Luxembourg is officially a trilingual country with most indigenous Luxembourgers speaking Luxembourgeois, German and French, even if not necessarily all to the same standard. A high proportion (44.5%) of the population consists of immigrants whose different linguistic repertoires add other languages to the multilingual face of the country.

Multilingualism is a highly salient feature of Luxembourg society and plays out differently in different domains, such as home, school, work or public institutions. Multilingualism, language use, language choice and language competence are topics frequently debated in Luxembourg’s society and Facebook is one of the social network sites where many of these discussions may be found.

In this paper I would like to focus on the use of data collected on social network sites, such as Facebook, for teaching sociolinguistics in tertiary education contexts. An analysis of a corpus compiled of group pages, with most users based in Luxembourg, has revealed that Facebook is an immense source for studies on language ideologies, language policy and language choice, topics which are covered in every sociolinguistics course. I will show how data, stemming from a corpus consisting of group pages referring to language use in Luxembourg, can be used to illustrate concepts such as language ideologies, policy and choice to undergraduate students.

Keywords: language ideologies and policies, new media, tertiary education.