Informal learning of English through social media among

higher education students in Finland

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## Abstract

Social networking and media have generated a large userbase in the last decade and continue to do so in an accelerating pace. This raises questions about the effects of social media on humans. This thesis addresses this topic in the context of English language learning (ELL) among Finnish university students. A small-scale online survey was conducted in a Finnish university to understand the personal experiences of university students regarding social media and ELL, compare the positive and negative effects reported, to examine whether learning through social media is mainly informal, and whether social media can be used as an effective tool in learning. The thesis applies mixed methods of analysis to address these questions, including quantitative analysis and qualitative content analysis.

The results show that learning through social media is largely informal in nature, and social media has both positive and negative effects on learning, although the positive side outweighs the negative. It seems that social media affects the learning of English language skills positively, but that it also has an important role as an auxiliary learning tool to consolidate the already possessed skills and language proficiency. Among negative effects discussed, the disruptions to active learning and the detriments to grammar or spelling stood out. Most importantly, this thesis found that the skills of critical media literacy and thinking are in a vital role regarding ELL in social media, which is an unexpected result on the basis of previous research on the subject. These results suggest that the individuals who possess adept critical media literacy and thinking skills were seemingly more likely to learn more English through social media, whilst those who lacked the same level of skill were found to report less positive or even negative experiences.

## Tiivistelmä

Sosiaalinen media ja verkostoituminen ovat keränneet suuren käyttäjäkunnan viimeisen vuosikymmenen aikana kiihtyvällä tahdilla. Tämä puolestaan on korostanut kysymyksiä sosiaalisen median vaikutuksista ihmisiin. Tämä tutkielma keskittyy ongelmaan suomalaisten yliopisto-opiskelijoiden englannin kielen oppimisen näkökulmasta. Tutkielman aineisto kerättiin erässä suomalaisessa yliopistossa kyselytutkimuksen avulla. Tutkielman tavoitteena on selvittää millaisia vaikutuksia sosiaalisella medialla on englannin kielen oppimiseen ja ovatko positiiviset ja negatiiviset vaikutukset keskenään verrattavissa. Tämän lisäksi tutkittiin onko oppiminen sosiaalisen median välityksellä pääasiallisesti epävirallista ja onko sosiaalinen media tehokas väline/alusta oppimiselle.

Tutkielmassa sovellettiin monimenetelmällistä analyysia, jossa hyödynnettiin sekä määrällistä analyysiä että laadullista sisällönanalyysiä.

Tulokset antavat ymmärtää, että sosiaalisella medialla on sekä positiivisia että negatiivisia vaikutuksia oppimiseen, ja positiiviset vaikutukset ovat suuremmassa roolissa. Sosiaalinen media edistää englannin kielen taitojen oppimista, mutta se auttaa myös jo opitun tiedon säilyttämisessä sekä kielitaitojen ylläpitämisessä. Negatiivisista vaikutuksista häiriöt kielioppiin tai oikeinkirjoitukseen, sekä häiriöt aktiiviseen oppimiseen nousivat esille. Tuloksista huomattavin oli se, että oppimiseen sosiaalisessa mediassa vaikuttaa suuressa määrin yksilön kriittiset medianluku- ja medianymmärrystaidot. Aikaisemmat aiheeseen liittyvät tutkimukset huomioon ottaen tämä oli odottamaton lopputulos. Tulokset osoittavat, että ne yksilöt, jotka omaavat hyvät medianluku- ja ymmärtämistaidot, todennäköisemmin oppivat enemmän sosiaalisen median avulla verrattuna niihin, joilla nämä taidot eivät ole samalla tasolla. Ne, joilla kyseiset taidot ovat matalammalla tasolla, raportoivat vähemmän positiivisia tai jopa negatiivisia kokemuksia englannin kielen oppimiseen ja sosiaaliseen mediaan liittyen.

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# 1. Introduction

In the society of today, online networking and interconnectivity constitute an enormous part of the daily life of nearly everyone. They allow for the easy access to information, communication with people even beyond the borders of the country or the continent, an unparalleled amount of entertainment and much more. Online communication intertwines itself with much of our daily routines, and the easy accessibility through mobile phones, touchscreen tablets or laptops further improves the availability of the internet and all its advantages. Beyond that, the easy access also exposes the average human to the constant and unending stream of social media, which has become an unprecedented aspect of people's lives like nothing we have seen before. Social networking sites (SNS) such as Twitter, Facebook, Instagram, TikTok, LinkedIn and Pinterest, for example, see massive amounts of daily users, and the effects of this are extensively studied all around the world. Social media therefore has a significant impact on the world and the academic community; however, the world cannot yet be sure of the consequences of such a novel phenomenon.

Despite the extensive study on the relations between social media and its effects on humans, the results are often conflicting and dependant on the exact study question, the social media site, and the target study group of people. Many studies have discussed the benefits of social media, for example arguing that social media enhances learning (Gomes, 2020) or benefits teaching (Hamadi et al. 2021). On the contrary, scientists and professionals also often refer to the downsides of social media – depression, anxiety, and social issues (Hawes et al., 2020; Dhir et al., 2018) amongst others. Adding onto this is the phenomenon of social media addiction as well. Most importantly, the studies have found out that academic achievement and learning are impaired by social media (Spence et al., 2020). All of this highlights the multi-level and difficult question of whether social media is ultimately beneficial or detrimental to humans, and at what point does one of the two outweigh the other. This thesis considers this issue from the standpoint of *English language learning* (ELL) amongst university students, and the effects of social media on it.

The thesis considers and discusses three research questions:

i.      How does social media affect the English language skills and learning of an individual, and is there a possible comparison between negative and positive effects?

ii.     Is English language learning through social media mainly informal or active in nature?

iii.    Can social media work as a tool to support learning effectively?

The first of the two initial hypotheses is that, with proper care and mindset, social media can be a valuable tool in learning the English language and it does benefit learning, but also that it should be used carefully, since overuse, misuse and loss of objective can instead have major adverse effects on learning. The other hypothesis is that learning through social media is largely informal in character, at least when in the context of Finnish university students, since social media is not usually considered an active learning tool by the popular notion, but rather as auxiliary support in formal learning. This thesis conducted an online survey targeted to university students who were asked to answer questions on their personal experiences in English language learning and social media. They were also asked to consider what kinds of effects social media has had on learning altogether. It is valuable to gain insights on what sort of attitude people should have towards social media and the attitudes people have towards it already. This thesis also contributes to the discussion on whether social media is a positive or a negative aspect in people's lives, and aims to find out whether online media can be used as a tool for learning effectively. This thesis will firstly discuss the important theoretical concepts and framework required to understand the topic such as defining social media or informal learning, followed by an overview of previous studies done on related topics. Thereafter the focus will be the methodology, which includes the survey and its participants, data collected, as well as the method of analysis used in the sequential analysis-section. Lastly the thesis contains a section which discusses the findings, the possible limitations of the thesis, proposed future research, and a conclusion.

## 2. Social media and learning

This thesis is conducted within the theoretical framework of social media and online informal learning of English, and it focuses on the experiences of university students. The following sections will explain and discuss some the relevant analytical and theoretical concepts important to the study topic. Previous research is also the focus of discussion after, as the interrelationship of social media and learning has been studied extensively in different fields of research from psychology to education, with just as extensive, albeit conflicting results.

### 2.1. The Web and Web 2.0

The Web is commonly regarded as a synonym for the internet, or perhaps even as the synonym for the old internet, when it first came into existence. This is not, in fact, far from the truth, since the Web, or rather Web 1.0, refers to the way in which people connected with the old internet, before it was commercialised and when it operated primarily with the purpose of providing information. The important distinction, however, is that internet is not synonymous with the Web, as Hinton and Hjorth (2013) explain. Instead, it is the Web that people often use as an interface to access the internet, and that the Web is what constitutes much of the interaction people have through the internet. In plain terms, the internet encompasses every sort of information and data transfer that happens between computers, and the Web oversees just a part of this (Hinton & Hjorth, 2013).

The Web was made to receive and share information more easily, and to connect with others far away with an almost immediate response time. People shared web pages and links to other web pages they found interesting, important, or relevant, therefore creating a 'web' of data and information (Hinton & Hjorth, 2013). The Web at that time, was quite simple and plain in terms of content and usability, consisting of mostly text, images, and hyperlinks. What transformed this definition is the thought of commercialising the Web, turning it into a more user-focused and interconnectional model, the Web 2.0. This iteration is largely credited to be the creation of major corporations such as Google, for example. Instead of the somewhat crude and plain model for exchanging information, Web 2.0 introduced easy accessibility, a more varied content like videos etc., and more importantly, the commercialisation in the form of ads or paid services, not to mention being able to make transactions online.

Hinton and Hjorth (2013) claim that Web 2.0 is a completely new version of the original web, a version where companies and service providers are able to somewhat control the userbase (p. 30), and where the focus is much more in connecting people, in comparison to the pure information focus in the first model. Considering this, every form of social media that applies to these definitions, for example by serving ads, are part of Web 2.0, and consequently part of the study focus of this thesis. Another definition by McLoughlin and Lee (2007) further supports this argument, albeit from a sociological angle. They explain that Web 2.0 is an improved successor of the first web, and that instead of self-importance and prioritisation, Web 2.0 underlines active participation, collaboration, interconnectivity, and the sharing of knowledge among users as the foundation for it all. McLoughlin and Lee (2007) claim that these structures establish a more personalised and a communicative World Wide Web – Web 2.0. These aforementioned structures are also an integral part of social media and social networking sites, which now defines Web 2.0 to a broader term, an umbrella concept.

## 2.2. Definition of social media

Subsequently it is required to define social media itself. Depending on the criteria, social media refers to any website, application or program that focuses on human interaction, both privately and in public. According to Hinton and Hjorth (2013), social media is a broad term used to refer to the ever-growing contemporary online media and its sphere of influence. Their claim is that it has gone beyond simple interaction, and instead "social media impacts on the way in which we think, experience and practise 'online media'. It is no longer merely a form of teen socialising – it has become an integral part of everyday life." (Hinton & Hjorth, 2013, p. 2). In other words, the concepts of social media and social networking sites for that matter have undergone a significant change, and they encompass much more than the aspect of human interaction.

Social media and social networking sites also have a quintessential difference to them as platforms, as Ismail and Shafie (2019) propose, in that social media focuses on sharing information whilst SNSs focus on communication between users. Yet, on social networking sites people create profiles to join communities and share information, personal opinions, photos, videos, and audio clips (Yaşar & Karadeniz, 2011, as cited in Ismail & Shafie, 2019). This creates a confusing and an unclear definition, and therefore, for the sake of clarity, conciseness and the empirical study of the students' experiences carried out in this thesis, it is useful to consider both the concepts rather than make a

distinction between them. In this thesis, the term 'social media' refers to the usual SNS like Facebook and Twitter, for example, as well as to the concept of people interacting with each other online, in private and in public. Social media therefore includes messaging apps such as SnapChat or WhatsApp, as well as YouTube, which shares many similarities to apps such as Instagram or TikTok.

## 2.3. Informal Learning and Computer-Assisted Language Learning

In the era of global networks and information, the average university student reads, hears, or speaks English daily, without the explicit purpose of doing so. This, nonetheless, improves the quality of the English language used by the recipient be it spoken or written, and thus producing the phenomenon of Informal Learning (IL). Informal learning of English, in essence, refers to the unintentional and perhaps unconscious learning of English through actions that the learner produces in different settings (Jurkovič, 2019). In this thesis, it comprises of the actions that the learner performs in the social media environment. The phenomenon itself includes but is not limited to exposure to the English language through speech, text, video and other multimedial structures, discourse in English with other users of social media, and using the language in informal contexts such as entertainment and games, for example. As Sockett (2013) states, informal learning refers to incidents, where language learners continue to expose themselves to learning experiences without the intention to do so, whilst pursuing enjoyment or social communication, to name a few. In this way, the learners improve upon their language skills, arguably in a somewhat different manner than what is normal in classrooms. Sockett (2013) also argues that the informal learning experience is quite individualised and unique dependent on the learner, which directly supports the aim of seeking and analysing personal and unique answers in the survey.

Informal learning in the context of the English language is allegedly quite common since majority of the international social media sites use English as the de facto language. This is not to claim that the language people use on social media sites is mainly English, since as Jurkovič (2019) points out, the preferred language is in fact the native language, but rather that the role of English as a lingua franca often causes people from different nationalities and ethnic backgrounds to primarily have discourse in English. Such could be suggested for social media alike. Even more so, a notable part of entertainment media such as movies, series and music originate from an English-speaking country –

as it is the case in Finland – or are primarily translated to English to reach the largest audience. Informal learning in the context of the thesis then is further supported by these phenomena.

From informal learning the emphasis moves on to the broader terminology, and with that, to Computer-Assisted Language Learning or CALL. Learning involuntarily through social media and through games, for example, is all done through the machines and computers which provide them, and so the learning processes gained also falls under the category of CALL.

According to Chik (2013), CALL is an old concept that originally searched for ways to incorporate the use of computer in modern language learning i.e., to create and find programs that enhance learning. Following that, Chik (2013) continues that while CALL has primarily been used in classic learning environments and with an intention to support learning, there is now a placement of CALL in an informal setting, something which she coins as Naturalistic CALL. This term could also be referred to as Computer-Assisted Informal Learning, meaning that there is a close connection between informal-, and computer-assisted learning. The intermix of these two concepts is the theoretical basis for learning the English language through social media and hence a vital concept to make note of for this thesis.

As a tool for learning, the integration of Web 2.0 has changed the way CALL operates to some extent, but the core notion has not changed as much. Since the model of the Web has changed to connectivity, communication and sharing knowledge, we deduce that the model for CALL has changed from learning through designated, self-prioritised means to also include the thought of learning through the community and with the assistance of interconnectivity in a social media environment. The approach of computer-assisted language learning discusses and explores different situations and phenomena in the online environment related to language learning, and in an era of Web 2.0, or even Web 3.0 and a predicted Web 4.0, as mentioned by Ismail and Shafie (2019), social media inadvertently joins this definition.

## 2.4. Advantages of social media and learning

A magnitude of research has been done on the benefits of social media on learning. The common consensus is that, with correct usage, mindset and within a controlled environment, social media can be used as a valuable tool both in learning and in teaching. This was observed by Ismail and Shafie (2019), who focused on Malaysian university students learning through social media. Ismail and

Shafie argue that social media has a positive effect on learning, if used correctly. Their quantitative study collected individual responses from 120 subjects, of which a large majority reported gaining experience and skills by using the English language in different variations and situations in social media.

According to Ismail and Shafie (2019), skills that most benefitted from social media usage were vocabulary, listening skills, reading and pronunciation/speaking skills. The findings concluded that receptive skills of the English language were affected more than the productive skills, and that the effect was largely positive. The study further claimed that the actions participants took to understand the language found in social media could complement and reinforce the formal learning gained in schools, for example.

Another study by Jurkovič (2019) focused on Slovenian undergraduate students' habits of using smartphones in informal learning of English. Not unlike the study by Ismail and Shafie (2019), the results of Jurkovič's study showed that students seek online content for receptive activities, thus engaging in receptive learning more than in productive or interactive learning. The findings showed that the students are mostly exposed to English in popular culture, which was listed as music, films and series, and video clips. Furthermore, Jurkovič discovered a new problem in learning the English language through social media: many students choose to use their native language in social media to connect with people rather than English, since their social circles and friends alike more often prefer their native language. This introduces the limitation of using social media in a language learning context, since it is largely dependent on the person and the native language, as well as the dominant language in social media accessed by the individual. The ability and the scope of learning English is consequently largely dependent on the main language used in the social circles of the individual.


## 2.5. Disadvantages of social media and learning

A study by Paul et al. (2012) discusses the interrelationship of academic performance and the time spent online and in social media. Although this study considers the problem from the standpoint of studying and academic performance, the findings are nonetheless vital in terms of the English language, and the language of the academic context. Whilst the study is nearly ten years old, the results are still valid today. The conclusion that Paul et al. (2012) draw is that social media in itself is not a problem causing people to refrain from studying and excelling in academia, but rather the

problem lies in using too much social media and lacking the time management and focusing skills to leave the mobile phone on the table. The writers claim that they found a negative relation between the time university students spent online in social media and their attention span, in other words a negative effect on academic success. The study in question does not define the term 'academic success', but it is nonetheless relevant in this thesis that considers the academic performance of university language students alike.

Spence et al. (2020) conducted a study on the use of social media whilst obtaining novel information. The study consisted of 45 participants in a relatively small arts college in the United States. It focused on the effects active social media use has on college students and their memory. The participants took a small quiz whilst exposed to the social media environment at different times. Spence et al. found evidence of a negative impact on short-term memory, and argue that it is not the content, time or number of different topics in social media that creates the phenomenon, but rather the timing of indulging in said activities. They concluded that even brief use of social media apps such as scrolling through Instagram can have a notable impact on short-term memory recall.

These findings further reinforce the proposition of Paul et al. (2012), according to which social media is not inherently the problem, but instead the reason for the disadvantages should be examined from the viewpoint of the user. It is the responsibility of the user to use social media correctly. Furthermore, Spence et al. (2020) claimed that the time spent on social media does affect academic success, yet Paul et al. (2012) argue for the negative. This is not directly contradictory, however. In fact, these results complement each other in a certain way, and we can understand that social media use has rather continuous negative effects on academic prowess and learning, since using too much social media or accessing it at the wrong timeframe, for example during studying can have adverse effect. Long-term use and too much use generally disrupts academic ability, and short-term use whilst gaining novel information interferes with memory recall.

As mentioned in the previous sub-sections, research on the effects of social media on learning and topics related to it varies greatly, yet there is seemingly little research on social media and ELL or English proficiency altogether. The question becomes a new issue when it is considered from the standpoint of English as a study subject, for as Paul et al. (2012) and Spence et al. (2020) presented, social media does have adverse effects on studying and learning altogether. While social media benefits English language skills as Ismail and Shafie (2019) and Jurkovič (2019) demonstrate, it also impairs formal learning of English. Thus, this thesis sets to find out what kind of effects social media has on ELL in the context of university studies.

## 3. Methodology

The primary data collection method for this thesis was an online survey sent to a student email list targeted for the students of different fields of humanities at a Finnish university. The participants were not chosen directly, but rather the survey was available to answer for every person subscribed to the email list. The survey questions were both in Finnish and in English, but all the participants chose to answer in Finnish. The following section will firstly discuss the survey and the questions presented in it, followed by a sub-section on the participants, and finally the methods of analysis.

### 3.1. Survey

The survey consisted of 26 questions and statements considering personal and unique answers and experiences related to language learning of English through social media. The survey collected a total of 29 unique answers from different fields of humanities, namely the Samí languages, logopaedics, cultural anthropology, English, German, history, Finnish literature and information studies. The personal questions found in the survey considered the relative age, main study language and the major subject of the participants, and more importantly the habits of using social media such as the social media platforms, the social media apps used the most, and the average amount of English content participants encounter in social media. Following that, the survey also considered the different ways of learning informally through social media and if the participants have actually learned something via these ways.

The survey contained open-ended questions, true/false statements and questions, as well as scale questions. The true/false questions were followed by a separate text field to elaborate on the given answer. This was done to ensure the variety of the responses beyond the single word true/false answers. The survey was split into four different sections: 1. Background questions, 2. Questions about the advantages of social media on English language learning, 3. Questions about the disadvantages of social media on English language learning and 4. Statements about English language learning and social media.

## 3.2. Participants

The participants' age spectrum is quite varied, which is to be expected in an university. The largest group of participants were around the age of 21-22 with approximately 35% of the respondents. The second and third largest groups were 23-24 with 28% and older than 26 with 24% of the respondents, respectively. Why the participants and the number of them were chosen as such is largely on the grounds of the scope of the thesis. For a bachelor's thesis, a sample group of 29 participants is sufficient and an adequate number to answer the research questions.

The survey included questions about the main subject and study language of the participants. In this respect, the English students were in a majority of 31%, followed by information studies and history with some 17% each, logopaedics (10%), Finnish language, literature and cultural anthropology ( little over 6% each), as well as the Samí languages and German (3% each). Regarding the main study language, 67% reported Finnish, 24% reported English, and small minorities reported German, Swedish and the Samí languages, with 3% each. Beyond the main study language, 37% reported to have a secondary subject in some other language, or to otherwise come across some other language regularly in the form or study materials or optional courses.

The participants were also asked about their social media use and their preferred platforms in both using social media, as well as the social media sites themselves. The main language of their social media was also inquired, and on a scale between one to ten, the average was around 6.3, which suggests that on average, much of the language found in social media among the students is in fact English. All the participants reported that they use social media apps on their mobile phones, and some 76% accessed it through a laptop. A minority of 31% accessed social media through a desktop computer, and only 17% claimed to use a tablet computer in this instance.

## 3.3. Methods of analysis

This thesis aligns with quantitative and qualitative methods, with both statistical data and individual answers collected from the participants. Both types of data are treated equally, but nevertheless, the study leans more towards the qualitative results as they provide more information. The thesis employs a mixed method of quantifying survey results and studying the separate answers as a collective. Mixed-method research is, as Creswell (2014) explains, a relatively new methodology involving both quantitative and qualitative data. It has gained popularity in the last three decades in a plethora of

different fields of research, particularly because of the complex approach it allows. Mixed-methods research aims to integrate the best parts of both to better answer the research question, and to provide a more cohesive and a complete understanding overall.

Mixed methods are preferred as an approach since it minimises the limitations that quantitative and qualitative research each entail. Quantitative research, in this case, would leave out important details and answers to questions of 'why and how', while qualitative research would leave out the larger consensus and limit the applicability of the results to a larger scale. The dataset of this thesis includes a large number of unique responses that answer to the aforementioned questions, and an approach such as this allows for the comparison of perspectives with the quantitative results. Creswell (2014) also provides a similar example structure for the analysis as the one present in this thesis, which first mainly discusses the quantitative data, followed with qualitative examples and analysis.

# 4. Analysis

This section focuses on the analysis of the survey answers to questions about the effects of social media on English language learning. The section consists of mainly four parts: social media use, language learning through social media, the positive experiences and the negative experiences. The part regarding social media use discusses more closely the use and the content found by the participants while accessing social media, and the part on language learning focuses on what sort of learning is most common on social media and the informal nature of it. The positive and negative experiences are quite self-explanatory. The sections all include graphs and direct examples picked from the dataset. Since all the participants answered in Finnish, both the Finnish answers and their translations are provided in the examples to provide authenticity.

## 4.1. Social media use

The social media platforms used by the participants were reported to be quite varied, yet some applications were generally more popular. Overall, WhatsApp was reported to be used by everyone, whilst Instagram (72,4%), Facebook (55,2%), and Snapchat (51,7%) each were accessed regularly by over 50% of the participants. Below 50% of usage, the most popular social media was Discord, which was followed by Twitter (34%), Reddit (28%), LinkedIn (14%) and finally TikTok (10%). Over 41% of the participants mentioned using some other social media not mentioned in the available options, and of those, 24% mentioned YouTube. This supports the notion of YouTube as social media. When considering the language of social media and the amount of English found in it, on a scale between one (least) and ten (most), the average as well as the median were both above six. More than half of social media accessed by the average student in this sample is thus in English. Taking into consideration the fact that the survey was sent to students at a Finnish university, and that Finland is a country where the English language is quite prominent, the results maintain that the average Finnish university student – inadvertently or knowingly – encounters the English language quite often when accessing social media. These questions were asked to determine the most common type of social media and to find out whether there are variables between the sorts of social media used and ELL, i.e., if different types of social media affect ELL in different amounts.

## 4.2. Language learning through social media

Some questions focused purely on the informal aspect of language learning through social media to determine the rate of informal learning. Graph 1 illustrates the amount of content in social media related to ELL and language learning encountered by the participants, and it seems to reveal that Finnish university students are seldom exposed to it. A following question of '*Do you ever take notice or take the time to read these posts/look at these groups or hashtags etc*.?' received a negative response rate of 75%, which all suggests that learning through social media happens, for the most part, without conscious effort. Even more so is the fact that the maximum value any individual participant gave on Graph 1 is six out of ten, while most answers were given in the range between one and three out of ten.

Other related questions considered reading or noticing such content, coming across groups that deal with such topics, and whether the participants have taken active steps to improve their learning in social media. Four of the participants mentioned belonging in a language-learning related group, and when asking whether the respondents ever acknowledge these posts/accounts/groups, around 24% said to at least glance at them. Most common response claimed to rarely if ever notice such posts. Of those that answered negatively, 27% (20% of total participants) explained that they feel their English skills are above the level found in social media, or that they do not have the need to follow such content. Lastly, when asked about active learning through social media, 66% mentioned they only search for unknown words and their meaning, while only 17% claimed to pursue other actions related to language learning such as watching educational videos etc.

Further analysis of this data showed that those who belong in a language-learning group are much more likely to look at related posts overall, which is to be expected since those individuals also reported to have a personal or an education-related interest to language learning. On the contrary, the participants who provided negative answers said to seldom see such content, or that they feel they know more than it offers. The responses to the question about active learning seem to be in line with those found by Jurkovič (2019), where accessing online dictionaries similarly held a value above 50%, in addition to the percentual values for other related activities which was around 20%. To collate the information, since the percentages for accessing social media with the explicit purpose of learning are quite low, while the average amount of English content found in social media is quite high (see section 3.2.), it seems the average Finnish university student accesses the English social media most likely without the intention to pursue learning.

| Minimum value given | Maximum value given | Average | Median |
|---|---|---|---|
| 0 | 6 | 2,3 | 2 |

*Graph 1: Answers to question: 'On a scale between one (Least) and ten (Most), how often do you come across social media accounts or posts related to language learning and learning English?'*

## 4.3. Positive experiences

The majority of the participants reported positive experiences of social media affecting their English language learning (ELL) and their language skills. It seems the majority are of the opinion that their skills are still improving. The prevailing assumption is that the participants have frequently experienced learning English through social media, but that they have never underlined learning as a primary objective when accessing it.

### 4.3.1    Receptive language skills and pronunciation

Beginning from the basic language skills, as presented in Graph 2-4, the respondents confirm the proposition of Ismail and Shafie (2019), where the receptive skills of ELL improve through social media use. Over 95% of the participants agreed that they have learned vocabulary, which was expected, since social media itself is an important contributor in creating new words or bringing new meanings to old ones. Similar figures can be seen regarding the other two skills listed, with listening skills having a positive answer rate of 83% and reading/comprehension skills with 90% respectively. The marginally lower score of listening skills can be explained quite straightforwardly: all the participants who disagreed, apart from one, reported to seldom use social media that contains sound. Besides that, the values seem to all represent and support the conclusion of Ismail and Shafie (2019), where receptive skills of English improve the most from social media use.

Regarding the productive skills of English, the pronunciation and speaking skills overall fell behind quite drastically from the receptive skills. Only 41% agreed that their pronunciation had benefitted from social media. While the results show a clear decline in benefit experienced by the participants,

the open explanations provided after suggest a difference in the general understanding of what can improve pronunciation, as can be observed in the Examples 1-6 below.

| Example 1. | Epätosi | En ole itse tuottanut sisältöä, joten ääntämykseni ei ole parantunut |
| | False | "I haven't really produced any content, so my pronunciation has not improved." |
| Example 2. | Epätosi | En juuri itse kommunikoi puheella |
| | False | "I do not really communicate by speech." |
| Example 3. | Epätosi | En tuota itse sisältöä someen. |
| | False | "I do not produce content in social media." |
| Example 4. | Epätosi | En käytä somekanavia, joissa puhuisin toisten kanssa. |
| | False | "I do not use social media where I would speak with others." |
| Example 5. | Epätosi | En ole komminikoinut somessa yhtään äänen välityksellä. Teksti on pääasiallinen viestinnän väline |
| | False | "I have not communicated by voice in social media at all. Text is the main instrument for communication." |
| Example 6. | Epätosi | En puhu sosiaalisessa mediassa |
| | False | "I do not speak in social media." |

*Examples 1 - 6: Unique answers to the question: 'Do you think your pronunciation has improved through social media?'*

The answers to the question '*Do you think your pronunciation has improved through social media*?' here all are marked as 'Epätosi' – False, which would otherwise support the claim that pronunciation does not improve as notably as the other language skills. There is however a problem, as mentioned earlier, which is that all the respondents either claim they do not speak in social media (Examples 2, 4-6), or that they do not produce voice content in social media, as explained in Examples 1 and 3. Both answers seem to highlight a misconception of sound production only improving pronunciation, when in fact listening can similarly improve pronunciation. Of all the participants that answered negatively (59%), over a half listed answers like the ones shown in the examples above, which suggests that the understanding of Finnish university students and how pronunciation improves is somewhat limited. This proposition is further supported when the participants are asked about the most beneficial type of social media towards language learning. Altogether 13 participants (nearly 47%) separately mention video content as the most beneficial type of social media content. YouTube

is the single most mentioned platform, explained to advance vocabulary, grammar, as well as listening and reading comprehension, added with the explicit mention of gained familiarity to different accents and slangs or slang words found around the world. Listening, and acquainting oneself with accents and grammar all arguably allow for the individual to improve their pronunciation, supporting the hypothesis that Finnish university students actually learn more pronunciation than what the students themselves assume.

Speaking skills with the exclusion of pronunciation are instead represented in the survey quite clearly. Since over a half of the negative responses claim they do not speak or create content with speech in it, it is less likely for the skill to benefit from social media use, at least in this sample group. This, together with the findings of Jurkovič (2019), where people of the same nationality are more likely to use their native language in conversations with each other in social media, all point out to speaking skills not improving in the same manner as listening or reading.
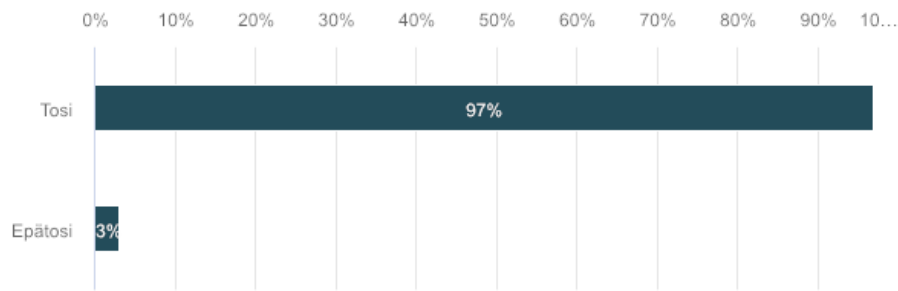
*Graph 2: Answers to question 'Do you think your vocabulary has improved through social media?'*

*Tosi = True, Epätosi = False*
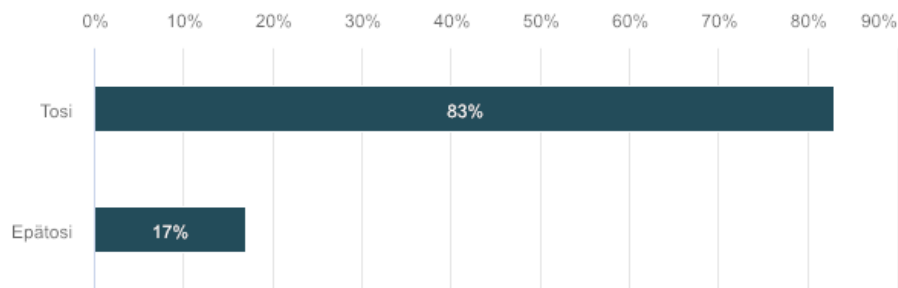


*Graph 3: Answers to question 'Do you think your listening skills have improved through social media?'*

*Tosi = True, Epätosi = False*



*Graph 4: Answers to question 'Do you think your reading/comprehension skills have improved through social media?'*
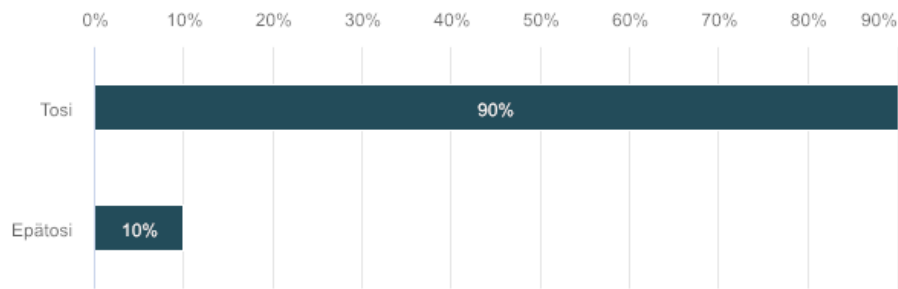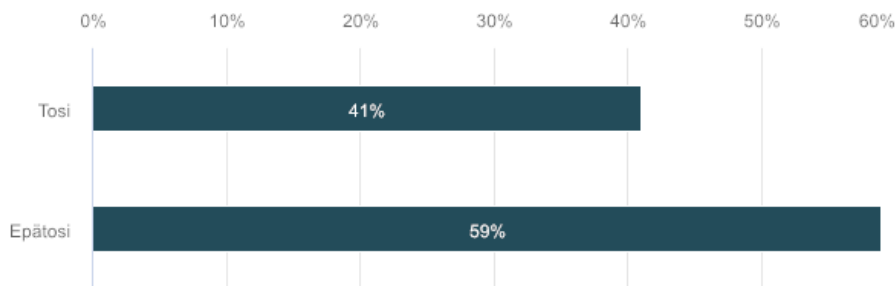
*Tosi = True, Epätosi = False*

*Graph 5: Answers to question 'Do you think your pronunciation has improved through social media?'*

*Tosi = True, Epätosi = False*
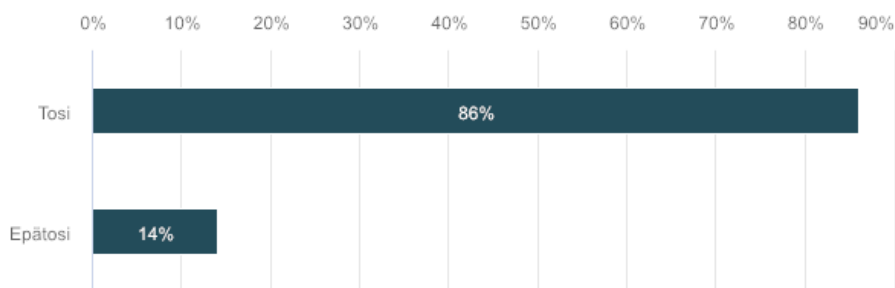


*Graph 6: Answers to question 'Do you think social media has benefitted your learning in some other way?'*

*Tosi = True, Epätosi = False*

### 4.3.2 Writing skills

Somewhat contrary to the results of the study by Ismail and Shafie (2019), this dataset indicates that besides receptive English skills, social media use also develops productive skills quite substantially. Many respondents reported that they rather use text and writing as a means of communication in social media instead of speech, as is seen in Examples 2 and 5 (p.17), which indicates that students indeed gain writing experience. Some individuals also directly mentioned writing posts in social media and the benefit it has had on their English. These findings suggest that the improvement to the productive skill of writing is quite notable, yet an argument could similarly be made that the improvement is rather marginal since the language of social media is mainly colloquial in nature This depends on the viewpoint, nonetheless. Unlike the speaking skill or language comprehension, writing

– alike to grammar – requires a level of meticulousness and structural accuracy for the text to make sense for the reader, as is pointed out by Ismail and Shafie (2019). Academically correct writing therefore does not receive the level of improvements speech production and receptive skills do, for social media uses mostly colloquial English. This still might not be definitive however, as is noted by some participants, since there are social media sites that focus on longer and sometimes quite formal text, such as certain Reddit forums. In fact, Reddit was reported to be a platform used by a relatively large number of the participants (27,6%), which would make accessing forums containing formal text more probable. This would, in turn, mean that beyond reinforcing the basic skills of writing, there is a considerable chance of even academic writing skills improving with the assistance of social media. Albeit the survey did not separately ask for experiences regarding the writing skill, the data gained from the other questions certainly do provide enough basis for this argument.

### 4.3.3    Benefit to other aspects of language proficiency

The most notable benefit of social media towards ELL seems to not include any of the previously mentioned skills, but instead the overall experience gain, and the support or reinforcement of already possessed language skills. As seen in Graph 6 (p.20), 86% of the participants mention social media benefitting their English in some other way not listed previously. The most evident and distinct mentions were listed as overall maintaining the language skills the individual already had, as seen in Examples 7, 11-13 and 15 below (p.22), and the ability to actively use the language, thus reinforcing it (Examples 8, 13-14, p.22). By reviewing the extracts of data, it becomes evident that especially maintaining language skills is something reported by the majority, which would introduce the arguments that social media has significant benefits outside the actual development of language skills, and that social media holds a considerable role in the development and sustainment of the language proficiency of the individual.

| | | |
|---|---|---|
| Example 7. | Tosi<br><br>True | Se on auttanut yleisesti kielitaidon ylläpidossa.<br><br>"It has overall helped me in maintaining my language skills." |
| Example 8. | Tosi<br><br>True | Olen voinut konkreettisesti hyödyntää englannin kielen taitojani kommunikoimalla ihmisten kanssa. Samalla myös oppii maailman eri kolkkien sanastoa<br><br>"I have been able to practically utilise my English skills by communicating with people. At the same time you learn different vocabularies from different parts of the world." |
| Example 9. | Tosi<br><br>True | Yleisesti kehittänyt kielitatoa ja etenkin laajentanut sanastoa<br><br>"Overall improvement of language skills, especially expanding the vocabulary." |
| Example 10. | Tosi<br><br>True | Ymmärrän sujuvasti sovelluksissa esiintyvää englantia<br><br>"I understand the English found in apps fluently." |
| Example 11. | Tosi<br><br>True | Kielitaito pysyy yllä ja ajankohtaisena<br><br>"Maintaining language skills and keeping it all up to date." |
| Example 12. | Tosi<br><br>True | Sosiaalinen media auttaa kielitaidon ylläpitämisessä<br><br>"Social media helps with maintaining language skills." |
| Example 13. | Tosi<br><br>True | Jo opitut taidot eivät unohdu ja epävarmat alueet harjaantuvat kun kieltä käyttää koko ajan<br><br>"Already known skills do not regress, and uncertain areas improve when you use the language constantly." |
| Example 14. | Tosi<br><br>True | Tuo lisää altistusta kielelle<br><br>"It exposes the individual to the language more." |
| Example 15. | Epätosi<br><br>False | En ole juuri oppinut mitään. Lähinnä säilyttänyt opittua<br><br>"I have not learned anything. More so maintained the already learned." |
| Example 16. | Epätosi<br><br>False | se ei tuo osaamiseeni mitään uutta ja mullistavaa<br><br>"It does not bring anything new or revolutionary to my existing knowledge." |

*Examples 7-16: Unique responses to 'What other benefits social media has had on your English skills?'*

## 4.4. Negative experiences

Similar to Paul et al. (2012) and Spence et al. (2020), the survey results show that indeed there is a negative impact on learning, and more importantly on English language learning. The survey inquired for experiences relating to negative experiences of social media affecting ELL both by open-ended questions, as well as proposing some statements to which the participants explained their standpoints in free form. Majority of the participants, a total of 76%, reported that social media has not harmed or disrupted their learning, yet the fact is that 24% were of the opposing opinion. It is thus worthwhile to ask why this is so.

### 4.4.1  Prevailing causes for disruptions

While only a fourth of the participants claimed to have felt disruption to their English learning or skills, the opposing majority also agreed on the causes for such disruptions. Nearly every participant explained that the language found in social media is, for the most part, filled with grammatical mistakes and false information, and that social media often creates disturbances in formal and active learning, as the learner gets distracted by it. Interestingly, the participants who answered negatively against social media harming learning commented further that they have learned to differentiate and dissociate between the incorrect and correct, which is why social media in fact does not harm their ELL or English language skills. A distinction of skill level between the participants is therefore visible in this context, albeit it is from the standpoint of critical media literacy and thinking. Some participants were further of the mind that every sort of language use develops the language, no matter if the encountered language incorrect or correct, and that it is for the individual to notice these differences. Both observations also support the idea that the skill of critical media literacy is in a vital position in the context of language learning, especially when in relation to social media.

### 4.4.2  Critical media literacy and thinking

In fact, critical media thinking and critical media literacy are the most observable aspects that divide the participants in whether they have had positive or negative experiences in social media regarding language learning. The results suggest that the participants who possess the ability to differentiate between correct and false information seem to gain more from social media, and that the participants who do not possess similar level of skill sometimes confuse word or sentence structures, which is in

fact harmful to their English language skills and proficiency. It was also separately mentioned how the distinction between correct and incorrect language can help applying the knowledge learned from social media in an academic environment, which would further separate the possible benefits and disadvantages gained through social media.

### 4.4.3   Negative effects on English

Now considering the negative effects purely from the standpoint of English, the participants mostly agreed that social media can harm English learning, but the benefits outweigh the disadvantages. The answers indicate that since English is a lingua franca in the context of social media, merely interacting with it daily has definite positive effects, including understanding the colloquial language and maintaining language skills. The negative effects explained are essentially the same as proposed by Paul et al. (2012), according to whom distractions and overuse can cause harm to the overall learning and language skills of English. The findings of Spence et al. (2020) regarding disruptions to short term memory recall were not observed and repeated in this thesis. Nonetheless, some of the participants in this thesis dataset mentioned how they have experienced disruptions in learning when they have accessed social media, alike to the results of Spence et al., and that they have experienced difficulties in focus when they have had the ability to access social media while in the process of learning.

Altogether the results seem to show a consistent trend, where the individual responsibility of the learner is in the most important position. While social media does not directly harm the English skills and ELL of the individual in a large extent, social media does influence these concepts significantly through the actions that the individual takes, and the consequences may be positive or negative, somewhat depending on the media literacy skills of the user.

## 5. Discussion and Conclusion

This section will summarise the findings, primarily discussing the initial hypothesis and how the findings reflect that. Furthermore, this section will mention briefly mention prospects for future research and how these results can affect the world in a larger context. This thesis set out to answer three questions: whether learning through social media has positive or negative effects on ELL and how they compare with each other, if social media can be used as a learning tool efficiently, and if learning through social media is largely informal in nature. The first of the two initial hypotheses was that social media can be used as a tool effectively and it should benefit learning, albeit with limitations realised by the participant, such as misuse or lack of objective. The second hypothesis surmised that the nature of learning through social media is most probably informal in nature, especially among Finnish university students.

The benefits and disadvantages were discussed in detail, and they seem to reflect upon the initial hypothesis as well as the first research question quite closely. The dataset proved that the advantages social media has on learning and ELL are as diverse as they are crucial. Consistent with the results of the studies by Ismail and Shafie (2019), the dataset showed that the receptive skills are indeed the ones to gain the most from social media use, yet this data also showed evidence of the productive skills of pronunciation and writing seeming to improve more significantly. Furthermore, the problem of students accessing social media mainly in their native language found in the study by Jurkovič (2019) was not as prominent in this data sample group, and instead it seems that the average Finnish university student encounters and uses English in a social media environment consistently. The primary use for social media in a learning setting is as an auxiliary tool, something which is used by nearly all the participants, either actively or informally. The thesis also confirmed the relation drawn between the previously mentioned studies and the studies by Paul et al. (2012), and Spence et al. (2020).

This thesis highlighted a somewhat unexpected finding on the basis of previous research on learning effectively through social media, which is that it requires good critical media literacy skills. Without such skills, the effects can be negative instead, especially regarding grammar. There also seems to be a difference in the attitudes and experiences regarding social media and ELL among the participants depending on these media literacy skills. Those that have more experience are less likely to claim that social media has harmed their English language skills, whilst those that do not meet the same level of familiarity and skill report to have felt social media harming their skillset much more often.

Overall, the results imply that those who possess adept media literacy skills gain more from social media in connection to ELL.

The second hypothesis was similarly confirmed, with only a fraction of the participants actively using social media to better ELL. Nonetheless, over 95% of the participants reported that social media has developed their ELL and English language skills, which indicates that social media does benefit English language learning, and mainly informally. Since most of social media is supposedly dominated by the English language, at least in the context of Finnish university students, the benefit to ELL is therefore both significant and important. Since websites and apps such as Twitter, TikTok, and Facebook share the similar form of interconnectivity among users, and are a notable part of popular culture, the exposure to the English language is quite probable. Thus, it is quite difficult to avoid learning, and moreover, it is highly probable that the phenomenon of informal learning is constant in this context, which strengthens the validity of IL in a social media setting in general.

There needs to be a distinction and a notice on the definition of the language that can be learned through social media. When discussing the differences between academic language and the language found in social media, it is more often so that the language of social media does not translate or is not appropriate for academia. Yet, as the results of the survey show, social media is a necessity and a perfect base to learn colloquial English and to reinforce learning academic English. While the majority of the survey respondents agreed that the language of social media is littered with grammatical mistakes, informal language and contextual words, therefore possibly disturbing language learning, generally the benefits outweigh the detriments. On average, accessing social media will most likely assist the individual in learning or at the least maintaining the language skills. It then should be argued that learning to assess and dissociate incorrect structures and grammar in social media is as important to language development as it is in a formal learning setting. What is more, social media is among the most innovative sources for new words and concepts, of which we can see examples in basic words like 'to tweet' or 'emoji', but also in words that define studied phenomena like 'cancel culture'. Critical media literacy and recognising the effects of social media to ELL is arguably vital in the world today.

In terms of limitations of this thesis, firstly the scope needs to be mentioned. While the results are empirical and usable in the context of a Finnish university, a data sample size of 29 participants is not universally applicable, not to mention almost a third of the participants were students of English. To better gain a representative cross-section of the effects of social media on ELL and learning overall, the experiences of students from other fields of study should also be discussed and studied.

Another point to mention is the limit of language skills discussed. This thesis separately asked for the receptive skills as well as pronunciation, but other productive skills were not as highly represented, albeit the results still provided enough data to discuss these topics. Discussing the benefits and disadvantages of social media on the productive skills of English should be observed more closely, since they are the skills that somewhat divide the results in this thesis. Adding on, it is necessary to mention the fact that discussing the writing skills require a distinction on overall writing skills and academic writing skills. Both points show that indeed the productive skills of English should be studied in more detail.

Further studies continuing from this topic could very well deal with how to distinguish positive and negative social media use, how different forms of social media provide different levels of learning assistance, as was proved by the explicit mention of YouTube in this thesis, and finally, how does informal learning of English in social media compare to purposeful learning through social media. Some suggestions could also be made towards finding out how to improve productive and interactive learning through social media to be up to par with the receptive learning, and if social media somehow limits the commonly used vocabulary and language of the average user.

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## Survey on the effects of social media on the English language

⊞ Mandatory fields are marked with an asterisk (*) and must be filled in to complete the form.

This survey focuses on the attitudes and experiences university students have towards social media and the English language. The aim is to understand the different applications and effects social media has towards learning English and learning altogether, and whether social media can be used effectively in the academic context. In this survey, social media refers to communicational and social apps that allow people to connect with each other around the world in different contexts.

The survey consists of scale questions, true/false statements and questions, as well as open questions. The survey should take somewhere around 10-15 minutes to answer, but you can take your time if you wish.

## Background questions:

1. What is your age? *

- ○ 18 - 20
- ○ 21 - 22
- ○ 23 - 24
- ○ 25 - 26
- ○ Older

2. Which year is it for you in university? *

| |
|---|
| |
| |
| |
| |

3. What is your main subject? *

_____
_____
_____
_____
_____

4. What is your main study language? *

_____
_____
_____
_____
_____

5. What sort of social media platforms do you use? You can select as many as you want.

☐ Facebook

☐ Twitter

☐ Instagram

☐ WhatsApp

☐ Snapchat

☐ LinkedIn

☐ Discord

☐ TikTok

☐ Reddit

☐ Other, what?    _____

6. What devices do you use to access social media? You can choose many.

☐ Mobile phone

☐ Tablet

☐ Laptop computer

☐ Desktop computer

☐ Other, what? [                    ]

7. On a scale from 1 to 10, how much of social media you use is in the English language? (App language/posts you come across, etc.) *

0

Least ▬▬▬▬▬▬▬▬▬▬▬▬▬ Most
0                              10

8. What do you think of social media as a learning platform? Can it be an effective source for learning? *

[                                    ]
[                                    ]
[                                    ]
[                                    ]
[                                    ]
[                                    ]

9. What do you think of the vocabulary and language used in social media? Is it appropriate for academia? Please explain your answer. *

○ True    [                              ]

○ False   [                              ]

## Advantages of social media on the language skills of English:

This next section will focus on the experiences of learning English through social media. The questions will be true/false statements and questions.
Please elaborate on your answer in the space beside the true/false options, if you have something to add or to emphasise. This is not obligatory, however.

10. I have learned English vocabulary through social media. If so, how? If not, why? *

○ True

○ False

11. I have improved my English listening skills via social media. If so, how? If not, why? *

○ True

○ False

12. I have improved my reading/comprehension skills of English through social media. If so, how? If not, why? *

○ True

○ False

13. I have improved my pronunciation of English through social media. If so, how? If not, why? *

○ True

○ False

14. Do you think social media has benefitted your learning in some other way? If so, how? If not, why? *

○ True

○ False

15. How often, on a scale of 1 to 10, do you come across social media accounts or posts related to language learning and learning English? *

Least                                                    Most

□
                                                         10

16. Have you come across social media groups or hashtags that focus on learning foreign languages or English? (For example, Facebook groups, Twitter, etc.) *

17. Do you ever take notice or take the time to read these posts/look at these groups or hashtags etc., and if so, why and how often? If not, why? *

18. Do you take specific actions in the social media environment to better your English skills and learning? (For example, following these accounts or groups that produce English learning related content, googling difficult or unknown words/structures etc.) *

19. What sort of media do you think helps best in terms of learning English? Why? *

|  |
|--|
|  |
|  |
|  |

## Disadvantages of social media

This last section will ask about the possible disadvantages of learning English through social media, and continue with some statements related to this. This section will consist of open answers excluding the first question. Please answer with what you think about these statements, and if you will, please also explain why you think so.

20. Do you think social media has disrupted your learning in some way? If so, how? *

○ True

○ False

|  |
|--|

|  |
|--|

21. What sort of social media do you think is most disruptive in terms of learning? *

|  |
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22. Do you think the level of disruption and the disadvantage social media produces differs between the learning subjects? *

|  |
|--|
|  |
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|  |
|  |

What do you think of the following statements?

23. Social media causes disturbances in learning, but in the case of English, the benefits outweigh the drawbacks. *

24. There is no distinct advantage to learning English via social media, since most of the language and text is quite informal and riddled with grammatical or spelling mistakes. *

25. The language spoken in social media is quite unsuitable for academia since it is quite culturally bound and mostly relies on context to make sense. *

26. I have gradually gained familiarity with the English language through social media, and that has helped me in academia as well. *

This is the end of the survey. Thank you for your response and your valuable input. If you have anything that you wanted to add, feedback or anything that has something to do with this survey, please do write it down below. Feedback is always appreciated.

27. Do you have anything else to mention on the topic, about the survey altogether, or some other feedback?

# Kysely sosiaalisen median vaikutuksista englannin kielen oppimiseen

📋 Pakolliset kentät merkitään asteriskilla (*) ja ne tulee täyttää lomakkeen viimeistelemiseksi.

Tämä kysely keskittyy eri asenteisiin ja kokemuksiin joita korkeakouluopiskelijat omaavat sosiaaliseen mediaan ja englannin kieleen liittyen. Kyselyn tarkoitus on selvittää millaisia vaikutuksia ja sovelluksia sosiaalisella medialla on englannin kielen oppimisen kannalta, ja mikäli sosiaalista mediaa voisi käyttää akateemisessa kontekstissa. Tässä kyselyssä sosiaalisella medialla viitataan viestinnällisiin ja yhteisöllisiin mobiili- ja tietokonesovelluksiin. Sovelluksiin, joilla ihmiset ovat vuorovaikutuksessa toistensa kanssa ympäri maailman eri asiayhteyksissä.

Kysely koostuu arvoasteikkokysymyksistä, tosi/epätosi väittämistä ja -kysymyksistä, sekä myös avoimista kysymyksistä. Aikaa kyselyyn kuluu arviolta noin 10-15 minuuttia, mutta voit käyttää niin paljon aikaa kuin haluat.

Taustakysymyksiä:

## 1. Mikä on ikäsi? *

- ⬡ 18 - 20
- ⬡ 21 - 22
- ⬡ 23 - 24
- ⬡ 25 - 26
- ⬡ Vanhempi

## 2. Monennettako vuotta olet nyt yliopistossa? *

|  |
| --- |
|  |
|  |
|  |
|  |

3. Mikä on pääaineesi? *

4. Millä kielellä käyt opintoja? *

5. Mitä sosiaalisen median alustoja käytät? Voit valita niin monta kuin haluat. *

☐ Facebook

☐ Twitter

☐ Instagram

☐ WhatsApp

☐ Snapchat

☐ LinkedIn

☐ Discord

☐ TikTok

☐ Reddit

☐ Joku muu, mikä?

6. Millä alustoilla käytät sosiaalista mediaa? Voit valita useita. *

☐ Älypuhelin

☐ Tabletti

☐ Kannettava tietokone

☐ Pöytäkone

☐ Joku muu, mikä? [                    ]

7. Asteikolla yhdestä kymmeneen, kuinka paljon sosiaalisesta mediasta jota käytät on englannin kielellä? (Sovelluksen ensisijainen kieli, julkaisut tms.) *

0

Ei ollenkaan ▢———————————————— Kaikki

0                                    10

8. Voisiko sosiaalinen media mielestäsi toimia tehokkaasti oppimisen välineenä? *

| |
|---|
| |
| |
| |
| |
| |

9. Mitä mieltä olet kielestä jota sosiaalisessa mediassa käytetään? Onko se sopivaa akateemiseen ympäristöön? Selitä lyhyesti kantasi. *

○ Tosi       [                    ]

○ Epätosi    [                    ]

Sosiaalisen median hyödyt englannin kielen oppimiseen:

Seuraavassa osiossa esitetään tosi/epätosi väittämiä ja kysymyksiä liittyen englannin kielen oppimiseen sosiaalisen median välityksellä. Vastaa väittämiin oman kokemuksen mukaan ja selitä valintasi viereiselle tekstikentälle, mikäli sinulla on lisättävää tai mikäli haluat tarkentaa. Tämä ei kuitenkaan ole pakollista.

10. Olen oppinut englannin sanastoa sosiaalisen median kautta. Jos olet, niin miten/mitä? Jos et, niin miksi? *

Tosi
○

Epätosi
○

11. Olen kehittänyt englannin kuuntelutaitojani sosiaalisen median avulla. Jos olet, niin miten? Jos et, niin miksi? *

Tosi
○

Epätosi
○

12. Olen kehittänyt englannin luku- ja ymmärtämistaitojani sosiaalisen median kautta. Jos olet, niin miten? Jos et, niin miksi? *

Tosi
○

Epätosi
○

13. Olen kehittänyt englannin kielen ääntämistäni sosiaalisen median välityksellä. Jos olet, niin miten/mitä? Jos et, niin miksi? *

Tosi
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Epätosi
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14. Onko sosiaalinen media ollut jotenkin muuten hyödyksi englannin kielen taitojesi kannalta. Jos on, niin miten? Jos ei, niin miksi? *

Tosi
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Epätosi
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15. Asteikolla yhdestä kymmeneen, kun käytät sosiaalisen median

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palveluita, kuinka usein vastaasi tulee julkaisuja tai käyttäjätilejä jotka liittyvät kielen oppimiseen ja etenkin englannin kielen oppimiseen? *

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Ei laisinkaan                                                                                      Jatkuvasti

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16. Entä onko vastaasi tullut ryhmiä tai hashtagejä jotka liittyvät vieraan kielen tai englannin oppimiseen? (Esimerkkinä Facebookin kieliryhmät, Twitter, tms.) *

17. Huomioitko tai luetko kyseisiä julkaisuja, tai vilkaisetko kyseisiä ryhmiä, hashtagejä, tms.? Mikäli teet niin, niin miksi ja kuinka usein? Jos et, niin miksi ei? *

18. Teetkö koskaan tietoisia valintoja tai tekoja sosiaalisen median ympäristössä jotka kehittävät englannin kielen taitojasi ja/tai oppimistasi? (Esimerkiksi seuraatko näitä mainittuja käyttäjiä/ryhmiä, tai haetko netistä selitystä sanoille jotka ovat vaikeita tai joita et tunnista, tms.?) *

19. Millainen/mikä sosiaalinen media mielestäsi kehittää parhaiten englannin kielen taitoja ja oppimista? Miksi? *

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Sosiaalisen median haitat

Tämä osio on kyselyn viimeinen, ja se keskittyy kysymyksiin mahdollisista haitoista joita liittyy sosiaaliseen mediaan ja englannin kielen oppimiseen. Kysymyksien lisäksi osiossa on myös väittämiä, joihin on mahdollisuus vastata avoimesti. Vastaa, mitä mieltä olet väittämistä, ja mikäli voit, vastaa myös miksi olet tätä mieltä.

20. Onko sosiaalinen media mielestäsi haitannut oppimistasi tai kielenoppimista jotenkin? Jos on, miten? Jos ei, niin miksi? *

    Tosi

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21. Millainen/mikä sosiaalinen media on haitallisinta oppimisen ja kielen oppimisen kannalta? *

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22. Vaikuttaako mielestäsi sosiaalinen media opittaviin aineisiin eri suuruuksilla oppiaineesta riippuen? (Verraten esim. äidinkieli - englanti) *

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Mitä mieltä olet seuraavista väittämistä?

23. Sosiaalinen media haittaa oppimista, mutta englannin kielen kohdalla hyödyt ovat suurempia kuin haitat. *

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24. Englannin kieltä ei voi erityisen hyvin oppia sosiaalisen median välityksellä, sillä siellä käytetty kieli on epävirallista ja täynnä sana- tai kirjoitusvirheitä. *

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25. Sosiaalisessa mediassa käytetty kieli on epäsopivaa akateemiseen ympäristöön sillä se on kulttuurisesti ja kontekstuaalisesti riippuvaa. *

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26. Olen tutustunut englannin kieleen myös sosiaalisen median kautta, ja se on ollut hyödyksi myöskin akateemisessa kontekstissa. *

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Tämä on kyselyn loppu. Kiitos että jaksoit vastata kaikkiin kysymyksiin. Mikäli sinulla on jotain lisättävää tai kommentoitavaa, ole hyvä ja kirjoita se alla olevaan tekstikenttään. Mikäli sinulla on antaa palautetta, otan sen mielelläni vastaan.

## 27. Onko sinulla mitään lisättävää aiheeseen tai kyselyyn liittyen, taikka haluatko antaa palautetta?

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