating factors come down to five themes: teacher, learning material, learner characteristics, school environment, and learners' negative attitude towards the English language (Muhonen 2004: 70-72). Negative role models, other than the teacher, were not discussed as such, and negative attitudes as one of the causes of demotivation in Muhonen's (2004: 74) work were said to be the least frequent of all themes and therefore did not provide much material for further analysis. However, as incorporating the school and home environments as sources of idols and peeves in the present study, it is interesting to see whether the present study supports Muhonen's findings as teachers as demotivators and therefore peeves, or even exactly the opposite: teachers as motivators and idols.

2.1.3 Language attitudes

As introduced by Giles and Billings (2004, cited in Jenkins 2007: 66), the earliest study on language attitudes was carried by Pear in 1931. In his study, BBC radio listeners were asked to identify and supply personality profiles of voices from a variety of British dialects. Interestingly, further research was not able to provide any valid evidence on matching listeners' ratings of vocal features and presumed personality. However, what could be found on other studies was that listeners could actually identify clear stereotypical traits associated with voices. Further, Jenkins (2007: 66) states that particularly since 1960s, there has an outbreak of studies on how people show eminent and consistent attitudes towards users of specific variants.

Since the early times, a common technique used in studying how people evaluate social groups on the basis of linguistic choices they make is *the matched guise technique* (MGT) (Jenkins 2007: 66). In MGT's traditional form, participants listen to a series of speech recordings of the same text read aloud. They then rate the speakers of each sample for traits such as intelligence, friendliness and honesty. Jenkins (2007: 66) reminds that it can be argued that MGT method can be considered both as a direct method, since the respondents are aware that their attitudes are studied, and also an indirect method, since the respondents are sort of misled into thinking that what is studied are attitudes that are actually not studied. The clue is that participants think that they are hearing different speakers but are actually listening to the same person reading aloud, using different 'guises'. In contrast, *the verbal guise technique* (VGT) uses speech samples that are indeed provided by authentic speakers of each variety.

Moreover, the language groups having more prestige usually also have more power, which is also reflected in language attitudes. This link between language variation and power relations is illustrated by Ryan et al. (1982, as cited in Jenkins 2007: 68) in a rather direct way: every society has certain powerful groups, which reflect in the language attitudes towards language variants. Yet, the language variants of these groups obtaining power are easily taken as models for the other groups and as the preferable variants for social advancement (Ryan et al. 1982, as cited in Jenkins 2007: 68). This again poses a challenging question to those of the minority groups: they will either have to conform to the dominant groups' variant in order to climb the social ladder or to be content with less social mobility and maintain their group identity with the original group (Ryan et al. 1982, as cited in Jenkins 2007: 68).

Jenkins (2007) focuses mainly on language attitudes concerning *English as a lingua franca (EFL)* but has, nevertheless, valid points on language attitudes in a more general level. For one thing, Jenkins (2007: 70) states that people usually evaluate language variations in a hierarchical manner. That is, standard varieties are most commonly evaluated as having more prestige than non-standard forms of a language. Thus, standard accents such as *RP (received pronunciation)* as well as very 'nativelike' non-native accents such as Swedish-English are ranked higher than those perceived as more standard (Jenkins 2007: 70-71). Considering EFL, Jenkins (2007: 70-71) explains that usually those native speakers (NSs) and non-native speakers (NNSs) on English who hold rather narrow views of 'appropriate' or 'correct' forms of English and who admire these standard British and American forms, also hold more negative attitudes towards EFL varieties. They therefore often consider EFL variants to be non-standard. Moreover, Jenkins argues that negative language attitudes are less widespread in contexts where there are obvious in-groups and out-groups. Naturally, attitudes are more negative when the proportions of speakers of two languages in a community are equal, and more favourable when a certain group is the majority (Jenkins 2007: 70-71).

As for more recent studies, Archibald, Cogo and Jenkins (2011: 4-6) have collected trends in the area of research in language attitudes. They explain that attitudes towards EFL vary according to national identity and nationally understood concepts of social differentiation: these attitudes are affected by general beliefs about languages, contexts and even individual identities of the speakers (Archibald et al., 2011: 4-6). They emphasize the relevance for the teachers of EFL to be trained about these phenomena in order to them to pass the knowledge of the complexity of the issue to learners (Archibald et al., 2011: 5).

Moreover, Kalaja and Hyrkstedt (2000: 369-381) introduce research performed on language attitudes. According to them, William Lambert was the first to systematically study these issues from a mentalistic point of view, which has been a predominant trend since its creation in the 1960s. In the mentalistic approach, language attitudes are defined as inner, mentalistic conditions as reactions to some way of talking. The discursive view derives from sociopsychology and it is interested in social and psychological phenomena in a language, not just in a user's inner experience. For example, Gardner and Lambert (1972: 132) name intellectual capacity, language aptitude and perceptions of the other ethnolinguistic group as the three aspects on which mastering a foreign language depends. By the importance of these perceptions of the others they refer to attitudes that a learner has towards members of the group and his or her willingness to identify him- or herself with the features of behaviour, both linguistic and non-linguistic, that are characteristic of that another ethnolinguistic group (Gardner and Lambert 1972: 132).

2.2 Sociolinguistic considerations

In addition to second language learning and evident links to psychology, the present study also involves sociolinguistics as one of its perspectives. Linking also to language attitudes, Bell (1976: 23-24) introduces sociolinguistics as a field investigating regular correspondence between linguistics and social structures, seeking correlating variables of social group and linguistic aspects with demographical units of social sciences, such as age, gender, social class, religion, and status. The main focus is on individual or group dynamics, that is, the relationship between the individual and the group (Bell 1976: 23-24).

Adding complexity to researching young peoples' idols and peeves is the notion of Bell's (1976: 110) that not a single individual plays only one role, nor participates in one single social group or belongs to a single group and therefore is not monolingual, possessing only one code. The idea of *code-switching* obviously assumes that youngsters may have several different sets of idols and peeves, depending on the group they are involved in at the time (Bell 1976: 110). In addition, possibly even more suitable for the discourse of second language learning today is *translanguaging*; that is, multilingual oral interaction (Conteh 2018: 445). Mastering several languages and mixing them has shifted from treating them as separate entities to understanding that they enrich the learners' capabilities in achieving their purposes (Conteh 2018: 446). Moreover, translanguaging has been seen as blurring the political and cultural boundaries of languages and by that also bringing more versatility

and tolerance into classrooms (Conteh 2018: 446). As a case in point, the youth culture these days includes much globally spreading memes (as described in Merriam Webster Dictionary: an amusing or interesting item or genre of items that is spread widely online especially through social media) that may bring English phrases that are commonly recognized within communication in Finnish. However, the present study does not go into such depth of investigating and separating the sets of idols and peeves in different social contexts, but only acknowledges this interesting fact that demonstrates the complexity and intricacy of the topic.

2.3 Construction of identity - the linguistic self

Considering the importance of motivation to an individual's learning, Dörnyei has done research on motivation and the self. According to Dörnyei and Ushioda (2009: 9, 11), instead of being a mere communication code for a learner, a foreign language belongs to an individual's core, forming a significant part of his or her identity, and a learner's self-concept is usually seen as the individual's self-knowledge combined with how the learner views him- or herself at present. Carver et al. (1994, as cited in Dörnyei and Ushioda 2009: 11) posit that there are *possible selves* representing the learner's views of what he or she might become, what he or she would like to become, and finally, what the learner is afraid of becoming. In the present study, what a learner would like to become is referred to as an **idol** (a positive role model), and what he or she is afraid of becoming is referred to as a **peeve** (a negative role model).

Deepening the concept of the language self, according to Dörnyei et al. (2006: 145 and Dörnyei and Ushioda 2009: 29) the model of "L2 motivational self system" is designed to combine the constructs of theoretical L2 motivation and constructs of self research in psychology. The model has a three-dimensional structure: 1) ideal L2 self, 2) ought-to L2 self, and 3) L2 learning experience. First, *ideal L2 self* refers to the L2-specific facet of one's ideal self, and Dörnyei explains this to occur when a person one adores as a user of L2 becomes a motivator to learn the language since a learner aims at reducing the difference between his or her ideal and actual selves. In other words, *ideal L2 self* could be referred to as an idol. Second, *ought-to L2 self* concerns the attributes that a learner believes he or she should obtain and possess in order to avoid a possible negative outcome of using L2. Therefore, this self may bear very little resemblance to a learner's wishes and desires. Third, *L2 learning experience* refers to executive motives in the immediate learning environment and experience. (Dörnyei et al. 2006:145 and Dörnyei and Ushioda 2009: 29.)

According to Dörnyei and Ushioda (2009: 20), as the ought-to self is closely tied to peer group norms and pressures, and learners', young learners' in particular, ought-to self, that contains peer-induced views, may get in conflict with the individual's ideal self. Thus, to obtain effective desired selves, and to avoid a clash between a learner's personal and social identity, the ideal and the ought-to selves should be in harmony and congruent with important social identities. Moreover, Dörnyei and Ushioda (2009: 16-17) highlight the importance of imagination and imagery as central elements of language self theories. Therefore, the role of even those idols and peeves that are distant and found via the media, and are almost "imaginary", seems to be undeniable, considering youngsters' self image as second language learners.

Lantolf (2000: 5) argues that through schooling, the actual mental system of a language learner is reformed by participating in activities specified by the culture of the language to be learned. Consequently, he carries on, since reforming the whole mental system, this cultural participation also reforms the learner's concept of self. Lantolf and Pavlenko (2000: 163) start defining the concept of a *self* by distinguishing it from a *person* by naming the self 'the centre of the experience', as opposed to the human individual acting in a social environment. A self is composed of four main elements or 'four coordinated manifolds': a spatial or an opinionate location, location timewise, the stage of responsibility or agency, and a social location, for instance, status or age (Lantolf & Pavlenko 2000: 163). Furthermore, Lantolf and Pavlenko (2000: 163) report that a self is a coherent dynamic system, continuously produced, which appears as the person acts in the culture in question.

Explaining the language self further, Lantolf and Pavlenko (2000: 155) introduce the two emerging metaphors of *participation* (PM) and *acquisition* (AM). Traditionally, second language learning has been seen as acquisition where the content of learning constitutes of rules and facts, such as grammar and vocabulary. On the other hand, participation comprises the notion of the learner becoming a member of the community, the language of which is to be learned, and acting according to its norms. By separating the two, Lantolf and Pavlenko (2000: 156) differentiate the focus of language structure and the focus of language use in context. Obviously, the latter focus, in PM, is on contextualization and engaging with others and stresses *how* the language is learned instead of the mere content; *what* is learned. Overall, Lantolf and Pavlenko do not aim to diminish the importance on acquisition but, indeed, they highlight the dichotomous relation between acquisition and participation, acknowledging the irreplaceable role of participation in considering the sociocultural aspects of second language learning.

2.3.1 Group identity

Attitudes of teenagers towards the English language are relevant to be studied as idols and peeves have a special role in life at their age. This is an age when young people are developing their own identities, and idols and role models function as a reflection base with whose help they build their identities. According to Nurmi et al. (2008: 14), development of language and personality is based on experience and, in particular, on feedback one gets of one's actions, which is also referred to as *observational learning* in psychology.

Secondly, what to like and what to hate form and sustain group memberships among the youth as they form in-groups and out-groups. This is also a part of youngsters' identity formation. According to Nurmi et al. (2008: 115), youngsters are pressured to watch certain shows and programmes in order to be able to actively participate in conversations with peers, which again strengthens the group identity. Dörnyei (2001: 37) explains that a learner's fear of being isolated or rejected by peers or being labelled negatively, for example, as a "nerd" or a "creep", may lead to lack of motivation. To fulfil these group expectations and to gain the approval of peers is also referred to as *social approval goals* (Urdu and Maehr 1995, cited in Dörnyei 2001: 30).

Covington (1998: 77-78) has studied the ways of motivating young people and by his *self-worth theory* he explains that the demands for motivation are, first of all, accurate *self-knowledge*, and second, the need for *self-validation*. He defines self-validation as the need to gain approval, affection, and respect of others in a group. When needed, one disassociates oneself from aspects harming this validation, such as failure causing disapproval or rejection among others. Covington (1998: 78) names establishing and defending a positive self-image as the *self-worth motive* and acknowledges self-acceptance to be "the highest human priority".

Moreover, as discussed above, Dörnyei's (2005) research on motivation and the self and his model of "L2 motivational self system", ideal L2 self and ought-to L2 self in particular, is relevant in considering teenagers' construction of linguistic identity. According to Dörnyei and Ushioda (2009: 20), as the ought-to self is closely tied to peer group norms and pressures, and learners', young learners' in particular, ought-to self, that contains peer-induced views, may get in conflict with the individual's ideal self. Thus, to obtain effective desired selves, and to avoid a clash between a

learner's personal and social identity, the ideal and the ought-to selves should be in harmony and congruent with important social identities (Dörnyei and Ushioda 2009: 16-17).

Sullivan (in Lantolf 2000: 116) discusses sociocultural aspects of second language learning from the point of view of Communicative Language Teaching (CLT). She explains that in CLT, the role of the teacher is not merely an 'instructor' but actually also an overseer of learning process, a consultant and most of all, a co-communicator. Considering learning materials in CLT, Sullivan (in Lantolf 2000: 117) emphasizes the importance of using authentic material which links language learning in classroom to life outside. She states that reality plays a key role in language learning (in Lantolf 2000: 120). Moreover, by using authentic learning materials, communication through interaction among students is emphasized, as well as learner-centered, content-centered focus. To sum up, Sullivan (in Lantolf 2000: 117) explains CLT consisting firstly, of a high amount of group and pair work, secondly, receiving authentic language input in actual, real-life contexts, and finally, producing language for genuine and authentic communication.

2.3.2 Linguistic role models

Murphey (2012: 35) demonstrates the intriguing notion of a 'near peer role model'. He acknowledges the need of role models in both motivational and developmental psychology, in the form of inspiring, for example, intellectual, financial, or political heroins and heroes, but places focus on 'closer to home' role models instead. Near peer role models (NPRMs) are peers who are close to our social, professional, and/or age level who for some reason we may respect and admire (Murphey 2012: 35). As an example, Murphey (2012: 35) explains young people modeling their siblings' or classmates' characteristic, ability or even the whole person. Even more illustrative of the issue today, social media seem to rely much on young users to model not only their peers in real life contexts but also influencers that are complete strangers but who obtain some commonly acknowledged preferred features, for instance, by their looks or style. Nevertheless, Murphey notes the exact question of teachers finding potential and proactive role models for their students to be presented and to be inspired from (Murphey 2012: 35). He also states that when effective means to inspire other are found, we owe it to humanity to convey this information forward for others to try and refine it (Murphey 2012: 37).

Murphey (2012: 36-37) introduces three different occasions in which he has found NPRMs working successfully. Firstly, he explains supportive comments from peers enhancing the effectiveness in class activities when exposed. Secondly, Murphey briefly describes a study he had conducted on first recording pupils on video talking about language attitudes and expectations in English, and then showing this video to another group of pupils who then, after seeing the video, had changed their opinions towards those on video watched. Therefore, data proved, that pupils change their beliefs significantly as viewing what their peers had to say about the issues. Thirdly, Murphey links the concept to Japanese teachers who teach English and how to get them use more English during lessons (Murphey 2012: 36-37). The teachers were asked to use a bit more English each day and finally get feedback from the students. Based on the experiment and feedback, short case histories were written and further distributed to other teachers of English. Murphey detects it to be too early to see the full impact yet in the study but finds that the teachers accepted the change better when they saw how other teachers had changed their actions, little by little. All in all, these three examples clearly show the impact of peers as role models (Murphey 2012: 36-37).

2.4 Media effects on young people

There has been much debate of the effects that the media has on young people today. Overall, Potter (2012: 47) describes media effects as “the processes and products of media influence that act directly on targets (individuals and macro units of society and institutions) as well as indirectly on targets through other units”. Moreover, Potter (2012: 47) continues that media effects can be divided into, first of all, *individual-level effect*, that is, the effect is on an individual person, and secondly, *macro-level effects*, where the effects are placed on larger units such as the public or society. Potter (2012: 47) also divides media effects into six different categories in order to describe these effects on a deeper level. First, *cognitive effect* is media exposure that influences a person's mental processes such as acquisition or storage of information or the product of these processes (Potter 2012: 47). Second, *belief effect* is media exposure that has influence on an individual's notion of an object or event with a certain attribute (Potter 2012: 47). Third, *attitudinal effect* refers to influence on a person's evaluative judgements, and fourth, *affective effect* is exposure that affects an individual's emotions and feelings (Potter 2012: 47). Fifth, physiological effects are media exposure having an influence on a person's automatic bodily responses to stimuli (Potter 2012: 47). Lastly, according to Potter (2012: 47) *behavioural effects* refer to exposure affecting an individual's actions and doings. Negative effects and clear problems due to media affects are found among the young people as well, the most

evident of them being, for instance, excessive *Facebook* use, limitless gaming, cyberbullying, sexting and the Internet predators (Clark 2013: 75).

Effects of mass media on adolescents have been studied rather thoroughly. According to Vandebosch & Eggermont (2016: 1133-1134), it has been found that media set impossible and unattainable appearance and body standards for young people and directs them to apply those online themselves. The beauty standards are absorbed and internalized without questioning and, moreover, peers are constantly evaluated by these terms (Vandebosch & Eggermont, 2016: 1134). Vandebosch & Eggermont (2016: 1118-1122) explain that mass media have caused exaggerated body surveillance and self-objectification (treating individuals mainly as ‘bodies’) in youngsters, particularly among girls, as appearance and different bodily attributes have started determining much of their self-validation. Further, peer pressure is high on social media usage too, as young people unfortunately tend to compare themselves to others, who only portray an idealized image of themselves online (Vandebosch & Eggermont 2016: 1120). Nevertheless, at the time of the questionnaire conducted in 2014, these effects probably were not yet as heavy on youngsters as they are today.

Young people develop a self-presentation in the digital world unquestionably in the context of youth culture shaped by voyeurism, social media and celebrity culture. Adolescents these days face many more demands for connectivity and engagement than ever before. This needs to be considered also when evaluating the results of the present study, since the scale of the social media with their effects were only developing in 2014 when the data was collected. However, to illustrate the importance of less engagement-based tv and celebrity-driven culture back then, among the most frequent Google searches in 2010 and 2011 were Nicki Minaj, Justin Bieber, Brad Pitt and Katy Perry (Clark 2013: 92). The contemporary media industries encourage youngsters rather openly into utilizing these commercialised role models in their construction of identity (Clark 2013: 92). Michikyan & Suarés-Orozco (2016: 411-412) describe that social media have made youngsters’ identities much more complex than they have ever been before: young user can easily choose various groups in which to belong and what to reveal from themselves in these groups – also this presentation of the self ranging from their real life to ideal and false selves. Unfortunately, even the wide social linking has proved to reinforce the contact with the peers, these varying identities have caused also depressive symptoms and social anxiety among the youth (Michikyan & Suarés-Orozco 2016: 412).

In the present day, young people feel more and more pressured on not only connecting, but also creating content themselves. Michikyan & Suárez-Orozco (2016: 411) point out that adolescents should not be considered and studied only as targets, affected by the social media, but, more as creators: they actively connect, make friends and also 'de-friend' others, and reconstruct their identities. Vandenbosch & Eggermont (2016: 1134) also explain a whole new way of communication having opened up via social media: communication is not only between individuals but also from an individual to masses.

Alho and Naaranoja (2018: 1) found out that of the Finnish youngsters aged from 13-17, 18 per cent used social media platforms 6-9 hours per week and three per cent used these services even more than 51 hours per week. Mustonen (2001: 123) argues that media causes *identification*, which means emphasising with, for example, a movie character and his or her situation. As teenagers so strongly identify themselves with a vast variety of media characters, both fictional and real, positive and negative, and aim at being like them, many parents and teachers have become worried about the effects of these role models. Further, as Nurmi et al. (2008: 158) point out, identities and thinking of the youth are currently much directed by constantly changing trends, which implies that there is no sustainability or stability considering these role models.

2.4.1 Closest real-life circles and media

Lerner and Spanier (1980: 53) discuss the influence of parents and peers on adolescents' attitudes and values. According to their study, youngsters and their parents do not have major differences neither in attitudes nor values. Moreover, they propose that young people themselves see their values lying between the values of their parents and peers, as a mixture of both, so to speak. Depending on the context and importance of the relationship to either parents or peers, either parents or peers are accepted as more influential (Lerner and Spanier 1980: 52). Importantly, Lerner and Spanier (1980: 51-52) differentiate the very special roles of siblings compared to other family members as influencing young people. They explain siblings to be significant role models due to possibility of great friendship and certain companionship on one hand, and great hostility and competitiveness on the other hand.

Understanding that Lerner and Spanier's study on parent-child relationships in 1980 may need update to the context of today, for example Lindholm-Leary has studied the topic (2001: 143-144).

Lindholm-Leary (2001: 144) lists that by actively participating and showing interest in their children's education and activities, parents are able to reinforce second language proficiency and overall achievements in education with their children, as well as develop better parent-child and home-school relations. The educational background as well the socio-economic level of the parents affected also their linguistic attitudes (Lindholm-Leary 2001: 147-149). Nevertheless, the less education the parents had had themselves, the more they hoped for their own children to profit from higher education – possibly against how many could assume, if education level was commonly supposed to transfer from one generation to another (Lindholm-Leary 2001: 147-149). In addition, Lindholm-Leary (2001: 166-167) had sought to find out parental attitudes towards bilingualism among parents from varied ethnical backgrounds in the US and confirms that they were very favourable and positive towards it.

Most families have multiple streaming services, which are mostly used on personal, portable devices, which leads to family members spending more alone time, each watching what they prefer, as opposed to sharing a common experience (Potter 2012: 268-269). Further, parents have changed their roles when it comes to media over the years: before, the parents wanted to introduce their children to the broader culture via media, whereas these days they want to protect their children from it; they used to introduce values via media with pride, but now do all they can to prevent their children from acquiring values from the world at large (Potter 2012: 269). The new mobile communication technologies have made the shared media experience in the modern families even more rare (Potter 2012: 269).

Clark (2013: 75-97) poses the question of why media has become so tied to the experiences of growing up in the Western world these days. These days, both young people and their parents are immersed into a cultural milieu of a variety of values of self-worth and self-promotion, leisure time, productivity, empathy and social hierarchy (Clark 2013: 92). Modeling and advice of parents may be accepted well or rebelled against radically (Clark 2013: 92). Firstly, it is evident that young people utilize all media – digital, mobile and traditional – as sources for identity construction (Clark 2013: 95). However, Clark argues that the self to be constructed is much more concerned with how peers perceive things than with a sense of personal purpose and inner worth. As a matter of fact, in order to develop an inner purpose, young people actually have to step outside the norms of the peer culture. This phenomenon surely makes it harder for youngsters to really know or decide who they are, as they rely so heavily on peer views to validate their identity. According to Clark (2013: 97), this causes fragile and narcissistic personalities.

Sociologist William Corsaro has termed the young people's process of understanding oneself in relation to others by *interpretive reproduction* (Clark 2013: 91). By this he refers to the process of children's and youngsters' cultural participation and creation by appropriating content from the adult world for needs of expression in their own peer-dominated world (Clark 2013: 91). Naturally, both family and peers provide an important base in formation of identity; family being the first environment to experience and experiment the identity construction and peers having a new hierarchy and traditions of including and excluding within the group (Clark 2013: 91).

Moreover, youngsters have to cope with new kinds of challenges in their peer-led environments, which is usually difficult for the parents to understand as they themselves have not grown up in the modern media-dominated world (Clark 2013: 75-97). Usually, parents are worried about the risks and hazards of the Internet, whereas youngsters see this as parents' lack of trust (Clark 2013: 76). However, young people insist that it is their right to participate in the peer culture via media in spite of parents' reservations (Clark: 2013: 95). In other words, young people see it as their right to form a digital self-representation and borrow elements from commercial celebrity culture in order to be a part of the peer culture (Clark: 2013: 95).

Young people have to learn to navigate even through unhealthy amounts of negative input and feedback. With digital and mobile media, this is possible by seeking support from those peers that offer it freely and, on the other hand, by denying contact with those undermining it (Clark 2013: 97). Youngsters also have to find a way to express themselves without being judged negatively by their peers, for example, being judged inauthentic, weird or needy amongst others. (Clark 2013: 96). It may even be argued that identifications through all the focusing on the self in relation to the peer group may cause a heightened form of narcissism (Clark 2013: 96).

Mass media have had an effect on families all over the world. The family structure has gone through drastic changes as divorce and blended families have become more and more common (Potter 2012: 268). There has been criticism dwelling on that media has made it more acceptable to divorce, seek adventure with new partners and live alternative lifestyles (Potter 2012: 268). It has even been argued that media portrays married life in a negative, unattractive manner (Potter 2012: 268). Overall, media has been much focused on glorification of single life and to a sort of thinking of 'never settling'. Shaking the traditional ideas of what is desirable and what is representable to others have created a

whole new kind of pressure for youngsters and young adults to constantly try to keep up with changing trends. This has naturally affected their self-image that is being continuously tested.

2.4.2 The Internet

Bryant and Oliver (2009: 570-572) assert that the Internet has multiple proactive effects on its users. By posting information about themselves online, Internet users aim at discovering one's self and identity equally as much as they aim at communicating this identity to others (Bryant and Oliver 2009: 570). In other words, online interaction is part of modern self-discovery and establishing individual identity, as well as social acceptance. Moreover, participating in Internet activities has been found to benefit users in group-identification and even increase their self-esteem (Deaux 1996; Ethier & Deaux 1994, as cited in Bryant and Oliver 2009: 571). An interesting point to consider about the positive effects that the Internet has had on its users – and naturally young users alike - is that also socially isolated individuals or users with “stigmatized identities” can be recognized, accepted and heard among a group, regardless of the negative attitudes and reactions they may encounter in their everyday life. This may be the case due to physical appearance (e.g. overweight), physical impediments (e.g. stuttering), physical disabilities (e.g. hearing-impaired), sexual orientation (e.g. homosexuality), medical conditions (e.g. HIV positive), mental state (e.g. depression) or fringe political beliefs (Bryant and Oliver 2009: 571). Therefore, also students who have difficulty in interacting with peers at school, may find supportive relationships and build ideal identities online. Nevertheless, the Internet does not isolate its users from interpersonal relationships; rather, users tend to have expanded social networks as a result of the online interaction, firstly, in providing new people and new groups to communicate with, and secondly, also in enabling more channels to be in touch with friends and relatives (Bryant and Oliver 2009: 572).

3 THE PRESENT STUDY

3.1 The aims of the study

The aim of the present study was to investigate who and what kind of characters have a positive impact on Finnish youngsters learning English and therefore motivate them, and, on the other hand, who are those that have a negative effect on pupils' language learning and therefore demotivate them. In addition to the linguistic role models, the study sought to find out the effect these models have on pupils' group identity and language attitudes.

This study assumes these role models to rise from two rather different yet close worlds to youngsters, these being significantly different from each other yet playing a central role to the contributing of forming the linguistic self and identity in a peer group. Firstly, what immediately comes to mind when asked about idols and peeves, is the media in all its various forms. Tv-series, movies, music, social media influencers and the overall culture of idolizing celebrities, are undeniably an important and visible part of youngsters' lives in ever growing amounts these days. Moreover, for instance games have an important role in motivating young learners of the English language instrumentally. However irrelevant playing a game may seem to a parent, for example, it requires rather specific vocabulary, comprehension skills, and even oral and written skills in English to play many of the popular games these days.

Surely, a current issue in youngsters' everyday lives and English usage are all the social media. *Snapchat*, *TikTok*, and *Instagram*, among others, have created a whole new space and need for identity construction (at the time the questionnaire study was composed, mainly *Facebook* and *Instagram* were used). Following certain kinds of people, giving certain kind of information about yourself and belonging to certain kinds of groups worldwide have a special role in creating status these days. Noteworthy, the global social media is practically governed by the English language. Also the youngsters in Finland belong to these global English-speaking communities and act as their members, creating new kinds of sociocultural identities. Surely, they admire certain codes in the Internet language and avoid others. Furthermore, linking and sharing one's favourites, for instance, in music or films, in social media is very common. Therefore, I expect young people's idols and peeves to be recognized in the social media contexts as well.

Without a question, young people also follow the news and therefore, at least to some extent, politics and sports as well. In a globalized world these days, one can hear English spoken in almost every news clip and sports interview. In addition, surely some youngsters consume English literature, whether it may be at school or in their spare time. Hence, news, sports, and literature are taken into account as possible sources of role models, and given a role also in the present study.

Secondly, home and school environments have a great impact on youngster's second language learning – often clearly either positive or negative. Without a doubt, teachers always should affect purposefully to get the pupils interested in learning. Still, it could be assumed that each student also has a close relative, a friend or an acquaintance whose use of English they look up to, and, on the other hand, someone who possibly has had difficulties in learning English and/or negative reactions to it. Understandably, these role models, positive and negative, have an impact on language learning. In addition, since friends and peers are closely linked to young people's forming of identity, understandably, they then share mutual interests. For example, favourite actors and musical artists, can, as a matter of fact, play a central role in forming one's young self.

Studying the characters involved in pupils' learning and in their motivation to learn, helps us to recognize and understand the youngsters' point of view in studying and learning English as a second language. The role of the media in creating idols these days is of huge importance and growing constantly. Idols and celebrities are modern day heroes, and they surely have an impact on people in general, let alone to youngsters for whom much of the media is directed. By surveying the images that are conveyed of the English language to pupils firstly, via media, and secondly, via close life circles such as family, friends, and school, and finally, via the social media, it is possible to bring learning and teaching English closer to young learners and even make it a part of their everyday life.

This kind of study is needed, first of all, since by surveying linguistic idols and role models of the youth the study materials in schools can be improved to interest pupils more. Some research has been done on linguistic attitudes and their effect on second language learning but a recent update of the situation with the youngsters at this age in Finland is lacking. Furthermore, since Finnish youngsters live rather far away and apart from the English-speaking world and English-speaking cultures, apart from the media, it would be fascinating to find out who pupils actually choose to look up to and to look down on from such a scattered, vast, ever changing and in a way distant mass of options.

In addition to the previous points, the topic has interested me personally as I have observed these idols and peeves in my own family and friends in all age groups, which actually got my attention to the themes in the first place. In my opinion, the attitudes of this particular age group towards the English language are relevant to be studied as all kinds of role models have a special role and function in life at their age. This is an age when young people are developing their own identities, and idols and role models function as a reflection base with the help of which they build their identities – understandably there is resemblance of these mechanics of building linguistic selves too. What to like and what to hate also form and sustain group memberships among youngsters: in-groups and out-groups, which again is a part of group identity formation. Naturally, the topic is also very current as there has been much talk of the effects of the media, and particularly of them on young people.

Concisely, the main questions of this study can be listed as follows:

1. Whom do Finnish youngsters look up to or look down on as users of English today?
2. Which varieties of English are favoured and admired, which disliked and hated?

3.2 Data and methods

The data was collected during spring 2014, using a questionnaire. Time having passed until this day in 2022, the age of the data has to be considered. The main focus is finding general tendencies in understanding the phenomena on acknowledging that the results could differ from what they would be, if the data had been collected more recently. As a hypothesis, some details will appear dated, but also, some major elements in the findings are expected to still apply today.

The questionnaire was chosen as the method of data collection since it works as an effective tool for acquiring a large amount of answers that can be easily compared. My previous study on the same subject (Pekkarinen 2010) served as a pilot study, helping to improve the questionnaire and its details. There were altogether 126 participants from three different upper comprehensive and upper secondary schools from three different areas in Finland. The data was analysed with content analysis to examine both quantitative and qualitative aspects of the phenomena.

3.2.1 Composing the questionnaire

For the present study, I developed a new questionnaire sheet (see Appendix 1) based on the questionnaire used in my previous study on the subject in 2010 (Pekkarinen 2010: Appendix 2). As previously, a questionnaire was chosen as the method of data collection since it provides a possibility to gather data from a great number of participants and repeat the research setting in a rather identical manner, also in several different schools (Gass and Mackey 2005: 94-96). In addition to enabling to collect comparable and elicited data, I considered the questionnaire format approachable enough for the participants of these ages to grasp the idea of the study and to provide the answers needed. Finally, to best cover and depict the multi-faceted phenomena, both quantitative and qualitative information was needed. A questionnaire served well this purpose, by having clear, narrowed down categories but also encouraging to reason and explain each choice in the answers (Gass and Mackey 2005: 94-96).

Furthermore, some limitations timewise, as well as some aspects of length, the language, the visual features and grouping the questions were to be recognised when compiling the updated study. First of all, it was obvious that time having passed from 2010 till 2014, the media themselves had evolved. Therefore, I regarded the old division insufficient and new sub-categories as vital to be added to respond to youngsters' daily life today and thus, the new categories of Internet gaming and social media to be added as possible sources for idols and peeves. In the previous study, the division of the categories was almost directly borrowed from Kalaja and Dufva (2005: 114-115). Naturally, additional categories added some length, which is why grouping and forming the questions were critical to be carefully considered, in order not to make the questionnaire too long and exhausting for the pupils.

Consequently, the present questionnaire comprises of two main sections of 'Idols' and 'Peeves', both having seven sub-categories of 'TV and movies', 'Games', 'Social Media', 'Music', 'News and sports', 'Literature' and 'Close life circles'. At the time the questionnaire study was conducted, social media with its influencers did not yet play as huge role as they do these days. Had the questionnaire be composed nowadays, social media would have more emphasis. Preceding the two actual answering sheets, there is an introductory letter for the participant and following them as the very last part, a space for comments called 'the Free Zone'. Therefore, regarding the structural choices, the improved questionnaire is simpler and more coherent than the original one.

Further, compared to the previous questionnaire study, some improvements were made also regarding the questions and the set-up of the assignment for the questionnaire of the present study. At the beginning of the sections 'Idols' and 'Peeves' there was a brief list of questions leading to the topic, such as 'Who would you like to be compared as a user of English?' and 'Who do you think speaks English in a bad, awkward, ugly or wrong way?'. It was emphasized that the participant was requested to reason his or her answer in each case. Following these questions, each of the seven sub-categories were listed, both of the head sections having the same sub-categories. Under each category marked, a space for writing was provided as well as a separate space for reasoning and explaining.

The categories that sounded more vague or comprised of many elements, were opened up more with some specifying propositions provided in brackets. These were used to give a more specific idea of what the question was after, in case the pupil would be lost in what was asked for or mix the questions up. As a case in point, the headline of the category 'TV and Movies' was accompanied with bracketed terms 'characters, actors/actresses, reality show characters, talk show hosts, TV-chefs, presenters, advertisements, cartoons' to prompt the participants of the wide range of sources of possible idols and peeves. As a special note for the category 'Close life circles', participants were asked precisely not to answer by names. For example, an answer such as 'Martin' would not provide any information as he (or she perhaps) could be just as well a father, a class mate or a teacher of that pupil. Therefore, examples of suitable answers were given as 'a big brother, a cousin, the English teacher'.

The aim of the final section called 'Free Zone' was created to provide the participants with a chance to express their thoughts and any remaining points considering the questionnaire before handing out the sheets. The section was not guided in a particularly strict way, but only with words 'Comments, notions, suggestions?'. Yet again, a space for commenting was provided.

As to the guidelines for answering the new questionnaire, I figured the right kind of tone and language to be essential. When comprising the questionnaire, I suspected that I would not be able to be present myself on the occasion and therefore regarded my voice read correctly through the guidelines to be essential. Firstly, as the participants were to be young, I did not want to use language that was overly stiff and academic. I aimed at sounding rather colloquial and everyday-like to the participants reading the questionnaire sheet. By this, I aimed at the questions being understood correctly, but also hoped that the interest of the participants would remain better all the way till the end of the survey if the language was not dull or strange to the participants.

As the language of the questionnaire, I chose to use primarily Finnish, to ensure that the questions made sense to the participants. However, I added some phrases in English here and there, to keep the participants' thoughts in the target language and to maintain the kind of naturalness and presence of English in the background. As a case in point, I wrote "Olisikin huippua kuulla juuri Sinun kantasi asiaan, who's cool and who's not, muutaman kysymyksen avulla". In this sentence, the Finnish form "huippua" is very colloquial, and the English phrase "who's cool and who's not" works as a part of the question, yet sounding idiomatic regarding both Finnish and English.

Regarding the visual aspects, I was of the opinion that pictures of some sort would be in order to liven up the questionnaire and possibly, even get the thoughts running easier towards each participants' personal favourites and peeves. At first, I considered using photos of characters or celebrities but came to conclusion that these may be too leading to particular choices. In other words, these photos may actually merely limit their answers to the alternatives mentioned in the questionnaire sheet. Therefore, instead of using photos, I drew small cartoon style figures by hand on the cover page of the questionnaire. I tried to keep these drawings recognizable to some extent, but, nonetheless, such that they could be interpreted as several different characters and therefore varying connotations could be made right from the beginning. Moreover, to complement the associations probably made of the drawings, I added some speech bubbles to some of them. As a case in point, one the drawings could be identified as Miley Cyrus due to caricature styled character and the speech bubble "Twerk, Twerk!". On the other hand, I added a few characters that were less obvious to identify, such as the drawing of the old lady and the man in a suit, both with no speech bubble.

Considering the approach, the present study is rather direct. Hence, the questions are simply direct inquiries of how the participants perceive each language user or users in each category (Garrett 2010: 37-39). This approach may seem the most obvious one in getting to know people's attitudes, by asking them directly, but, nonetheless, the approach can also be criticized whether it provides the most accurate responses. By way of explanation, comparing the direct approach of forming questions and indirect approach (or *the matched guise technique*, as it is also called), the main difference probably emerges in people's private and "more real" attitudes and the attitudes they are prepared to share with others (Garrett 2010: 42). Therefore, it may surely be argued, that by using an indirect approach, the participant could give more private emotional or factual information of his or her attitudes.

Finally, a bigger amount of data was needed to gain more reliable results in the present study. Yet again, as the present study aimed at collecting a greater amount of data, a matched guise technique would have taken a tremendous amount of effort. Furthermore, considering that the participants were rather young, asking more multi-dimensional questions would have required much more effort also from them to answer, and most probably an interview setting instead of the questionnaire. The present study aimed at gathering an overall representation of the phenomena, instead of thorough and deep understanding of a language attitude profile of each individual separately. For this reason, it was essential to collect data from a bigger number of participants, with an adequate level of depth in answering the questionnaire. In other words, I regarded the direct approach best fitting the purpose of the present study, as a larger number of participants would increase the reliability of the study.

3.2.2 The participants

The data consists of written questionnaire answers of altogether 126 participants, all gathered during spring 2014. The participants were from three different schools, from three different areas in Finland, both from upper comprehensive school and upper secondary school. The first group of participants (School A) were from a small upper secondary school in Northern Savo area, a total of 20 students, of whom 14 were female and 6 male participants. The second group (School B) was altogether 25 students, 12 female and 13 male participants, from rather a big upper secondary school in a bigger-sized city in Central Finland. This group consists of only 2nd graders. The third group (School C) was the largest, comprising of altogether 70 participants from a large upper comprehensive school in a middle-sized city in the Northern Ostrobothnia. These pupils were from all three grades of upper comprehensive school: 25 7th graders (12 of whom were female and 13 male), 25 8th graders (14 of whom were female and 11 male) and 20 9th graders (10 female and 10 male participants). All the participants were given a sequential number in order to individualize them in the analysis without using actual personalized info.

3.2.3 Data collection

The questionnaires and the guidelines for the groups A and C, and their answers in return, were delivered by mail and the supervisor of the occasion in these cases was the teacher of each class. Group B was the only one with which I personally as the researcher served as the supervisor of the data gathering. The participants used only the questionnaire sheets in paper and pen in answering.

All the participants received the same questionnaire, with the same guidelines (see Appendix 1). The supervisor of each group was provided with a specific letter of these guidelines to be read aloud in class right before pupils were handed their questionnaire sheets. First, the aim of the study was explained to find out the role models that pupils of upper comprehensive and upper secondary school levels have. The participants were led to the topic by mentioning these role models occurring outside the school environment as well, as cases in point, television, films, music and social media by all sorts of users globally. The pupils were reminded that, assumingly, they would prefer listening some forms of English over others, and therefore they would probably be able to name some varieties or users of the English language as their idols and some of their peeves.

The participants were told that the answers would be anonymous and they were advised to answer independently and to those points that felt relevant to them. Naturally, not all questions were expected to be covered by each participant as the questionnaire would provide as wide a range of origins of these role models yet rather few of them would feel close and familiar to each pupil. Twenty (20) minutes was the original given amount of time for answering the questions. However, the teachers could prolong the time when needed. Finally, the participants were informed that the answers would be utilized to improve study materials to be more to the liking of pupils.

3.2.4 Data analysis

The main methods of analysis of the present study rely on both quantitative and qualitative practices, and therefore is probably best described as *mixed methods research* or *multitrait-multimethod research* (Dörnyei 2007:42). The data was firstly analyzed quantitatively by using Excel grids. Each answer was listed in Excel grids by the class level, gender, and last grade in English, under each sub-category of the questionnaire. By this, a decent overview of all the answers and groups could be seen and, moreover, some specific phenomena would be easier to track and view in their contexts. As a case in point, one could easily with one glance see if there was a particularly common answer in a group, i. e. amongst a whole class or amongst either boys or girls in the class. The original pupils' answers in Finnish in Excel grids can be found as Appendix 2.

As the first step, quantitative methods were applied and a numerical presentation of the data and the participants' profiles was made: who were the most common role models named in each group by

class level, gender, and grade, whether the most common origins for idols and peeves were domestic or foreign, which were the most and least popular variants of English, and how did the participants reason their choices. Reviewing these aspects provided a change of noting how the answers differed within and between the groups of class levels, genders, and even schools and areas.

In order to acquire as valid and reliable results as possible concerning the overall phenomenon, content analysis was applied. Content analysis is defined as a method by which documents can be analysed in a systematic and objective manner in order to gain a concise and generic representation of a particular phenomenon, as introduced in Tuomi and Sarajärvi (2009:103-107). Content analysis enables practically any written material, even its most unstructured forms such as letters, interviews or discussions, to be organised for making further conclusions.

To deepen the definition of content analysis, three different forms of it can be found: data-based content analysis, theory-based content analysis, and theory-informed content analysis (Tuomi and Sarajärvi 2009:108-118). First, the *data-based* form refers to an inductive process, in which the data is firstly reduced, then the data is grouped and themed ('clustering'), and finally, theoretical concepts are formed. Second, *theory-based content analysis* is a deductive process in which the analysis of the data is based on an earlier frame of reference, this being a theory or conceptual system. Third, by *theory-informed content analysis* a process rather similar to data-based content analysis is meant. However, in this form, in the last phase of deriving a theory, also empirical notions are taken into consideration. In the data-based form theoretical notions are created from the data, whereas in the theory-informed form they are brought in as taken, already acknowledged information (Tuomi and Sarajärvi 2009:117).

As can be understood from the above, the theory-informed content analysis was chosen as the method of the present study, and the regular steps of the method were followed (Tuomi and Sarajärvi 2009:109). Hence, after having quantitative information of the data as well as named and reasoned idols and peeves gathered in the Excell grids, the reduced main points of the data were more visible. Therefore, also comparison was easier to be made between the groups by gender and by grade, and similarities and differences could be spotted. In addition to this, after reading and writing down the answers with their reasonings in each questionnaire sheet, notes were made on the basic tendencies and on some of the more peculiar notions. Finally, after all the answers had been covered, it was possible to differentiate the straightforward perspectives on what exactly to discuss: the most common and the most uncommon phenomena, as well as the variation between the groups. Grouped

and themed data could then be seen as forming smaller clusters of information, that could provide information for deductive interpretations.

4 FINDINGS: YOUNSTERS' IDOLS AND PEEVES IN TV AND FILMS, GAMES, SOCIAL MEDIA, MUSIC, NEWS AND SPORTS, LITERATURE, AND CLOSE LIFE-CIRCLES

In order to provide as much of a wide understanding of the issues emerging in the present study as possible, I will go through all the data according to each section of the questionnaire. Firstly, I will present the percentages and amounts of both the idols and peeves of all the groups in each category of origin: TV and films, games, social media, music, news and sports, literature, and close life-circles. By looking at the pupils' answers by the categories in the questionnaire, I am able to, firstly, form a cross-section of all the answers for each category, and school by school. Secondly, I am able to point out possible differences between groups, if and where reasonable. I will examine and comment briefly, whether there are opposing elements or other peculiar phenomena to be noted in each category. I will also look into if more positive or negative role models arise from the categories. For each category, I will also provide some quotes of the answers, to keep the actual pupils' voice in the analysis, and to explain the phenomena further. Lastly, I will gather the main findings as a broader, inductive set of analysis to form an overall picture of the issues.

4.1 TV and films

TV and movies category was probably the most versatile and varying in terms of naming role models. As a hypothesis, it was assumed to be the main source for idols and peeves, which again proved to also reflect the preferences of the TV series and films selection of the time. Below is a chart summarizing both idols and peeves mentioned in the category (Table 1). In the cases, in which a name was answered more than once, the name is written only once in the chart.

Table 1. Idols and peeves in TV and films

SCHOOL	IDOLS IN TV AND FILMS	PEEVES IN TV AND MOVIES
A	<p>Bree in Desperate Housewives Sarah Jessica Parker Emma Watson the main character in Bridget Jones movies Jukka Hilden Homer Simpson the dwarfs in Hobbit movies Americans Heart Beat: the Scottish policeman Uuno Turhapuro Ellen the host in Australian A Date in the Dark Anna in Frozen Anthony Bourdain (tv chef)</p>	<p>Jamie Oliver Dr. Phil American and Russian actors/actresses British, French, black women the Moonshiners Sui Hin in Putous Henkka ja Niki Amerikassa</p>
B	<p>Jamie Oliver Jenifer Aniston Almost all British actors and actresses secretary of the main character in the series Suits Louis Theroux Ellen Degeneres Tom Hiddleston Benedict Cumberbatch Stephen Fry Brad Pitt James Bond Jack Sparrow Jensen Ackles Gordon Ramsay Jessy Pinkman Liam Neeson Colin Farrell Johny Depp Gordon Ramsay Sergeant Dolloos (Dexter) Christoph Waltz David Tennant</p>	<p>most fake happy American tv hosts Geordie Shore characters Brad Pitt in Inglorious Bastards Dolores Umbridge Johanna Tukiainen British Indian</p>
C	<p>Bart from the Simpsons Arman Alizar Adrew Lincoln IronE Singleton Dylan O'brien Norman Reedus Jon Bernthal Josh Hutcherson Dylan O'brien Tyler Posey Jennifer Aniston Channing Tatum Josh Hutcherson Heath Ledger Noah Campbell Cartman Lisa Kudrow Johnny Depp Robert Downey Jr. Jamie Oliver Harry Potter Dean Winchester Seppo Taalasmaa 2pac Tom Hanks in Forrest Gump British Barack Obama</p>	<p>Some Finnish tv chefs Miley Curys Justin Bieber Bruce Willis Viidakon tähtöset Make and Viljami Brad Pitt Finnish actors /actresses who can't pronounce English Jamie Oliver Gordon Ramsay Fernando Alonso All talk shows Roger Moore Jukka (from the Dudesons?) Terhi in Matkaoppaat Supernanny Melissa McBride Sarah Wayne Callies Voldemort Abaddon Ismo</p>

Firstly, 65 pupils from all the 126, which makes 52 per cent of the total, named an idol or several from either TV or films. Consequently, this category was the most dominant one with highest frequency of idols named. There were some differences between the schools but the tendency was evident in all of them: 60 per cent (12 out of 20) of the pupils from the School A, 68 per cent (17 out of 25) from School B, and 55 per cent (36 out of 65) from the School C named an idol from the category.

Regarding the variants of English, accents were a common reasoning for the choices of idols in this category. Of the British variants and accents ‘British’, ‘Scottish’ and ‘Irish’ were named in 16 pupils’ answers, that makes it approximately 13 per cent of all the answers. Nevertheless, variants and accents of American English were mentioned only in four answers, which makes the total three per cent of the answers. Actors, actresses and TV-personalities of American origin were frequently named, but they were not reasoned as choices based on accent. 34 of all the participants named American TV or movie stars, which makes it 27 per cent of the participants. Clearly, accents interest the participants and they are rather well aware and opinionated of them, as the example below depicts:

- (1) ‘I like the English the dwarfs use in the Hobbit movie. The actors and actresses of the dwarfs are Irish, Scottish, Welsh, English, New Zealanders and Australians. Better accent than the repulsive Yankee.’

- Participant 14

The reasonings for the choices of idols were versatile and rather thorough, which further shows the importance of the category as the source of role models for the youngsters. The reasonings included non-linguistic aspects and features of the idols, as shown in the chart below (in the order of appearance):

Table 2. Reasonings for idols in the category of TV and films

Reasoning	Amount of answers	Percentage of all participants
‘sounding good’	10	8
‘having a pleasant voice’	3	2
‘being good-looking’	2	2
‘being relaxed, not too stiff’	2	2
‘being funny’	1	1
‘being a good actor or actress’	1	1
‘being sexy’	1	1

On the other hand, even surprisingly deep explanations for the choices were written, such as in:

- (2) 'BBC's documentary director Louis Theroux. He speaks clear, fluent English. I could listen to only this guy's voice for one documentary. Theroux also uses fine phrase structures that are nice to try and learn.'

- Participant 27

The above examples prove rather exactly that the young people really do follow other sources, such as TV and films, for their role models. Obviously, not all idols are even consciously taken as linguistic, yet, the participants are able to reason their role models precisely based on linguistic reasons. Therefore, in addition to other treats that youngsters naturally look up to, such as the good looks, they are surprisingly aware of and keen on learning English via these idols voluntarily, outside the language learning at school. Additionally, the participants showed acknowledgement of learning something different or new outside the traditional sources, such as dictionaries in this case. They clearly are aware of their learning also outside school.

Moreover, some idols were popular and mentioned more frequently. The following chart, idols that were mentioned more than in two of the answers, are listed, to show the most popular idols in the category:

Table 3. Most popular idols in the category of TV and films

TV series or movie idol	Amount of mentions	Percentage of all participants
Johnny Depp or his characters	7	6
The Simpsons	5	4
Friends (or cast)	4	3
Ellen DeGeneres	3	2
Jesus	3	2
Sex and the City (or cast)	2	2
Brad Pitt	2	2
Harry Potter (or cast)	2	2
Liam Neeson	2	2

Three of the participants mentioned Jesus as their idol from TV and films. The pupils were from the 8th grade from the School C, so it could be an example of a group identity, even in a joking manner.

TV and films category was supposed to be productive in terms of naming peeves as well. 42 pupils from all the 126, which makes about 33 per cent of the total, named a peeve or several from either TV or films. Consequently, naming peeves (in 33 per cent of the answers) in the present category was far less frequent than naming idols in the same category (52 per cent). What can be derived from this, is that significantly more positive role models arise from TV and movies, than negative. There were some differences between the schools but the answers were rather even in all of them: 35 per cent (7 out of 20) of the pupils from the School A, 36 per cent (9 out of 25) from the School B, and 30 per cent (20 out of 65) from the School C named an idol from the category.

What was rather noticeable in the answers considering peeves, was the presence of Finnish (negative) role models that was lacking in the idols section. 11 out of 126 answers (9 per cent) mentioned an actor or actress, TV series or a character of Finnish origins and accent. The Finnish TV series named related to this were the *Dudesons*, *Salatut Elämät*, *Matkaoppaat* and *Henkka ja Niki Amerikassa*. The comments for these peeves included, for instance:

- (3) 'The Finnish actors and actresses who cannot pronounce English at all but are still speaking English. Finnish English is just too horrible at times.'
- Participant 59

Considering other variants of English, only few were brought up. French, Indian and Russian accents were mentioned for not being clear. Moreover, a reasoning about an American variant, for example, was:

- (4) 'Trokarit, the moonshiners. I would not want to sound like a 'hillbilly'.'
- Participant 17

Not frequently the same names came up in the peeves of the category. Only Gordon Ramsay was mentioned twice, and reasoned for being always angry, but no other names were given more than once. On the other hand, also rather wise understanding was expressed, as one pupil had written:

- (5) 'It's very difficult to begin listing anyone whose English I don't like, because everyone speaks in their own way and the main thing is to speak at least something (this applies to all categories).'
- Participant 25

From this comment, it can be seen that young people understand rather concisely that what is desirable and of the essence in learning a language, is the communication values. Towards the more specific,

superficial features of using a language, such as obtaining a certain accent, people even this young are surprisingly understanding. All in all, this gives the whole present study a positive note of pupils having good priorities and tolerance, which again probably has a very positive affect on learning English. In addition, what good is there about having a large variety of sources for the idols and peeves, is that they show young people the variety of the ways and forms of English – by which the learners become more tolerant towards themselves and the others. Overall, more idols were mentioned than peeves, for what it can be interpreted that more positive role models arise from TV and movies than negative.

4.2 Games

Gaming was expected to be a smaller source of idols considering their numbers, yet of great importance for those who mention it. As a matter of fact, surprisingly many idols and peeves were mentioned in the games category, as shown in the chart below (Table 4). In the cases, in which a name was answered more than once, the name is written only once in the chart.

Table 4. Idols and peeves in games

SCHOOL	IDOLS IN GAMES	PEEVES IN GAMES
A	characters in Skyrim voice actors in Resident Evil Super Mario Master Chief Makarov (MW3) Slink (Driver 4 PL) GTA San Andreas. Big Smoke, Ryder, CJ, D9 Lor Americans Australians TF2 soldier Call of Duty Modern Warfare	kids' games Ezio Badman GTA iV Call of Duty Modern Warfare: Makarov
B	narrator in Bastion, Logan Cunningham Call of Duty, Cpt. MacTavish Price (Call of Duty) Pretty much all games Franklin in GTA	-
C	Thor and other Marvel heroes Gabe Nevell, founder in VAIIVE Crysis 3 Psycho Spiderman Steve, Zelda Assasin's Creed Justcause 2: Skorpion GTA IV PC Bart Simpson Ellie (The Last of us) Gta V Franklin Packman Pewdiepie Darth Wader Mario Michael, Trevor Ezio Auditore di Firenze	guys in Mortal Combat Rysis 3 Psyko Eben Joker Wayne Gretzky Navy/Legend of Zelda Spiderman Spyro Team Fortress Gta IV Runescape

	Saan asaturi Sly cooper Crash	
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Altogether 32 of the participants named an idol or multiple in the present category, which makes it about 25 per cent of all the pupils in the present study. One quarter of the participants finding linguistic role models in games, is, as a matter of fact, more than expected. There were some differences between the schools: 40 per cent (8 out of 20) of the pupils from the School A, 20 per cent (5 out of 25) from the School B, and 29 per cent (19 out of 65) from the School C named an idol from the category.

Nevertheless, the reasonings for the choices were not very wordy, as, for instance, only in four answers, accent was used as an argument. However, one reasoning summed up the category nicely, considering a side of gaming seldomly acknowledged:

(6) 'Pretty much all the games. They aim at using grammatically correct English in games.'

- Participant 43

On the other hand, there were only a few peeves mentioned in the games category among the schools and the frequency was low in all of them. 20 per cent (4 out of 20) of the pupils from the School A, and 15 per cent (10 out of 65) from the School C named an idol from the category. No one from the School B named a peeve in the category. Related to low scores of peeves altogether, also reasonings for them were practically missing. As was supposed, some pupils found both positive and negative role models in games as well – more positive than negative still. Possibly the absence of the reasonings was due to pupils not having paid attention to linguistic features as such in games. Perhaps they had concentrated on other stuff, such as the theme of the game in question. Probably linguistic aspects were told where they arouse.

4.3 Social media

Social media probably would be the most prominent category of all in the questionnaire in the present day. Considering the times were somewhat different at the time the questionnaire study was

conducted a few years ago, the emphasis on the category of social media here can seem light. Nevertheless, keeping that in mind, at least some links to idols of the present day are surely found. The category was rather fruitful and varying in naming role models, as can be seen in the Chart 5 below. In the cases, in which a name was answered more than once, the name is written only once in the table.

Table 5. Idols and peeves in social media

SCHOOL	IDOLS IN SOCIAL MEDIA	PEEVES IN SOCIAL MEDIA
A	Lauren Curtis Sara Marie Forsberg/Smokahontas Gamer poop Pewdiepie Leeroy Jenkins Zoe Sugg Marcus ButleR Jack&Finn Harries Alfie Deyes Caspar Lee Tyler Oakley Joe Sugg	Facebook friends Shaanxo Joey Graceffa Anyone who writes in English but does not understand and refuse to see their mistakes
B	Cryotic Smokahontas Zoella Jamie's World host in the podcast Welcome to Night Vale some British YouTube vloggers Pewdiepie Totalbiscuit the Cynical brit The Amazing Atheist Unitlosttube Cyaotic Koibu0 The Auzzie Gamer NS2HD Kungen Some Russian in Youtube	Those using bad English Oral language in photos English spoken by Russians in Youtube "Gang people" Some Finnish who post
C	Sara Marie Forsberg/Smokahontas Mikael Sundberg Facebook Youtube Instagram Barnacules Nerdgasm TubeTube Jopvid YouTube PewdiePie Smosh ToBasus How to Basic Cryotic Arthur Timo Wilderness Matthew Espinosa Smosh Anthony Padilla MattyB raps Madilyn Bailey Justin Bieber Daily grace	viral videos Miley Cyrus Twitter Pewdiepie Justin Bieber Instagram

Altogether 51 of the participants named an idol or multiple in the present category, which makes it about 40 per cent of all the pupils in the present study. The number of idols between the schools were varying: 40 per cent (8 out of 20) of the pupils from the School A, 60 per cent (15 out of 25) from the School B, and 22 per cent (28 out of 65) from the School C named an idol from the category.

At the time the questionnaire study was carried out, the larger phenomena in social media was yet to happen. Anyhow, smaller incidents and perhaps early stages of these mass phenomena can be found in the answers also in the present study. Still, from the vast variation it can be seen that social media already had started to flourish and provide content for more individual interests. Majority of the idols mentioned were mentioned only once, which I presume is due to a rather good supply of different influencers and accounts from which individual pupils could choose the ones most to their liking. Many of the names mentioned were or are not widely known among larger audiences, which also gives the impression of social media as a network of more marginal channels and influencer together creating a wide global web of sources. Apart from a couple of idols who were introduced as Finns (Jopvid and Sara-Marie Forsberg), all the others were of international sources. This shows how, in a sense, social media has opened up the world for the young users – one does not have to choose only local heroes to follow, since it is so easy to use all kinds of online services to find just the kind that interests the most.

However, common and trending influencers were found too as altogether 13 pupils answered Sara-Marie Forsberg ('Smokahontas') as their idol in English, and five of them Pewdiepie, both YouTube stars. Forsberg is a young Finnish woman, who became famous for imitating different languages and accents, which was rather fitting for the theme of the study. Clearly, this idol already had awoken some interest and knowledge in linguistic variation among the youngsters. Choosing her was reasoned, for instance, as follows:

(7) 'Sara-Marie Forsberg (Smokahontas in Youtube) can use her linguistic skills creatively.'

- Participant 20

Considering the peeves named in social media, there were only few mentions and since no homogenous answers were given, no significant conclusions could be drawn. Significantly more positive role models were mentioned than negative. Altogether 20 of the 126 participants named a peeve or multiple in the present category, which makes it about 16 per cent of all the pupils in the present study. The amount of peeves between the schools had little variation and were all low: 20 per cent (4 out of 20) of the pupils from the School A, 24 per cent (6 out of 25) from the School B, and

15 per cent (10 out of 65) from the School C named a peeve from social media. Regardless, the answers given in the peevs section of the category already reveal a new kind of phenomenon and the pupils' understanding of it: language used in social media is loose and to some extent unconventional. Aims of the language in social media perhaps often are based on certain "codes" of belonging to a group (for instance, referring to a meme that possibly only the group members recognize) rather than communicating the most correct way. Acknowledging this shows in one of the participants' answers:

- (8) 'I try to avoid having them as models... because often the language is not as carefully written as in more formal texts.'

- Participant 43

4.4 Music

As it was hypothesized, music had a great effect on learning English amongst the young participants.

Both positive and negative role models were named, as shown in the Table 6 below:

Table 6. Idols and peevs in music

SCHOOL	IDOLS IN MUSIC	PEEVES IN MUSIC
A	Green Day Isaac Elliot Matt Shadows the singer in Avenged Sevenfold Michale Monroe Die Anwoord Nicki Minaj Freddie Mercury Americans Of Monsters and Men Alex Gaskarth	overall some Finns Sunrise Avenue Nicki Minaj rappers the soloist of Sonata Arctica
B	Bastille Coldplay (or soloist Chris) Linkin Park Ewert and the dragons Panic! At the Disco Ed Sheeran Shakira Adam Levine Eminem Muse Josh Turner Mr. Shadows Brian Johnson	Miley Cyrus Finnish rapists of the English language ALL (the Finnish) who don't know how to pronounce and say the words unclear Children of Bodom Indian Wiz Khalifa
C	One Direction Isaac Elliot Demi Lovato James Blunt Drew Ryniewicz Chester Bennington Vince Nail Adele Paul McCartney John Lennon	Isaac Elliot Michael Jackson Apulanta Justin Bieber Matti Nykänen Miley Cyrus all the rappers and computer musicians One Direction

George Harrison Ringo Starr Tuomas Holopainen Marco Hietala Hoodie Allen Ellie Goulding 2pac Justin Bieber Harry Styles Zayn Malik Linkin Park Louis Tomlinson Anna Abreu Miley Cyrus Lana Del Rey 50cent JVG McMane Slopknott Adam Levine Elvis Niall Horan Jayy von Monroe Dahvie Vanity Black veil brides Eminem Bring me the horizon Blood on the dance floor Fit for Rivals Falling in Reverse Sonny Moore Skrillex Lil Wayne Cheek Blink 182 Bruno Mars Zedd Avicii Jay Z	
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Of all the pupils in the present study, 64 of them (51 per cent) named an idol or several from music. Even though there was a bit of variation between the schools in the number of incidents, the tendency of music having a great impact in all of them was to be seen: in the School C 63 per cent (42 out of 68 named idols in music, 45 per cent (10 out of 22) in the School A, and 40 per cent (11 out of 27) in the School B.

Different varieties and accents of English emerged to a great extent in the answers. The variant was the most common reasoning in the answers, as 29 of all the 64 pupils (45 per cent) linked their choice of an idol strictly to the variant they used. Intriguingly, different variants from all over the world were mentioned and the American and British variants did not dominate as much as could have been assumed. To be precise, 12 (18 % of the named idols from music) participants answered a variant other than the British or American. These varieties are discussed and presented further in the chapter 4.7 Preferred varieties. The choices for the idols in music were argued by a variant, for instance, as follows:

- (9) 'A band called Linkin Park, originally from California. The language is easy. By learning the songs of the band I have learned a lot of English, pronunciation especially.'

- Participant 27

The pupils valued also non-native varieties. For example, the Finnish artists Anna Abreu, Isaac Elliot, Michael Monroe, Tuomas Holopainen and Marco Hietala were listed as good role models in English because of their non-nativeness in particular.

- (10) 'Michael Monroe. For a Finn he speaks American English so well that you seldomly hear.'

- Participant 4

Also other variants were introduced with rather a thorough explanation of choice, as follows:

- (11) 'Nicki Minaj. I like the "black" slang. The intonations and words are cool and it sounds like fun.'

- Participant 8

Lastly, some more creative ways of evaluating the language skills were used, such as in:

- (12) 'Justin Bieber, Jennifer Lopez, Zara Larsson, Austin Mahone, Miley Cyrus. I like the voices of the ones that are good-looking.'

- Participant 45

Secondly, considering the peeves in English, the category of music proved to be fruitful too as peeves in music seemed to evoke strong feelings. Altogether 29 pupils (23 per cent) of all the 126 mentioned peeves in music. Nevertheless, the findings differed compared to those of idols: strong reactions were to be found in the Finnish artists and in a couple of American pop-artists: Justin Bieber and Miley Cyrus. Whereas non-native users and several Finns were mentioned as idols, Finns were harshly evaluated as peeves, with their pronunciation in particular. The reasons for this included for example:

- (13) 'The Finnish rapists of the English language (common in *Idols* shows, for example). If one can't pronounce English even at the satisfactory level, they should sing in Finnish.'

- Participant 27

However, occurrence in significant number of certain peeves implies a strong group identity – what is hated, is hated homogenously as a group. These peeves were particularly unpopular in the School C, and on 7th graders, of whom 7 out of 8 mentioning peeves in music answered Justin Bieber. Altogether Bieber was named 13 out of 29 all the answers implying peeves in music. Miley Cyrus was answered more evenly among the groups, altogether in 7 answers. Either of the two arose

altogether in 20 out of 29 answers of peeves, so in 69 per cent of the peeves in music. The reasonings for them was, for instance:

- (14) 'Justin Bieber. His voice hurts my ears and the pronouncing of English is bad.'
- Participant 52
- (15) 'Miley Cyrus. Overly emphasized American accent; overall seldomly says anything sensible.'
- Participant 21

Finally, for more common reasonings, the pupils seemed to value clear pronunciation. Presumably, this is due to their learning: it its more pleasant to listen to lyrics they can understand and learn from. As peeves for this reason they named some rappers (eg. Wiz Khalifa), Indians and older productions of Finnish heavy metal bands (Sonata Arctica and Children of Bodom).

4.5 News and sports

The category of news and sports is closely linked to TV and movies, but was thought to be kept separate as a fact-based source as opposed to the fictive ones. Keeping in mind that the Finnish variety of English is often referred (by themselves) as 'rally English', some answers were expected to depict this metaphor. In addition, youngsters often follow the news actively, which was awaited to be shown in answers possibly naming politicians. The hypotheses were rather accurate, as is illustrated in the Table 7 below. Each name is marked only once, regardless of how many times it occurred in the participants' answers.

Table 7. *Idols and peeves in news and sports*

SCHOOL	IDOLS IN NEWS AND SPORTS	PEEVES IN NEWS AND SPORTS
A	Barack Obama Pavel Datsyuk Juho Kusti Paasikivi Kimi Räikkönen Jussi Jokinen	Sauli Niinistö Kimi Räikkönen Kaj Kunnas Jyrki Katainen Paasikivi Finnish rallydrivers
B	Alexander Stubb Kimi Räikkönen Barack Obama Lewis Hamilton	Kimi Räikkönen many Finnish politicians many sports reporters Kimi Räikkönen style mumblers people speaking "rally English" Kaj Kunnas George Bush Indian speakers
C	Christiano Ronaldo Teemu Selänne Mikael Granlund Tero Pitkämäki	Timo Soini news reporters Paavo Arhinmäki Paasikivi

Usain Bolt Esa Tikkanen Alexander Ovechkin Sidney Crosby Pekka Pouta Timo Jutila David Beckham Olli Jokinen Jari Kurri Toni Vilander	Obama Evgeny Artyukhin Cristiano Ronaldo Lionel Messi
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44 pupils from all the 126, which makes 35 per cent of the total, named an idol or several from either news or sports. There were some differences between the schools: 40 per cent (8 out of 20) of the pupils from the School A, 32 per cent (8 out of 25) from the School B, and 43 per cent (28 out of 65) from the School C named an idol from the category. This category was the only one in which actually the peeves were emphasized compared to idols, for instance, in the School B, more peeves were named than idols.

Again, some names came out rather frequently in the category of news and sports. As Finland is rather a small country and there are a couple of very popular sports, such as ice hockey and track and field athletics, they were dominant also in representation of athletes. Since motor sports are popular too, Kimi Räikkönen got several mentions as well. In the listing below, there are idols that were mentioned at least twice in among the participants (in the order of popularity):

Table 8. Most popular idols in news and sports

Idol in news or sports	Amount of mentions	Percentage of all participants
Barack Obama	13	10
Kimi Räikkönen	6	5
Teemu Selänne	5	4
Alexander Stubb	4	3
Christiano Ronaldo	3	2
Tero Pitkämäki	2	2
Esa Tikkanen	2	2

Barack Obama was the most popular with altogether 13 mentions. He and Alexander Stubb represented the most frequently named politicians in the participants' answers. Obama was reasoned, for example, as follows:

(16) 'Barack Obama – he can speak convincingly and clearly.'

- Participant 3

- (17) 'Barack Obama, he speaks for peace.'
- Participant 92
- (18) 'Barack Obama. Relaxed, but formal enough for a president.'
- Participant 1

In reasonings, also other aspects were mentioned than those of sports or political skills. For instance, 'having a nice voice' was used as an argument for choosing an idol. Understandably, having an idol from a field of any kind, may transfer to being an idol also in language skills, as in the following:

- (19) 'Teemu Selänne. Teemu is the best in hockey, he is my idol.'
- Participant 47

Peeves in the category of news and sports was rather fruitful too. 34 out of all 126 participants named a peeve or several in the present category, which is altogether about 27 per cent. From school to school the amounts of the peevs mentioned were as follows: 40 per cent (8 out of 20) in the School A, 52 per cent (13 out of 25) in the School B, and about 21 per cent (13 out of 61) in the School C. Interestingly, the so-called rally English was a common reasoning for the peevs emerging in this category as well, for example, as in:

- (20) 'The people speaking 'rally English', for example Kimi Räikkönen. It sounds just horrible and it's even hard to comprehend.'
- Participant 33

Furthermore, Kimi Räikkönen was a popular idol in the previous section with six mentions, but also holds the highest scores with altogether 16 in being a peeve as well. Räikkönen is a very well-known Formula 1 driver but has also got much attention for his style of speaking English, so in that sense it is not surprising for pupils to recognize him in this context too. Reasonings for these controversial choices as both positive and negative role models are, for instance, as follows:

- (21) 'Kimi Räikkönen. A clear Finnish accent.'
- Participant 18
- (22) 'Kimi Räikkönen. Lazy mumbling.'
- Participant 41

Finally, below is the chart of most common peevs that emerged in the answers (mentions occurred twice or more, listed according to number of appearance):

Table 9. Most common peevs in news and sports

Peeve in news and sports	Number of mentions	Percentage of the participants
Kimi Räikkönen	16	13

Sauli Niinistö	4	3
Kaj Kunnas	3	2
Timo Soini	3	2
Barack Obama	2	2

The answers for peeves seem rather unified as there are only a few names and Räikkönen collects the biggest score. All the other common peeves are Finnish, but surprisingly Obama is mentioned twice as well. Possibly, these dual roles as both idols and peeves may have something to do with overall being famous – the person’s name just comes to mind easily.

4.6 Literature

Presumably, the category of literature was not as popular as the others in the questionnaire. Anyhow, being so evidently linked to language use and possibly derived as such also by the pupils, it was decided to be included in the present study. Altogether 14 pupils named positive role model or several, which makes about 11 per cent of all the participants. There were such few answers evenly from each school and grade, and therefore they were not counted separately. In the following chart (Table 10) the answers are summarized. Again, if either positive or negative role model is mentioned twice or more, it is marked only once in the chart:

Table 10. Idols and peeves in literature

SCHOOL	IDOLS IN LITERATURE	PEEVES IN LITERATURE
A	J. K. Rowling, Harry Potter Help-book The Hunger Games Nora Roberts	Kari Hotakainen
B	Holden Caulfield in Catcher in the Rye G. Martin, Game of Thrones	colloquial language or slang in literature
C	Don Rosa Lännrot Aleksis Kivi Aku Ankka J. K. Rowling, Harry Potter Tolkien’s Hobbit Batman Homer Simpson	Voldemort

Popular book series were mentioned, *Harry Potter* by J. K. Rowling being the most popular by four mentions. *The Hunger Games* book series was named as well as G. Martin's series *Game of Thrones*. Of the individual books and authors, J. R. R. Tolkien's book *The Hobbit*, Nora Roberts, a book called *Help*, and *The Catcher in the Rye* were mentioned. Moreover, Don Rosa's *Donald Duck* books and *Batman* were mentioned from comic books, characters and artists. Understandably, book series that have become popular and been in other media world-wide have also reached the pupils. *Catcher in the Rye* is more surprising. However, *Lönnrot* and *Kivi* were not reasoned at all, so there is not much to state of their choosing. One explanation could be that they are often brought up at school and for that reason they may have come to mind first for pupils who do not necessarily read a lot – regardless even, if they meant them as English versions at all.

As for the peeves, only two were mentioned in all the answers: the character *Voldemort* in *Harry Potter* series and the Finnish author *Kari Hotakainen*. *Voldemort* is the ultimate 'bad guy' in *Harry Potter* series, which may have led to choosing him – regardless of linguistics aspects, as it seems. *Hotakainen* of course may have had some sort of an appearance in media in English, but a certain analysis of choosing him is hard to form. Both of these choices had been reasoned:

(23) 'Kari Hotakainen. His accent is very obvious in his speaking, making it hard to understand it. Grammar is good still.'

- Participant 20

(24) 'Voldemort. Evilevil.'

- Participant 100

4.7 Close life circles

Naturally, the closest life circles have a great effect on the atmosphere of overall learning languages, but often, also to sources of role models for young people. What parents have preferred themselves is easily be transferred to their children and what is the new 'in' thing amongst friends is usually absorbed easily. Below, there is the chart of summarizing the answers in the present category (Table 11). The pupils were asked not to use names of their relatives or other members of their closest real-life circles, but still a few of them were named – these answers are unfortunately left out, since it is impossible to know to whom they refer with just a name. Once again, if the idol or peeve was mentioned more than once, it was still written only once in the chart.

Table 11. Idols and peeves in home and school environments

SCHOOL	IDOLS IN HOME AND SCHOOL ENVIRONMENTS	PEEVES IN HOME AND SCHOOL ENVIRONMENTS
A	mother gamer friend a friend little sister teacher of English a couple of friends	one friend a boy in our class friends myself mother step-father almost all in my closest circles
B	friends dad brother sister the teachers of English a German exchange student most friends English family friends classmate	little brother father many classmates myself Spanish Finnish
C	big sister cousin's daughter English teacher cousin sister a friend brother godmother/godfather parents family a German friend big brother dad uncle granny myself	English teacher family father friends classmates previous English teacher myself big brother Swedish teacher

Considering both idols and peeves, 29 of the participants, which is about 21 per cent of the answers, mentioned a family member. Reading the idols listed with their reasonings, it came to mind that these idols probably do not realise their role being as important as it is. Hopefully, these topics would be more commonly communicated, in order for this important message to be conveyed. Moreover, the pupils comments unveil the fact that they actively follow several crucial aspects of language learning within their close life-circles: pronunciation, fluency, vocabulary, courage to use the second language, accent, speed of talking, and grammar. In my opinion, they should get credit for understanding these functions of language learning and encouraged in their active outtake on monitoring them, even at such a young age. Noticing these features with people around them, they for sure have paid careful attention to these also at school. The reasonings for choices of idols include, for example, the following:

(25) 'My mother. Quite okay 'basic' English, she has courage to talk even though it won't always be correct.'

- Participant 1

(26) 'My big sister. She can pronounce the words correctly, talks very fluently and it's nice to listen to her as she doesn't talk slow but not that fast either.'

- Participant 81

On the other hand, peeves were also found in the members of the family. 9 pupils named a family member as their peeve, which makes about 6 per cent of the participants. Curiously enough, three (3) of the pupils named themselves as their peeve: they felt bad for not having good skills in English. This reminds me of the common Finnish shyness and modesty, particularly in language skills – many Finns tend to feel more incompetent and proficient than what they actually are. The argumentation for the family member peeves was, for instance, as follows:

(27) 'Almost my whole closest circle and family. I live in a small town in the Eastern Finland and language skills are not considered as that important. Anyhow, people talk better English than Swedish.'

- Participant 20

Peers seemed to play a significant part considering role models as could be expected. 16 (11 per cent) of the participants answered their friend, friends, or classmates to be their idols. The comments on their answers included the following:

(28) 'Most of my friends. The English skills of some of my friends are great and it's a pleasure to listen to them.'

- Participant 28

Anyhow, peers were introduced as peeves in 20 (14 per cent) of the answers. The reasoning was, for example:

(29) 'Some friends. I don't like the English of some of my friends when they speak and pronounce words wrong and still claim that they are good at English.'

- Participant 63

(30) 'A boy from my class. (He) tries too hard, tries to mimic the original language too much, the accent is emphasized too much.'

- Participant 7

The English teacher showed to have rather a special place as a role model for the pupils too. 21 pupils, which is about 15 per cent of all of them, mentioned their teacher in English as their idol. The examples of these answers with their reasonings were, for instance:

(31) 'The first teacher of English in the elementary school; (she or he) talked well in English and got me interested in the language.'

- Participant 62

On the contrary, seven (7) pupils mentioned their English teachers also as their peeve. The arguments for this included, for example:

(32) ‘The previous English teacher used British English so horrible that I was embarrassed to listen.’
- Participant 84

Overall, more idols come from the closest life circles than peeves. Moreover, the results show that the good, encouraging example of friends, family and teachers cannot be underestimated. It seems that close people, who have themselves been in other countries using English, are admired – probably more than they realise. Nevertheless, the target country does not have to be of a native variant, but the fact that one has actually had to use English as their main language abroad has taught them so much and that their language skills have evolved so much, that they are admired. This sort of respect and tolerance towards all the global forms of EFL may be caused by widely spread shared media these days, as youngsters hear and read all sorts of English constantly, mainly outside the school environment and actual teaching.

In addition, since a few pupils named themselves also as their own peeves, the notion of language self and identity is extremely evident to consider. Reinforcing pupils’ image of themselves as language users and forming a positive language identity is crucial for learning. Teachers need to know the construction of the language self well and the meaning that the positive role models have on learning. On the contrary, both family and teachers have to avoid criticizing young people’s (linguistic) idols, regardless of how unfamiliar or irrelevant for the learning they may seem at first.

4.8 Preferred varieties

A category in which the variants and accents were most frequently mentioned, was music. 29 of all the pupils (23 per cent of all the participants, 45 per cent of idols from music) who named idols from music, also argued their choice by a variant of English. Here are the variants mentioned with their frequency: American 9, British 9, Finnish accent 4, Texas accent 2, Irish 1, Latin-American 1, Afro-American 1, Australian 1, and South-African 1.

As a matter of fact, different variants and accents are rather widely represented. As could have been predicted, British and American variants are the most favoured. Curiously enough, variants from all over the world are widely presented; 12 (18 per cent of the named idols from music) participants answered a variant other than the British or American. From this it can be seen that even though the most common variants are favoured, also the rarer ones are looked up to. Therefore, it can be seen, that the youngsters do not give absolute value to native variants for what they are but also give credit to and are interested in the variety of the English language – let alone their obvious awareness from them. In addition, surprisingly, the American and British variants were completely even in their in the present study, both having nine (9) pupils to reason their choices of idols in music with them.

Regarding the peeves, pupils were even more versatile in their answers about variants. All the variants mentioned in the participants' answers regarding peeves were British, American, Yankee, Finnish, Indian, Russian, French, Black, Asian, "hillbilly", Swedish, and overall "non-native". Other variants of these were mentioned from one to five times, but an obvious peeve over the other variants brought up was the Finnish variant. Altogether 35 pupils reasoned their peeve with a Finnish accent or pronunciation. I have included the versions of "rally English" to this, as every time they were either described as "the Finns who speak rally English" or the variant was a reasoning for a Finnish person chosen as a peeve. The next common peeve variants were very even again: British with five mentions, American also with five mentions, and third commonly, Indian variant or accent with also five mentions.

Presumably, this phenomenon of naming a larger variety of peeve variants than those for idols is due to learners' stage of learning: they are still listening carefully and trying to learn by that. The more foreign accents and variants that they seldomly hear, may sounds more difficult for them to follow. American and British variants are presented widely in different media in Finland, which is probably why they appear the most familiar and for that even preferable for young learners. In addition, the idolization culture of particularly social media may have led to idolizing the language forms of the idols for young people in general.

5 Discussion

All in all, the study was able to answer to the original research questions. Firstly, the answers for whom do young learners look up to or look down on as users of English were fruitful. All of the categories provided answers, which is why all of them proved to be valid sources of idols and peeves. The most important sources were from media, yet home and school environments sure serve as – but in a different way. Media-led sources seem to provide versatility and interest-based role models, whereas school and home environments seem to provide real-life role models, which naturally are effective, and serve as significant feedback base for learning. In a sense, they serve different parts of identity formation and both are needed: no matter how intriguing it is for a young person to spread their wings and explore what they can be in the vast world of media, yet a homebase with peers, family and school is needed to sort of execute these preferred sides of identity in.

Consequently, the formation of language self was clear to be detected as the pupils had very precise explanations on their choices for role models: they were able to name idols and peeves and consistently also justify their choices by their experiences. As some groups showed significant numbers of the exact same choices for idols or peeves, a clear formation of group identity can be seen in answers. As Nurmi et al. (2008: 115) point out, young people may feel the pressure, for example, to watch certain TV shows in order to keep up the conversation with the peers. This phenomenon can be seen in the answers as they often bear resemblance in many points among each one of the groups. Thus, also social approval goals, introduced by Dörnyei (2001: 31) are to be seen in the present study. A case in point is, for instance, the strongly dual role of Justin Bieber and Miley Cyrus in the answers: these role models were named in significantly numerous answers and them having either positive or negative effect was consistent among each group. The pupils naming them, were either very strongly and coherently stating them as idols, or strongly stating them as peeves. Moreover, many pupils justified their choices for idols with traits other than linguistic (for example, being good-looking). This may be due to *identification*, as was explained in Mustonen (2001: 123): young people wish to resemble those they admire.

Moreover, linguistic attitudes were also present in the results and some language attitudes affected by the home and school environments were even surprisingly openly stated. As discussed earlier in Jenkins (2007: 70-71), usually those speakers of English (native and non-native) who hold rather narrow views of what is 'appropriate' or 'correct', and who admire these standard British and

American forms, also hold more negative attitudes towards EFL varieties. As the native forms of British and American English are often provided as “good examples” and “models to repeat after” in the Finnish classrooms, it was no surprise these variants were often named as admirable also in the participants’ answers. However, in several answers, also the non-native varieties were introduced as positive role models. Thus, the Finnish pupils seem to value different varieties of the English language for different reasons, and by that be very tolerant towards varieties.

I will present the results firstly, by media-oriented role models, and secondly, by role models found in closest real-life circles. Finally, the significance of both the main sources can be compared. Considering the most popular media sources for idols in the study, TV and films was the most dominant one with highest frequency of idols: 65 pupils (52 per cent) from all the 126 of the total, named an idol or several from the category. Next and very close, the second highest numbers of idols were in music, as 64 of the participants (51 per cent) named an idol or several from music. The third most idols were found in social media with altogether 51 (40 per cent) of the participants named an idol or multiple in the category. Moreover, rather high ranks appeared in the category of news and sports, since altogether 44 pupils (35 per cent) from all the 126, named an idol or several from either news or sports.

Further, the categories of games and literature were less popular as sources of idols. 32 of the participants named an idol or multiple in the category of games, which makes it about 25 per cent of all the pupils in the present study. One quarter of the participants finding linguistic role models in games, is, as a matter of fact, more than expected. As from literature, altogether 14 pupils named positive role model or several, which makes about 11 per cent of all the participants.

The scores of the peeves in media differed to those of the idols, as the highest scores of peeves were found also in TV and films, with 42 pupils (33 per cent) from all the total 126, but the second highest with 34 (27 per cent) out of all 126 participants named a peeve or several in the category of news and sports. The third most scored the category of music with 29 pupils (23 per cent) of all the answers and the fourth place was, again, social media with 20 out of 126 (16 per cent) answers. Peeves in the smaller categories of games and literature were only marginal, for 14 answers (11 per cent) for peeves in games and only two (under 2 per cent) named a peeve in literature.

On the other hand, the most idols in closest real-life circles were found in family members, with 29 of the participants, which is about 21 per cent of the answers. Next, 21 pupils, which is about 15 per

cent of all of them, mentioned their teacher in English as their idol. Third, 16 (11 per cent) of the participants answered their friend, friends, or classmates to be their idols. According to the findings, family members have even more effect on the language learning of the pupils than teachers have.

On the contrary, regarding peeves in the school and home environments, peers were introduced as peeves in 20 (14 per cent) of the answers. Second most, nine (9) pupils named a family member as their peeve, which makes about 6 per cent of the participants. Seven (7) pupils (three per cent) mentioned their English teachers also as their peeve. Considering teaching, the numbers imply that the level of teaching and pupils overall feelings about their teachers are good since the teachers were the least likely to be considered as linguistic peeves in the present study. This finding is in line also with Muhonen's study (2004: 70-72), in which teachers were found to be motivators instead of demotivators.

To sum up, role models, both positive and negative, were found in both media and in home and school environments. Acknowledging their different natures to pupils, they are not completely comparable. Still, the results imply that significantly more often these role models arise from media than they do from home or school environments. Moreover, some findings need to be assessed with different terms more suiting to these days' phenomena. As a case in point, the results show that peers (14 per cent) would appear as peeves roughly as often as social media sources (16 per cent), the scores from which would probably be different having the questionnaire be done more recently. The scale of social media has rocketed, as can then be assumed both idols and peeves from the category have done.

As for the second research question of the different variants of English, there were some findings differentiating from the hypotheses. It could have been expected that American English would dominate as favoured variant since it is easily assumed that most of the TV series and music come from the US. Regardless, the findings from the category of idols that was most reasoned by variants, music, prove that the preferred variants were, as a matter of fact, both British and American as equal (both got 9 participants reasonings). Some other variants were mentioned in the reasonings for idols, in the following order and number of appearances: Finnish accent 4, Texas accent 2, Irish 1, Latin-American 1, Afro-American 1, Australian 1, and South-African 1.

Regarding the peeves, pupils were even more versatile in their answers about variants. All the variants mentioned in the participants' answers regarding peeves were British, American, Yankee, Finnish, Indian, Russian, French, Black, Asian, "hillbilly", Swedish, and overall "non-native". Other variants

were mentioned from one to five times, but an obvious peeve over the other variants brought up was the Finnish variant. Altogether 35 pupils reasoned their peeve with a Finnish accent or pronunciation. I have included the versions of “rally English” to this, as every time they were either described as “the Finns who speak rally English” or the variant was a reasoning for a Finnish person chosen as a peeve. The next common peeve variants were very even again: British with five mentions, American also with five mentions, and third commonly, Indian variant or accent with also five mentions.

The same phenomena and role models, both positive and negative, may have new names these days compared to the ones emerging in the data and new sources for the have taken place. Nevertheless, the unveiling theory and structure of these role models will surely apply even today. Idols from media do motivate pupils in their second language learning, as well as peevess cause negative reactions to, in the worst case, motivation to learn. Teachers, and also, parents should be aware of both kinds of role models in order to reinforce pupils’ second language learning. Material and sources that interest pupils could be integrated into study materials. Moreover, the effort pupils make actively on their free time, for example, in social media, should be considered and given some credit to. Listening to a podcast or watching a video in English does not often seem useful or effective to parents, particularly, if the content is something they dislike. Nevertheless, the themes interesting the youth lead them into acquiring a second language meanwhile they immerse in the content, and therefore should not be judged only as negative input.

Moreover, throughout the answers in all the categories, there were cases in which a role model, either positive or negative, was named based on factors other than linguistic. These cases in point were, for example, the choices of some actors and actresses because of their good looks and the in literature, the choice of Voldemort just based on his evilness. In that sense, differentiating a peeve from a linguistic peeve may be problematic for participants this young. On the other hand, the data collecting with a questionnaire may have had an effect on answers like these too – with a tight time limit, a pupil may just answer something that first comes to mind. As a future point of development, it could also be assessed and tested, if the posing of questions in the study – let it be a questionnaire or an interview – could be enhanced and clarified so that they would guide the participants to concentrate more on the linguistic aspects in their answers.

6 Conclusion

The present study proves that young learners of English do have linguistic role models, both positive and negative, that arise from two significant sources: different media and the closest real-life circles. Moreover, the study shed light to the specific sources that young people have for their idols and peeves of English. Even though the data is rather dated on the present day, yet it depicts phenomena and tendencies youngsters still have today – the actual favourite TV series or artists may have changed, but the scales of how important each category of role models is, most probably remains the same. Nevertheless, in the past few years, the significance of social media has rocketed and further studies on its effect on young people in relation to their language learning should be surveyed.

One theme that emerged in several parts of the present study, was tolerance. Pupils taking part in the survey gave answers in which they explained it to be the most important factor that people use English however they do, not minding possible errors. Traditionally, the Finnish people have tended to be rather conscious of their language skills and lacking self-esteem in oral skills particularly. What is delightful to read from the participants' answers, is that the younger generation seems much more understanding towards possible errors and the wide variety of English and its users. Further, what can be derived from this notion, is that multiple sources to learn English from have resulted in transferring a versatile image of the English language and its global users. As discussed earlier, *translanguaging*, sort of mixing of different languages in colloquial settings, has probably led to normalizing the wider and more colourful language uses. Let this positive phenomenon be of merit of the teachers or the pupils themselves being active (or both, most probably), it is very positive that pupils already this young are able to appreciate the communication in itself, as well as all the varieties.

Consequently, as earlier was discussed about PERMA framework in positive psychology (Al-Hoorie & MacIntyre 2020: 20), the pupils' own activity of utilizing sources to learn English differentiating from those offered directly from the school environments, should be nurtured and cherished. Naturally, not all sources they find, for instance online, can be considered as educative or positive for youngsters, yet they show to learn from these sources from more various points of views and layers than could be thought at first: seeing some rugged examples in, for example, a TV series, may not result in the pupil copying everything he or she sees there, but developing his or hers tolerance towards versatility and also, his or her own identity in how to evaluate and value these role models fitting to themselves. The variety of sources should be seen more as an excursion for a youngster's language self – what is there to observe in the world, and how to form an identity in it. In addition,

as can be found in the participants' answers, the tolerance in understanding of linguistic phenomena, such as varieties, as well as respect for the communication in itself, develop regardless of the actual source.

Young people are active in reaching for these sources, and yet, the sources cannot be isolated from them. Therefore, also an appreciative, interested and encouraging approach from the school and home environments should be formed. Teachers and parents should be interested in what the young people see and think of the present-day role models and encourage them into finding out where to land themselves in the huge selection of groups and identities. By this, also study materials could be updated into guiding pupils on where to find interesting content. Moreover, it would be harmful for the young people's learning to condemn them from using language learning sources outside from school. The phenomenon of information flood of today cannot be avoided, and therefore learning and teaching should adapt to it. Yet, not only hazardous impacts are found. By including questions that the youngsters face these days into their language learning at school, bringing school and free time material closer each other, they could be more motivated in learning English.

Further, even though a parent or a teacher would not agree on how suitable, for example, an influencer or a social media platform is for the young learner, they still should acknowledge the positive affect they have on language learning. In other words, whole social media is not harmful and it has useful side effects, such as acquisition of a second language. Naturally, youngsters need guidance and support in their development of both the self and linguistic self, in which also teachers' and parents' positive attitude towards their interest will help.

Considering the time having passed since 2014 when the questionnaire study took place, media and social media in particular, have changed tremendously. As a case in point, from the questionnaires, not much if any pressure arose for youngsters creating content themselves, which would probably be one of the both most stressful and enjoyable part of the social media these days. In that sense, the results may sound distant for us today, the study not yet recognizing the grand phenomena – both positive and negative – youngsters face nowadays. Nevertheless, the study reveals and depicts a moment in time and in the development of media, that would be difficult to grasp otherwise these days. Having this sort of time capsule and lens back into the previous phases that have taken us where we are now, can be interesting in itself. And yet, the present study is about finding out young people's linguistic role models and their sources, and making a point that these role models outside the school

environment are crucial to language learning, which the study manages to prove. The world around the topic has changed drastically, but the theory this study seeks to demonstrate, still applies.

Even the data was collected years ago, the essential questions still remain today and were answered in the present study. For the future reference, new studies should be performed on the topics in order to find out, for instance, how great is the scale on which social media impacts young people's role models and the self. To that question, the present study can merely provide assumptions based on the data. Furthermore, it would be intriguing to find out what sorts of differences there are between groups, for instance, girls and boys, different areas nationally and internationally. An interesting point for further research could also be, if there is a network on different levels of role models and whether these linguistic role models bear conflicts: are some idols, for example, kept private in the groups of peers in order for them not to distract the group coherence – in a way, are there separate 'group idols' and 'individual idols'. Moreover, it would be interesting to find out, are some role models "dual models," serving both as idols and peeves for the same language learner – for example, an idol linguistically, but a peeve otherwise. These questions would of course require more expertise also on the field of psychology.

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Appendix 1

The questionnaire

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KYSELYTUTKIMUS

Cool and not cool

Idolit ja inhokit englannin kielessä

Täydennä seuraavat tiedot/ympyröi:

Koulu: _____ yläkoulu/lukio **Luokka-aste:** 7 8 9 lukio 1. lukio 2. lukio 3.

Sukupuoli: nainen mies

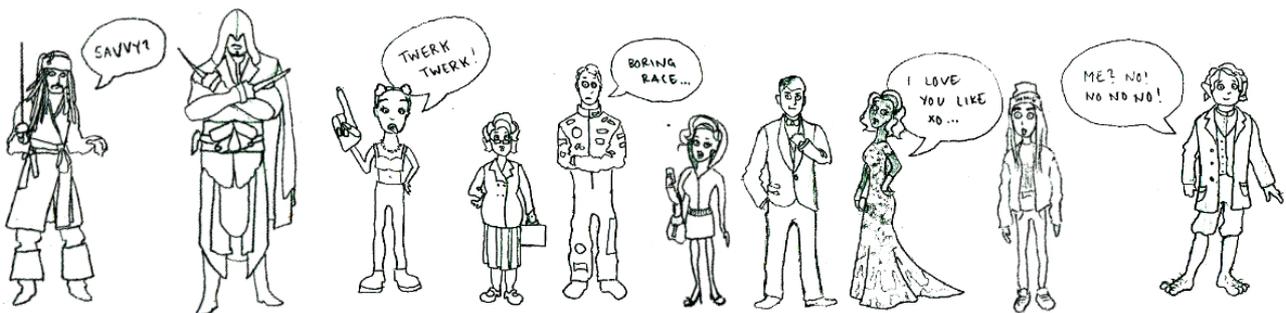
Viimeisin englannin kurssiarvosana: ____

Kyselyn tarkoitus on selvittää, kenen englannin kieltä yläkoululaiset ja lukiolaiset ihailevat (idolit) ja kenen paheksuvat (inhokit). Tutkimuksen avulla pyritään kehittämään mm. oppimateriaaleja kiinnostavimmiksi ja oppilaille tutumpia aiheita sisältäviksi.

Opiskelet englantia koulussa ja olet taatusti törmännyt enkuun myös koulukirjojen ulkopuolella – telkkarissa, netissä, leffoissa, peleissä, tuttava- ja perhepiirissä, jne. Kaikkialla on erilaisia ja erityyisiä englannin kielen puhujia, joista osasta varmaankin tykkäät ja osaa et voi sietää. Jos esimerkiksi saisit valita jonkin leffahahmon, näyttelijän, tv-kokin, urheilijan, Youtube-tähden tai pelihahmon enkun taidot ja tyylin, kenen se olisi ja kenen ei ainakaan? Olisikin huippua kuulla juuri Sinun kantasi asiaan, who's cool and who's not, muutaman kysymyksen avulla.

Kysely sisältää kaksi varsinaista osiota aihepiireittäin sekä Free Zone -"Sana on vapaa" -osion kommentteille ja hyvälle huomiolle. Aikaa vastailta on n. 20 min.

Suosikkeja ja kammutuksia siis kehiin!



1 IDOLIT

Nimeä henkilöitä ja/tai hahmoja sinulle tuttuihin kohtiin. PERUSTELE VASTAUKSESI LYHYESTI KUSSAKIN KOHDASSA.

1. Kenen käyttämää englantia ihaillet?
2. Kuka mielestäsi puhuu hyvää, hienonkuuloista englantia?
3. Jos saisit valita itsellesi kenen tahansa englannin maailmassa, kenet valitsisit?
4. Keneen haluaisit tulla verratuksi käyttäessäsi enkkuu?

HUOM! Otathan huomioon **sekä kotimaiset että ulkomaiset** lähteet!

TV JA ELOKUVAT (hahmot, näyttelijät, tosi-tv-strarat, talk show -isännät, tv-kokit, juontajat, mainokset, piirretyt)

Perustelut: _____

PELIT (pelien hahmot, sankarit, pahikset)

Perustelut: _____

SOME (Facebook, Youtube-ilmiöt, Instagram, Twitter, jne.)

Perustelut: _____

MUSIIKKI (bändit, artistit)

Perustelut: _____

UUTISET JA URHEILU (poliitikot, urheilijat, uutisankkurit, presidentit, toimittajat, jne.)

Perustelut: _____

KIRJALLISUUS (kirjailijat, kirjojen päähenkilöt ja muut hahmot)

Perustelut: _____

LÄHIPIIRI (perhe, sukulaiset, kaverit, opettajat – Huom! Älä vastaa nimillä, vaan esim. isovelji, serkku, enkun ope)

Perustelut: _____

2 INHOKIT

Nimeä henkilöitä ja/tai hahmoja sinulle tuttuihin kohtiin. PERUSTELE VASTAUKSESI LYHYESTI KUSSAKIN KOHDASSA.

- Kenen käyttämästä englannista **et** pidä?
- Keneltä et missään nimessä haluaisi kuulostaa käyttäessäsi englantia?
- Kenen enkku ärsyttää?
- Kuka mielestäsi puhuu englantia huonosti, nolosti, rumasti tai väärin?

HUOM! Otathan huomioon **sekä kotimaiset että ulkomaiset** lähteet!

TV JA ELOKUVAT (hahmot, näyttelijät, tosi-tv-starat, talk show -isännät, tv-kokit, juontajat, mainokset, piirretyt)

Perustelut: _____

PELIT (pelien hahmot, sankarit, pahikset)

Perustelut: _____

SOME (Facebook, Youtube-ilmiöt, Instagram, Twitter, jne.)

Perustelut: _____

MUSIIKKI (bändit, artistit)

Perustelut: _____

UUTISET JA URHEILU (poliitikot, urheilijat, uutisankkurit, presidentit, toimittajat, jne.)

Perustelut: _____

KIRJALLISUUS (kirjailijat, hahmot)

Perustelut: _____

LÄHIPIIRI (perhe, sukulaiset, kaverit, opettajat – Huom! Älä vastaa nimillä, vaan esim. isovelji, serkku, enkun ope)

Perustelut: _____

3 FREE ZONE – SANA ON VAPAA. Kommentteja, huomioita, ehdotuksia?

Thank you dudes and dudettes!

Appendix 2

The original participants' answers in Excel grids (Finnish)

	TV JA ELOKUVAT	PELIT	SOME	MUSIIKKI	UUTISET JA URHEILU	KIRJALLISUUS	LÄHIPHIRI													
12, n, 10	Esim Jamie Oliver; Tykkään brittiksiä, jokin Erilaisia pelivideoita YouTubeeen tekevä Cryatic; Miellyttävä aksentti, vaikka onkin amerikkalainen.						Natiivina luonnollisesti hyvä kieloppi ja hiukan tavallista suomalaista laajempi sanavarasto													
12, n, 6							enkun opettaja; puhuu selkeää ja hyvää englantia													
12, n, 8	Jenifer Aniston; Hän puhuu -; En pelaa		-; Ei tuu mieleen	Coldplayn solisti Ch Alexander Stubb; Hyvä sanavarasto ja ääntämys			kaverit, enkun opet; Hieno ääntämys, hyvä sanavarasto, kielopillisesti hyvää enkua													
12, n, 7	Jamie Oliver; Kivankuuloinen aksentti						Yleisesti monet poliitikot puhuu hyvää englantia ja suht. Selk vanhemmat ja lukion englanninopet, ((vanhemmat)) puhuvat todella hyvää englantia ja selkeää, pystyvät käyttämään kieltä erilaisissa tilanteissa.													
12, n, 8	Melkein kaikki brittinäyttelijät yms. koska brittiä Smokahontas; selke Bastille; kiva brittiak Kimi Räikkönen; hauskankuuloinen vahva suomiaksentti						serkku; sujuvaa ja selkeää englantia													
12, n, 9	Ei oo mitään tiettyä, mutta se on aina hauskaa jo Youtubissa semmonen ku Zoella; Se puhuu jotenki tosi söpösti ja perus britti-aksentti on aina hyvän kuulonen																			
12, n, 9	Suits-sarjan päähenkilön sihteeri; Pidän enemm Sara Marie Forsberg; Hänen lausumisensa ELLE-showssa oli hienoa. Yleensä suomalaisten enkku						Osa enkun opeista, Saksalainen vaihtari; Saksalainen tyttö oli ollut vaihdossa ja hän äuhui selvää englantia ilman suurempaa murreta.													
12, n, 9	BBC:n dokumenttiohjaaja Ic En pelaa						Eräs saksalainen ystäväni; Hän puhuu erinomaisesti englantia, mutta siitä kuultaa läpi hienoinen saksalainen vivahde													
12, n, 7							Useimmat kaverit; Joidenkin kavereiden enkun osaaminen on huippua ja heidän ääntämistään on ilo kuunnella													
12, n, 7	Ellen Degeneres; Arkipäiväistä sanastoa, Sinkkuelämääl; sanastoa, mitä ei välttisi sanakirjoissa lue						Veli; Puhuu brittiaksentilla oltuaan siellä kielimatalla													
12, n, 8	Ellen puhuu hyvää englantia; Sitä on helppo seur Jamie's World – Jamie puhuu selkeästi						Iskä, sisko ja enkun opet puhuvat hyvää englantia; Enkun opettajien puhe nyt vaan on erittäin selkeää ja helppo ymmärtää. Iskä ja sisko puhuvat myös selkeästi ja ääntävät hyvin													
12, n, 9	Tom Hiddleston, Benedict Cumberbatch, Stephé Welcome to Night V Panic! At the Disco; Ed Sheeran, Coldplay; Sanojen selkeys ja uudet (vaikeat) sanat																			
12, n, 9							Sieppari Ruispellossa-kirjan Holden Caulfield; tykkään Holdenista ylipäättään hahmona tosi paljon, ja hänen puhetapansa ja tyyliinsä on iso osa hänen persoonastaan													
12, n, 10							Perhetutut ja ehkä vanhemmat; Perhetutut ovat englantilaisia, vanhemmat puhuvat mielestäni hyvää englantia													
12, m, 9	Brad Pitt; Kuulostaa korvaan mukavalle ei liian h Sara joku (smokahc Shakira; Aivan mahtava latinatausta englantia .D						Koulukaveri; Puhuu selkeää Amerikan englantia (Y)													
12, m, 9	James Bond; Täydellistä englantia tyylikkäällä p Youtubessa kuuluis Eminem; Hän jos joku osaa lausua englantia nopeasti						Enkun ope; Kieloppi olisi hallussa													
12, m, 8							Adam Levine; USP; Barack Obama; Karismaattinen ääni, yleisesti jenkkielostajat (NHL ym.); tunnetta riittää													
12, m, 10							Bastionin kertoja, Lc Totalbiscuit the Cynical brit. The Amazing Atheist. Unilosttube Cyaotic, Koibu0, The Auzzie Gamer, NS2HD													
12, m, 8	Jack Sparrow; Loistava aksentti																			
12, m, 9	Jensen Ackles, Gordon Ramsay, Jessy Pinkman; Pewdiepie, Kungen						Mr. Shadows													
12, m, 9																				
12, m, 9	Liam Neeson, Colin Farrell	Call of Duty, Cpt. M	Kuka tahansa venäjä	Muse, Josh Turner;	Barack Obama; Obaman englantia on omanlaatuista, mutta erittäin hyvin ymmärrettävää															
12, m, 10	Liam Neeson, Johnny Depp,	Price (Call of Duty);	Joku venäläinen You	Brian Johnson; Hier	Lewis Hamilton; Hieno ääntäminen/aksentti															
12, m, 9	Esim. David Tennant; Pidän	Melko lailla kaikki; f	Koitan välttää ottamasta mallia...; ...sillä usein kirjoitusasuun ei ole kiinnitetty	G. Martin, Game of Thr	Isosiskoni; Hän opiskelee ulkomailam joten hänen sekä sosiaalinen että opiskelukielensä on englantia															
12, m, 8							GTA V:n Franklin; Kuulostaa hassulta koska niin stereotyyppinen gangsteri-puhetyyli													

School B, Idols

	TV JA ELOKUVAT	PELIT	SOME	MUSIIKKI	UUTISET JA URHEILU	KIRJALLISUUS	LÄHIPIIRI								
12, n, 10	useimmat tekopirteitä jenkkijuontajat, Geordie Shore		Huonoa englantia k	Miley Cyrus; ylilyö	Kimi Räikkönen, useat suomalaiset poliitikot; puhe ja erity		Yleisesti ottaen suomalaiset; karkeasti yleistyä suomalaisten tapa puhua englantia menee helposti todella räsittävän kuuloiseksi "rallienglanniksi"								
12, n, 6															
12, n, 8							yksi enkun ope yrittää liikaa puhua brittiaksenttia								
12, n, 7															
12, n, 8															
12, n, 9	Tosi vaikeeta alkaa sanoo ketään jonka enkusta ei pidä ku kaikki puhuu omalla tavallaan ja pääasiat et puhuu ees jotain (kaikkiin kohtiin)														
12, n, 9							Kimi Räikkönen jne.; Kuulostavat niin tönköitä ja aksentti NIIN suomalainen								
12, n, 9	Brad Pitt elokuvassa Kunniattomat paskaiset; Aksentti näyttely on hien						Suomalaiset englanti; Kimi Räikkös-tyyppiset mumisijat; Puhekieli ei kuulu kirjoihin; ei-natiivin on vaikea ymmärtää slangia								
12, n, 7							Useat urheilutoimittajat; puhuvat "rallienglantia" minä; olen huono enkussa								
12, n, 7							Puhekieli kuvissa, e KAIKKI (suomalaise; Kimi Räikkönen ja monet muut urheilijat, jotka eivät osaa l; Kaikki espanjalaiset, jotka puhuvat englantia (osaamatta sitä); Ei siitä saa mitään selvää!								
12, n, 8	EN TIEDÄ, KOSKA EN KUUNTELE NIIN PALJON ENGLANTIA JA JOS JOKU KUULOSTAA HIRVEÄLTÄ ENGLANTIA PUHUESSAAN, NIIN EN KUUNTELE SITÄ. SORI, EI NYT OLLU MITÄÄN NIMIÄ KIRJOITTA TÄHÄN.														
12, n, 9	Pimento; Lapsekas korkea ääni														
12, n, 9															
12, n, 10							"Rallienglantia" puhuvat ihmiset, esim. Kimi Räikkönen; Kuulostaa ihan kamalalta, eikä meinaa saada edes selvää								
12, m, 9	Johanna Tukainen XD; No jos on vahingossa eksynyt youtube-sivuille v						Miley Cyrus, hirveä; Kimi Räikkönen; Suomen englanti...								
12, m, 9	Britit; Monesti ärsyttävä aksentti						Youtubessa venäläi; Children of Bodom; Kaj Kunnas; Perus hölmön kuulloinen suomi enkku								
12, m, 8							Kimi Räikkönen; selvääkö pitäisi saada								
12, m, 10							Kimi Räikkönen ja rally english								
12, m, 8							Kimi Räikkönen; Ei edes koita ääntää oikein								
12, m, 9							Pikkuveli; lausuu sanat typerästi rallienglannilla								
12, m, 9															
12, m, 9	Intialaiset; Liian nopeaa ja epäselvää						"Jengiläiset"; Käytet Intialaiset; ei saa sel; Kimi Räikkönen; Laiskaa muminaa								
12, m, 10	Intialaiset elokuvat; kauheaa intialaiset; hirveää						intialaiset; hirveää; Intialaiset, Miley Cy; intialaiset; Kimi Räikkönen; hirveää								
12, m, 9	; ...En katso kovinkaan paljon tv:tä						Erinäiset suomalaiset postaajat, joiden ei Kimi Räikkönen; Englanti on melko hirveän kuulosta								
12, m, 8							Wiz Khalifa; Lausuu George Bush; Ällöttävä liian amerikkalainen aksentti								

School B, Peeves

	TV JA ELOKUVAT	PELIT	SOME	MUSIIKKI	UUTISET JA URHEILU	KIRJALLISUUS	LÄHIPIIRI								
71k, n, 8	Aaron Johnson, Paul Walker, Zac Efron, Brad Pitt		Sara-Maria Forsber	Justin Bieber, Jenni	Christiano Ronaldo; Teemu Selänne;		Serkku, kaveri, kaveri								
71k, n, 6	Sarjassa The Walking Dead ja Elokuva Titanic; Si		Facebook, Youtube j	Jay von Monroe ja Dahvie	Vanity; Musta ne on hyviä puhumaan englantia ja siilee		Serkku, vanhemmat ja enkun ope; puhuu ihan hyvin englantia ja se sujuu niillä aika hyvin								
71k, n, 8	Stephen Amell. Jonas Armstrong; Tykkään elokuvista joissa ne on. Ne			Demi Lovato, Isac E	Teemu Selänne; Teemu on ihan paras lätkässä, se on mun ido		Äiti; Se on nii hyvä.								
71k, n, 7	Johnny Depp, Gordon Ramsay; Koska kummatki		Facebook; ask.fmi i	Black veil brides, eminem,	Bring me the horizon, Blood on the dance floor, fit for riv.		Äiti <3; Koska äiti puhuu hyvin enkku								
71k, n, 8	Paul Walker, Jeremy sumpté THOR ja muut mar		Sara-Maria Forsber	Zara Larsson, Dian	Teemu Selänne, Mikael Granlund, Christiano Ronaldo! <3		Xav Äiti, Täti, kaveri								
71k, m, 9	Homer Simpson; eses	Gabe nevell; Perust;	Barnacules Nerdgas;	Sonny Moore; rillex	Brazzers; uh uh		härö Potter ja erittäin ka	Sisko; Pöysti							
71k, m, 8	Johnny Depp/Jack Sparrow/S	Crysis 3 Psycho; K;	Härö Potter ja erittäi	Eminem	Tero pitkämäki; Aksentti										
71k, m, 7	Jamie Oliver; ihan hyvää eng	Super man; hyvän k	TubeTube; mahtava liil	wayne; nopeaa ja	Usain Bolt, Esa Tiikkanen; Sujuvaa ja hienon kuulosta englantia		Englannin opettaja; osaa hyvin englantia								
71k, m, 9	Bart Simpson; koska se on ni	Spiderman	Facebook, instagar	Cheek; blink 182, Br	Alexsander Ovechkin		Homer Simpson	serkku, isovel, pikkusisko, isä, äiti							
71k, m, 9	Jack Black, Uuno Turhapuro	Steve, Zelda; Tunne	Jopvid; suosittu You	Zedd, Avicii; Tunner	Obama; Amerikan presidentti		Tokkien – Hobitti; Olen luku	kirjan							
71k, m, 7				Justin Bieber	Esa Tiikkanen; Hän osaa puhua englantia			Enkun ope, Isä; ((ope:)) se on sulavaa, ((Isä:)) Hän on hyvä puhumaan							
71k, m, 9/10	Indiana jonesin näyttelijä harrison ford ja jack sparrow;				Puhuvat selkeää englantia		Obama; Puhuu hyvää englantia, ja se on obama								
71k, m, ?		Assasins Creed Jus	YouTube/PewdiePie, Smosh,	ToBasus, l	Barak Obama; Obama			Sisko; opetti minun ensimmäiset sanat							
71k, m, 7	Homer Simpson; se puhuu hy	bart simpson; sulav;	PewdiePie, Howtobi	Jay Z; hyvää ja nope	Cristiano Ronaldo, Sidney Crosby		Batman	kummitäti; puhuu Englantia							

School C, grade 7, Idols

	TV JA ELOKUVAT	PELIT	SOME	MUSIIKKI	UUTISET JA URHEILU	KIRJALLISUUS	LÄHIPIIRI		
7lk, n, 8									
7lk, n, 6									
7lk, n, 8				Justin Bieber; En tykkää	Timo Soini; En osaa selittää				
7lk, n, 7	Jotku suomalaiset tv-kokit; kuulostaa niin tyhmältä jos he puhuvat enkkua				uutisankkurit		Kaveri; en tykkää		
7lk, n, 8	Miley Cyrus, Justin Bieber, Bruce	mortal Combatin tyypit :D		Justin bieber, Miley	Timo Soini, Paavo Arhinmäki		enkun ope & ruotsin ope :)		
7lk, m, 9			viral videot	Justiin!; ...	Ruski		Jonin mutsi; ES energy		
7lk, m, 8	Viidakon tähtöset; blondit ^^	Rysis 3 Psyko; eber	Miley Cyrus; Horo/	← ; horo/blondi/sil	Pankka Pasis (?); Piti laittaa tai kaveri hakkaa		Isoveli/Käpe (?)		
7lk, m, 7	Make ja Viljami; tönkköstä puhumista			Justin Bieber; Korvi;	Obama; liian "tökkivää" puhumista		kaverit; niiden englannin puhuminen on erittäin kummanlista		
7lk, m, 9		Jokeri	Twitter; en käytä sitä		evgeny Artyukhin				
7lk, m, 9				Justin Bieber; huono laulaja					
7lk, m, 7		Wayne Gretzky; koska hänen englantinsa on juuri oikean lais			Cristiano Ronaldo; Koska hän on huono puhumaan englantia ja huono pelaamaan jalkapalloa				
7lk, m, 9/10									
7lk, m, ?		navy/legend of Zelda		Miley Cyrus, Justin Bieber; kieli, Ja kanan munat			erään luokkalaisen		
7lk, m, 7	brad Pitt; ärsyttävää enkkua	Spiderman	Taavetti	Justin Bieber; Gay	Lionel Messi; futis maailman inhokki		kaverit; huonoa enkkua		

School C, grade 7, Peeves

	TV JA ELOKUVAT	PELIT	SOME	MUSIIKKI	UUTISET JA URHEILU	KIRJALLISUUS	LÄHIPIIRI						
8lk, n, 9	- ei tule ketään mieleen	Ellie (The Last of us)	Pewdiepie (youtube)	Linkin park; Enpä osaa perustella =D									
8lk, n, 7							enkun ope; Se on kivan kuulosta						
8lk, n, 8			Suomalainen vloggaaja	Timo Wilderness ja Sara-Maria Forsberg; Ne on suomalaisia ja puhuu niin			Enkun ope; Se osaa niin hyvin kaikki perusjutut lauseissa ja osaa lausua sanat niin hyvin						
8lk, n, 10	Charlotte Geordie Shoresta; Puhuu omalaatuisesti	Matthew Espinosa;	Louis Tomlinson; Kiva aksentti				Ensimmäinen enkun ope ala-asteella; Puhui hyvää englantia ja sai kiinnostumaan kielestä						
8lk, n, ?				Anna Abreu, Miley Cury; haluaisin osata puhua samalla lailla kuin he ja osata			enkun ope; haluaisin puhua ja kirjoittaa enkkaa yhtä hyvin kuin hän						
8lk, n, 6				Miley Cyrus, Lana Del Rey									
8lk, n, 10	Supernannyn Jo; täydellinen englannin englantia → lausuminen jne.		one direction, justin	Obama			enkun ope, isoveli; on hyvä lausumaan, isoveli asuu englannissa joten hän puhuu melkien täydellistä enkun enkkaa						
8lk, m, 7		Gta V Franklin											
8lk, m, ?													
8lk, m, 8	Morgan Freeman; sen englantia on hyvän kuuloiisi	markoboy87	50 cent				kaveri						
8lk, m, 9	Andrew lincoln; hyvä näyttel	Packman; hyvä peli	JVG; Hyvä	Pekka Pouta; emt			Äiti; se on mun äiti						
8lk, m, 8	white- Jesus-mies; koska	Pewdiepie											
8lk, m, 7	Seppo Taalasmaa; hieno mi	darth Wader; hieno ääni		mc mane; Parasta il	Toni Vilander Kimi räikkönen; Formula miehiä		minä						
8lk, m, 8	Fast and furious; koska siin	Thief; on amerikkala	Smosh; On hauska j	Slipknot, bullet for m	Putin; se on äijä		serkku, koska se matkustaa paljon.						
8lk, m, 9				Dope, metallica; bär	Obama; Miksei Amerikan Presidentin lue kirjoja		Iso-veli; koska sillä on 10 enkusta						
8lk, m, 10	Charlie Sheen.; Se on hauskan kuuloiista	Sara Marie Forsber	Adam Levine; Hyin selkeä puhetyyli				enkun ope; osaa puhua hyvin						
8lk, m, 10							isä tai setä; Täydellinen englantilainen aksentti						
8lk, m, 9	Samuel.J. Jackson, bruce w	Mario; hauska aksentti		Eminem, kendrick Lamar, Hopsin; koska räppiä on kiva kuunnella									
8lk, ?, 8	Lucy Hale; Tykkään sen puhetavasta.			Niall Horan; Sillä on kiva aksentti.									
8lk, ?, 7	Ziisus; koska Ziisus	Michael, Trevor; hy	Facebook	Elvis	Juti, Timo jutla ja jari kurri	Aku Anikka	serkku mummu						
8lk, ?, 7													
8lk, ?, 7	Jesus; hyvä mies moi	taamuh äiti veteran	: fb yt	taamuh; noin	Taamuhsetä (?)	äiti eno isä ehkä (?); (?; taamuh pentti isäntä roope							

School C, grade 8, Idols

	TV JA ELOKUVAT	PELIT	SOME	MUSIIKKI	UUTiset JA URHEILU	KIRJALLISUUS	LÄHIPiIRI						
8lk, n, 9	Suomalaiset näyttelijät jotka eivät osaa	Spyro (se sama tyyppi joka näyttelee lor		Isac Elliot, kuka vain pikkuinen artistin alku joka muuntaa ääntään Miley; Aina kieli ulkon			Luokkalaiset; kamalaa :-;						
8lk, n, 7													
8lk, n, 8													
8lk, n, 10													
8lk, n, ?							Jotkut kaverit; en pidä joidenkin kavereitteni enkusta kun he puhuvat ja kun he lausuvat sanoja väärin ja väittävät että osaavat hyvin enkkua.						
8lk, n, 6													
8lk, n, 10													
8lk, m, 7													
8lk, m, ?							enkunope						
8lk, m, 8				Michael Jackson			enkun ope						
8lk, m, 9	Jamie oliver, Gordon Ramsey; puhuu ; emt		Twitteri on paska	apulanta; huono	barack obama; neekeri		enkun ope; ei osaa opettaa						
8lk, m, 8													
8lk, m, 7	Fernando alonso; tyhmän kuulonen				mä								
8lk, m, 8	Kaikki Talk Showt; ne on tylsiä	Team Fortress; sek	instagrammi; Täynn	Justin beiber; se on ihan surkee.			kaverit; se puhuu suomen ja englannin sekotusta						
8lk, m, 9				Justin Bieber, miley cyrus; huonoja Artisteja ja ärsyttävät äänet.			kaverit; niin onnettomia enkussa						
8lk, m, 10	Roger Moore; rasittavan kuuloista			Matti Nykänen; Surk Kimi Räikkönen; Ei saa mitään selvää			isä; ei osaa kunnolla						
8lk, m, 10													
8lk, m, 9													
8lk, ?, 8													
8lk, ?, 7	Jukka	Jukka	Pyry	Jonne	Tepa selk	Jouni	perhe						
8lk, ?, 7							enkun opettaja; prööt						
8lk, ?, 7													

School C, grade 8, Peeves

	TV JA ELOKUVAT	PELIT	SOME	MUSIIKKI	UUTISET JA URHEILU	KIRJALLISUUS	LÄHIPIIRI												
9lk, n, 8		: En pelaa		One Direction, Isac Elliot; Heillä on ihanat äänet ja osaavat lausua sanat hyvin e			Isosisko; Hän osaa ääntää sanat oikein puhuu tosi sujuvasti ja häntä on muutenkin kiva kuunnella, kun ei puhu hitaasti, mutta ei myöskään kovin nopeastikkaan												
9lk, n, 10			Sara-Maria Forsberg; Puhuu hienosti ja sujuvasti.				Serkun tyttö; Puhuu hyvin enkkuu.												
9lk, n, 7							Enkun ope, serkku, pikkuserkku; Osaavat lausua hyvin. Puhe sujuvaa.												
9lk, n, 8	Simpsonista Bart :D; puh;	; en pelaa		Demi Lovato; Ihana	Barak Obama; semmonen kiva nc	; en lue kirjoja	Sisko; sujuva amerikan englanti, sujuvasti äännettyä ja helposti ymmärrettävää												
9lk, n, 7	Arman Alizar		Arman Alizar; koska hän on matkustellut paljon niin hänellä on hyvä englanti				kaveri ja veli; He puhuvat tosi hyvin englantia ja heiltä voi kysyä neuvoa												
9lk, n, 8	Adrew Lincoln, IronE Singleton, Dylan O'brien, Norman Reedus, Jori Ian Moody																		
9lk, n, 10	Dylan O'brien, Tyler Posey, Jennifer Aniston, C Anthony Padilla, MattyB raps; Ihana ääni ja puhetapa																		
9lk, n, 8			Youtuben Sara Mari	James Blunt, Drew Ryniewich			Serkku; Hän puhuu selkeää englannin kieltä jota on helppo ja miellyttävä kuunnella												
9lk, n, 9	Heath Ledger, Noah Campbell; Rakastan aussia aksenttia ja britti			Chester Bennington, Vince Nail			enkun ope, siskot, luokkakaveri												
9lk, n, 7																			
9lk, n, 9	Cartman, Lisa Kudrow, Johnny Depp, Robert Downey Jr.																		
9lk, n, 9	Jamie Oliver; Koska brittiaksentti			Adele, Paul McCart	Barac Obama; Puhuu rauhan puolesta		Serkku ja kummi; Ovat olleet töissä ulkomailla												
9lk, n, 7																			
					Kimi Räikkönen														
9lk, m, 8																			
9lk, m, 6					alexander stub; koska se puhuu hyvää englantia		enkun ope; koska hän osaa opettaa hyvin englantia												
9lk, m, 9					David Beckham; Hän on britti ja puhuu englantia		Vanhemmat ja enkun ope; He puhuvat tarpeeksi selkeää kieltä												
9lk, m, 8				Tuomas Holopainen	Teemu Selänne, Olli Jokinen; Osa	Don Rosa; tyypillinen													
9lk, m, 10		Ezio Auditore di Firenze; koska se italialainen aksentti																	
9lk, m, 9																			
9lk, m, 9	Harry Potter, Dean Winchester; hyvä		Anthony Padilla; par	Hoodie Allen; paras	Aleksanteri Stubbi; hyvä engliska	Häri Potteri; hyvä	Kaveri; huono												
9lk, m, 8				Justin Bieber; Hdaa															
9lk, m, 9																			
9lk, m, 7	Bart Simpsons	Saan asaturi (?)	Official Justin beiber	Justin Bieber	barack Obama	länrot	Kitsi												
9lk, m, 6	Seppo Taalasmaa	Sly cooper	justin beaber	beliver	tero pitkämäki	aleksis kivi	perhe												
9lk, m, 9	Justin Bieber	Justin Bieber	Justin Bieber	Justin Bieber	Justin Bieber	Justin Bieber	Justin Bieber												
9lk, m, 9	2pac	2pac	2pac	2pac	barack Obama	2pac	2pa												
9lk, ?, 10	Tom Hanksin näyttelemä Forrest Gump; Eloku Daily grace; vlogaaj			Ellie Goulding, One Direction; Brittiaksentti kuulostaa mielestäni hyvältä!			saksalainen kaveri; Hänen englantinsa suomalaisen korvassa kuulostaa hassulta mutta kauniilta!												
9lk, ?, 10	Ei oo tiettyä mutta Brittiläiset!			Harry Styles, Zayn Malik, Ellie Coulding; koska brittiet ?			serkku; sen perhe on asunut vuosia ulkomailla niin puhe on sujuvaa ja kaunista eikä tönkköä niinkuin useilla suomalaisilla												
9lk, ?, 8	Barack Obama	Crash	Justin Bieber	Justin Bieber	Teemu Selänne	Justin Bieber	ope												

School C, grade 9, Idols

	TV JA ELOKUVAT	PELIT	SOME	MUSIIKKI	UUTISET JA URHEILU	KIRJALLISUUS	LÄHIPIIRI			
9lk, n, 8										
9lk, n, 10	Matkaoppaiden Terhi; Ei osaa lausua mitään hyvin.				Sauli Niinistö; Puhuu huonosti englantia					
9lk, n, 7					Sauli Niinistö; lausuu huonosti, töksäyttelee					
9lk, n, 8	Supernanny; Brittienglanti. H ; en pelaa				Timo Soini; Ei osaa ääntää yhtään : ; en lue kirjoja		Entinen englanninopettaja.; puhui niin hirveää brittienglantia että hävetti kuunnella			
9lk, n, 7										
9lk, n, 8	Melissa McBride, Sarah Wayne Callies		Miley Curys	Justin Bieber						
9lk, n, 10	Melissa McBride; Aivan hirveitä		Pewdiepie	Miley Cyrus; Justin Bieber.; Kauheita						
9lk, n, 8										
9lk, n, 9										
9lk, n, 7										
9lk, n, 9										
9lk, n, 9	Gordon Ramsay; Aina vihainen			Justin Bieber, kaikki räppärit ja muut tietokone muusikot; Koska nykyajan musiikki			Kaverin :) Vitsi, vitsi			
9lk, n, 7										
9lk, m, 8										
9lk, m, 6										
9lk, m, 9					Kimi Räikkönen ja Mika Häkkinen; se ei ärsytä, mutta se kuulostaa hassulta.					
9lk, m, 8										
9lk, m, 9					Kimi Räikkönen; ei osaa puhua		minä; en osaa puhua			
9lk, m, 9	Voldemort, abaddon		The Bamse; paska	One direction; Hom	Mahboob	Voldemort; pahapaha				
9lk, m, 8										
9lk, m, 9										
9lk, m, 7		gta V		brad bit			Jossu			
9lk, m, 6	ismo	runescape	justin	justin	ter	Alkesi (?)	Juuli (?)			
9lk, m, 9	Justin Bieber	Justin Bieber	Justin Bieber	Justin Bieber	Justin Bieber	Justin Bieber	Justin Bieber			
9lk, m, 9	Justin Bieber	Justin Bieber	Justin Bieber	Justin Bieber	Justin Bieber	Justin Bieber	Justin Bieber			

School C, grade 9, Peeves